

2015 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: 21-3-2016

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 2015.

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 9.87 full time staff; 7.0 teaching staff and 2.87 education support staff.

The school has a relatively low SFO rating of 0.22. 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 an equivalent grade C or above remains at or close to 100%.

The average NAPLAN assessment of year three in reading was marginally below the median score in 2015 however our four year average score remains well above the median. Year five reading results remained well above the 60% range, consistent with our four year average score.

The average NAPLAN assessment of year three in numeracy was above the 60% range. Year five numeracy results were well above the 60% range. Both these scores are consistent with our four year average scores which are both 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 further 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.

75% to 90% 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 2015 the average student attendance rate is approximately 94%. The corresponding absence rate is consistent with our improvement in 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.

The improvement in student tardiness has continued throughout 2015. Signing a late arrival register has allowed staff to track missed time in class and served as an incentive for children to leave the school yard promptly as the morning school bell sounds.

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. Children have been allowed to have a strong voice in the operation of the JSC with children directing funding to respond to local issues.

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 2015 survey results remain higher than comparative schools. This is particularly the case in the areas of connectedness to school and student perceptions of safety where we rated 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 2017 transition program has already been altered to take into account best practise established in recent years. The introduction of the 'Skoolbag' app has improved communication about our school operation, processes and policies.

Our Buddy system continues to include reading visits with the four year old Pre-school 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 our Year 6-7 transition programs.

Productivity

In 2015 at Kangaroo Ground Primary School there were; 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.

With an expected increase in Foundation enrolments, 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>

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.

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

Enrolment Profile

A total of 123 students were enrolled at this school in 2015, 51 female and 72 male. There were < 10% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.



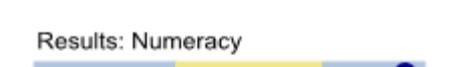
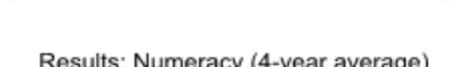
Performance Summary

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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"> English 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> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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> 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> Higher</p> <p> Similar</p>

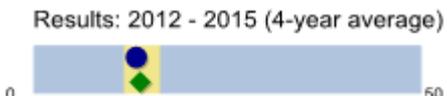
Performance Summary

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>25%</td> <td>40%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>45%</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>5%</td> <td>40%</td> <td>55%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	40%	35%	Numeracy	10%	45%	45%	Writing	20%	60%	20%	Spelling	30%	50%	20%	Grammar and Punctuation	5%	40%	55%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>94 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	95 %	94 %	95 %	93 %	94 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	95 %	94 %	95 %	93 %	94 %										

Performance Summary

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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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Higher</p> <p> Similar</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Higher</p> <p> Similar</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 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.



What is a School Comparison?

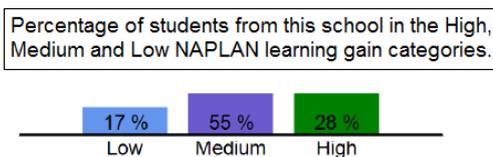
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

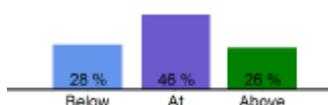
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$858,098	High Yield Investment Account	\$40,583
Government Provided DE&T Grants	\$227,888	Official Account	\$5,978
Government Grants Commonwealth	\$13,660	Other Accounts	\$5,737
Government Grants State	\$4,000	Total Funds Available	\$52,299
Revenue Other	\$1,429		
Locally Raised Funds	\$141,900		
Capital Works Grant	\$15,500		
Total Operating Revenue	\$1,246,974		
Expenditure		Financial Commitments	
Student Resource Package	\$896,315	Operating Reserve	\$46,342
Books & Publications	\$7,694	Repayable to DET	\$5,957
Communication Costs	\$3,762	Total Financial Commitments	\$52,299
Consumables	\$20,591		
Miscellaneous Expense	\$60,528		
Professional Development	\$4,542		
Property and Equipment Services	\$156,217		
Salaries & Allowances	\$92,090		
Trading & Fundraising	\$30,477		
Utilities	\$16,344		
Total Operating Expenditure	\$1,288,559		
Net Operating Surplus/-Deficit	(\$42,439)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 04 March 2016 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.

Financial performance and position commentary

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. The Net operating surplus of \$42,439 is consistent with what was expected for the end of 2015. Enrolments remained consistent with 2014 and all specialist programs were maintained, and LOTE was delivered on a 'week about' basis.

The school also received \$118,000 for a CAR maintenance project. This was for an upgrade of our Block A building. As part of this work we were also able to complete additional work including upgrading entry doors and replacing floor coverings in the toilet area.