

**2014 Annual Report to
the School Community**

Kangaroo Ground Primary School

School Number: 2105



Name of School Principal:

Laurie Murray

Name of School Council President:

Jacqui Jennings

Date of Endorsement:

20-4-2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Kangaroo Ground Primary School is located in a semi-rural environment. Established in 1853, the school is organised into composite classes. Kangaroo Ground Primary has 10.87 full time staff; 8.10 teaching staff and 2.77 education support staff.

The school has a relatively low SFO rating of 0.24. Kangaroo Ground Primary provides a safe, secure, high performing and stimulating environment where individual differences are valued and where risk-taking, co-operation and effective communication is encouraged. It is an environment that fosters student confidence and promotes a culture in which students, staff, parents and other members of the community display a sense of pride. We aim to provide a broad and comprehensive curriculum which ensures that students are supported and extended to meet their needs and aspirations and to optimise student achievement and success by ensuring each student is challenged, extended and motivated to reach their potential.

The junior school curriculum is underpinned by the Write to Read phonetic approach to teaching literacy. The effectiveness of our explicit teaching model is clearly demonstrated by our student academic performance results which are consistently high by all measures.

Our school community functions in a highly valued partnership and is actively involved in projects to sustain this culture. Parents are involved in many different aspects of school life such as classroom help, camps, excursions, electives, sport, chess and school council.

Achievement

Teacher assessment of student achievement in English and Maths remains strong. The percentage of students in prep to grade six with a grade C or above is at or close to 100%.

The average NAPLAN assessment of year three in reading was above the middle 60% range. Year five reading results were well above the 60% range.

The average NAPLAN assessment of year three in numeracy was marginally below the middle 60% range. Year five numeracy results were well above the 60% range.

Extension for students at all levels within a student cohort remains a focus for the future. This will have the impact of reducing the size of lower percentile groups.

Assessment and planning goals continue to be established at staff meetings and refined and moderated at area meetings as part of our meeting structure.

Most of our students scored high or medium learning gain outcomes in reading, numeracy, writing, spelling, grammar and punctuation. This reflects the effectiveness of our teacher's planning and teaching following student assessment. Professional development throughout the year targets building teacher capacity to meet the children's specific learning needs.

Engagement

In 2014 the average student absence rate was 15.4 days per year. This absence rate is consistent with our improvement on previous years. These absences stem mainly from illness and extended family holidays. This reflects the tendency for some parents to take their children on holiday during school time.

Tardiness remains an issue for our students, especially in the mornings. This has improved noticeably and has had a positive affect on the teachers ability to start the day's lessons without the disruption of having to re-explain instructions to latecomers.

Junior School Council continued to support local and international causes throughout the year. Children led the various

fundraisers speaking at assemblies, talking to their grades, collecting money and generally promoting the various charities. The Samaritan's Purse was supported across the school with students assisting with the collection and compilation of the boxes.

Student led concerts and acts were presented at school assemblies. Our extensive school leaders program sets a positive example to the younger students. Student led assemblies serve to reinforce important messages to the whole school community. These include a range of topics from school rules and daily operation to reinforcing important anti-bullying messages.

Wellbeing

Our attitudes to school survey data has continued to improve and our 2014 survey results are now higher than comparative schools. We will maintain our effective approach of targeting our school's key values in every aspect of classroom and school operation.

In addition to the school leaders the environmental leaders continued to play a pivotal role in our student leadership group. The higher profile of sustainability is now accepted among the student group and sustainability issues are now part of each school assembly. Coupled with the NESST leadership program and the Junior School Council program, our students are able to have a strong student voice in the school giving them greater ownership of daily school operation and management.

Transition at both K- Prep and Year 6-7 remains an important part of our school program. We continue to seek feedback from each year's prep parents. Our 2015 transition program has already been altered to include more information about school processes and opportunities for community involvement.

The trend of consistent numbers of students entering school in the mid to upper classes throughout the year has continued. Larger numbers in the upper classes occur as a result. Lower birth rates in the district have impacted on the lower grades giving the school a 'top heavy' structure.

Our Buddy system continues to include reading visits with the four year old kinder students and the grade five children. Wednesdays in February are kept student free for our Preps to allow time for teachers to assess students and meet directly with parents to gather feedback on their needs.

Transition into year 7 is supported through secondary colleges transition days and visits. The Student Leadership program also supports grade six students in this area. The exiting Year 6 students are surveyed to determine the effectiveness of Yr 6-7 transition programs.

Productivity

At Kangaroo Ground Primary School there are; 5 full time teachers, 9 part-time teachers covering 5 specialist areas and two shared grades, one 0.8 business manager and 3 ESO 's at various time fractions who work in a variety of roles including office assistance, integration aide, teacher's aide, reading intervention programs, library management and preparing the school newsletter.

One of our strengths has been the provision of five specialist programs together with an extensive offering of extra curricula activities. Despite changes in enrolments we continue to maintain these programs and they remain a valued aspect of our school curriculum and culture.

Our budget finished with a surplus in 2014 so we are well positioned to continue offering all our valued specialist and extra curricula programs at KGPS.

