

2019 Annual Report to The School Community



School Name: Kings Park Primary School (5236)



- 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 01 June 2020 at 03:03 PM by Jodi Park (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.

To be attested by School Council President

About Our School

School context

Kings Park Primary School is located northwest from the city of Melbourne in the suburb of St Albans. In 2019, the school had an enrolment of 460 students of whom 70 % had English as an additional language and less than 2% were Aboriginal or Torres Strait Islander. The staff comprises of forty seven staff, 32.4 teaching staff and 14.0 support staff. Our organisational structure consists of twenty-two classes and four specialist classes. Additional teachers are employed in key areas to provide literacy and numeracy support. Teacher Aides have also been employed to support all learning teams across the school, particularly in the P-1 area. These staff are a pivotal part of our team who work collaboratively with classroom teachers to ensure that no student falls through the learning net.

At Kings Park we hold high expectations for students and we are committed to their well-being, the development of social skills as well as their academic progress. Each student is encouraged in a caring and secure environment to achieve their personal best. At Kings Park we value providing a learning program that is broad, relevant and stimulating and maximises the opportunities for students to achieve success in their learning. Staff are aware that students learn best when they are fully engaged in the teaching and learning program. The statement "Closing the gap, raising the bar, expanding horizons" encapsulates our school's core purpose and direction.

The staff at Kings Park are united and relentless in their pursuit to ensure that every student maximises their learning to achieve at or above the expected Literacy and Numeracy standards. The school's primary focus is on the acquisition, consolidation and extension of fundamental Literacy and Numeracy skills.

Our Intended Outcomes for Literacy and Numeracy are to:

- improve literacy and numeracy learning achievement for all Kings Park students.
- ensure that the successful learning achievements in Prep -2 are continued in Years 3-6
- close the achievement gap for "at-risk" learners.
- extend all learners so that they can achieve the best possible achievement standards

Framework for Improving Student Outcomes (FISO)

In 2019 of the six evidence-based FISO initiatives, the school identified the initiatives 'Building practice excellence' and 'Empowering students and building school pride' as relevant, evidence-based strategies that when implemented with consistency and depth would help drive improved student outcomes. In 2019 the school made a commitment to continuing to work on delivering an engaging curriculum program that maximises the learning opportunities for all students to succeed. Our focus was to continue to enhance teacher instructional practice to develop and improve the teaching of Reading comprehension strategies and the teaching of writing from Prep to Year 6 through the use of rich, authentic texts as mentor or model texts. The school also made a commitment to continuing to deploy a range of strategies, including mentoring, peer reviews, classroom observations and constructive feedback, to support classroom teachers in improving teacher practice and lifting student learning outcomes in reading and number. The implementation of these strategies has enabled the school to make significant progress towards improved student outcomes.

Achievement

In 2019 Kings Park Primary school achieved student learning results that were generally above other schools in all areas, taking into account student background and characteristics. Our 2019 student achievement data demonstrates ongoing, consistent improvements in our AIP target areas of numeracy and reading.

The 2019 Grade 3 NAPLAN results for Reading indicate the school median is ABOVE the median of all Victorian government schools and similar schools. The 4 year average for Reading is ABOVE the median score of all Victorian schools and ABOVE other schools with like student backgrounds and characteristics.

The 2019 Grade 3 NAPLAN results for Numeracy indicate that the school median is well ABOVE the median of all

Victorian Schools and ABOVE that of similar school . The 4 year average for Numeracy is slightly ABOVE the median of all Victorian schools and ABOVE that of similar schools.

The 2019 Grade 5 NAPLAN results for Reading indicate the school median is slightly below that of all Victorian government schools but ABOVE that of similar schools. The 4 year average for Reading is ABOVE that of all Victorian schools.

The 2019 Grade 5 NAPLAN results for Numeracy indicate that the school median is ABOVE that of all Victorian Schools and similar schools. The 4 year average results indicate that the median is also ABOVE that of all Victorian schools .

The school comparison results indicate a higher level of achievement for both Reading and Numeracy in 2019. This is an outstanding achievement for our school.

The Learning gain results of students from Year 3 to Year 5 in all domains inclusive of Reading, Numeracy, Writing, Spelling and Grammar and Punctuation were extremely pleasing with more than 80% of all students achieving either Medium or High growth. This is extremely encouraging and the school will continue to focus on improving teacher practice and lifting student learning outcomes in both literacy and numeracy.

In 2020 the school will focus on expanding the successful implementation of year level SMART goals (Specific, Measurable, Achievable, Results-focused and Time-bound) using a 'case management approach' to monitoring student progress and develop a course of action to improve student learning outcomes and collectively improve teaching practice.

