

2022 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 of the previous calendar year 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 26 April 2023 at 09:43 AM by Katelyn Joyce (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 02:57 PM by Alex Saides (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Kingston Heath School Primary School, located in Cheltenham proudly offers a caring, quality learning environment for 244 students (123 female and 121 male). The school offers the International Baccalaureate, Primary Years Programme (PYP) which provides a framework for academic rigour through an inquiry approach to learning as well as the development of key attributes for success in learning and in life.

One of the Key Improvement Strategies of the 2020-2023 School Strategic Plan is to *'Articulate and embed whole-school vision and values informed by insights of teachers, students, parents/ carers, and the wider community.'* Throughout the 2022 school year, the school community worked collaboratively to document and implement the school values of *Collaboration, Respect and Perseverance*. Kingston Heath Primary School has an ambitious vision statement that both reflects our strengths and provides a platform for future growth: *'At Kingston Heath Primary School a quality learning environment gives students, staff and the community confidence to strive for excellence as active and positive members of a global community'*. Added to the school's vision, at Kingston Heath we believe children learn best when they are actively involved in, and take responsibility for, their learning.

The school's Student Family Occupation and Education index (SFOE) takes into account parents' occupations and education is ranked low, identifying a community which is culturally diverse, has high educational expectations and is supportive of its neighbourhood school. There were 22 percent of students who had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander. The school is structured in levels: Prep, Grades 1/2, 3/4 and 5/6. The school has 2 principal class, 10 full time teaching staff, 3 part time staff and 4 Education Support staff. Specialist programs are offered in Visual Arts, Performing Arts, P.E and LOTE (Italian). Education Support teachers facilitate learning programs including our Kitchen Garden program, PSD and Disability and Inclusion. The Tutor Learning initiative was also facilitated. Our office staff included a Business Manager (full time) and 1 Office Manager (Education Support).

The school fosters close links with parents and the broader community and recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We see ourselves as partners in the creation of healthy learning environments and excellent educational and wellbeing outcomes. We are further supported by our parents through their enthusiastic participation on School Council, school events and as classroom helpers.

2022 was the third year of implementation of the School Strategic Plan and a culture of collaborative practices across the school was a focus and area of growth. The successful engagement of students in their learning is of vital importance and significant financial investment to embed learning technologies and STEM resources into the school is positively impacting on both student engagement and learning growth.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Kingston Heath Primary School's AIP focused on the implementation of two Key Improvement Strategies (KIS):

- Learning - support for both those who need extra support and those who have thrived, to continue to extend their learning, especially in numeracy
- Wellbeing – Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

The school focused on developing these two priority areas through aligning professional learning opportunities with the school's Annual Implementation Plan. A collaborative planning structure was embedded into the school timetable to allow teaching teams to meet on a weekly basis, supported by the Learning Specialist. Teams focussed on beginning to refine the use of data analysis to identify students that required additional support and extension. This occurred through the implementation of new assessments and dedicated time to moderate assessments. Teachers and leaders attended regular Communities of Practice with other schools from the Kingston Network, for professional learning and reflection on current practices at KHPS. Staff also engaged in professional learning on the Win-Win Process to support positive and effective teacher-student relationships.

As outlined in the K.I.S, time was spent on refining whole school planning documentation to reflect a more consistent approach across the school.

In 2022 we continued to work on improvement priorities and targets with pleasing success despite the continued impact of Covid 19. When compared with 2021 teacher judgement data and 2019 NAPLAN data, this report evidences that gains have been made on already high outcomes for our students. The most significant factors that contributed toward these improved outcomes include:

- The Tutor Learning Initiative was implemented with staff working with students across the school in Reading, and Writing

- Teachers were provided with ongoing professional learning and support in Orton Gillingham Phonics, Mathematics and Inquiry planning and pedagogical implementation
- Professional Learning Community Training was partially undertaken, which will continue into 2023
- Extension for Grade 5/6 students through participation in the VHAP program

As well as the data that is outlined in this report, NAPLAN relative growth data evidences strong outcomes and appropriate challenge across all levels with 74% more students reaching medium to high growth in Numeracy (compared to 51% in 2019). Whilst we are incredibly pleased with this data, our school will continue to prioritise further improvement in outcomes for all students as outlined in the 2023 Annual Implementation Plan. In 2023, the Tutor Learning Initiative will provide targeted support for those students identified as achieving below the expected level as well as extension and enrichment opportunities for students achieving well above the expected standard. We will further refine consistent approaches to the assessment, planning, and teaching of Mathematics, writing and Phonics.

