

2016 Annual Report to the School Community



School Name: Kialla West Primary School

School Number: 1727



Name of School Principal:

Wes Teague

Name of School Council President:

Julyan Howard

Date of Endorsement:

20/3/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



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 230 students. KWPS currently has 14.5 equivalent full time staff including; 1 Principal class, 11.8 Teaching, and 1.7 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. The focus of learning is for students to take responsibility for their learning. 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.

Technology is used to assist learning in all curriculum areas, with a particular focus on literacy and numeracy. The school uses iPads and laptops to assist with the children learning in flexible learning spaces. The school has successfully implemented a 1:1 grade 3-6 iPad program. This has enhanced 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 Kialla Central Primary School families to assist parents to facilitate weekend sporting teams which operate in the local competitions.

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. Particular focus areas will be established and staff will share this professional learning and knowledge within their school.

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 2016 is similar to those Victorian Government Schools with a high socio-economic profile for all year levels.

The 2016 NAPLAN results for Grade 3 in Reading and Numeracy are within the expected range and similar to the state median but lower than those schools with a high socio-economic profile.

The Grade 5 NAPLAN results indicate our students performed within the expected range and similar to schools with a high socio-economic profile in Reading. The Numeracy results indicate that our students are achieving within the expected range, above the state median and similar to schools with a high socio-economic profile.

Results from the NAPLAN learning gain from year 3 to year 5 indicate a large percentage of students showing medium growth. Writing and Grammar and Punctuation had a high percentage of student's with low growth of 41%. An additional focus on writing has taken place in 2016 with the implementation of the "Big Write" program. This has established a very consistent approach towards writing across the school.

Students strive to continually improve learning by having student learning goals. These learning goals are evidence based through the use of data and are developed for individual students to achieve.

The school continually strives to improve teaching, sharing skills and knowledge with a focus on Literacy, Numeracy and 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.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

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 94% 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 have access to a combination of laptops and iPads creating a 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 at or above over a 4 year average.

The results from the Attitudes to School survey filled out by Grade 5/6 students indicate that the 2015 year 5&6 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 over the 4 year period.

The results for the Student Perceptions of Safety in the 2016 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 and has increased the level of student connectedness within the school. 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, working bees, 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



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 229 students were enrolled at this school in 2016, 98 female and 131 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	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>● Lower</p> <p>● Lower</p> <p>● Lower</p> <p>● Lower</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>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>64%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>55%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>45%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>45%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>36%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	64%	14%	Numeracy	27%	55%	18%	Writing	41%	45%	14%	Spelling	32%	45%	23%	Grammar and Punctuation	41%	36%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" data-bbox="560 824 1043 913"> <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>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	92 %	94 %	93 %	94 %	94 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	92 %	94 %	93 %	94 %	94 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

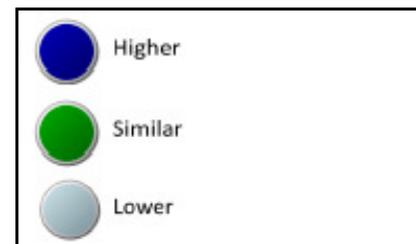
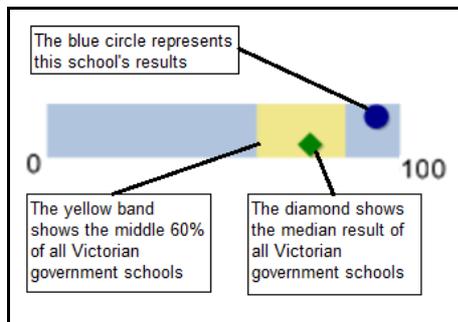
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

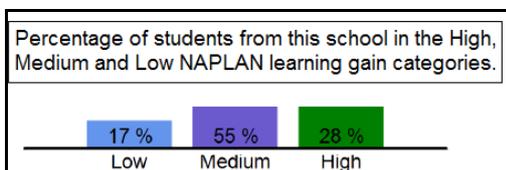
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,501,935
Government Provided DET Grants	\$201,313
Government Grants Commonwealth	\$34,455
Revenue Other	\$11,097
Locally Raised Funds	\$183,891
Total Operating Revenue	\$1,932,690

Expenditure	
Student Resource Package	\$1,412,883
Books & Publications	\$654
Communication Costs	\$3,307
Consumables	\$144,281
Miscellaneous Expense	\$93,532
Professional Development	\$18,759
Property and Equipment Services	\$117,211
Salaries & Allowances	\$136,722
Trading & Fundraising	\$40,865
Utilities	\$13,353
Total Operating Expenditure	\$1,981,567

Net Operating Surplus/-Deficit (\$48,877)

Asset Acquisitions \$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$64,738
Official Account	\$11,861
Total Funds Available	\$76,599

Financial Commitments	
Operating Reserve	\$13,134
School Based Programs	\$63,466
Total Financial Commitments	\$76,599

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

Kialla West primary school completed the year with a deficit of \$48877.00. 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 purchase of \$30000 worth of iPads for the school and leases.

The addition of Music through "The Song Room". This included the school paying a Music teacher throughout the year.

Investing in a comprehensive Professional Learning for school staff. The focus in 2016 was writing through the implementation of the "Big Write" program and the teaching of literacy strategies.

A commitment to maintaining and improving facilities and grounds for the school community.

In 2016 the school was able to complete a number of projects. These projects were financed through a combination of



grant funding, P&C fundraising and the commitment of school financial resources:
Works to build an outdoor stage for performances.
Additional literacy resources for students and additional furniture for classrooms.

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.