Kingsville Primary School

2013 Annual Report to 
the School Community

Kingsville Primary School
School Number: 3988

Name of School Principal: Kath Ginnane

Name of School Council President: Sam Elg

Date of Endorsement: 24th March, 2014

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 set down 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 minimum standard 2.1 ‘Student enrolment numbers’ and/or 3.1 ‘Curriculum framework – languages program’ until 31 December 2013.
Kingsville Primary School is a school of 587 students situated in the Yarraville/Kingsville area west of Melbourne, within the South Western Victoria Region of Government schools. A vibrant school with an increasing student population, it has served the local community for 95 years. The school has 37 teaching staff, 31 full time and 6 part time resulting in an equivalent full time teaching staff of 33.9 plus, 2.0 Principal Class members and 6.0 Education Support staff. Kingsville is an IB World School authorized by the International Baccalaureate Organisation to deliver the Primary Years Programme. A guaranteed, viable and rigorous curriculum, supported by research based and innovative practice, engages students and ensures optimum achievement. The school is clear in its purpose, being to build a purposeful community of active learners who are equipped to meet the challenges of a rapidly changing world and become responsible global citizens. A highly professional and skilled staff, have built a culture of collaborative learning and they are supported in their work by a school community whose members enhance the learning environment in a myriad of ways. Kingsville’s emphasis on continuous improvement sees a focus on Literacy and Numeracy, which in turn drives professional learning across the school.

The school facilities have improved significantly over the past 5 years with a new permanent classroom block, improved hall and Visual Arts facility, extensive decking, shaded areas and a large kitchen garden. In 2013 a significant grounds project saw the addition of a large landscaped grassed area and additional student seating. An old over entitlement structure was also demolished and this provided additional play space for students.

### Achievement

Kingsville Primary School sets high expectations with regard to academic achievement and is proud of the percentage of students performing at or above expected state level. Both teachers assessment from the Australian/Victorian Essential Learning Standards (AusVels) and the National Assessment Program Literacy and Numeracy (NAPLAN) indicate the satisfactory attainment level of our students. The achievement in 2013 in Literacy and Numeracy in both year 3 and year 5 was above the State Median and at a similar or higher range when compared to schools with a like mix of students.

At year 3 Naplan reading results were sound and well above the median results for all Victorian primary schools and at the top end of the ‘similar’ scale for both 2013 and the four year average period. Year 3 numeracy results were at ‘similar’ school state level for 2013 and at the top end of the four year average period. Year 5 Naplan reading results were excellent, categorized as ‘higher performance’ both for 2013 and the four year average period. Year 5 numeracy also shows sound results well over the median for all Victorian schools.

Naplan relative growth results indicate a low percentage of students experiencing low growth. Percentages of medium growth in reading, numeracy, writing, spelling, grammar and punctuation are pleasing, ranging between 45% to 58%. Percentages of high growth averaged in the mid to high 30% range in reading, writing, spelling, grammar and punctuation.

All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

### Engagement

Kingsville students show they feel engaged and connected to their school and we are proud of the programs and provision across all levels that assist in building resilience, persistence, engagement and social capacity. Such work is ongoing, intentional and includes programs such as School Leaders Program, Step Up Transition Program and buddy mentor partnerships. Opportunities for ‘Student Voice’ continue to be nurtured along with key leadership opportunities at the senior student level.

The school’s values are lived out through the expectations set for day to day school life and interaction. Engagement is built through performance, drama, debate, student action and weekly assemblies. A focus on Restorative Justice practices has assisted students to gain skills in rational conflict resolution processes and reframed their thinking for personal resilience. Professional learning within staff induction processes ensures new staff have skills developed in key areas.

The school has in place a comprehensive approach for supporting students with academic and/ or social needs.

The Primary Years Programme sees a strong focus on the social and emotional development of children and assists in building a culture of possibility.

The “Attitudes to School Survey” completed by students in Years 5 and 6 indicated results in the ‘similar range’ to like schools. In terms of school results a number of areas showed varying degrees of decrease in scores from the high level achieved in 2011.

One scale however, increased markedly

### Wellbeing

Our school facilitates a strong transition program that supports students to move confidently between the various stages of schooling.

Transition at Kingsville, continues to be viewed as not a point in time event, but rather an ongoing experience that if begun well, will continue to support students throughout their school life.

Ongoing priorities include best practice information sharing about each and every child and engaging effectively with a range of pre-school settings.

We work strategically to ensure students and their families feel welcome and connected to the school. This is facilitated through effective pre-school contact, an orientation program for children and strong family induction and support via a range of activities. All Preps are involved in a buddy program in their first year at school.

Our Year 5 and 6 students work through preparation for secondary school with a focus on personal organisation and time management. A priority is to build resilience and activities to develop independence and transition capacity.

Active involvement of parents on School Council and Sub Committees ensure that the interests and needs of all students are considered and provided for in resourcing decisions. Students are supported in making connections with schools across the globe, as they build their capacity to take action, collaborate, inquire and demonstrate that they are internationally minded young people.
Contributing significantly towards these results was a shared school understanding of quality pedagogical practice aligned to evidence based instructional teacher practices. A whole school approach to explicit teaching in literacy and numeracy has set expectations and continued to develop individual teacher capacity and collective efficacy.