Wellbeing

The wellbeing of students, staff and the community continued to be of the highest priority in 2022. As we returned to full time, onsite learning, we revisited the research around wellbeing as a precondition for learning.

Significant emphasis was placed on supporting staff with professional learning and a whole school approach to wellbeing, (curriculum and resourcing). This contributed to more targeted whole school and individualised supports for students and families. Specific strategies that were implemented included. –

- Whole school community consultation on the development of shared and agreed values of Collaboration, Respect, Perseverance
- Implementation of the Smiling Minds curriculum, with two staff members trained as Smiling Minds Champions to support school-wide implementation and lead staff professional learning
- Engagement with the Cairnmillar Institute, hosting provisional psychologists on their field-based placements, and providing individual counselling/ psychology for those students deemed most at risk
- Commenced training and certification of a school Therapy Dog
- Ongoing staff professional learning and implementation of the Kagan Cooperative Learning and Win-Win Discipline
- Establishing the use of Compass Chronicle to support school-wide documentation protocols and ensure collective responsibility for student wellbeing
- Continued the appointment of a Disability Inclusion leader Education Support staff member, supporting the transition to the Disability Inclusion funding model, including fortnightly check-in meetings with the school's Student Support Services key contact and school leadership
- Staff professional learning for levels of adjustment, development of Individual Education Plans, National Consistent Collection of Data for student disabilities, and the Response to Intervention three tiered model.

Continued work in 2023 will focus on establishing a wellbeing leader to implement the RRRR to deepen staff understanding of the curriculum and guiding principles.

Engagement

Despite the commitment to on-site learning in 2022, student engagement in learning continued to present a challenge throughout 2022. Periods of self-isolation and teacher absences contributed to disengagement in a small number of students. Attendance data for Kingston Heath Primary School highlights the average number of days absence sits at 24, above similar and state schools. Regular messages of the importance of attendance were communicated to families with personal contact being made daily in regard to all unexplained absences. It is also noteworthy that a number of extended explained periods of absence were for family holidays, with a number of families citing lack of ability to travel throughout 2020-2021, including visiting families and friends and return to countries of origin. The school continued to encourage families to travel during the school holiday periods where possible.

Student responses recorded through the Student Attitude to School survey in the domain of Sense of Connectedness outlines an area of growth for the school which is being addressed through the 2023 Annual Implementation Plan. 61% of students identified a strong sense of connection to the school. Strategies to address this include:

- Enhanced Junior School Council and leadership roles across the school
- Piloting our Student Excellence Program – Whole school initiative during term 3, 2022, to become an annual term-long program
- Ongoing staff professional learning with Kagan Cooperative Learning
- School Improvement Team priority focus on student voice and agency

- Student leaders meeting with the Principal Team for termly focus groups, with discussions around school improvement and providing actionable feedback
- Appointment of a staff member to lead Student Engagement across the school with a focus on student voice, agency and leadership

The 2022 School Performance report identifies Kingston Heath Primary School as being in the Influence domain for performance in elements of Engagement, meaning the school has maintained high or very high performance over the three year period.

Financial performance

Kingston Heath Primary School maintained a strong financial position throughout 2022. Significant fundraising efforts by the school community resulted in close to \$20,000 in locally raised funds. Locally raised funds have been allocated to STEM resources with a Master Plan being developed.

2022 expenditure was targeted at:

- Professional learning
- Buildings and grounds maintenance

The School Finance Team have liaised regularly and been diligent in their management of the school finances, which are in a strong position.

The Disability and Inclusion Funding allowed us to appoint a Disability Inclusion Leader (ES 1-2) and plan for additional ES to support the Tier 2 students in the learning spaces.

Hiring of facilities includes money from TheirCare the schools OSHC provider.

For more detailed information regarding our school please visit our website at <https://khps.vic.edu.au>

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 244 students were enrolled at this school in 2022, 123 female and 121 male.

