

Annual Reporting Meeting

2016 School Year



Kensington
Primary School

School Context

Vision:

To be a safe and caring community who learn and grow together, to make a difference for us and our world.

Mission:

To extend students academically and build their social and emotional wellbeing to ensure they become active, responsible members of the community.

Values:

Lifelong learning.

Intellectual rigor.

Positive self-worth.

Respect for others.

Resilience and emotional intelligence.

Strong partnerships between home, school and community.

Just under 50% language backgrounds other than English.

Student Family Occupation and Education (SFOE) of .2353

Enrolments climbing: 485 students in 2016.

Community values education and engagement.

Emphasis on growth mindset and a personalized approach to learning.

Mark retired - Julie Acting Principal - Nigel appointed.

2 principal class officers, a leading teacher, 24.8 teachers and the equivalent of 6.3 Education Support staff.

A year of significant change.

A year of significant change.

A number of organizational changes were made to strengthen operational efficiency.

Admin procedures (Role marking / tracking attendance and lateness / maintenance and OHS tracking system)

Expanded financial control processes developed and introduced.

Team curriculum planning processes refined (Collaborative planning process)

Assessment processes refined including data analysis (Growth Matrix & moderated tasks)

Action Research Teams introduced to build capacity and ensure improvement focus.

Instructional leadership roles created for 2017 (Team & ART Facilitators)

Ultimate aim: Enduring and keen focus on learning.

These structural changes in 2016 represent the foundations required for the 2017 school year to be focused on developing whole school expectations and norms around 'the way we do business' to ensure ongoing capacity building for staff and positive learning outcomes for children.

EISO

Building Practice Excellence

Year Level Teams developed and monitored numeracy and literacy goals each semester.

Numeracy reflection tools were developed and collated for use by all teachers.

PD delivered on developing open-ended problem solving activities to differentiate the curriculum.

The Fountas and Pinnell Reading Benchmark Assessment System was embedded across the entire school.

Peer Observations took place with a focus on improved teacher practice.

Numeracy and Literacy policies were reviewed and new policies developed.

Single Word Spelling Test professional development was delivered and SWST implemented across the school.

The school wide Assessment Schedule was revised.

Year Level Team time was allocated to moderation of literacy and numeracy tasks to ensure consistency of assessment.

Staff professional learning on Professional Learning Communities in preparation for implementation in 2017.

Development of Action Research Team approach to ongoing school improvement work for implementation in 2017.

Curriculum Planning and Assessment

Year Level Teams assessed prior knowledge for Inquiry Units using a range of thinking tools.

Google Apps for Education (GAFE) was introduced across the school to support collaborative planning.

Common planning time allocated for all teaching teams

Introduction to the common sense media digital citizenship resources

Program of Inquiry finalized and implemented by all teams.

Emotional coaching and mindfulness for staff and students introduced through the Bounce Back Program.

Kensington Kick Off Program developed to respond to student attitudinal data.

KPS values posters developed and displayed around the school.

Class meetings continued to drive the democratic process in each class and give students a voice.

Development of whole school agreed protocols for how we work collaboratively to focus on student learning.

Development of whole school agreed curriculum planning process for implementation in 2017.

Achievement

TEACHER JUDGEMENT

- At or Above expected level in English 93%.
- At or Above expected level in Mathematics 92.5%.

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none">• English• Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

TEACHER JUDGEMENT

- At or Above expected level in English 6.
- At or Above expected level in Maths 2.5%.

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

Achievement

Teacher

Percentage of students working at or above standards in:

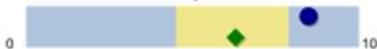
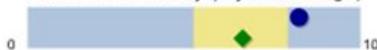
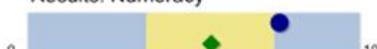
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For further details see
Performance

**Less than 9% of
KPS kids below
grade level in
English and Maths.**



NAPLAN ACHIEVEMENT

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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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> Higher</p> <p> Similar</p> <p> Similar</p>

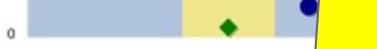
Year 3: **Higher** range of achievement in Reading and Mathematics for 4 years running.

