

2016 Annual Report to the School Community



School Name: Kurunjang Primary School

School Number: 5256



Name of School Principal:	Jenny Robinson
Name of School Council President:	Elizabeth Bajada
Date of Endorsement:	21st March 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.



About Our School

School Context

Kurunjang Primary School is located in the northern area of Melton in the Kurunjang estate, adjacent to Kurunjang Secondary College. 2016 was the first year of implementing the four year strategic plan following the school priority review in 2015. It incorporated the review of the school's mission, vision and values. Our mission, 'high levels of learning for all students'; our vision 'At KPS we are committed to being an inclusive, safe and positive community where students are empowered to achieve learning and life success'; and our values of respect, excellence, responsibility, effort, resilience and empathy, were created in collaboration with students, staff, parents and members of the wider community. The school motto remained 'Learning Together', for its focus on lifelong learning and the importance of partnerships in the education of our students. The school's student population was 496 in 2016; an increase of 39 students from 2015, which necessitated an increase of one class in Foundation; totalling 20 classes across the school with year 1 and 2, 3 and 4, and 5 and 6 classes combined respectively. 10% of students had English as an additional language and 3% were of Aboriginal or Torres Straight Islander descent. The 2016 leadership profile consisted of one Principal, one substantive and one Acting Assistant Principal, the equivalent of 25.6 FTE teaching staff, and 20 Education Support staff, ranging from EFT 0.2 -1.0 to support Administration, the PSD and intervention programs, maintenance, grounds, Library and ICT infrastructure. The school's strategic direction for 2016-2019 is centred on improving student outcomes in literacy and numeracy; improving students' confidence and engagement in learning and their connectedness with their peers, their teachers, the school and the community; establishing a safe, calm and orderly learning environment; and maximising all aspects of school operations and resource allocations to achieve the best possible outcomes for students. To achieve these goals, Equity Funding was utilised in employing a literacy consultant, although availability was restricted, and consultation and mentoring in adopting the Berry St Education model for proven positive, trauma-informed, wellbeing practices to significantly progress student's academic achievement. 2016 was our first year as an AVID (Advancement Via Individual Determination) site team, with the specific focus on organisation and collaboration in years 5/6 in preparation for higher education.

Framework for Improving Student Outcomes (FISO)

In 2016 the FISO improvement initiatives we focused on were Building Leadership Teams, Building Practice Excellence, Curriculum Planning and Assessment, and Setting Expectations and Promoting Inclusion.

The key improvement strategies included a whole school focus on purposeful teaching, high expectations of learning and consistent instructional practice across the school. We developed the capacity of teachers to analyse and use data at a whole school and Professional Learning Team level to improve planning and instruction, and to monitor student growth, through weekly timetabled year level data and planning meetings. Establishing a guaranteed and viable curriculum was commenced with the documenting of the essential learnings within the then optional Victorian Curriculum. Explicit leadership in instructional practice was commenced by the school based Leading Teachers in Teaching/Learning, Intervention/Supported learning; and external literacy consultant. External behavioural coaching complemented the implementation of a whole school approach and practice in School Wide Positive Behaviour Supports and the Berry St Education Model. Development of student confidence and belief in their capacity as learners showed beginning improvement. Leadership of a developing professional learning community was achieved through development of explicit structure, and clear roles and responsibilities in Curriculum and Positive Climate for Learning for Principals and Leading Teachers, and distributed through PLT and School Improvement Team leaders.

Achievement

2016 saw the introduction of School Improvement Teams (SIT) focusing on the FISO initiatives of Positive Climate and Excellence in Teaching and Learning. The Teaching and Learning foci were Literacy, Numeracy and ICT. The Literacy and Numeracy School Improvement Teams, in conjunction with Year level and Specialist PLTs, created the Essential Learnings from the extensive Victorian Curriculum. Weekly PLT data meetings commenced in 2016 to facilitate a greater emphasis on analysing current data to inform planning a guaranteed and viable curriculum. PLTs met twice weekly to plan learning intentions, success criteria and learning tasks. The assessment schedule was revised and modified to meet the needs of our school and consistent planning documents were developed and implemented in all PLTs across the school. We participated in the NAPLAN Online Trial in preparation for 2017.

Intervention included Fountas and Pinnell Levelled Literacy Intervention (LLI) with 78 students identified as reading 6 to 12 months below the expected level in years 1,3 and 5, participating in the program throughout the year. 8 students throughout the year were supported by the Western English Language School (WELS) Outpost program. The school continued to employ a private speech therapist on a weekly basis and a phonological awareness program was provided for Year 1 students. An extension reading program was developed to support students working above the standard at Years 4 and 5. The Early Years Literacy and Numeracy Koorie program supported 8 students from an indigenous background in Foundation to Year 3.