22 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

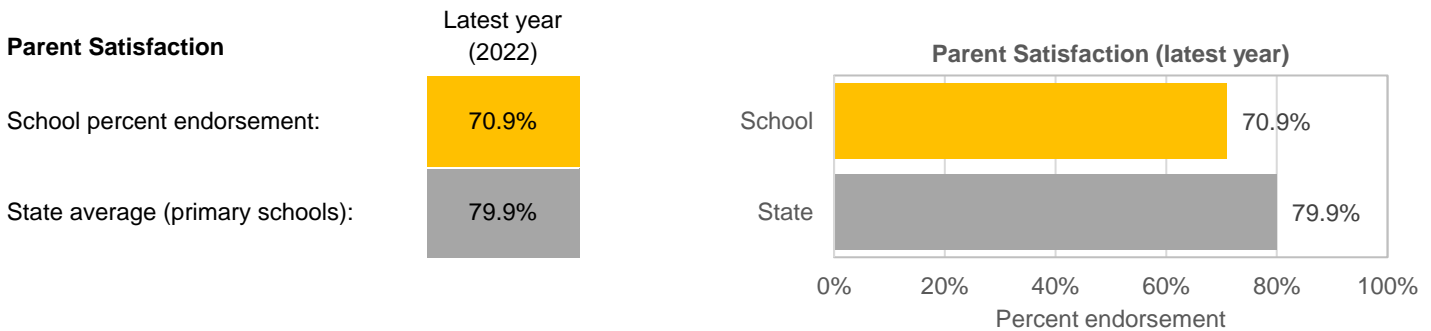
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

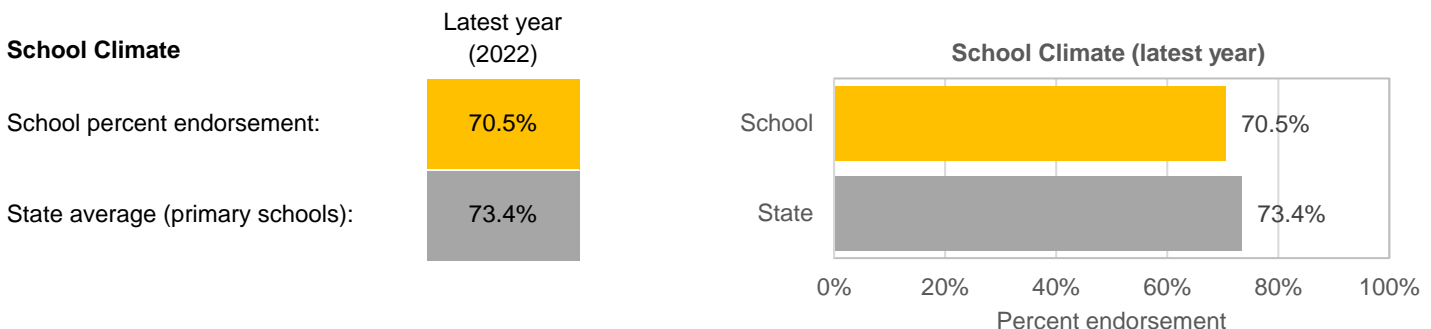


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

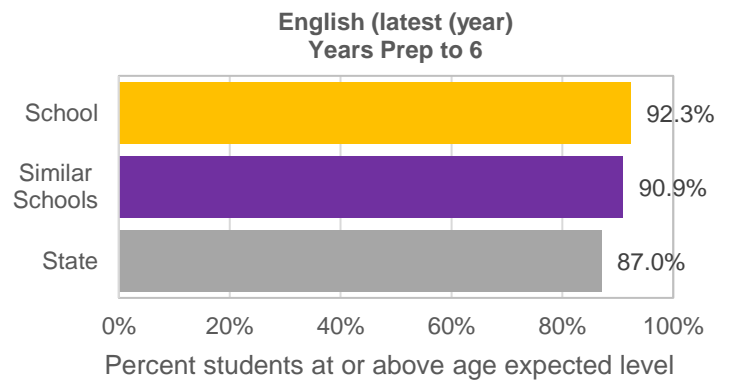
92.3%

Similar Schools average:

90.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

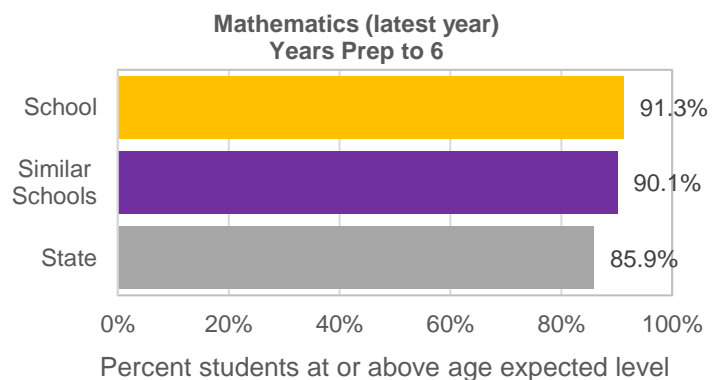
91.3%

Similar Schools average:

