

2019 Annual Report to The School Community



School Name: Koo Wee Rup Primary School (2629)



- 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 2019 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 24 June 2020 at 12:31 PM by Nathan Jagoe (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 14 August 2020 at 08:51 AM by Glenn Corrie (School Council President)

About Our School

School context

Koo Wee Rup Primary School is located in the Cardinia Shire, 75km south east of Melbourne and in 2019 our student enrolment at Feb Census was 315 . Our school comprised of 14 classroom teachers, 3 Specialists, 1 Leading Teacher, 1 Principal, 10 Education Support and 3 administration staff (including a Business Manager).

During 2019, KWRPS was in the final year of their Strategic Plan. The school continued on its journey to develop their collaborative practices in line with the Dufour model of Professional learning Communities with a specific focus in 2019 being on implementing the role of Team Leaders within each CLT.

The school's vision continued to be a key driver in the daily practices and decisions made by staff and leadership. This is; "we collectively commit to creating an inclusive environment where all students will achieve high levels of learning. We will be relentless in our collaborative efforts to meet all of the needs of our students. We will create a safe, positive and harmonious environment where students feel connected. Students will understand their learning path and be self-directed and motivated learners. We will promote and instill positive values in our students as they become learners with a growth mindset."

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence

- In 2019, the role of Team Leaders was introduced. With our continued growth as a school, we needed to consider sustainable practices to allow for ongoing development and growth within our teams. Leadership developed ongoing structures and practices to support the development of our Team Leaders. This included regular coaching conversations, professional learning sessions and peer coaching experiences.
- Another key focus was around differentiating the support provided to teams to further develop their collaborative practices. Teams set their own termly goals and were able to monitor their effectiveness in an ongoing manner.
- Whole school RTI practices were also further enhanced with specific T2 and T3 practices introduced. A key reflection from this work was the need to develop more efficient whole school monitoring systems moving forward to measure impact and ensure interventions are having intended effect.
- Further work was done to continue to embed curriculum specific instructional models. Each area of the curriculum (reading, writing and numeracy) was at a different stage in the implementation/embedding process, which meant that different strategies were at play. Some of the key strategies implemented included; using Professional Practice Days as teams, focusing on specific areas of learning need for the team, Curriculum Day used for further learning around VOICES, peer coaching structures focused on particular areas of curriculum which were connected with whole school professional learning, Primary Maths Specialists delivering whole staff professional learning as well as working with teams and individuals in coaching engagements. A key measure which was also implemented was the use of Learning Walks to measure the consistency of practice and to inform future learning. This was and will continue to be an excellent whole school measure.

Intellectual Engagement and Self-Awareness

- Staff and students further developed their capacity to use a range of tools and approaches to support students in monitoring their learning path. There was a specific focus around Reading in 2019. Upon reflection and in planning for 2020, staff recognised that this is a major area of focus moving forward.

Achievement

Our 2019 NAPLAN data indicates we continue to perform at a similar level to the state means. There were some pleasing improvements, in particular in Year 3 Reading, which we can attribute to the implementation of our whole school approaches in CAFE reading. The value we are adding (learning growth) to students who have been with KWRPS from Year 3 to Year 5 compares strongly with the state. Locally collected data indicates that staff are having a positive impact on the learning growth of students. Whilst we will unfortunately not collect NAPLAN data in 2020 due to COVID-19, we strongly believe that the work done as a whole school in implementing our instructional models will

begin to positively impact upon future student learning data.

With 18 PSD students at KWRPS in 2019, we again implemented very specific and strategic plans and approaches to ensure we met the learning needs of these students. The approaches included; termly SSG meetings to discuss the academic and social progress of each funded student. Parents, teachers and ES staff were invited to these meetings and they were chaired by Linda King the Student Wellbeing Coordinator. Individual Learning Plans were developed and monitored at these meetings. Ongoing professional learning was provided to ES staff to further develop their capacity to support the needs of these students they were working with.

