

# 2017 Annual Report to the School Community



School Name: Kialla West Primary School

School Number: 1727

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Kialla West Primary School is located 7 kilometres from Shepparton. Shepparton is a large provincial centre located two hours north of Melbourne. Students attend the school from the fast growing Kialla area and from the farms and small villages to the south of the school. The school has had increases in enrolment for the last 15 years we currently have 234 students. KWPS currently has 16 equivalent full time staff including; 1 Principal class, 13.2 Teaching, and 1.8 Educational Support Staff.

The school's values of Pride, Excellence & Resilience are promoted throughout the school and community. Programs such as Bounce Back, Community Learning & Investigation Learning support independent student learning in the classrooms. Teachers support this independent learning endeavour by providing a supportive learning environment and assist children to develop individual learning goals. The school community is supportive of the school who in turn values its local community.

The school has been very fortunate to receive a state government Capital Works Project grant of \$955k. Planning for this building is underway and construction will begin in October 2018. The school community is very excited about this new facility that will provide modern teaching and learning spaces for our children and teachers.

Technology is used to assist learning in all curriculum areas, with a particular focus on literacy and numeracy. The school uses iPads to assist with the children learning in flexible learning spaces. The school has a 1:1 grade 3-6 iPad program. This has enhance the opportunity and quality of individualised teaching and learning.

Specialist teachers provide the children with Physical Education, Italian, Art lessons and Music. The school provides an Outside School Hours Care program, Active After School Sport and combines with Primary Schools to assist parents to facilitate weekend sporting teams.

### Framework for Improving Student Outcomes (FISO)

Kialla West PS is a member of a FISO group consisting of local primary schools including, Orrvale PS, Kialla Central PS, Shepparton East PS, Guthrie St PS and Zeerust PS. The focus of this group is "Building Practice Excellence" and recognise that a targeted approach to developing teacher practice will impact positively on student learning and outcomes. We have identified that there are opportunities for us to strengthen our networks with other school settings so that we can benefit from a collaborative approach to professional learning and the collective sharing of skills, expertise and experience. Through building a richer and more sustainable teacher development program we will develop greater consistency in teacher practice between classrooms and build capacity within teachers to enhance student outcomes.

The development of a range of teams across schools will transform the way our teachers currently gain professional learning and allow teachers to develop positive relationships. A particular focus on differentiation has been established and staff will share this professional learning and knowledge across their schools.

### Achievement

Kialla West Primary School aims to provide an enriching program for all children by delivering a differentiated, innovative curriculum where personalising learning for children is the focus.

The teacher assessed student learning at Kialla West Primary School for 2017 is similar to those Victorian Government Schools with a high socio-economic profile for all year levels.

The 2017 NAPLAN results for Year 3 in Reading are within the expected range and similar to the state median but lower than those schools with a high socio-economic profile. The year 3 numeracy result for 2017 indicates similar results compared to similar schools.

The Year 5 NAPLAN results indicate our students performed lower than similar schools with a high socio-economic profile in Reading. The Numeracy results indicate that our students are achieving within the expected range and above similar schools with a high socio-economic profile over a 4 year average.

Results from the NAPLAN learning gain from year 3 to year 5 indicate a large percentage of students showing medium growth. Grammar and Punctuation had a high percentage of student's with high growth of 38%. An additional focus on writing has taken place in 2017 with the implimentation of the "Big Write" program. This has established a very consistent approach towards teaching Writing, Grammar and Punctuation across the school.

The school continually strives to improve teaching, sharing skills and knowledge with a focus on Literacy, Numeracy utilizing ICT. Teachers participate in focused observations, this follows specific professional learning involving teachers from other local schools.

Leaders in both the junior and senior sections of the school continually improve their teaching skills by attending targeted professional learning. This learning is shared with the staff in professional learning meetings. This team approach means that all teachers are sharing skills and are responsible for all students' learning and wellbeing.



## Engagement

Kialla West strongly promotes the benefit of having quality relationships between staff, students and their families. These attitudes are reflected in our attendance rates, results from the Student Attitudes to School and Parent Opinion surveys.

The school maintains a better attendance rate than the state average with a majority of classes having a 93% average attendance. The attendance rate is similar to schools with a high socio-economic profile. This result is consistent with the 4 year school average.

The majority of absences are for students who are sick or from families having extended holidays. The importance of good attendance is promoted in the school newsletter and classrooms. Parents are contacted if a student has a high number absences.

Student engagement is enhanced through student centered programs such as, investigation and community learning where children develop a range of skills and knowledge through a structured learning environment.

Each classroom intergrates technology in learning activities and students utilise iPads creating a flexible, technology rich learning environment.

The school has targetted highly regarded educational consultants who have provided professioanl learning to develop engaging Literacy, Numeracy and ICT teaching strategies.

## Wellbeing

Kialla West places great importance on ensuring the children are supported and safe in a caring and welcoming environment. We have consistently maintained the student Connectedness and Student Perceptions of Safety above the state average.