For more detailed information regarding our school please visit our website at
<http://www.kangarogroundps.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 135 students were enrolled at this school in 2014, 60 female and 75 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> English <input type="checkbox"/> Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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

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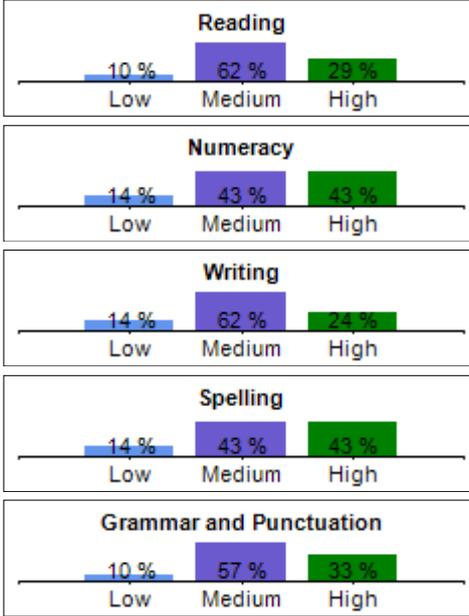
Achievement

NAPLAN Learning Gain Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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'.

Student Outcomes



School Comparison

NAPLAN Learning Gain does not require a School Comparison.

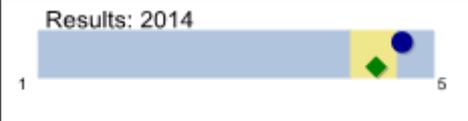
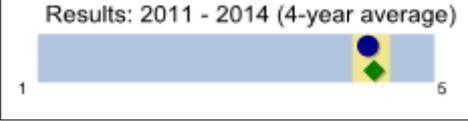
Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="563 853 1034 947"> <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>92 %</td> <td>95 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	95 %	93 %	93 %	92 %	92 %	90 %	<p>Results: 2014</p>	Lower
	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6									
	92 %	95 %	93 %	93 %	92 %	92 %	90 %									
<p>Results: 2011 - 2014 (4-year average)</p>	Lower															
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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p> 	 Higher
	<p>Results: 2011 - 2014 (4-year average)</p> 	 Similar

How to read the Performance Summary

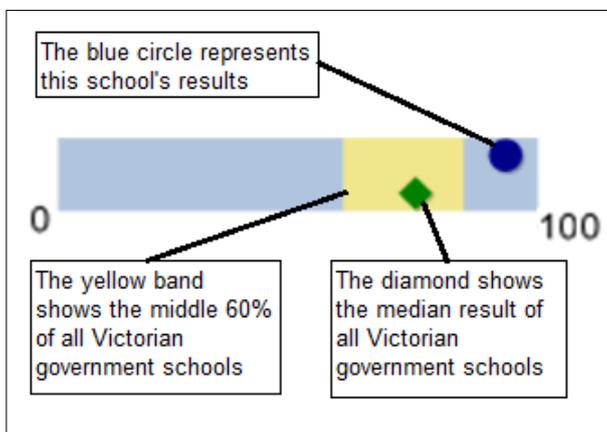
What are student outcomes?

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 colleges, 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.

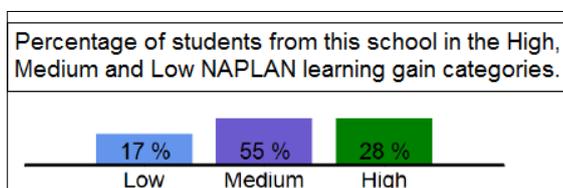
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.

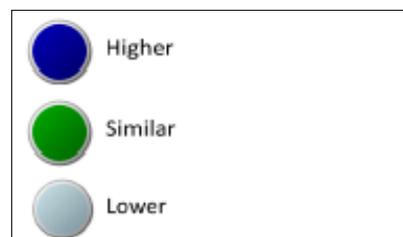


What is a School Comparison?

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 Indigenous 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 - Operating Statement
Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$890,430	High Yield Investment Account	\$23,942
Government Provided DE&T Grants	\$186,257	Official Account	\$501
Government Grants Commonwealth	\$17,660	Other Accounts	\$3,475
Government Grants State	\$400	Total Funds Available	\$27,918
Revenue Other	\$6,468		
Locally Raised Funds	\$160,507		
Total Operating Revenue	\$1,261,722		
Expenditure		Financial Commitments	
Student Resource Package	\$884,999	Operating Reserve	\$27,918
Books & Publications	\$2,060	Total Financial Commitments	\$27,918
Communication Costs	\$3,720		
Consumables	\$25,207		
Miscellaneous Expense	\$66,318		
Professional Development	\$5,661		
Property and Equipment Services	\$122,531		
Salaries & Allowances	\$87,670		
Trading & Fundraising	\$32,766		
Utilities	\$20,953		
Total Operating Expenditure	\$1,251,887		
Net Operating Surplus/-Deficit	\$9,836		
Asset Acquisitions	\$0		

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.

Financial performance and position commentary

The Net operating surplus of \$9,836 is consistent with what was expected for the end of 2014. The school continues to rely on income from fundraising to pay for information technology purchases and many of the capital items which cannot be covered from our program budgets.

Our school retained 6 grades in 2014. Despite decreases in enrolments, all specialist programs were maintained, although LOTE was delivered on a 'week about' basis.

The school received \$76,000 for an emergency maintenance project. This was for reinstatement of damage caused by a termite infestation. As part of this work we were also able to complete additional work including upgrading entry doors and replacing floor coverings.