

**2015 Annual Report to  
the School Community**

**Kingsley Park Primary School**

**School Number: 5135**



Name of School Principal:

J. Barney Burnett

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Name of School Council President:

Anna Ellam

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Date of Endorsement:  
April 20<sup>th</sup> 2016

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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

Kingsley Park Primary School is a Kids Matter School which provides a safe, happy and inspiring learning environment for our 422 children. There are clear expectations for behaviour, participation and leadership. We are situated in a semi-bush setting in South Frankston on the Mornington Peninsula, approximately 42 kilometres from the centre of Melbourne. The school is a member of the Central Peninsula network of schools. Over the past four years Kingsley Park Primary School has become a Professional Learning Community (PLC). Being a PLC School means that we have made a shift from a focus on teaching to a focus on learning. Teachers work in collaborative Professional Learning Teams and focus on 3 big ideas and four essential questions:

**Big Ideas –** 1) Children’s Learning      2) Collaboration      3) Results  
**Questions:** 1) What is it that we expect children to learn?      2) How will we know when they have learned it?  
 3) How will we respond when they do not learn?      4) How will we respond when they already know it?

Kingsley Park Primary School boasts excellent facilities including a main building with 10 classrooms, administration and a resource centre, a multipurpose hall, music room, canteen and a new major building which includes six classrooms, wet areas, conference rooms and a large multi-purpose area. The school grounds are attractive and include an artificial turf sports oval, safe play equipment, amphitheatre, sealed play areas and well maintained gardens as well as a native plant restoration area. The student family occupation (SFO) index increased from 0.48 in 2009 to 0.57 in 2014 where it has remained. This index places the school in the low to mid-range of all Victorian schools. The Prep to Year Two class sizes range averages 20.4 and the Year Three to Six classes average 26.4. The workforce consists of two principal class personnel, 21.8 equivalent full time teaching positions, two office staff members a .4 psychologist and 3.4 equivalent full time aide personnel. The school provides an excellent range of specialist areas including Music (which includes private instrumental tuition), Art and Physical Education. Parent involvement in the school is welcomed and includes an active Kingsley Park Parent Group (KPG) and active parent involvement at classroom level. Our 2014 – 2017 Strategic Plan leads us to an exciting future.

### Achievement

Kingsley Park completed the second year of the school’s Strategic Plan. To further enhance the school’s outcomes we work as a Professional Learning Community. We continue to work and develop as part of the PLC Peninsula Network. Our main focus areas have been writing and number with an emphasis on VCOP, Big Write and developing student proficiencies in Maths.

The student achievement data was equal with similar schools in AusVELS Data and NAPLAN Data. The Year 5 data in Number and Writing has remained consistent for the last four years.

Kingsley Park sets whole school SMART Goals which are Specific, Measurable, Attainable, Realistic and Time bound. These goals are based on whole school data collection which determines the current reality. The results below demonstrate the percentage of children working at or above level in Literacy and Numeracy at the end of 2015.

Reading	87%	Writing	80%	Speaking and Listening	93%
Number	90%	Measurement / Geometry	91%	Probability and Statistics	92%

We use formative and summative assessment, differentiation in the classroom, intervention, data driven professional conversations, learning goals and moderation to ensure the needs of all learners are met and learning outcomes improve. We maintain our development of best teacher practice through a Coaching and Mentoring program. All data will be linked to the performance and development of teachers.

### Engagement

Differentiation was a school wide focus for teaching and learning in the classroom with Individual Learning Plans provided for children who required extra support and extension. Regular meetings with parents of these children continued to be a focus in 2015 as was an Enrichment Program for those children who did not quite achieve the SMART goal from their Post tests. Specialist teachers assisted with the Enrichment learning on a regular basis.

eLearning, ICT continued to be incorporated into teaching and learning as a tool to engage and improve student outcomes, with iPads in Years 3-6 being a major focus, Years 4-6 being a highly successful 1:1 program, with 93% take up. The Walker Approach to Inquiry Learning is being incorporated gradually into Prep, 1 & 2 learning areas; ready to be extended again in 2016.

Kingsley Park continued to provide certificates for 100% punctuality each term to reward students for consistent attendance. Families with high levels of absences and punctuality were educated through the newsletter and phone calls home on the need to be at school.

Communication with the school community about teaching and learning was a focus with Communication Boards set up outside classrooms and learning intentions made explicit. These were also made available on the School Web Page.

The Parent Opinion Survey 2015 shows that we are above state mean in School Improvement, Parent Input, Classroom Behaviour, Connectedness to Peers, Social Skills and School Connectedness. Reporting at the school was still well below the state mean. This will be addressed in 2016 with the introduction of Compass and a new reporting system.

Transition on the Parent Opinion Survey is also below state mean. The Prep Transition Program called Extra Steps continued to run in 2015 and was a great success with 98% of children enrolled for 2016 attending. The Year 6 -7 transition program was intensive with effective communication and regular visits from Secondary Colleges. The student attendance results were higher than the median for all Government schools and our results were similar to 2014. Our trend data for the past 4 years is equal with similar schools.