The results from the Attitudes to School survey filled out by Grade 4, 5/6 students indicate that the 2017 students had a similar level of connectedness to that of schools with a high socio-economic profile. The school ranked slightly higher than the median of Victorian government schools.

The results for the Student Perceptions of Safety in the 2017 4, 5/6 cohort indicated a similiar result to that of students from a high socio-economic profile.

The school maintains a proactive approach toward teaching social and emotional programs within the school. Students are explicity taught social and emotional skills in class through the Bounce Back program. These lessons occur on a weekly basis and focus on developing the social and emotional skills of the students.

All the grade 6 students apply for leadership positions within the school and all grade 6 students are successful in becoming leaders of a specific area within the school. These leadership groups work as teams, our school community is very proud of our student leaders and our student leaders are proud of our school.

Our grade 4 students are involved in our prep buddy system. All the grade 4 children are buddied up with a prep child to assist with the transition program. The buddy program has proven to be successful over a number of years.

The school also promotes and maintains a strong sense of family involvement through an active P&C, School Council, excursions, sporting teams and activity days. Kialla West PS prides itself on being a positive and happy place to learn and play.

For more detailed information regarding our school please visit our website at  
[www.kiallawestps.vic.edu.au](http://www.kiallawestps.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 234 students were enrolled at this school in 2017, 104 female and 130 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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

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

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



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>
<p><b>NAPLAN Year 5</b></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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>48%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>48%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>55%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>44%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>44%</td> <td>38%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	48%	16%	Numeracy	23%	48%	29%	Writing	30%	55%	15%	Spelling	38%	44%	19%	Grammar and Punctuation	19%	44%	38%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="550 907 1037 1008"> <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>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	93 %	92 %	92 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	93 %	92 %	92 %	93 %										





## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></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>Results: 2017</p>	Similar

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

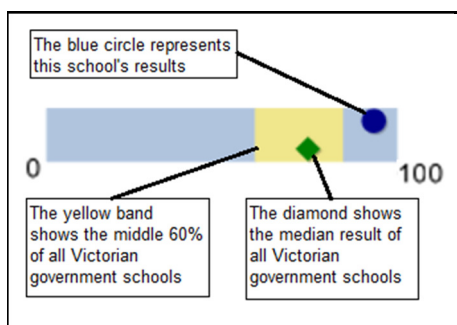
### Engagement

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

### Wellbeing

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

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

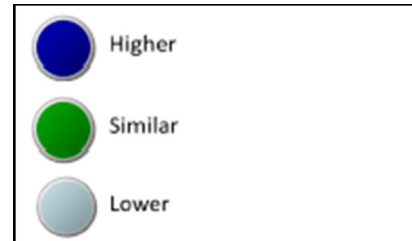


## What does *School Comparison* refer to?

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

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

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



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

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

## What does '*Data not available*' 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').



## Financial Performance and Position

### Financial performance and position commentary

Kialla West primary school completed the year with a surplus of \$116774.00. All financial decisions are based on the desire to provide the very best educational experience for all students who attend the school. To ensure that resources are allocated strategically, a budget outlining expenditure for the year is presented to School Council for approval. When developing this budget, the school's goals outlined in the Annual Implementation Plan, guide resource allocation decisions. Some of the key decisions that have been made through this process include:

The upgrade and outright purchase of a multifunction device \$12000.

Investing in a comprehensive Professional Learning for school staff. The focus in 2017 was writing through the implementation of the "Big Write" program and SMART spelling.

A commitment to continuing to maintain and improving facilities and grounds. \$5000 was used to resurface and asphalt area.

In 2017 the school was fortunate to be identified to replace portable classrooms with permanent buildings. A state government grant of \$955k has been allocated to the school. School council has begun allocating fundraising activities towards additional items on completion of this building. These funds will be raised through a combination of P&C fundraising and the commitment of school financial resources.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,609,581	High Yield Investment Account	\$103,716
Government Provided DET Grants	\$233,238	Official Account	\$28,268
Government Grants Commonwealth	\$41,278	<b>Total Funds Available</b>	<b>\$131,984</b>
Government Grants State	\$5,000		
Revenue Other	\$26,196		
Locally Raised Funds	\$231,908		
<b>Total Operating Revenue</b>	<b>\$2,147,201</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$11,362		
<b>Equity Total</b>	<b>\$11,362</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,600,340	Operating Reserve	\$66,555
Books & Publications	\$476	Revenue Received in Advance	\$12,164
Communication Costs	\$8,483	School Based Programs	\$25,265
Consumables	\$66,371	Maintenance -Buildings/Grounds incl SMS>12 months	\$28,000
Miscellaneous Expense <sup>3</sup>	\$111,762	<b>Total Financial Commitments</b>	<b>\$131,984</b>
Professional Development	\$10,453		
Property and Equipment Services	\$78,061		
Salaries & Allowances <sup>4</sup>	\$100,230		
Trading & Fundraising	\$38,844		
Utilities	\$15,408		
<b>Total Operating Expenditure</b>	<b>\$2,030,427</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$116,774</b>		
<b>Asset Acquisitions</b>	<b>\$11,572</b>		



- (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 2018 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.*