

2017 Annual Report to the School Community



School Name: Kilberry Valley Primary School (5350)

School Number: 5350



A handwritten signature in black ink, appearing to read 'Neil Cunningham'.

Principal: Neil Cunningham

A handwritten signature in black ink, appearing to read 'Jacinta Parkinson'.

President: Jacinta Parkinson



Education and Training





About Our School

School Context

Kilberry Valley Primary School is situated in Hampton Park and had a 2017 student enrolment of 802. Our school community is enriched by the experiences and backgrounds of families representing 40 nationalities. Our vision is to *"Develop Responsible Learners for a Changing Society."* We believe that ALL students, staff and the community can learn. The values of respect, responsibility, resilience, acceptance, honesty, trust and diversity are paramount at Kilberry Valley Primary School.

Kilberry Valley Primary School promotes an inclusive environment focused on continuous improvement in learning, encouraging all members of the school community to become motivated, active and reflective learners. The school community continues to embrace the use of information technology to challenge our students and communicate with each other.

Kilberry Valley's aim is that ALL students will be given the opportunity to succeed through a school design that;

- Promotes and supports a strong set of beliefs and values
- Promotes an inclusive and supportive environment
- Promotes learning opportunities for students, staff and the school community
- Provides a comprehensive and inclusive curriculum to support learning areas
- Supports and encourages the journey towards personal excellence
- Encourages innovative teaching and an investigative approach to learning
- Ensures a safe and supportive learning environment which encourages involvement of parents and the local community

Our inclusive practices see staff working tirelessly to ensure that anyone who enrolls at Kilberry Valley Primary School receives the best educational opportunities we can offer. In 2017, approximately 8% of the school population (68 students) received Program for Students with Disability Funding (PSD) and 9.5% of the school population had an identified impairment or disability. As a result of our strong desire to ensure all students have positive educational opportunities and our successful inclusive practices, we continue to assist other schools in their inclusive strategies and approaches through professional development sessions and many visitations from other schools.

51% of our student population has English as an Additional Language background creating a further dynamic to our inclusive school population. 2017 saw increased enrolment of families from Afghanistan, resulting in this becoming the highest country apart from Australia represented at the school. In comparison to other schools across the state, we have a high level of students with English as an additional language. The multi-cultural component of our school community enriches many aspects of our school life.

2017 saw the continuation of the PLC approach at Kilberry Valley where staff further developed skills in the use of data to drive their planning and teaching.

The Kilberry Valley Primary School community is assessed as being in the Low to Mid range in regards to Student Family Occupation (SFO) index and the Index of Community and Social Educational Advantage (ICSEA) that takes into account parent occupations. Our SFO Index has shown a level of stability over recent years.

Year	2013	2014	2015	2016	2017
SFO	0.5931	0.5824	0.5866	0.5687	0.5796

During 2017, Kilberry Valley Primary School employed 82.18 equivalent full time staff: 3 Principal Class, 3 Leading Teachers, 48.52 Teaching Staff and 6.51 Education Support Staff (Teaching Support) and 23.15 Education Support Staff (Integration Aides)

All Program for Students with Disability students showed progress at satisfactory or above in achieving their individual goals.



Framework for Improving Student Outcomes (FISO)

During the 2017 school year, we aligned with the Framework for Improving Student Outcomes (FISO) Excellence in Teaching and Learning priority – the Building Practice Excellence and Curriculum Planning and Assessment initiatives. Throughout the year, staff examined the FISO Continua for School Improvement, discussed the available evidence of implementation and effect and gauged where the school was on each continuum.

The School Improvement Team (SIT) comprising of Principal class personnel, Leading Teachers and Mathematics, English and Science leaders, regularly met to monitor the school improvement strategies and their progress.

Through the school's professional learning strategies, we continued our focus on working together to build capacity to deliver whole-school approaches to improve English, Mathematics and Science teaching practice and student outcomes. These activities were based on the accurate assessment of student learning and the delivery of a differentiated curriculum.

The Professional Learning Community (PLC) approach continues to improve teacher collaboration and practice to assist the goal of meeting students at their point of need.

Our SIT determined the school had made improvement on our previous self-assessment on the evidence-based high impact teaching strategies continuum.

The school also gauged that we had improved in many areas on the FISO evaluating impact on learning dimension, but highlighted a required future focus to clarify our school values and increase our community involvement.

