

2019 Annual Report to The School Community



School Name: Kingston Heath Primary School (5101)



- 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 27 August 2020 at 11:14 AM by Karen Roberts (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 29 October 2020 at 11:10 AM by Paul Khazaal (School Council President)

About Our School

School context

Kingston Heath Primary School, located in the south eastern suburb known as Cheltenham, offers the International Baccalaureate Primary Years Programme (IBPYP), an internationally recognised curriculum framework for primary school students, and uses this framework as a vehicle to deliver the Victorian Curriculum. We are one of 5,000 schools in more than 150 countries that offer the IB. We are proud of the 16 Commendations awarded the school during our 2019 IB Accreditation Visit.

The IB difference: The IB develops inquiring, knowledgeable, skilful and caring young people who are motivated to succeed and help create a better world through intercultural understanding and respect. The program has a clear focus on international-mindedness, learning how to learn and concept-based learning. Within this context, Kingston Heath Primary School staff collaborate to continuously improve their practice and the outcomes for each student in literacy and numeracy, and across the curriculum. Teachers use a broad range of teaching approaches to meet the learning and well-being needs of each student, and to enhance student voice and agency in learning. Some of these strategies, known to have the highest impact on student achievement, include explicit instruction, collaborative learning, using work samples as models, feedback for learning, and setting goals.

IB learner profile: The learner profile is at the heart of all IB programs and represents its values in action. Whatever their age or stage, every IB student strives to develop 10 key attributes. Together these attributes demonstrate an individual's commitment to lifelong learning and to respecting themselves, their community and the world. IB learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective.

We offer a range of specialist learning and well-being programs, including a vibrant Stephanie Alexander Kitchen Garden program, Visual Arts, Music, Health & PE, Italian, and a Clubs lunch time program designed to engage the passions of our students. Our Year 5 and Year 6 students choose an Elective each term as part of their curriculum. Students in years 4 through 6 participate in the Inter-school Sports program. The Department of Education's Respectful Relationships features in our learning programs at all levels. Individual music lessons can be arranged on site.

Students, staff and the community endeavour to work in partnership towards goals aimed to make each child's primary school experience happy, rewarding and successful. Students and families lead fundraising initiatives, our school councillors provide strong and supportive governance, and parents and carers volunteer to tend our garden, care for our chickens, reach with students and share their expertise with students in classrooms. We are always seeking ways to enhance the voice of all stakeholders and strengthen these partnerships.

Kingston Heath Primary School opened in 1976 with an open plan design consisting of five teaching and learning centres and a specialist wing, which includes a refurbished Library, a Visual Arts and Crafts Centre, a community space, and a professional Kitchen. The buildings are established around a central courtyard. Teaching and learning centres are organised into a single class for Foundation (formerly Prep) and multi-age classes for 1 / 2, 3 / 4, and 5 / 6. Students study Health & PE, Italian, Visual Arts (Semester 1) and Music (Semester 2) with a teacher responsible for each of those specific learning areas across the school. In Foundation to Year 2 a structured Language and Literacy program supports students with additional literacy and/or English as a second language learning needs.

Our 2019 enrolment was 285. The school community represents a broad range of occupations. Parents have very high expectations of the school's provision in academic learning. 26% of our current student population speak a language other than English as their mother-tongue; these languages are Arabic, Dari, Russian, Afrikaans, Filipino, Chinese, Hebrew, Mandarin, Hindi, Bengali, Armenia, Gujarati, Punjabi, Khmer and Persian. Our population is further enriched with students who identify with English as their first language, who were born in Australia and also hail from many cultural backgrounds and identities, as is so noted through celebrations, cultural and migration related student inquiries. Many of these students' cultural backgrounds include: Greek, Italian, Chinese, Korean, Indian, Russian, Vietnamese, Sri Lankan, French etc.

The staffing profile for KHPS is 2 Principal class officers (Prin and AP), 13.5 teachers and 5 Education Support Staff. Our School Improvement Learning Team (SILT) is comprised of the Principal, Assistant Principal, the F-2 Leader (Literacy Lead/PYP), the 3-6 Leader (Numeracy Lead/PYP), and an Excellence & Equity Leader (Wellbeing/EAL/Excellence). This team is focused on collaborating with staff and students to drive and support

evidence-based continuous school improvement that ensures every learner experiences maximum growth.

