2018 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 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 06 May 2019 at 10:42 AM by Nathan Jagoe (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 06 May 2019 at 11:35 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 2018 our student enrolment at Feb Census was 288. Our school comprised of 12 classroom teachers, 3 Specialists, 1 Leading Teacher, 1 Principal, 10 Education Support and 2 administration staff.

During 2018, KWRPS was in the third year of their new 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 2018 on developing and implementing a whole school structure and system around our Response to Intervention. This is an integral component of an efficient and effective PLC.

The school's vision was 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 2018, one of our key areas of focus was to embed our whole school approaches to our daily reading structure. CAFE reading is a whole school approach where significant professional learning was conducted, including external consultants, school visits, in school observations and continuous professional conversations. Significant changes were made to resources within the school, with students having their own reading tubs and each class having their own library shelf. Another area of focus within this improvement initiative has been the development and introduction of a whole school approach to our Response to Intervention. Intensive external professional learning was participated in and the strategic development and implementation of our whole school design was conducted. This will continue to be an area of focus in future years as we further develop these support mechanisms for our students.

Intellectual Engagement and Self Awareness

2018 saw KWRPS also focus on building the capacity of our teachers to provide effective and timely feedback to our students about their learning progress. Staff have also worked hard at designing and developing formative assessment tools that allow students to measure and monitor their learning achievement and growth, as well as set individual learning goals around their current work. This will continue to be an area of development in future years as we continue to strengthen the voice of our students in understanding and monitoring their learning path.

Achievement

Our 2018 NAPLAN data indicates we continue to perform at a similar level to the state means. 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. With the significant growth in the school's enrolments, a future area of focus will be how we intervene for new students in a prompt and efficient manner. Using the PLC framework, teachers are constantly discussing how they are responding to the needs of all students, both for support and also for extension.

In 2018, a major area of focus will be implementing consistent, whole school approaches to our teaching of writing. We will continue to strengthen our understanding and implementation of CAFE and further develop our consistent approaches to the teaching of numeracy. This will continue to be driven by our Primary Maths Specialists.

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 2018, students were provided with a rich learning experience which included 4 specialist programs. These were Italian (LOTE), Physical Education, Digital Technologies and The Arts. 2018 was the first year that we participated in Wakakirri, Australia's largest performing arts competition for schools. Students embraced this opportunity to be involved and we will continue to participate in this event in 2019. Key investments were made in our resources in our Digi Tech program, with a particular focus on robotics and coding.

Students also participated in activities such as School Swimming sports, Mobile March, Cross Country, athletics as well as excursions and camps. In 2019, our PE program will further extend to include more regular interschool sports and Senior School sports opportunities. In 2018, our Senior School travelled to Canberra for a 4 night camp. This was a highlight experience for these students and will continue to be a part of our biannual camps program. Our Year 1/2 students participated in our school sleepover. 2019 will see our Middle School students attend Phillip Island for 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. 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. Upon reflection at the end of the year, we felt that there is some clear room for improvement in how we engage with our students to further strengthen the voice they have in our school and also the leadership skills they develop.

The school also received $174,700 through the Inclusive Schools Grant to build an inclusive outdoor space. This space provides a range of spaces for students to utilise both during learning time and in their breaks. in 2019, the school will add further structures and resources to this space to enhance this space even further. kk

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. The school also engages 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. The school employed 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. Both Linda and Katrina attended significant professional learning around student absence and the school is now in the middle of reviewing our school approaches to intervening with students and families with high absentee rates.

Our 2018 plans to introduce more opportunities for students to follow their passions were implemented. These include Wakkakiri (arts performace), 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 are also being explored and began to occur.

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. As a school we recognised at the end of 2018 that we need to have a more specific focus on the explicit teaching of these skills and strategies. In 2019, Linda King will have a greater involvement in the targetted planning in team's collaborative meetings.

The school continues to run a very thorough Foundation transition program, including 9 structured sessions in

terms 3 and 4 for the 2019 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 2018 Foundation students and their families for completing their first year of school and also to welcome our 2019 Foundation students and their families to the school community. In 2019, we will further develop our relationships with our local kinders to support the academic, social and emotional development of future students. Our Senior School is building stronger relationships with the secondary college to ensure personalised transition programs are being developed for students with needs.

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 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.

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.

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 268 students were enrolled at this school in 2018, 128 female and 140 male.

2 percent were EAL (English as an Additional Language) students and 4 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.

low	low-mid	mid	high

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ——————————●◆—— 100 Results: Mathematics 0 ——————————●◆—— 100	● Similar ● Similar

Performance Summary

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

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 29 % Low, 62 % Medium, 10 % High **Numeracy** 29 % Low, 58 % Medium, 13 % High **Writing** 24 % Low, 57 % Medium, 19 % High **Spelling** 23 % Low, 64 % Medium, 14 % High **Grammar and Punctuation** 32 % Low, 55 % Medium, 14 % High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2018 attendance rate by year level:	Results: 2018 0 ———————— 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ———————— 50 Few absences <------> Many absences	🟢 Similar 🟢 Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	90 %	93 %	92 %	91 %	90 %	88 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 100 Results: 2017 - 2018 (2-year average) 0 100	● Higher ● Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 100 Results: 2017 - 2018 (2-year average) 0 100	● Higher ● Similar

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	
Revenue	**Actual**
Student Resource Package	$2,435,082
Government Provided DET Grants	$365,434
Government Grants Commonwealth	$12,660
Revenue Other	$10,264
Locally Raised Funds	$219,888
Total Operating Revenue	**$3,043,328**

Equity[1]	
Equity (Social Disadvantage)	$220,442
Equity Total	**$220,442**

Expenditure	
Student Resource Package[2]	$2,315,505
Books & Publications	$5,562
Communication Costs	$2,754
Consumables	$76,743
Miscellaneous Expense[3]	$77,061
Professional Development	$35,076
Property and Equipment Services	$143,311
Salaries & Allowances[4]	$116,207
Trading & Fundraising	$47,988
Travel & Subsistence	$188
Utilities	$19,944
Total Operating Expenditure	**$2,840,338**
Net Operating Surplus/-Deficit	**$202,989**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$91,612
Official Account	$24,245
Other Accounts	$106,875
Total Funds Available	**$222,732**

Financial Commitments	
Operating Reserve	$83,589
Other Recurrent Expenditure	$1,036
Total Financial Commitments	**$84,624**

(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
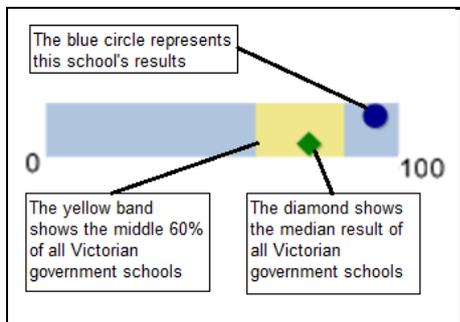   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

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).


The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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.

Higher

Similar

Lower
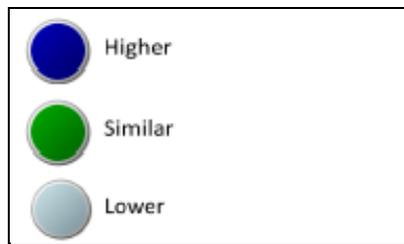
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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').