The school will continue to focus on enhancing the 'Program for Students with Disabilities', to ensure students continue to make consistent gains advancing in the areas of Reading and Viewing and Number and Algebra

Engagement

Kings Park Primary School has achieved excellent results in the area of Student Engagement whereby school results are higher than other schools on both the comparison measure and that of . These results are an endorsement of the school's programs "It's not ok to be away" to encourage student attendance together with the program "Be here on time be here at nine" to encourage students to be at school on time. Both of these programs are being effectively implemented at Kings Park.

The data indicates that there is over a 90% attendance rate in all levels and this is higher in the School Comparison results for 2019 and similar to the median of all Victorian schools. The 4 year trend also reflects these results.

In 2020 we will continue to monitor student attendance and put in place strategies to record, monitor and reduce the number of unapproved absences to ensure students don't fall behind both socially and developmentally.

Wellbeing

Kings Park Primary School has achieved good results in the area of Wellbeing whereby student attitudes to school results are ABOVE that of other schools on the comparison measure.

The connectedness to school data indicates that the school results are WELL ABOVE the median of all Victorian. In the School Comparison data the school results were ABOVE 'like schools'.

In the Management of Bullying data, the 2019 results are WELL ABOVE the median for all Victorian schools and ABOVE that of 'like schools' in the School Comparison results.

In 2020 we will look to further enhance our Student Services Program to give greater emphasis to the development of respectful relationships, values and social skills.

Financial performance and position

The school finished the year with an operating reserve surplus that will be deployed to pay for ongoing school improvement and maintenance projects. School Council has set aside specified amounts under Asset/Equipment Replacement for the replacement of ICT devices including SMART Boards and iPads. In our maintenance and grounds area, we have set aside specified amounts for the completion of the internal and external painting, the renovation of classrooms in Block A (rooms 1-8) and the redevelopment of playground areas. School fundraising activities were well supported by the community. Events included canteen themed lunch days, mother's day and father's day gifts, which will be allocated to provide resources across the school.

In 2019, the school received \$997401 under Equity funding. The funding was used to support the achievement of the school's goals and targets for improved literacy and numeracy outcomes as outlined in the Strategic Plan and Annual Implementation Plan.

For more detailed information regarding our school please visit our website at
<https://www.kpps.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

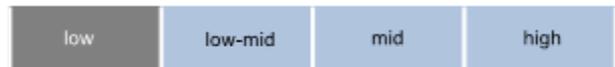
Enrolment Profile

A total of 460 students were enrolled at this school in 2019, 235 female and 225 male.

70 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



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).

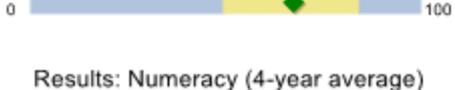
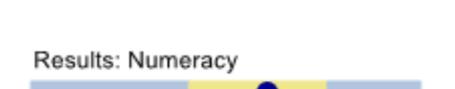
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Performance Summary

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>Above </p> <p>Above </p>

Performance Summary

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>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: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</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>19%</td> <td>56%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>51%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>42%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>6%</td> <td>50%</td> <td>44%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>46%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	56%	25%	Numeracy	16%	51%	33%	Writing	19%	42%	38%	Spelling	6%	50%	44%	Grammar and Punctuation	31%	46%	23%	<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> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <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

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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" style="width: 100%; text-align: center;"> <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>90 %</td> <td>92 %</td> <td>91 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	91 %	94 %	94 %	94 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	91 %	94 %	94 %	94 %	94 %										

Performance Summary

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Key: Similar School Comparison ● 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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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	\$4,628,454	High Yield Investment Account	\$346,885
Government Provided DET Grants	\$866,748	Official Account	\$168,635
Revenue Other	\$18,189	Total Funds Available	\$515,520
Locally Raised Funds	\$204,613		
Total Operating Revenue	\$5,718,003		
Equity¹			
Equity (Social Disadvantage)	\$997,401		
Equity Total	\$997,401		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,541,754	Operating Reserve	\$159,128
Books & Publications	\$8,840	Maintenance - Buildings/Grounds < 12 months	\$156,392
Communication Costs	\$9,711	Asset/Equipment Replacement > 12 months	\$100,000
Consumables	\$154,799	Maintenance - Buildings/Grounds > 12 months	\$100,000
Miscellaneous Expense ³	\$166,357	Total Financial Commitments	\$515,520
Professional Development	\$33,190		
Property and Equipment Services	\$126,405		
Salaries & Allowances ⁴	\$331,456		
Trading & Fundraising	\$79,333		
Travel & Subsistence	\$28,177		
Utilities	\$61,765		
Total Operating Expenditure	\$5,541,786		
Net Operating Surplus/-Deficit	\$176,218		
Asset Acquisitions	\$130,423		

(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 20 March 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').