

2018 Annual Report to The School Community



School Name: Kilmore Primary School (1568)

<<PLEASE UPLOAD A SCHOOL
LOGO>>

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 March 2019 at 01:10 PM by Kim Laffan
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 April 2019 at 09:06 AM by Jill Patford (School
Council President)

About Our School

School context

Kilmore Primary School is located on Lancefield Road, Kilmore; an historic rural town 58km north of Melbourne. Enrolments have increased significantly over the period of the strategic plan, increasing from 402 in 2014 to an anticipated 520 in 2019. An improved school image within the community and substantial housing growth are considered to be key to this growth. The school SFOE is relatively stable sitting at 0.4376 in 2014 and 0.4392 in 2018. The staffing profile for Kilmore Primary School includes three principal class officers, 2.6 lead teachers, twenty three full time class and specialist teachers, four part time teachers, one fulltime and two part time office ES staff and nine part time ES classroom staff members. The school Leadership Team consists of the Principal, two Assistant Principals and 2.6 Lead Teachers. The School Improvement Team (SIT) consists of the Leadership Team and six Unit Leaders. Within the Leadership Team we have a designated Literacy and a Numeracy Co-ordinator who are leading the key improvement strategies to improve student outcomes. The .6 Lead Teacher has a Teaching and Learning Coach role with a key focus on improving teacher capacity to deliver the curriculum and engage students. Our ongoing commitment to Student Wellbeing is supported by a dedicated Student Wellbeing Assistant Principal. Our comprehensive School Wide Positive Behaviour Management Program links with the Kids Matter initiative and focuses on our school values, the explicit teaching of positive behaviours and learning routines, restorative justice and developing resilience and responsibility in our students. Our modern facilities include double and single learning areas, art room, library, hall, ICT centre, playground areas for Foundation-Grade 2 and Grade 3-6 students, an outdoor fitness circuit, two outdoor basketball courts and a BER Stadium Complex. Before and after school care operates on the school site 5 days a week during school terms and school holidays. In 2017 we enjoyed an upgrade of our administration block, toilets and hall floor. We have four relocatable classrooms. Since the 2014/15 Priority review there has been a number of significant changes for the school. The current principal took up the role in term four of 2015. Based on data from the review and a rigorous consultation process the strategic plan was reassessed and changes made to the key improvement areas. The revised improvement plan took the form of a document referred to as 'The Kilmore Way'. The Kilmore Way is a set of standards, practices and expectations that ensure each child is provided with the opportunity to achieve high academic standards, contribute to a culture that fosters an appetite for learning and develop social and emotional capacity that will allow them to participate productively in society and learn in an environment where they feel valued safe and engaged in learning. There are four schools within the immediate local area, Kilmore International School, St. Patricks Catholic Primary School, Willowmavin Primary School and Assumption College. We have an active partnership with Assumption College and St Pat's Primary School. Transition programs are in place for Pre-School to Foundation transitions, which include meetings with Pre-School staff, scheduled Orientation Days, Discovery Days, and information mornings and evenings. Transition to Secondary School programs are provided for our Grade 5 and 6 students. There is a Transition program in place for students coming in to the school during the school year.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence was one of the key FISO improvement initiatives which Kilmore Primary School focused on in 2018. A highlight of this work was our involvement in the DET PLC Initiative. The school was successful in gaining a place in intake one of the PLC initiative. This opportunity was timely as improving the rigor of our PLCs was a focus in the Annual Implementation Plan. The leadership team attended the PLC training and undertook an Inquiry Cycle Challenge. For the challenge we worked with our Grade 1 team using their reading data sets to identify a cohort of children who were making minimal progress. Over an eight week period we met weekly with the team, analysed the data, set goals, implemented the plans and evaluated the progress. The results of the trial group were very positive and we presented the trial and PLC model to the whole staff. Gaining support of all staff was easy as the trial team were able to present and demonstrate their positive experience and commitment to the improved outcomes. During the following term each unit began using the Inquiry Cycle model for their PLCs. We ran regular Professional Development sessions to improve teacher understanding of the process and build the capacity of teams to challenge and engage in rigorous conversations. A member of leadership ran each meeting initially but we now have unit leaders running these meetings with