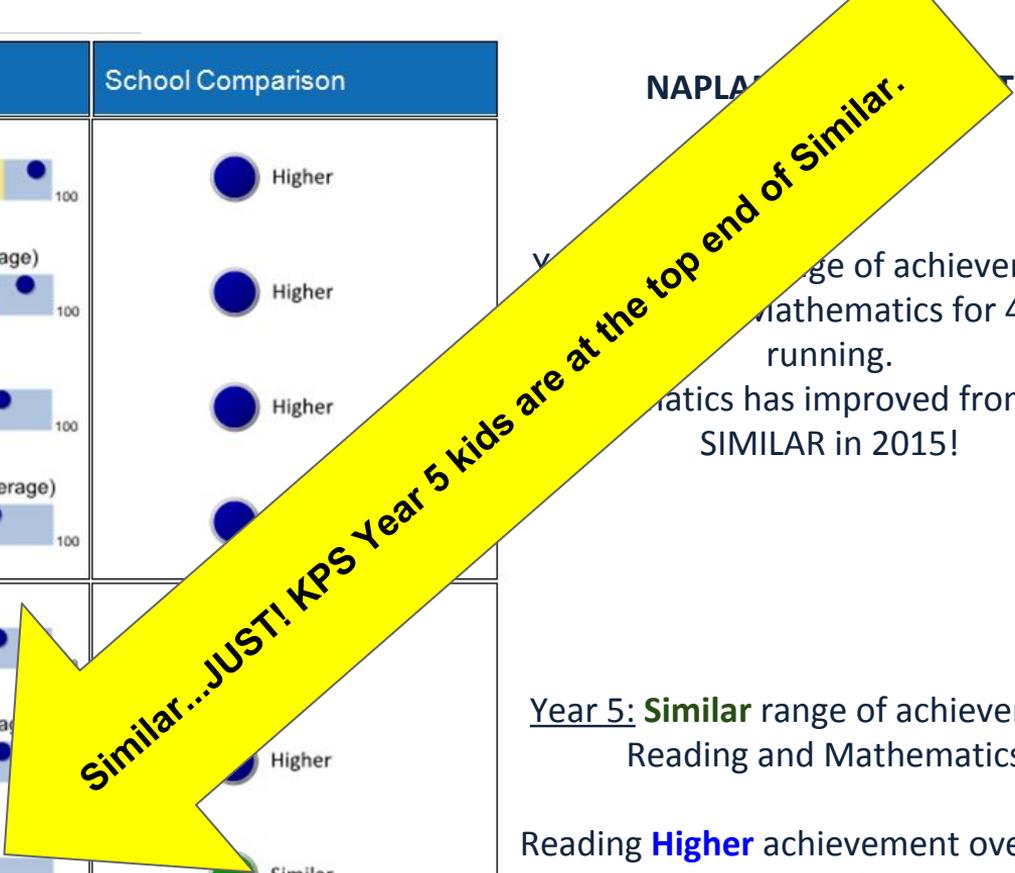
Mathematics has improved from being **SIMILAR** in 2015!

Year 5: **Similar** range of achievement in Reading and Mathematics.

Reading **Higher** achievement over 4 year trend.

Mathematics **Similar** achievement over 4 year trend.

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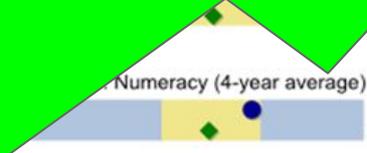
NAPLAN

Year 5: **Similar** range of achievement in Reading and Mathematics for 4 years running. Mathematics has improved from being **SIMILAR** in 2015!

Year 5: **Similar** range of achievement in Reading and Mathematics.

Reading **Higher** achievement over 4 year trend.

Mathematics **Similar** achievement over 4 year trend.

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<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>Numeracy (4-year average)</p>  <p>Numeracy (4-year average)</p>	 <p>Similar</p>

NAPLAN ACHIEVEMENT

Year 3. Similar range of achievement in Reading and Mathematics for 4 years

Year 5. Similar range of achievement from being Similar to Higher in 2015!

**Achievement Aim:
Good to Great.**

Year 5. Similar range of achievement in Reading and Mathematics.

Reading **Higher** achievement over 4 year trend.