Engagement

Students at Koo Wee Rup Primary school are provided with a range of extra curricula activities that support, motivate and build upon the learning that is happening in the classroom. In 2019, students were provided with a rich learning experience which included 4 specialist programs. These were Italian (LOTE), Physical Education, Digital Technologies and The Arts. 2019 was the second year that we participated in Wakakirri, Australia's largest performing arts competition for schools. There was a significant increase in the number of students who participated in this experience. Key investments were made in our resources in our Digi Tech program, with a particular focus on drones, robotics and coding.

Students also participated in activities such as School Swimming sports, Mobile March, Cross Country, athletics as well as excursions and camps. 2019 saw the re-introduction of regular interschool sports and weekly Senior School sports opportunities. Afterschool sporting programs were also provided for students and were funded through Sports In Schools Programs. Our Year 1/2 students participated in our school sleepover. Our Middle School students attended Phillip Island for an amazing 2 night camp.

Students across all levels continued to be provided with an opportunity to be part of the Student Voice program which involves them in making decisions about things they would like to see happening at our school. In 2019 there was significant work undertaken with Kate Beveridge and staff within the school to raise the profile of this group and also the work of the group was reshaped to give it greater value and purpose within the school. Senior school students were provided with further Leadership opportunities through School Leaders and House Captains. School Leaders played a pivotal role in representing the school in the wider community and in conducting our assemblies. Peer Mediation was also introduced where students were trained in being able to support students and facilitate restorative conversations to resolve minor issues in the yard.

One of the challenges the school encountered and responded to in 2019 were high levels of non-attendance in some students. Leadership engaged in department professional learning to develop whole school processes to engage and support families. This will continue to be a future priority for the school in raising the expectation with these families and developing explicit processes for these situations.

Wellbeing

Linda King, our Student Wellbeing Coordinator, continued to engage with services, families and students to address any issues relating to their wellbeing. This may include reluctance to attend school, family challenges and school issues. Curren

The school has continued to engage with an external counselling service and counselling students completing their practicum, which allows students to receive counselling here at the school during the school day. Katrina Karlson 2 days a week as a school counsellor. This was in response to the high volume of students with wellbeing and welfare issues. Our engagement with CASEA continued to provide teachers with strategies to implement the Zones of Regulation in their classrooms. They also provided support for families to access a range of external agencies.

Our 2019 plans there were more opportunities for students to follow their passions. These include Wakkakiri (arts performance), digital technology extension groups, the purchase of coding and robotics equipment and a wider range of lunch time clubs. Opportunities with the Senior School students to compete more regularly in interschool sports experiences occurred and Senior School Sport was introduced weekly. In 2019 we continued to have whole school events that had a focus on wellbeing. These included multi-aged activities that culminated in a whole school colour run

and other activities throughout the day.

In 2019 the MAT program was introduced. This saw selected Middle and Senior School Students participate in a Tier 3 intervention program that focused on building resilience and their ability to self regulate their emotions. In 2019 we worked with Uniting Connections to plan for 2020. In 2020 we plan to build upon this program to further support the transition of our Senior School Students. We also engaged with another local primary and secondary college.

We continued to develop students' understanding of the core values of Learning, Respect, Responsibility and Resilience through classroom practice and through engaging with The Resilience Project. This involves staff development sessions, student workshops and also parent workshops. The aim of The Resilience Project is to develop positive mental health strategies in our students to support them in coping with the daily challenges they face. This work extended beyond the initial workshops and training sessions. It has become a part of the language we use daily with the students in their classrooms and out in the yard. The 3 key areas of this body of work are gratitude, empathy and mindfulness. During 2019 CLT teams were supported by Linda to choose a specific wellbeing focus for the week depending on the needs of their students this further enhanced by using the data from the Resilience Project survey. Senior School students utilised the Resilience Project Journals to support them to use the G.E.M principles. To further strengthen students understanding around our core school values KWRPS has been accepted into the Department initiative - School Wide Positive Behaviour Support.