The Primary Years Programme continues to be the pedagogical framework used to deliver the AusVELS continuum being the coherent and comprehensive content to be taught. In 2013 priority actions arising from the 2012 IB Evaluation Process included further development of teachers understanding of the transdisciplinary nature of the framework for delivering content, with a focus on concept driven curriculum.

There was also an increased emphasis on the effective, timely and purposeful collection, analysis and use of student learning data to inform practice. This along with the monitoring of individual student performance, intervention, scaffolding and use of individual learning plans impacted positively on student learning outcomes.

In addition 2013 saw a professional learning focus on expected and increased levels of differentiation in instructional practice. This work continued to build teacher capacity and knowledge.

A gifted education ‘highly able’ initiative built in partnership with Yarraville West Primary School and University of Melbourne, also saw research take place, testing carried out and resources allocated to this priority area.

As we move ahead in 2014 the final year of our current accountability cycle we will continue to strive for high standards in all levels of student learning.

being ‘student safety’. This indicates student’s feelings of safety from bullying and harassment.

Work will continue with staff and students in 2014 to focus on improvement possibilities relating to Student Opinion Data.

Parent participation is highly valued and involvement is encouraged at the whole school and classroom level.

In 2014 the Student Voice program will continue to provide increased opportunity for authentic action by students across a range of areas in response to identified student need and interest.

Student attendance rates are sound and similar to like schools. In 2014 staff will engage in the ‘Every Day Counts’ program as we work at both raising awareness of the importance of regular and ongoing attendance and improving student attendance at all levels.

For more detailed information regarding our school please visit our website at http://www.kingsvilleps.vic.edu.au
Kingsville Primary School

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 80% of Victorian government schools: | Median of all Victorian government schools: |

### School Profile

#### School Enrolments

A total of 562 students were enrolled at this school in 2013, 264 female and 298 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.

Please note: The Staff Opinion Survey was not conducted in 2013.
Performance Summary

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.
Kingsville Primary School

Performance Summary

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN Relative Growth Year 3 - Year 5</td>
<td>Reading 12% Low 62% Medium 35% High 20%</td>
<td>NAPLAN Relative Growth does not require a School Comparison.</td>
</tr>
<tr>
<td></td>
<td>Numeracy 20% Low 68% Medium 32% High 14%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing 14% Low 68% Medium 30% High 12%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spelling 12% Low 65% Medium 32% High 15%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar and Punctuation 15% Low 45% Medium 38% High</td>
<td></td>
</tr>
</tbody>
</table>

NAPLAN Relative Growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

NAPLAN Relative Growth does not require a School Comparison.
### Performance Summary

#### Engagement

**Student Attendance**

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

#### Student Outcomes

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2013</th>
<th>2010-2013 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Yr1</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Yr2</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Yr3</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>Yr4</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Yr5</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Yr6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### School Comparison

- Results: 2013
- Results: 2010 - 2013 (4-year average)

\(\text{Similar}\)
### Performance Summary

#### Wellbeing

**Students Attitudes to School**

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results: 2013</strong></td>
<td>![Similar]</td>
</tr>
<tr>
<td><strong>Results: 2010 - 2013 (4-year average)</strong></td>
<td>![Similar]</td>
</tr>
</tbody>
</table>
How to read the Performance Summary 2013

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 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.


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 31st December, 2013

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$478,632</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$1,215</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$31,058</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$337,992</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$848,897</strong></td>
</tr>
</tbody>
</table>

Funds Available

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$539,703</td>
</tr>
<tr>
<td>Official Account</td>
<td>$6,388</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$546,091</strong></td>
</tr>
</tbody>
</table>

Financial Commitments

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$112,521</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &lt; 12 months</td>
<td>$25,000</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$80,000</td>
</tr>
<tr>
<td>Maintenance - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$78,570</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &gt; 12 months</td>
<td>$70,000</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&gt;12 months</td>
<td>$110,000</td>
</tr>
<tr>
<td>Maintenance - Buildings/Grounds incl SMS&gt;12 months</td>
<td>$70,000</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$546,091</strong></td>
</tr>
</tbody>
</table>

Net Operating Surplus/-Deficit                     ($2,243)

Asset Acquisitions                                 $36,915

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Kingsville Primary maintained a sound financial position throughout 2013. This financial summary outlines cash only revenue and expenditure for the school year. The school's Strategic Plan 2010 - 2014, along with the Annual Implementation Plans, continue to provide the Framework for School Council allocation of funds to support school programs and priorities. The 2013 budget clearly reflected Kingsville's priorities in provision and decisions made in developing budget components and acknowledged directions for current and future years. The budgetary processes were thorough and included decisions regarding appropriate levels of cash reserves to be maintained to meet any longer term, unplanned, budgetary variations deemed necessary. Actual expenditure exceeded budget by 17% due to a number of unexpected increases, charges and costs. Examples included: an increase in utilities costs overall, the need for significant other than planned for urgent grounds work and increased bank charges due to the introduction of EFTPOS. The School Community, via fundraising activities made a significant and valued contribution to the
Kingsville Primary School

Schools level of locally raised funds which supported a range of expenditure. The overall strategic financial planning throughout 2013, ensured the school is in a position to further invest in infrastructure development in 2014 and beyond.