Year 3 NAPLAN results showed the percentage of students in the top 3 bands remained lower for reading and numeracy, when compared to like schools. Our Year 5 NAPLAN data showed the percentage of students in the top 3 bands to be similar for both reading and numeracy when compared to like schools with a greater percentage of students making high and medium growth in both reading and numeracy.

Teacher Judgement at the end of the year showed 78% of students were working at or above the expected level in numeracy, 67.85% of students were reading at or above the expected level in reading and 61.63% of students were working at or above the expected level in writing.

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

Implementation of the Victorian Curriculum enabled teachers to plan and implement a viable and differentiated curriculum across all year levels to address individual student needs, abilities and interests. The school continued to make adjustments and provide extra assistance as necessary in the areas of cognitive, social/emotional and sensory needs, to maximise student engagement and therefore learning outcomes. Teachers implemented Individual Learning Plans and/or Behaviour Management Plans for 167 students in 2016.

Twelve students were funded under PSDMS (Program for Students with Disabilities) under the categories of Intellectual Disability, Autism Spectrum Disorder (ASD) and Severe Behaviour Disorder (SBD). The school continued to provide additional support outside PSDMS funding for several students who presented with significant behaviour and learning disorders. Education Support staff were timetabled to assist with individual support for each year level and individual students in the classroom and in the yard.

The 2016 Attitudes to School survey showed that Learning Confidence has dropped slightly from 2015, however Stimulating Learning and School Connectedness has improved. Student engagement and connectedness to peers, teachers and school will be a focus in 2017.

End of year attendance data has shown a slight decrease as compared to 2015 and the average number of days absent is 21 for each child; 6 days above the state mean. Attendance for many students, including lateness and early pick up, continues to be an issue and improving student attendance will be a priority in 2017. The Bee at School award for the grade with the highest attendance rate each month continued to be employed and attendance has continued to be a focus at Whole School Assemblies. Feedback regarding attendance was given through regular phone calls with parents, letters outlining the percentage of attendance and through discussions at Parent/Teacher interviews. Our Primary Welfare Officer continued to work with our 'at risk' and vulnerable families to provide support where necessary.

Individual students' talents were fostered through sporting enrichment activities such as rugby clinics and through the Music and Art Enrichment programs. Many opportunities were provided to our families throughout the year to engage with the school community including the Parent as Volunteers in the Classroom program, year level and whole school celebrations and events, sporting activities, Family Fun night, Parents and Friends Association and School Council.

Wellbeing

The FISO initiative of Positive School Climate focused on continuing SWPBS (School Wide Positive Behaviour Support) and introducing both AVID (Advancement Via Individual Determination) and BSEM (Berry Street Education Model) to provide the clear and positive expectations to staff, students and community; and the strategies for optimal learning. The student engagement and wellbeing policy was reviewed and the Child Safety policy was developed within the VRQA guidelines and state legislation.

To support students with challenging behaviours and enable them to have success, Behavior Improvement Plans were developed together with the staff, students and parents. We extended the employment of the Primary Welfare Officer from 4 days a week to fulltime using Equity funding. The Wellbeing team developed strategies and plans to assist our students and families including working with various external agencies as necessary to best support students wellbeing and learning.

Our SEL (Social Emotional Learning) Curriculum, with a focus on resilience, was continued alongside the use of our developmental playroom to assist students with the development of social skills and further their language experiences both during class time and at lunch times for students at risk. A breakfast club consistently catered for 80 students 2 days a week, with students trained in preparing food, serving and cleaning up.

Student leadership continued to develop with a focus on years 5 and 6 with specific leadership roles for students, and playing a large part in whole school events and assemblies. Our Junior School Council worked with the Parents and Friends association to voice their opinions on how to improve the school and its grounds.

The Student Attitudes to School survey indicated an increase in Student Safety as well as Student Moral. Student connectedness to school was similar to that of the state median.

We continued with a variety of transition programs to assist with a smooth and successful transition from pre-school to Foundation and from Year 6 to Secondary School; as well as through each of the year levels. The AVID program was further developed, not only to assist students with setting goals and developing clear organizational skills but flowed into life at Secondary School and has become a major part of our Year 6 transition program, with our partnership music instrumental program, technology program, and the 'Kids in the Kitchen' food technology program, with Kurunjang Secondary College.