90.1%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

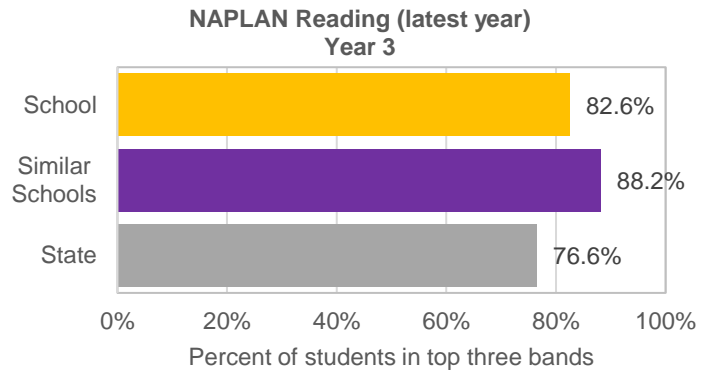
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

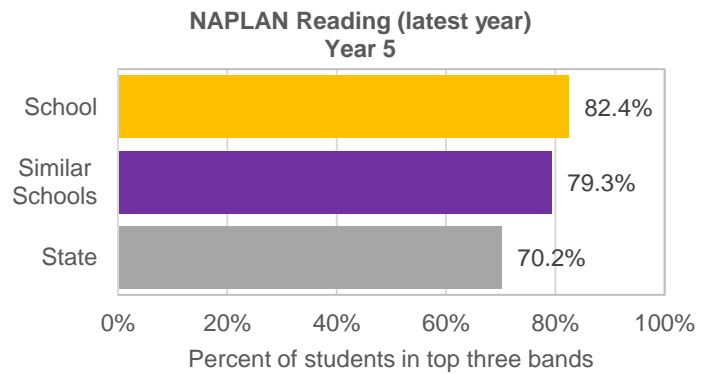
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.6%	84.6%
Similar Schools average:	88.2%	85.7%
State average:	76.6%	76.6%



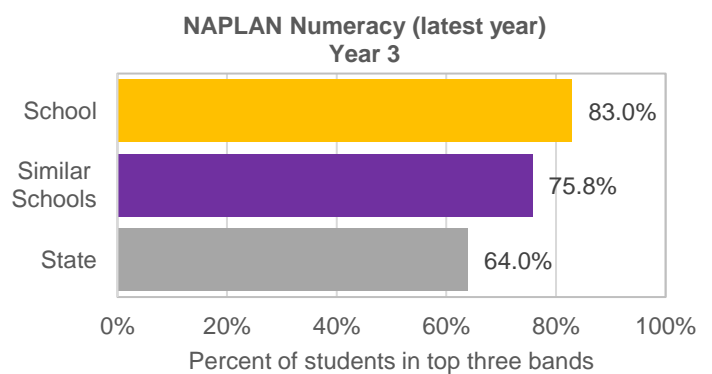
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.4%	76.5%
Similar Schools average:	79.3%	79.5%
State average:	70.2%	69.5%



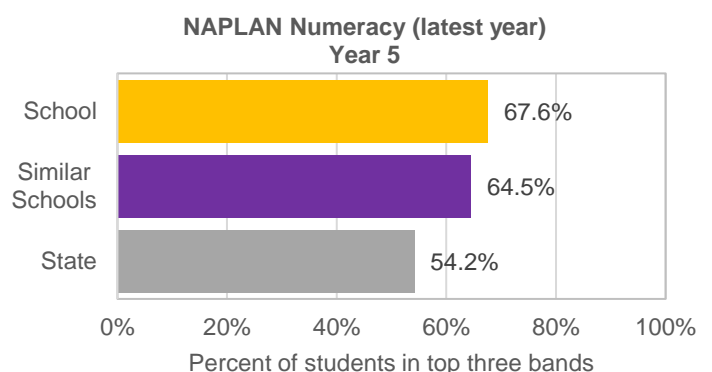
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.0%	75.4%
Similar Schools average:	75.8%	76.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.6%	66.7%
Similar Schools average:	64.5%	70.0%
State average:	54.2%	58.8%