Framework for Improving Student Outcomes (FISO)

In 2019, the staff at KHPS had a strong focus on understanding all aspects of the FISO framework with a focus on Building Practice Excellence. Staff were made aware of the many DET initiatives relating to this aspect of the FISO model and were provided DET resources / booklets as references.

As we were in the year of School review there was significant investment to understand the various components of the FISO model. There was much reflection around where our staff believe we sit on the continuum for school improvement. Our goal was to create a supportive learning culture to build our collective efficacy. We learnt from Andy Hargreaves (Leading Collaborative Professionalism) through our attendance at Bastow professional learning opportunity.

Each Level team took advantage of the Professional Practice Days to focus on building our collective efficacy. Teams spent time:

- analysing student data
- developing differentiated teaching groups focusing on the needs of the students
- moderating work samples and data
- developing learning intentions and success criteria
- discussing teaching techniques / strategies
- reflecting on our teaching practice and seeking advice and support

After each Professional Practice Day, a reflection was written by the participants in a collaborative document. The document is evidence of personal and collective growth.

Achievement

2019: Our parent socio economic status is high with satisfaction levels as reported by parent opinion survey slightly lower than the median of all Victorian schools. Our school's percent endorsement on School Climate as determined by our staff survey is lower than the median of all Victorian Government Primary schools. Achievement is monitored using identified assessment strategies (both formative and summative). Teaching is differentiated to address student need. Level teaching teams are beginning to analyse cohort and whole school data and plan learning sequences to cater for individual needs; supporting, challenging and extending. Students working at 12 months or more below the expected curriculum level or have made insufficient growth in the last 12 months are placed on an Individual Learning Plan. Teacher judgement scores indicates that our students are performing above age expected standards of all Victorian Government primary schools and similar to like schools in both English and Mathematics.

The overall performance of our students in the National Assessment Program Literacy and Numeracy (NAPLAN) results have indicated that our Year 3 and Year 5 students are working at or above the State Median.

In Year 3, the percentage of students performing in the top 3 bands for each domain were Numeracy (66.7%) and Reading (85.4%). Our students performed above similar school comparisons in Reading and below similar schools in Numeracy.

In Year 5, results showed the percentage of students performing in the top 3 bands for each domain were Reading (80.6%) and Numeracy (68.6%). These students performed above both state median and similar school comparison in Reading and Numeracy.

Our NAPLAN 4 year average was above state median in Reading and Numeracy in Year 3 and Year 5, however was not as high as the middle 60 percent high.

NAPLAN Learning Gain as compared to the statewide distribution: Reading, Grammar and Punctuation are on target. We had a higher percentage of students making low gain in Numeracy, Writing and Spelling.

Engagement

The average number of absence days in 2019 and over a four year average is less than the State Median but above similar school comparison. KHPS 'attendance rate' is above 92% across all year levels. Illness and Family Holidays make up a majority of our 'explained absences'.

Through our use of COMPASS, parents are notified at 9:15am if their child is not present at school. Parents/carers also input child absences and reasons for absences, so that we strive for no 'unexplained' absences.

At the end of the day it is the choice and decision of parents whether their child attends school – illness is of course unavoidable. Holidays within school learning time are definitely a factor but if students are on an educational holiday there will still be learning that takes place. We might consider a system for "Principal Endorsed" absence.

How many days has your child missed this semester?

0-6 This is within normal range. A child with this attendance rate is able to take full advantage of the teaching and learning opportunities available to them.

7-10 This attendance rate is below average. A child with this attendance rate could miss over one year of schooling between Foundation and year 10.

11-20 This is a poor attendance rate. A child with this attendance rate could miss out on up to two years of schooling between prep and year 10.

20+ This is a very poor attendance rate. A child with this attendance rate could miss out on up to two and one half years of schooling between prep and year 10.

Wellbeing

85.9% of our students feel connected to school as measured in the Student Attitudes to School Survey (AtoSS) with a 3 year average of 74%.

Deepening the extent to which students feel connected to and engaged with their learning has been a key driver for us as we continue to refine and improve our PYP International Baccalaureate program. We continued to develop and implement a motivating and engaging curriculum and learning environment to meet the needs of all our students. Extensive reflection and learning was offered to our staff to support inquiry learning, whilst integrating the Victorian Curriculum capabilities into the KHPS scope and sequence of teaching and learning.

Our Management of Bullying has an 84.8% positive endorsement which is above similar school comparison with a 3 year average of 72.1%.

