

2018 Annual Report to The School Community



School Name: Kilberry Valley Primary School (5350)



- 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 2018 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 03 April 2019 at 03:16 PM by Neil Cunningham
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 03 April 2019 at 07:02 PM by Jacinta Parkinson
(School Council President)

About Our School

School context

Kilberry Valley Primary School is situated in Hampton Park and had a student enrolment of 720 in 2018. Our school community is enriched by the experiences and backgrounds of families representing 40 nationalities and 42 languages other than English spoken at home. 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, responsiveness, integrity, impartiality, accountability, leadership and human rights 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 every student who enrolls at Kilberry Valley Primary School receives the best educational opportunities we can offer. In 2018, approximately 7.5% of the school population (54 students) received Program for Students with Disability Funding (PSD) and 8.28% 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.

52% of our student population has English as an Additional Language background creating a further dynamic to our inclusive school population. Our Afghani community members continue to grow in number, 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.

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	2014	2015	2016	2017	2018
SFO	0.5824	0.5866	0.5687	0.5796	0.5829

During 2018, Kilberry Valley Primary School employed 75.9 equivalent full time staff: 3 Principal Class, 4.5 Leading Teachers, 41.45 Teaching Staff and 5.72 Education Support Staff (Teaching Support) and 21.23 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 2018 school year, we aligned our main focus with the Framework for Improving Student Outcomes (FISO) in the priority areas of:

- Excellence in Teaching and Learning priority – building practice excellence dimension
- Positive Climate for Learning - empowering students and building school pride along with the intellectual engagement and self-awareness dimensions.

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.

According to staff analysis and reflection on the FISO Continua of Practice self-evaluation comparing end of 2017 responses to end of 2018 responses, growth was evident in:

- the building practice excellence dimension through increased and improved 'use of student data to inform professional learning' and a high expectation that 'professional learning is ongoing, supported and fully integrated into the school culture' was maintained.
- the empowering students and building school pride dimension through a positive movement in 'the school activates student agency' and 'the school activates student leadership.' This remains an area of future improvement focus.
- the intellectual engagement and self-awareness dimension through positive movement in the components of 'the school has a culture of high expectations' and 'the school supports and fosters intellectual engagement'.

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 towards the attainment of our Annual Implementation Plan goals.

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.

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. This PLC approach is consistently implemented in all school meetings.

Achievement

During 2018 our Annual Implementation Plan had a priority on improving reading achievements for our students with the following target:

All students will make at least 12 months growth in reading during 2018 as measured by the Victorian Curriculum Standards or in line with their ILP using 2017 baseline data.

This ambitious target proved very hard to meet and though strong gains were shown in many year levels the following information shows the percentage of students in reach year that did meet the target.

Prep	One	Two	Three	Four	Five	Six
88.5%	61%	71.6%	81.45	73.5%	85.5%	89%

These results indicate there is still work to be done in this area. The further development of the best approach for our students to improve their reading skills will continue as our main focus in 2019.

A strong focus on the teaching of Mathematics across the year levels over recent years continues to show our students achieving similar to, or higher than, our like schools in NAPLAN testing. This common approach to Mathematics has seen our students achieving gains in some areas that are above that of like schools and state mean. Our overall rating through teacher judgement and NAPLAN assessments, is that our students are achieving similar results to students in similar school.

This whole school consistent approach to the teaching of Mathematics will be continued and developed further during 2019.

Engagement

Our student absence rates reduced slightly in 2018. Though the unapproved absences have reduced due to a concentrated effort in this area (2017 6.7 to 4.2 in 2018), 2018 absence rates were still negatively affected by a high number of Unexplained Absences, a high number of long-term overseas visit absences, along with some long-term absences due to school refusal.

The Family Holiday component of absences has increased from 2017 to 2018, which is a concern, but out of the control of the school.

2017 saw 2692 days from 285 students on Family holidays, with 2018 data showing these absences totalling 3702.5 days from 339 students. The increase in this data has an obviously negative effect on overall attendance rates and ultimately student achievement possibilities.

During 2017 there were 4548.5 Unexplained absences from 668 students. This was reduced during 2018 to 2022.5 days absent from 456 students.

This is still too high and we will continue to work with the school community in this area to reduce these further, however this decrease is a result of a few of main factors:

- our office staff commenced sending messages to parents when their child was absent.
- information concerning the necessity of being in attendance at school - It's Not Ok to Be Away
- incentives within classrooms and across the whole school were implemented as the Assistant Principal collected and monitored weekly data highlighting and acknowledging students and classes with improved and consistent high levels of student attendance.

Overall attendance rates for our students improved slightly and remain rated as similar to our like school.

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91%	90%	91%	93%	92%	92%	91%

The Parent Opinion Survey results indicate responses that are similar to that of our like schools with a General Satisfaction rating of 84% positive and 9% neutral responses. The School Connectedness rating of 88% remained positive also.