Kilberry Valley Primary School continues to develop an organisational design based on PLC's. This supports teachers to collaboratively build their capacity to implement the school's differentiated standards-based instructional model that incorporates feedback and incentives for teachers to continuously improve their practice and the performance of their students.

Achievement

Our students achieved positive NAPLAN scores when comparing matched cohorts between Year 3 2015 and Year 5 students in 2017.

NAPLAN – relative gain

This indicator revealed varying patterns in the percentages of 2017 Year 5 students making high relative gain compared to their Year 3 starting points in Literacy and Numeracy dimension. Some characteristics revealed in this performance indicator were that students displayed:

- Significantly higher '*high relative gain*' to similar schools and state schools in Writing and Numeracy
- Similar '*high relative gain*' to similar schools and state schools in Grammar and Punctuation
- Lower '*high relative gain*' than similar schools and state schools in Reading and Spelling

	Kilberry Valley PS	Similar Schools	Network Schools	All Schools in State
Reading	21%	23%	26%	25%
Writing	30%	25%	27%	24%
Spelling	19%	25%	25%	24%
Numeracy	33%	23%	25%	24%
Grammar and Punctuation	23%	22%	23%	24%

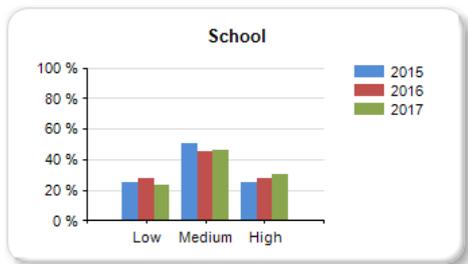
Further indications of the improvement in relative growth data patterns for the Year 5 cohorts from 2015 to 2017 are shown in graph form below.

These graphs indicate:

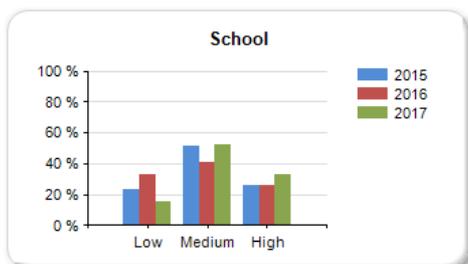
- a reduction in low gain, increased medium gain and increased high student gain in the areas of Writing and Numeracy
- a reduction in low gain, increased medium gain and a slightly reduced high gain in Spelling
- a slightly reduced low gain, increased medium gain and reduced high gain in Grammar and Punctuation
- increased low gain, reduced medium gain and slightly increased high gain in Reading.



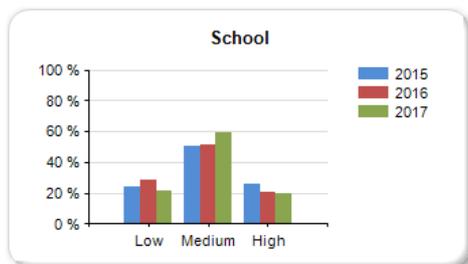
Writing



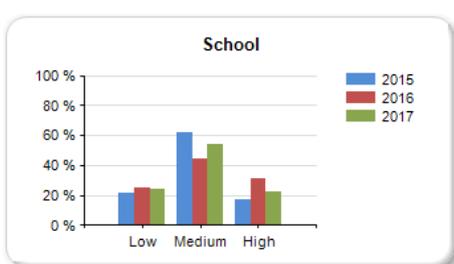
Numeracy



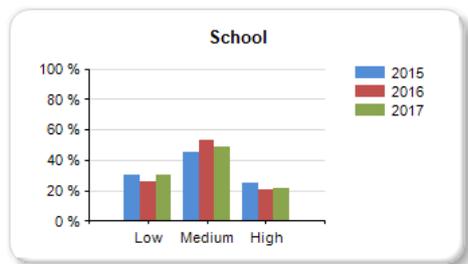
Spelling



Grammar and Punctuation



Reading



As a result of analysing this data and other available information, we have determined to maintain our strong focus on Writing, Grammar and Punctuation and Numeracy for 2018 and also develop a stronger concentration on Reading. Reading is the focus of our 2018 Annual Implementation Plan and features in all 2018 Staff Professional Development Plans.

Engagement

Our student absence rates remain stable, but 2018 will see a concentration on the reasons for these still being only at approximately 90%. Absence rates have been negatively affected by a high number of Unexplained Absences on our records (6.7% in 2017). An emphasis for 2018 will be to reduce the Unexplained Absences category. Also effecting our data are a high number of long-term overseas visit absences, along with some long-term absences due to school refusal.