leadership members attending as participants. As a result of our work we were nominated by the area SEIL to be a PLC Link school. We have accepted this role and appointed a Link school coordinator who is currently being trained to support the roll out of the PLC initiative beyond our school. In term four a new Assistant Principal was appointed. In recognition of the key work to be done in this area, the AP position was tagged Building Practice Excellence. The role description for the AP reflects the school's commitment to maintaining the focus on building teacher capacity and knowledge as fundamental to improving student outcomes. Empowering Students and Building School Pride was our second FISO improvement initiative. Improved communication between the community and school as well as promotion of student voice, agency and leadership were the key strategies within this area. One initiative that was launched was the new KPS Facebook site. An unofficial Facebook site was closed and a new site launched. A Facebook Policy and processes were established and registrations began flowing in. Currently we have in excess of 200 families as members of this page and the feedback has been that it is a great way of helping parents/carers keep informed. In 2017 several classes trialled the Dojo Program. Feedback from parents in these classes was very positive and a decision to adopt Dojo as a communication tool across the school was made. In 2018 Dojo was used in all classes and has featured in comments from parents/carers as being extremely positive. Staff professional development included work around the DET Amplify document and HITS feedback work. This began our work on increasing student voice and agency across the school. A Student Voice ambassador joined the student leadership team. This work has laid the foundation for 2019 where we expect to see opportunities for voice and agency embedded into our daily practice.

Achievement

In Teacher Judgement aggregated F-6 data:

- Reduced the number of children achieving below average in Reading, Writing, Listening and Speaking and Numeracy.
- Increased the number of children performing above the expected level in writing, speaking and listening and Numeracy

In NAPLAN grade 5 reading:

- A huge increase from 60% of students performing above 'National Minimum Standards' in Reading to 89% in 2018
- A large decrease in students performing 'At or Below National Minimum Standards' in Reading, from 39% in 2015 to 11% in 2018, nearly meeting our target of 10% (11%)

In NAPLAN grade 3 reading:

- Data is consistent in relation to the percentage of students achieving above the national minimum standards, between 82% and 90% over the 5 year period
- A large increase in the percentage of students in the 'Top 2' bands in Reading from 2015 – 2016 and then again in 2017-2018

In NAPLAN grade 5 Writing:

- Improvement in the amount of students performing 'At or Below National Minimum Standards' in Year 5 Writing, from 24% in 2016 to 15% in 2018.

In NAPLAN grade 3 writing:

- Improvement in students achieving in the 'Top 2' bands in Writing, Year 3. The data moved from 9% in 2015 to 32% in 2018

In NAPLAN grade 3 Numeracy:

- Since 2016 there has been a steady increase in the percentage of students in the top two bands.
- 32% of students are working in the top two bands in 2018.

In NAPLAN grade 5 Numeracy:

- The percentage of students working in above the NMS has increased each year since 2015.

- The percentage of students working at or below the NMS has reduced each year since 2015.
- The percentage of students working in the bottom two bands has decreased each year since 2015.
- The percentage of students working in the top two bands has increased each year since 2015

In the NAPLAN Growth gr 3 to 5:

- Relative Growth from Years 3-5, our 'High Growth' data improved from 13% in 2015 and 10% in 2016, to 26% in 2018
 - Our 'High Growth' data is above both similar schools and schools in our network
 - Our 'Low' growth data improved significantly from 38% in 2016 to 18% in 2017. This data, however decreased in 2018 to 30%
- Improvement in the amount of students showing 'Low' growth in Writing from Years 3-5, moving from 33% and 40% in 2015/16 and decreasing this to 13% and 21% in 2017/18

Overall there has continued to be a positive trend in our data over the past few years. Enablers that have supported this progress include:

- Change in school direction as a result of priority review, resulting in high expectations both academically and behaviourally. Teachers have seen an improvement in time spent focusing on teaching and learning
- Developing a consistent approach to teaching and learning programs across the school in both Literacy and Numeracy
- Consistency with planning in both Literacy and Numeracy, as a result of leaders attending both planning sessions each week
- Consistent and clear instructional model
- High expectations for teachers to deliver differentiated programs for students
- Focus on High Impact Teaching Strategies and the differentiated professional development as a result of learning walks
- Improved use of data to target planning and enhance student learning as a result of consistent Assessment Schedule, improved data literacy and PLC Inquiry Model
- 'I Can' statements helping teachers understand the curriculum and develop consistency across the school
- Introduction of the Learning Coach to build teacher capacity
- Introduction of a Literacy Intervention Program
- Literacy resource trolleys
- Provision of whole school professional development and implementation of the SMART spelling program
- Specific literacy leader role
- Literacy Portal
- Numeracy resource trolleys and resource room
- Implementation of Split Maths from grades 3-6
- Trial of additional support in the grade 3-4 unit in 2016/17