Wellbeing

Student Attitude to School Survey 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 80 % which is only slightly lower than the state average, but similar to our like schools. There was a consistent difference between the girls and boys, with girls indicating a stronger sense of connectedness than the boys, as shown in the following table.

School Connectedness

	Year 4		Year 5		Year 6		Total	
Girls	81%	Girls	84%	Girls	87%	Girls	84%	
Boys	72%	Boys	79%	Boys	80%	Boys	77%	

The 'Management of Bullying' component has shown a slight positive increase from 2017 responses, but remains slightly lower than the state average, and 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 87% positive response (similar to like schools) with 88% positive endorsement for the development of 'Confidence and Resilience Skills'.

The percentage of positive endorsement by staff on School Climate as reported in the annual School Staff Survey was 66%. This was lower than like schools and through further investigation, we note that there remains a high element of neutral responses (28%). Though this has reduced it is still a sizeable amount thus reducing the percentage of positive responses.

2019 saw the adoption of The Department of Education and Training's 7 values of Respect, Integrity, Accountability, Impartiality, Human Rights, Responsiveness and Leadership. As a school we discussed and investigated these values with activities to unpack what they mean for Kilberry Valley Primary School. These have been portrayed to the school community and 2019 will see school signage to ensure they are visible and all community members are aware of what they mean. They have also become the basis of the weekly student awards.

Financial performance and position

Our net operating surplus was planned to ensure sufficient funds for some major building maintenance and upgrades during 2019 involving large painting and carpeting projects.

Equity Funding received was utilised to assist our students to enrich their educational opportunities

We were successful in acquiring Sporting Schools funding to enable enrichment activities for our students throughout the year.

All financial reports and decision are discussed and tabled at school council meetings. The financial commitment statement as reported contains an amount of \$141123 being prepaid school contributions and Year 6 camp money collect at the end of 2018. A total of \$50136 is also held in our school bank account for the Casey Central Network of Schools as we are the banker school.



For more detailed information regarding our school please visit our website at kilberry.valley.ps@edumail.vic.gov.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 723 students were enrolled at this school in 2018, 320 female and 403 male.

52 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).

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:  ◆ 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> 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 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> Lower</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>51%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>47%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>54%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>38%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>53%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	51%	15%	Numeracy	28%	47%	26%	Writing	30%	54%	16%	Spelling	36%	38%	26%	Grammar and Punctuation	35%	53%	12%	<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 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 1003"> <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>90 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	91 %	93 %	92 %	92 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	91 %	93 %	92 %	92 %	91 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,927,552	High Yield Investment Account	\$216,120
Government Provided DET Grants	\$925,639	Official Account	\$35,585
Government Grants Commonwealth	\$5,600	Other Accounts	\$502,979
Government Grants State	\$675	Total Funds Available	\$754,684
Revenue Other	\$34,695		
Locally Raised Funds	\$358,302		
Total Operating Revenue	\$8,252,463		
Equity¹			
Equity (Social Disadvantage)	\$507,483		
Equity Total	\$507,483		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,893,389	Operating Reserve	\$178,493
Books & Publications	\$3,636	Funds Received in Advance	\$141,123
Communication Costs	\$9,238	School Based Programs	\$134,932
Consumables	\$133,321	Funds for Committees/Shared Arrangements	\$50,136
Miscellaneous Expense ³	\$187,016	Maintenance - Buildings/Grounds < 12 months	\$200,000
Professional Development	\$20,739	Maintenance - Buildings/Grounds > 12 months	\$50,000
Property and Equipment Services	\$241,045	Total Financial Commitments	\$754,684
Salaries & Allowances ⁴	\$413,548		
Trading & Fundraising	\$56,540		
Travel & Subsistence	\$59		
Utilities	\$89,588		
Total Operating Expenditure	\$8,048,118		
Net Operating Surplus/-Deficit	\$204,345		
Asset Acquisitions	\$14,105		

- (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 15 March 2019 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)

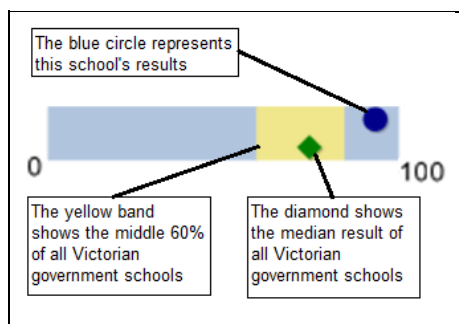
Engagement

- 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).

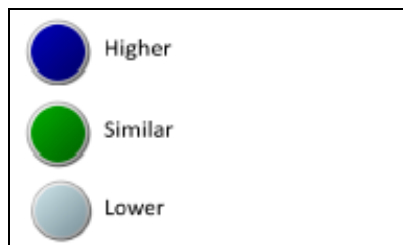


What does *School Comparison* refer to?

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 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*' 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').