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
90 %	90 %	92 %	92 %	92 %	91 %	90 %



Absence Days per FTE - Kilberry Valley Primary School (5350)

Calendar Year	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	P - Yr 6
2013	18.02	16.63	15.31	16.98	13.41	15.51	13.69	15.76
2014	15.83	16.39	16.17	13.88	15.52	15.91	15.67	15.62
2015	14.40	13.64	15.20	12.67	15.07	12.06	14.10	13.91
2016	23.96	15.55	16.64	18.01	16.63	16.09	13.40	17.20
2017	19.76	19.81	15.62	14.90	15.85	17.75	18.89	17.52

Note: The official source for student absences data changed in 2012 from the School Level Report to the School Information Portal (this report). For school annual report and review purposes, please refer to your School Level Report for absences data prior to 2012. See 'Report Help' for more information.

The table above shows an improvement in cohort attendance data from 2016 to 2017 in Years 1, 3, and 4, however, a reduction in attendance rates were seen in Years 5 and 6 with Year 2 remaining constant. We expect a concentration on the senior school students at the end of 2017 and commencement of 2018 will see increased attendance rates in 2018.

The Parent Opinion Survey results indicate responses that are similar to that of our like schools with a General Satisfaction rating of 85% positive and 9% neutral responses. The School Connectedness rating of 91% was a strong result seeing 96% of parents stating their children are given opportunities to participate in school activities and 93% stating that their children enjoy the learning at school.

Wellbeing

DET opinion survey data provided evidence that the school's Student Attitude to School Survey (SATSS) results in Years Five and Six had remained similar to 2016. The introduction of the Year Four data showed a positive response but highlighted a slight decline in positive attitudes to school as the students progress through the senior levels. Discussions with the students brought to light some aspects that were addressed during the year. We look forward to analysing the 2018 data to see if the actions put in place have been effective in arresting this slight decline over Years Four to Six.

Having said the above, SATSS results at Kilberry Valley Primary School are recorded as being similar to our like schools,

The Wellbeing component of 'Sense of Connectedness' in the SATSS showed a score of 81.59% which is only slightly lower than the state average, but similar to our like schools.

'Management of Bullying' is slightly lower than the state average 77.48%, but also regarded as similar to our like schools. Kilberry Valley continues to operate a consistent Wellbeing program across the whole school that focuses on a positive approach to schooling.

Our school wide positive Wellbeing approach is reflected in the Parent Opinion survey with the 'Promoting Positive Behaviour' component showing a 92% positive response with 93% of parents agreeing that the school has a consistent approach to promoting positive behaviour and 91% stating that staff model positive behaviour.

The percentage of positive endorsement by staff on School Climate as reported in the annual School Staff Survey was 61%. This was lower than like schools and through further investigation, we note that on average across the 10 variables surveyed, our staff gave an average neutral rating of 31.3%. Therefore, though the negative responses were low, averaging 4.6% across the 10 variables, the neutral responses have lowered the overall positive responses.

The staff participation rate in the survey rose dramatically this year with over 90% of staff completing the survey. (2016 – 66% staff participation)

For more detailed information regarding our school please visit our website at www.kilberryps.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

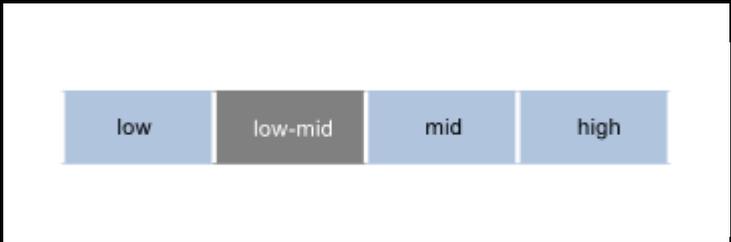
Enrolment Profile

A total of 802 students were enrolled at this school in 2017, 359 female and 443 male.