Engagement

Our Attitudes To School Survey results were low this year. As a result we conducted several feedback and forum sessions with students to unpack the data. The result of this work was an anomaly. Students' responses to school based surveys and conversations were very positive and students could not identify any major areas of concern. What students did demonstrate was that their expectations were a lot higher than they had been in the past so for example, when talking about the classroom climate and 'naughty behaviour', they referred to students who leaned back on their chair as disruptive. There was no mention of physical or verbal bad behaviour towards teachers or each other even though these had in the past been the measure for disruptive behaviour. In 2019 there will be a dedicated Student Voice, Age4ncy and Leadership role with clear expectations that will link with the AIP goals. The Amplify document will underpin this work.

Wellbeing

- A decrease in student absenteeism from 15.88 to 15.2 in 2018.

- Achieved a decrease in unexplained student absenteeism from 7.11 days to 3.8 days in 2018.

The introduction of Sental Portal, which has allowed parents to notify and give reason for absences is one of the key enablers to this improvement. In 2018 we introduced the Punctuality Pots which could also have contributed to the improvement of our attendance data.

Our Parent Opinion Data remains very positive with continued growth in the area of promoting positive behaviour, respect for diversity and student connectedness. Instances of bully increased slightly and prompted a parent forum and work in the classroom on defining bullying and appropriate strategies to deal with it.

Financial performance and position




The school remains in a financially sound position as a result of strategic planning. We gained \$120,000 as a result of being nominated a PLC Link school. These funds will be used to improve the capacity of teachers working in PLC groupings. Equity funding continues to be used for staffing our Teaching and Learning Coach as this is an area that directly relates to teacher capacity and has a huge impact on student outcomes.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 469 students were enrolled at this school in 2018, 238 female and 231 male.

4 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>44%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>57%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>63%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>54%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	44%	26%	Numeracy	25%	57%	18%	Writing	21%	63%	16%	Spelling	19%	40%	40%	Grammar and Punctuation	25%	54%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	93 %	91 %	92 %	91 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	93 %	91 %	92 %	91 %	91 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$3,633,301
Government Provided DET Grants	\$697,908
Revenue Other	\$51,734
Locally Raised Funds	\$240,504
Total Operating Revenue	\$4,623,446

Funds Available	Actual
High Yield Investment Account	\$493,193
Official Account	\$30,715
Other Accounts	\$10,598
Total Funds Available	\$534,506

Equity ¹	
Equity (Social Disadvantage)	\$140,957
Equity Total	\$140,957

Expenditure	
Student Resource Package ²	\$3,568,099
Books & Publications	\$8,479
Communication Costs	\$4,769
Consumables	\$79,823
Miscellaneous Expense ³	\$107,144
Professional Development	\$9,144
Property and Equipment Services	\$287,419
Salaries & Allowances ⁴	\$195,669
Trading & Fundraising	\$35,307
Utilities	\$51,075

Financial Commitments	
Operating Reserve	\$50,000
Funds Received in Advance	\$12,994
School Based Programs	\$410,712
Funds for Committees/Shared Arrangements	\$800
Asset/Equipment Replacement < 12 months	\$40,000
Maintenance - Buildings/Grounds < 12 months	\$20,000
Total Financial Commitments	\$534,506

Total Operating Expenditure	\$4,346,929
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Net Operating Surplus/-Deficit	\$276,517
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Asset Acquisitions	\$0
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- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

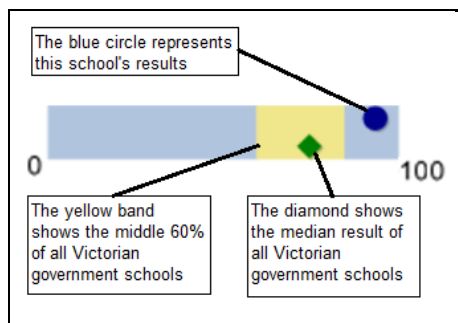
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

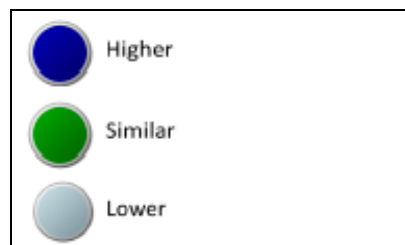


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').