For more detailed information regarding our school please visit our website at
www.kurunjangps.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 496 students were enrolled at this school in 2016, 238 female and 258 male. There were 10% of EAL (English as an Additional Language) students and 3% 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> Lower</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" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>60%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>57%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>50%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>50%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	60%	13%	Numeracy	30%	57%	13%	Writing	36%	50%	14%	Spelling	33%	50%	17%	Grammar and Punctuation	26%	50%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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" 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>91 %</td> <td>89 %</td> <td>88 %</td> <td>90 %</td> <td>89 %</td> <td>89 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	89 %	88 %	90 %	89 %	89 %	89 %	<p>● Lower</p> <p>● Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	89 %	88 %	90 %	89 %	89 %	89 %										



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> Lower</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> Lower</p>

How to read the Performance Summary

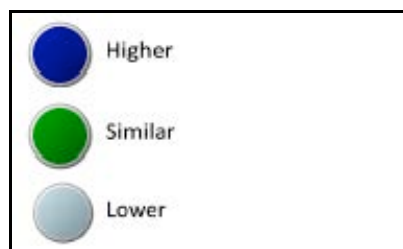
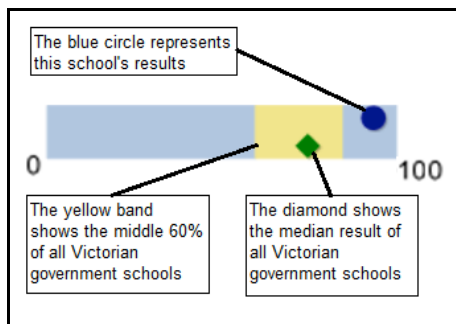
What are student outcomes?

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.

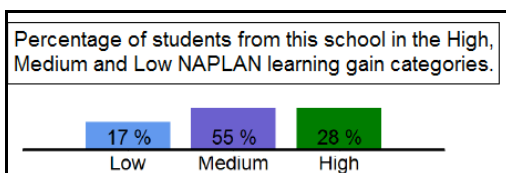
You can see these results for the latest year, as well as the average of the last four years (where available).

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

The 2016 financial position was in surplus of \$546,417 as compared to \$339,802 in 2015. Although the increased enrolments in each year level including an extra class of Foundation students, and the employment of Graduate and Range 1 teachers in fixed term positions, contributed to the increased surplus, it also included allocated equity funding. Program planning in 2015 included consultancy for literacy and numeracy, however due to availability, we were unable to have a literacy consultant 2 days each week as hoped, or even consistently 1 day each week. We were also unsuccessful in being able to employ a numeracy consultant. There were no extraordinary revenue items and extraordinary expenditure items only included carpet to 2 rooms. Commonwealth funding outside the SRP (and not including Low SES/Equity) was received for student teacher supervision \$3,793 and unallocated CSEF funding at 31/12/15, of \$22,893 whose purpose is to assist eligible families with the cost of school camps, sporting events and excursions. Fundraising initiatives through the Parents and Friends Association totaled \$17,227 and revenue of \$5,182.76 was received through newsletter advertising, canteen lease, and school photo, student banking and school uniform commission. Voluntary contributions totaled \$915 and bank interest totaled \$7,807.80.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,602,393	High Yield Investment Account	\$490,687
Government Provided DET Grants	\$1,125,089	Official Account	\$19,354
Government Grants Commonwealth	\$4,826	Other Accounts	\$127,192
Revenue Other	\$11,781	Total Funds Available	\$637,232
Locally Raised Funds	\$134,178		
Total Operating Revenue	\$4,878,266		
Expenditure		Financial Commitments	
Student Resource Package	\$3,521,549	Operating Reserve	\$119,765
Books & Publications	\$35,609	Asset/Equipment Replacement < 12 months	\$100,000
Communication Costs	\$14,503	Capital - Buildings/Grounds incl SMS<12 months	\$150,000
Consumables	\$77,390	Maintenance - Buildings/Grounds incl SMS<12 months	\$100,000
Miscellaneous Expense	\$211,535	Revenue Received in Advance	\$22,893
Professional Development	\$18,789	Other recurrent expenditure	\$2,394
Property and Equipment Services	\$265,484	Asset/Equipment Replacement > 12 months	\$42,181
Salaries & Allowances	\$142,370	Maintenance -Buildings/Grounds incl SMS>12 months	\$100,000
Trading & Fundraising	\$12,331	Total Financial Commitments	\$637,232
Utilities	\$32,290		
Total Operating Expenditure	\$4,331,850		
Net Operating Surplus/-Deficit	\$546,417		
Asset Acquisitions	\$44,943		

Student Resource Package Expenditure figures are as of 03 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.



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.