Mathematics **Similar** achievement over 4 year trend.

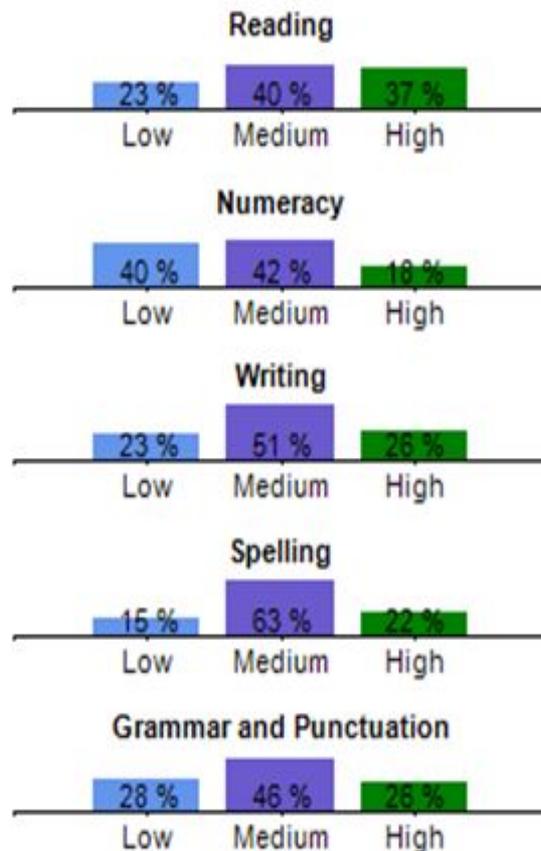
Achievement

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 categorised as 'Medium' and bottom 25%, is 'Low'.

Student Outcomes



NAPLAN LEARNING GAIN

Medium & High Growth

Reading - 77%

Numeracy - 60%

Writing - 77%

Spelling - 85%

Gram and Punct - 72%

Significant Opportunity

Focus on personalising learning to reduce low growth, particularly in Numeracy where 40% of students made low relative growth compared to similar Victorian students.

Achievement

Student Outcomes

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains:
Numeracy
Grammar and Punctuation

NAPLAN learning gain comparing a student's score in the same year to their score two years prior). 40% is in the top 25% and categorised as 'Medium'.

This data affirms using the PLC structure to ensure a keen focus on personalising learning through student learning goals, a rigorous approach to curriculum planning and assessment and a systematic approach for tracking student learning growth, in addition to achievement.

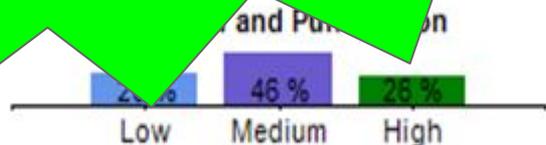
NAPLAN LEARNING GAIN

High Growth

85%
77%
72%

Opportunity

on personalising learning to reduce low growth, particularly in Numeracy where 40% of students made low relative growth compared to similar Victorian students.