WELLBEING

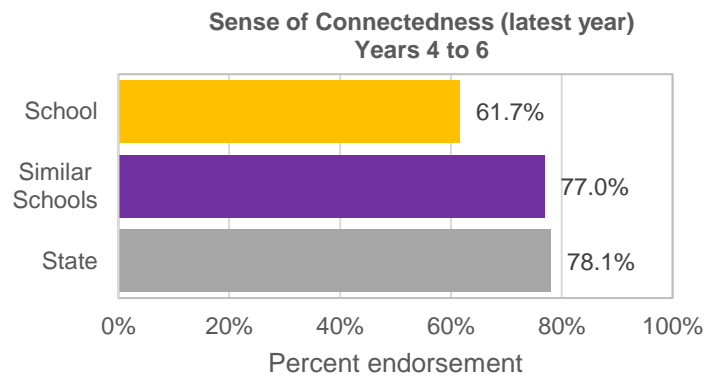
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	61.7%	75.7%
Similar Schools average:	77.0%	77.9%
State average:	78.1%	79.5%

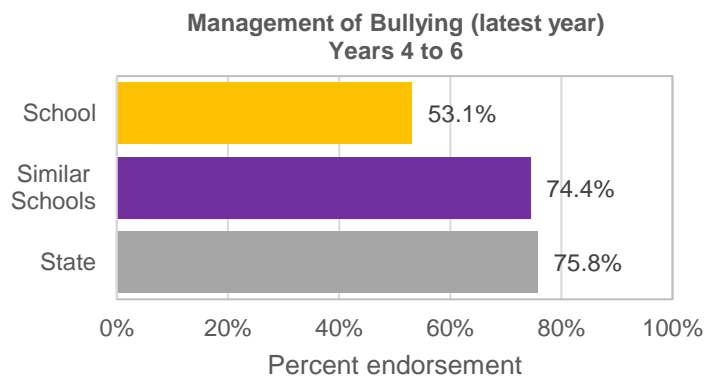


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	53.1%	70.6%
Similar Schools average:	74.4%	76.9%
State average:	75.8%	78.3%



ENGAGEMENT

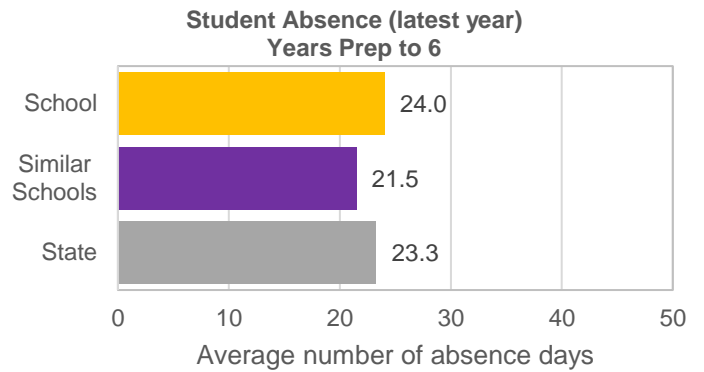
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.0	15.5
Similar Schools average:	21.5	15.2
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	88%	84%	90%	88%	90%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,190,639
Government Provided DET Grants	\$342,320
Government Grants Commonwealth	\$10,599
Government Grants State	\$65,000
Revenue Other	\$6,229
Locally Raised Funds	\$183,686
Capital Grants	\$0
Total Operating Revenue	\$2,798,473

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,863
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,863

Expenditure	Actual
Student Resource Package ²	\$2,038,607
Adjustments	\$0
Books & Publications	\$8,040
Camps/Excursions/Activities	\$90,511
Communication Costs	\$2,585
Consumables	\$42,704
Miscellaneous Expense ³	\$26,359
Professional Development	\$19,339
Equipment/Maintenance/Hire	\$64,440
Property Services	\$134,901
Salaries & Allowances ⁴	\$42,416
Support Services	\$104,817
Trading & Fundraising	\$14,233
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$67
Utilities	\$22,178
Total Operating Expenditure	\$2,611,196
Net Operating Surplus/-Deficit	\$187,278
Asset Acquisitions	\$10,966

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$346,412
Official Account	\$35,849
Other Accounts	\$13,989
Total Funds Available	\$396,250

Financial Commitments	Actual
Operating Reserve	\$76,484
Other Recurrent Expenditure	\$9,928
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$52,540
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$52,000
Maintenance - Buildings/Grounds < 12 months	\$91,141
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$297,092

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.