We continue to support new and existing staff in our focus of supporting the wellbeing of students. Bullying and intolerance are not accepted. The standard of student behaviour at Kingston Heath Primary School is high. The beginning of each school year is used as a springboard to establish routines and set the tone for learning with each learning space establishing a learning community.

Underpinned by rights, resilience and respectful relationships, students consistently engage in learning that supports and fosters resilient thinkers. Other programs/initiatives that assisted students included Junior school Council and Student Leadership opportunities.

Three way Conferences were introduced, providing a forum to develop student agency. They have been a valuable avenue for involving parents and students in the learning process whilst helping parents to understand the teaching, learning, assessment and reporting process. It has been an opportunity to celebrate the student's achievements.

Programs:

RRRR: Resilience, Rights and Respectful Relationships

KHPS delivers this program which focuses on 8 areas; emotional literacy, personal strengths, positive coping, problem solving, stress management, help seeking, gender and identity and positive gender relationships. Key members of staff have undertaken RRRR training and share strategies with others on how to implement lessons in class settings.

The Zones of Regulation

KHPS staff received training to implement a series of lessons designed to help students gain skills in the area of self regulation. The learning supports students to recognise when they are in the various zones as well as how to use the tools to self regulate.

We offer an extensive Foundation Transition Program with opportunities to engage and connect with our school community. Transition to the various secondary and private schools our children feed to, differ from school to school. The local State Government schools are active in transition with past students visiting to speak to the current Year

5/6's and our students visiting them to participate in learning opportunities.

We continue to foster positive relationships, working alongside multiple community services within the school and beyond to the local area of the City of Kingston for students and their families, to foster the maintenance of overall student wellbeing.

Financial performance and position

The Financial Performance and Position report shows a net operating deficit of \$11,277.

Kingston Heath Primary School was allocated \$18,533 in Equity funding which was used to fund support staff and equipment for social disadvantage. Locally raised funds amounted to \$15,411. This money has been tagged in the 2020 budget for the purchase of robotics and related resources.

The Commonwealth Government granted the school \$10,666 for the purpose of undertaking minor works. Works attended to throughout 2019 had been identified through the Conditions Assessment Report, completed by the Department of Education. These included; external and internal painting, refurbishment of heaters within learning spaces,

For more detailed information regarding our school please visit our website at
<http://www.khps.vic.edu.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

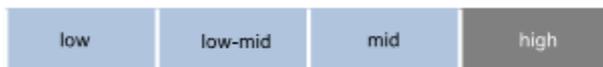
Enrolment Profile

A total of 285 students were enrolled at this school in 2019, 146 female and 139 male.

26 percent were EAL (English as an Additional Language) students and ND 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

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>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: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Similar </p>

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

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>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>50%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>48%</td> <td>39%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>45%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>52%</td> <td>36%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>52%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	50%	21%	Numeracy	48%	39%	12%	Writing	30%	45%	24%	Spelling	52%	36%	12%	Grammar and Punctuation	15%	52%	33%	<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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** 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"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	92 %	93 %	93 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	92 %	93 %	93 %	92 %										

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 Key: ● 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>Above ●</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>Above ●</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	\$2,221,639	High Yield Investment Account	\$108,361
Government Provided DET Grants	\$233,568	Official Account	\$51,608
Government Grants Commonwealth	\$10,666	Other Accounts	\$0
Revenue Other	\$18,536	Total Funds Available	\$159,969
Locally Raised Funds	\$384,895		
Total Operating Revenue	\$2,869,304		
Equity¹			
Equity (Social Disadvantage)	\$18,533		
Equity Total	\$18,533		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,231,054	Operating Reserve	\$96,927
Books & Publications	\$7,997	Funds Received in Advance	\$64,250
Communication Costs	\$3,057	School Based Programs	\$1,464
Consumables	\$76,549	Funds for Committees/Shared Arrangements	\$17,268
Miscellaneous Expense ³	\$314,211	Repayable to the Department	\$3,945
Professional Development	\$29,139	Maintenance - Buildings/Grounds < 12 months	\$10,000
Property and Equipment Services	\$157,179	Total Financial Commitments	\$193,853
Salaries & Allowances ⁴	\$26,598		
Trading & Fundraising	\$15,411		
Travel & Subsistence	\$850		
Utilities	\$18,535		
Total Operating Expenditure	\$2,880,581		
Net Operating Surplus/-Deficit	(\$11,277)		
Asset Acquisitions	\$0		

- (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').