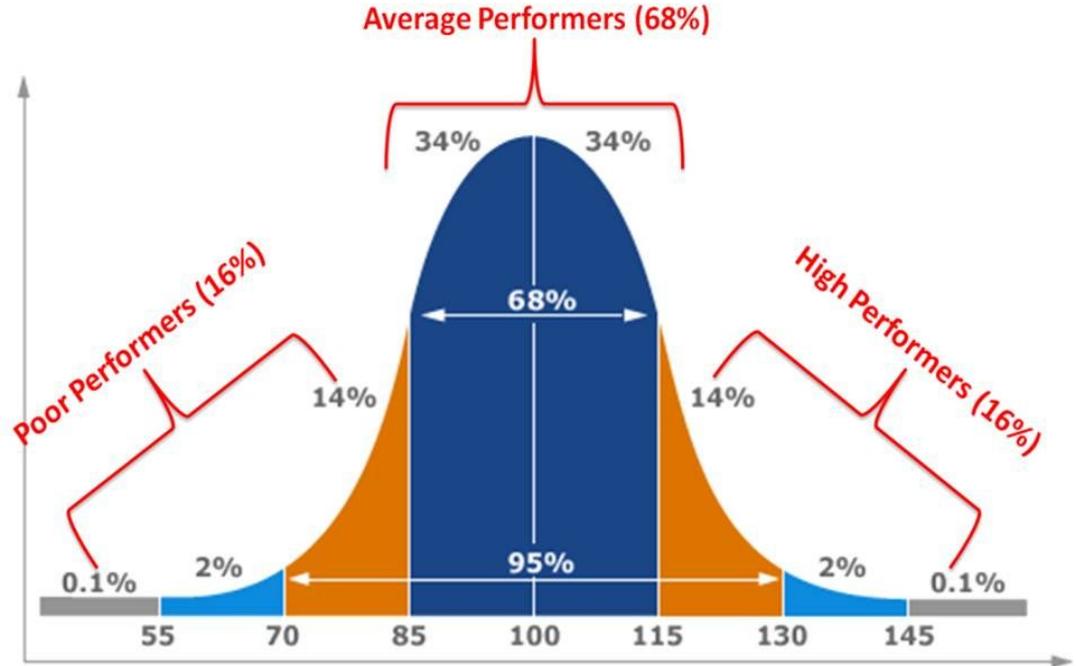
'Norm Referenced' Vs 'Standards Referenced'

Norm Referenced tests report whether test takers performed better or worse than a hypothetical average student, generally of a similar age, grade level and starting score.

Standards Referenced tests measure student performance in relation to common set of fixed criteria or standards.

Standards Referenced is a stronger indicator of individual student performance and growth.

Norm Referenced is a reasonable guide of school wide performance.



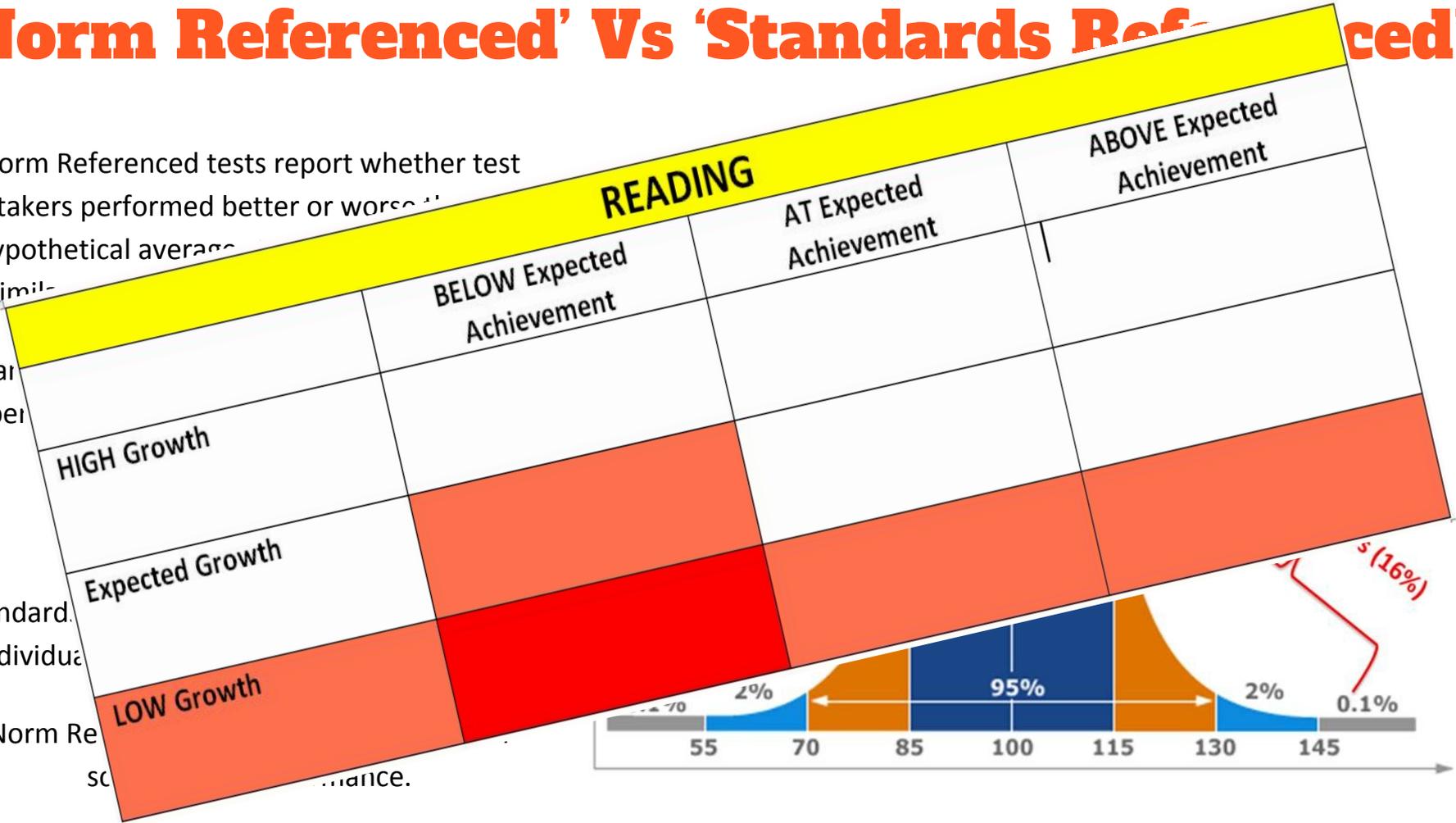
'Norm Referenced' Vs 'Standards Referenced'