The school continued to run a very thorough Foundation transition program, including 9 structured sessions in terms 3 and 4 for the 2020 Foundation students to become extremely familiar and confident with their new school. The program also includes parent information sessions. The transition program culminated with a family 'carnival' celebration evening which had a dual purpose. The night was a celebration for our 2019 Foundation students and their families for completing their first year of school and also to welcome our 2020 Foundation students and their families to the school community. In 2019 the Peer Mediators visited the local kindergartens to read a story with students and build connections. Each month we would send a pack of Lamont books to strengthen the relationships and build a love of literacy.

Our Senior School is continuing to build stronger relationships with the secondary college to ensure personalised transition programs are being developed for students with needs. Selected Senior School students participate in extra transition sessions to support their transition to Secondary College. The Secondary Wellbeing Coordinator attends Term 4 SSG meeting to further support the transition and their knowledge of the students.

Financial performance and position

- (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 05 March 2020 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.

An end of year surplus was the result of ensuring expenditure was maintained as per guidelines and kept well within budgets. Funds were available from grants, revenue receipted in advance, unallocated family credits. Commitments such as furnishing of new relocatable rooms, upgrading of furnishings and grounds upgrades were also managed within this budget.

Additional funds received through 'Equity Funding' have been used to supplement our School Leadership roles outside of the classroom teachers, which directly supports improving student learning. Equity funding also funded other intervention supports which were implemented to support the learning and social needs of the students.

Other grants included Bendigo Bank's grant towards the local school network's Leadership Day, as well as funds for our school improvements.

For more detailed information regarding our school please visit our website at
<http://www.kooweerupps.com.au/>

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	
<p>Enrolment Profile</p> <p>A total of 313 students were enrolled at this school in 2019, 144 female and 169 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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>Above </p>

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Below ●</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>Below ●</p> <p>Below ●</p>

Performance Summary

Achievement	Student Outcomes	Similar 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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <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>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	91 %	92 %	92 %	91 %	89 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	91 %	92 %	92 %	91 %	89 %										

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Similar ●</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>		<p>Similar ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,904,174	High Yield Investment Account	\$202,306
Government Provided DET Grants	\$440,213	Official Account	\$48,027
Government Grants Commonwealth	\$10,200	Other Accounts	\$0
Revenue Other	\$10,533	Total Funds Available	\$250,333
Locally Raised Funds	\$81,049		
Total Operating Revenue	\$3,446,170		
Equity¹			
Equity (Social Disadvantage)	\$247,742		
Equity Total	\$247,742		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,897,843	Operating Reserve	\$88,213
Books & Publications	\$3,288	Other Recurrent Expenditure	\$239
Communication Costs	\$9,125	Total Financial Commitments	\$88,452
Consumables	\$95,403		
Miscellaneous Expense ³	\$89,086		
Professional Development	\$22,533		
Property and Equipment Services	\$144,356		
Salaries & Allowances ⁴	\$111,641		
Trading & Fundraising	\$20,503		
Utilities	\$41,458		
Adjustments	\$106		
Total Operating Expenditure	\$3,435,341		
Net Operating Surplus/-Deficit	\$10,828		
Asset Acquisitions	\$16,420		

- (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 26 February 2020 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)

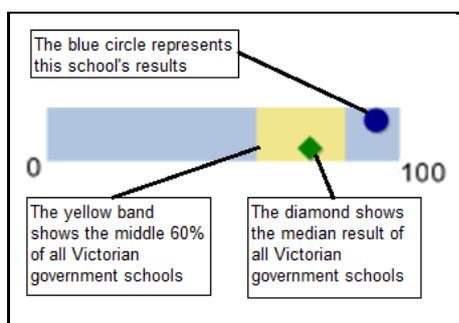
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').