## Wellbeing

Component 3 of Kids Matter (Working with parents and Carers) was fully implemented during 2015. A Quiet Achievers Raffle prize was awarded at each assembly to promote getting along and positive behaviour in the yard. More significant awards were given out twice a term for children consistently producing role model behaviour in the yard. A range of lunchtime activities were implemented by staff ranging from sports, arts, singing, dancing, chess, computers and sewing. The Program for Students with Disabilities and the school referral process were supported by the school psychologist working 2 days each week. The You Can Do It Program was implemented and became a part of the classroom program. The CASEA Program (Cahms and Schools Early Assistance) was reviewed with over 120 families from P-3 participating in the initial survey. 15 families participated in the program and met with CASEA and school Staff to review the program. The school implemented a breakfast club which ran each Thursday morning with all food donated by a local Indian Community. The Breakfast morning was well supported by members of the school community. This program will grow with recent funding from the State Government. Children's Week was a community event with the school holding a 'Community Walk for Daniel Morcombe.'

Staff work closely with parents to ensure that every child is given the opportunity to learn. Communication is initiated by the school to ensure parent and school partnerships are strengthened to support the learning of each child. Many whole events are organised to promote a sense of belonging for all children and families such as the school carnival, tool box information nights, ANZAC Day and Remembrance Day Celebrations, Literacy / Numeracy Week open days and nights along with the three Performing Arts Productions for Prep, Years One and Two as well as Years Three to Six.

Children in Years 3 to 6 were surveyed and the results demonstrated that 79% of children felt positive at school. 78% felt a sense of belonging to the school and 82% felt connected to their peers. 78% were motivated to learn and 80% felt safe at school.

## Productivity

Our strong ongoing focus on improved teaching and learning, through a well-developed supportive performance and review process, continues to be implemented. Staff completes performance and development plans that demonstrate links with the School Strategic Plan and Annual Implementation Plan. All staff participated in a three phase performance and development cycle with a beginning, middle and end cycle, which included a variety of feedback sources they utilised to inform their practice. Both personnel and financial resources are allocated to the program. The Executive Team worked closely with teachers in classrooms with a strong focus on teacher observations through modelled lessons, team teaching and feedback sessions.

Leadership capacity for the CART team was enhanced by the use of a professional coach.

The allocation of human and financial resources were revised and adjusted to support enhancements of our teaching and learning programs. The school employs a child psychologist two days a week to support our wide ranging wellbeing policies. The school successfully implemented a "Bring Your Own" iPad program for all children in Years Four to Six.

Kingsley Park's accounts are handled in an effective and efficient manner. The overall finances are well organized with the whole school's budget reflecting the priorities as set out in the strategic plan.

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 430 students were enrolled at this school in 2015, 203 female and 227 male. There were 2% of EAL (English as an Additional Language) students and 2% 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.






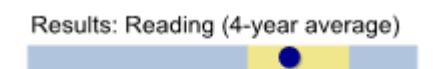







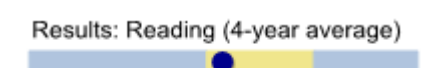






## Performance Summary

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 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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></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><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></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><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>




## Performance Summary


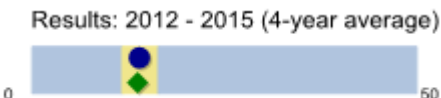


Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>48%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>43%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>48%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>60%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>43%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	48%	23%	Numeracy	27%	43%	30%	Writing	35%	48%	18%	Spelling	30%	60%	10%	Grammar and Punctuation	33%	43%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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="560 824 1034 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>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	91 %	91 %	93 %	92 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	91 %	91 %	93 %	92 %										

## 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: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></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>No Data Available</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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>No Data Available</p> <p> Similar</p>

# How to read the Performance Summary

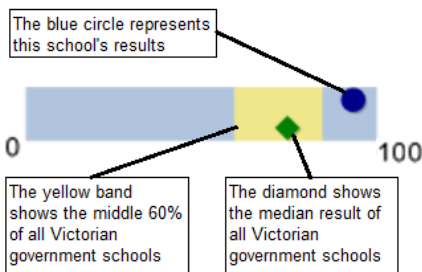
## What are student outcomes?

*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.

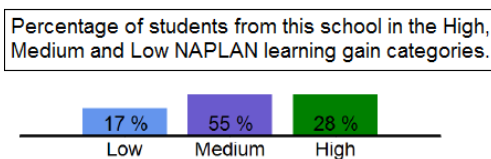
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

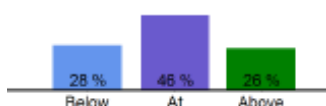


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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.



## 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.



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
Student Resource Package	\$3,023,423
Government Provided DET Grants	\$415,332
Government Grants Commonwealth	\$1,802
Revenue Other	\$14,419
Locally Raised Funds	\$295,154
<b>Total Operating Revenue</b>	<b>\$3,750,131</b>

Funds Available	Actual
High Yield Investment Account	\$71,160
Official Account	\$2,599
<b>Total Funds Available</b>	<b>\$73,759</b>

Expenditure	
Student Resource Package	\$3,034,628
Books & Publications	\$5,326
Communication Costs	\$7,234
Consumables	\$31,546
Miscellaneous Expense	\$243,034
Professional Development	\$14,784
Property and Equipment Services	\$234,018
Salaries & Allowances	\$71,619
Trading & Fundraising	\$66,775
Utilities	\$28,704
<b>Total Operating Expenditure</b>	<b>\$3,737,668</b>

Financial Commitments	
Operating Reserve	\$73,759
<b>Total Financial Commitments</b>	<b>\$73,759</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$12,463</b>
<b>Asset Acquisitions</b>	<b>\$6,705</b>

Student Resource Package Expenditure figures are as of 21 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.

### Financial performance and position commentary

*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.*