Norm Referenced tests report whether test takers performed better or worse than a hypothetical average of similar students.

Standard performance

Standard individual

Norm Referenced scores



Engagement

Student Attitudes to School Survey (Y 5 & 6)

- 4 year trend shows Connectedness to School result similar to that of 'like schools'.
- 2016 data is lower than 'like schools'.
- In focus groups, Year 5 and 6 students articulated 3 potential reasons for this result.
 1. Sudden retirement of a long standing Principal.
 2. Changes being made by the newly appointed principal.
 3. Uncertainty about future change.

Wellbeing	Student Outcomes	School Comparison
<p data-bbox="98 565 494 620">Students Attitudes to School - Connectedness to School</p> <p data-bbox="98 661 653 874">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 data-bbox="722 639 909 661">Results: 2016</p>  <p data-bbox="722 880 1232 901">Results: 2013 - 2016 (4-year average)</p> 	 Lower  Similar

Attendance data

- KPS = 12.1 days per full time student. State median = 15 days.

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	94 %	94 %	93 %	94 %	93 %	93 %

Student Engagement

- The number 1 driver of student engagement is a rich and challenging curriculum program.
- Program of Inquiry - began realigning with Vic Curriculum.
- Each Year Level Team began trialing methods for setting and tracking individual student goals.
- Student of the Week Awards refocused on the school values.

KPS offered a wide range of extra-curricular activities including:

- Kitchen and gardening program.
- Student Representative Council.
- Senior leadership groups.
- Foundation Buddies Program.
- Moving Up Day.
- 4 School choirs and bands and numerous opportunities provided to perform and play and/ or compete in musical competitions.
- Sporting teams.
- Computer Club, Coding Club, Construction Club, Science Club, KPS Idol and more.

Wellbeing

Student Attitudes to School Survey (Y 5 & 6)

Student Perceptions of Safety result similar to that of 'like schools'.

- Behavior Understanding Template developed as a tool for understanding student behaviors in 2017.
- Staged response to student behaviours that impede learning.
- Educative and restorative focus.

Wellbeing	Student Outcomes	School Comparison
<p data-bbox="158 432 529 492">Students Attitudes to School - Student Perceptions of Safety</p> <p data-bbox="158 532 672 751">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 data-bbox="738 519 915 547">Results: 2016</p>  <p data-bbox="738 765 1213 792">Results: 2013 - 2016 (4-year average)</p> 	<p data-bbox="1406 547 1572 618"> Similar</p> <p data-bbox="1406 798 1572 869"> Similar</p>

Wellbeing Strategies and Activities:

Staff closely monitor student wellbeing and communicate any concerns with the Engagement and Wellbeing officer and the school leadership team to ensure a coordinated and prompt response.

Strong transition programs.