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

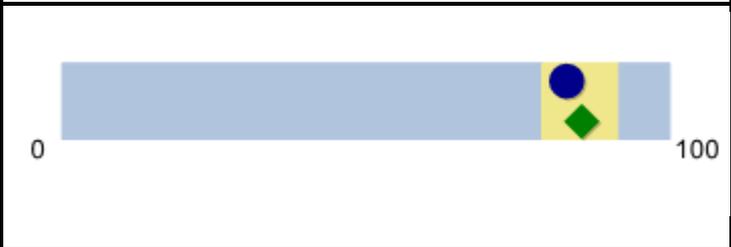
Overall Socio-Economic Profile

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



Parent Satisfaction Summary

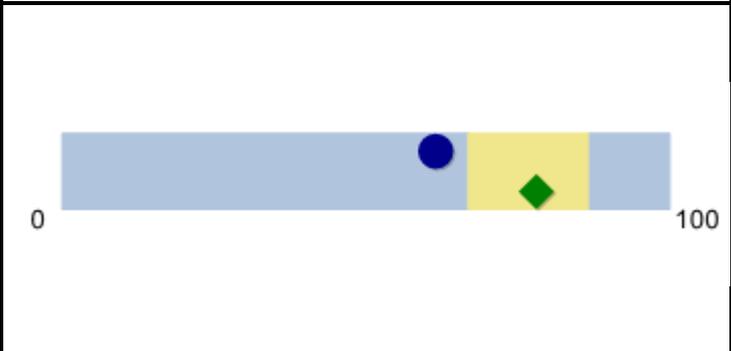
Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



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).

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





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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</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>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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>49%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>52%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>46%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>59%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>54%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	49%	21%	Numeracy	15%	52%	33%	Writing	24%	46%	30%	Spelling	22%	59%	19%	Grammar and Punctuation	24%	54%	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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison 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="549 943 1038 1039"> <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>90 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	92 %	92 %	92 %	91 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	92 %	92 %	92 %	91 %	90 %										



Performance Summary

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Wellbeing	Student Outcomes	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: 2017</p>	Similar
<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: 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)

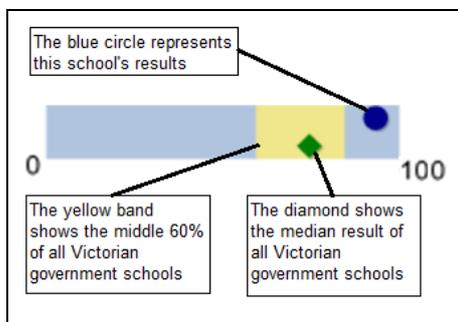
Engagement

- 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).

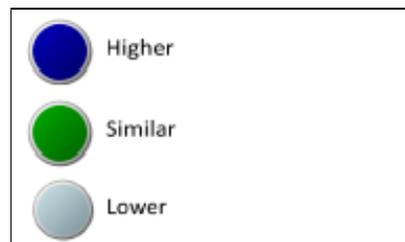


What does *School Comparison* refer to?

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

[Please refer to the 2017 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, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,342,945	High Yield Investment Account	\$63,906
Government Provided DET Grants	\$972,956	Official Account	\$45,231
Government Grants Commonwealth	\$15,100	Other Accounts	\$491,944
Revenue Other	\$99,473	Total Funds Available	\$601,080
Locally Raised Funds	\$367,866		
Total Operating Revenue	\$8,798,340		
Equity¹			
Equity (Social Disadvantage)	\$435,177		
Equity Total	\$435,177		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,252,817	Operating Reserve	\$151,192
Books & Publications	\$6,153	Asset/Equipment Replacement < 12 months	\$40,000
Communication Costs	\$17,999	Revenue Received in Advance	\$128,562
Consumables	\$161,487	School Based Programs	\$58,434
Miscellaneous Expense ³	\$198,760	School/Network/Cluster Coordination	\$54,452
Professional Development	\$48,611	Asset/Equipment Replacement > 12 months	\$20,000
Property and Equipment Services	\$402,106	Capital - Buildings/Grounds incl SMS>12 months	\$68,440
Salaries & Allowances ⁴	\$428,381	Maintenance -Buildings/Grounds incl SMS>12 months	\$80,000
Trading & Fundraising	\$41,265	Total Financial Commitments	\$601,080
Utilities	\$78,654		
Total Operating Expenditure	\$8,636,233		
Net Operating Surplus/-Deficit	\$162,107		
Asset Acquisitions	\$7,409		

(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.

Our annual financial was in surplus due to Kilberry Valley Primary School holding funds for Casey Central Network of schools, CSEF and the pre payments our community make at the end of 2017 for the 2018 school year.

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.