Foundation: Partnerships with kindergartens, information sharing, EY interviews, Meet the Teacher, Buddy program.

Between year levels: The New Friend Friday, Moving Up day, Learning Transition Statements and teacher interviews.

Wellbeing and Engagement officer role:

Connecting with services and agencies / small group sessions / on demand support.

Continued development of the Bounce Back program, in addition to Class Meetings.

Playing and Learning Together booklets.

Restorative approach to behavior management.

Parent & Staff Survey

3 Key Themes from the Parent Opinion Survey comments

1. The need for clarity around home learning expectations - [Home Learning Policy drafted](#).
2. The need for improved communication with families about the work the school is doing, and individual issues and incidents - [School diary use](#), [Learning Snapshots](#), [Nigel's Natter](#), [WWW](#).
3. The desire for a balanced focus on wellbeing and academic achievement - [Developed KICK OFF program](#), [started PLC professional learning](#), [established collaborative planning processes](#).

Examples of Community Engagement from 2016:

- Parent teacher interviews and 3 way conferences.
- Harmony Day picnic, Winter Solstice, End of Year picnic and other community events including the Trivia Night and parent information sessions such as Introduction to Bounce Back and Assisting with Home Reading.
- School Council and School Council subcommittee involvement
- Parent Helper program.
- ARTs week and MMT Concerts, including ClockTower concert, Ballarat Eisteddfod and Semester 1&2 concerts.

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.



POSITIVE:

- All results in the Teaching and Learning domain were comparable to state wise results.
- Teachers believe students are / or have the capacity to be highly effective learners.

Areas for improvement from Staff Opinion Survey:

- Collective responsibility, teacher collaboration and trust in colleagues - [Introduction of collaborative planning.](#)
- Collective focus on student learning and a guaranteed and viable curriculum - [Growth MATRIX and ARTs teams.](#)
- Shielding and buffering - [Leadership focus on what will impact on student learning. \(core business only\).](#)
- School level support for professional learning - [External PD / ARTs teams / Staff Meetings PD focused.](#)

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.



Financial Position and Performance

Total Operating Revenue for 2016 was \$4,060,899.

- Gross fundraising revenue of \$35,437 - **Celebration = we have already made this in 2017!**

Operating Expenditure - Main items:

- Casual Relief Teaching staff - \$120,606
- Non-teaching staff - \$61,053
- Consumables - \$102,420
 - Class materials \$48,829
 - Office/teacher requisites \$39,985
 - Photocopying \$12,758
- Furniture and Equipment - \$13,993
- Utilities - \$38,848
- Property Services - \$230,724
 - Contract cleaning - \$71,736
 - Building works - \$56,005
 - Grounds works - \$92,192
- Outdoor playing surface upgrade - \$81,240
- Fundraising expenses - \$10,826
- Specialist IT Support - \$25,310
- Camps and Excursions - \$125,171

Financial Performance - Operating Statement
Summary for the year ending 31 December, 2016

Financial Position as at 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,300,259
Government Provided DET Grants	\$435,282
Government Grants Commonwealth	\$4,546
Revenue Other	\$33,111
Locally Raised Funds	\$358,160
Total Operating Revenue	\$4,131,358

Funds Available	Actual
High Yield Investment Account	\$62,715
Official Account	\$62,056
Other Accounts	\$127,709
Total Funds Available	\$252,480

Expenditure	
Student Resource Package	\$3,202,480
Books & Publications	\$5,180
Communication Costs	\$19,558
Consumables	\$102,420
Miscellaneous Expense	\$184,389
Professional Development	\$12,072
Property and Equipment Services	\$334,125
Salaries & Allowances	\$190,485
Trading & Fundraising	\$22,175
Utilities	\$28,223
Total Operating Expenditure	\$4,101,107

Financial Commitments	
Operating Reserve	\$20,000
Asset/Equipment Replacement < 12 months	\$22,834
Revenue Received in Advance	\$136,135
School Based Programs	\$71,183
School/Network/Cluster Coordination	\$2,328
Total Financial Commitments	\$252,480

Net Operating Surplus/-Deficit	\$30,251
Asset Acquisitions	\$0

NET OPERATING SURPLUS \$30,251

**Thanks for your
continued
support of KPS.**