

2017 Annual Report to the School Community



School Name: Kororoit Creek Primary School

School Number: 5499

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



About Our School

School Context

Kororoit Creek Primary School is a Public-Private Partnership school in the State of Victoria which continues to grow rapidly from its foundation population of 260 students in 2011 to a population of 1164 in 2017. The on-site kindergarten, which is owned by the City of Melton, is managed by the school and is also fully authorized to deliver the Primary Years Programme (PYP) of the International Baccalaureate Organization (IBO). The kindergarten has mirrored the significant growth experienced by the school increasing from fifty-four children in 2011 to its capacity of 250 three and four-year-old children in 2015. The Kindergarten continues to be at capacity. The YMCA and King's Swim complete the community hub and support the school with the provision of an Out of Hours School Care program, camping program from Years 3 to Year 5 and the equivalent of private group swimming lessons for all students from Prep-Year 6. Students in year 6 also have the opportunity to participate in a study tour to Canberra which connects with the school curriculum focusing on the 3 levels of government operating in Australia.

The school curriculum is underpinned by the Victorian Curriculum and delivered through the IB PYP which provides a rich and rigorous inquiry model of learning. The curriculum contextualizes student learning as well as understanding and transfer of practice, whilst building the knowledge, skills and attributes of individual students and staff as learners of the 21st Century. We have high expectations of students, staff and families and provide quality experiences with challenging personal learning goals as well as effective feedback for our community of learners. We continually strive to ensure high levels of literacy and numeracy which are taught explicitly as well as integrated into the inquiry process through transdisciplinary teaching. KCPS supports strong community values which underpin the safe and orderly learning environment which contribute directly to the school's strong culture of well-being and high reputation within the immediate and broader area. Non-attendance is an area that will continue to be targeted as an area for improvement in 2018 to ensure that all students are maximizing opportunities for improvement in all areas of learning. Extensive, high quality professional learning is provided across the school to ensure we continually build the capacity of our teaching staff enabling them, in turn, to deliver improved student learning outcomes. Professional Learning includes the employment of both consultants and coaches within and across the school, access to attendance at conferences, courses and seminars and the opportunity for high potential staff to attend an overseas study tour.

In 2017 students in the P-Year 6 area were supported by a dedicated, cohesive team of professionals including the Principal, Curriculum Director, PYP Coordinator and three Assistant Principals, two Leading teachers, fifty-six teaching staff, the school bursar, five administration staff a school nurse and sixteen education support staff. School Council also employed four teachers, eight assistants and an administrative officer for the kindergarten who provide a high quality, engaging program for our early learners. School Council are also to be congratulated for their support and contribution to the school, the monitoring of finances and development of the school grounds.

Framework for Improving Student Outcomes (FISO)

Kororoit Creek Primary School's 2017 Annual Implementation Plan (AIP) was closely aligned with the Department of Education and Training's Framework for Improving Student outcomes (FISO) and established a direction that supported a strong teaching and learning culture within the school.

All aspects of the AIP were closely monitored through the newly designed Senior Leadership Team which forms a 'Cycle of Learning' with an Assistant Principal (AP) and a Leading Teacher (LT) or equivalent, leading each of the areas.

Pathfinders: Kinder and Years 5/6. Explorers: Prep and Year 1. Adventurers: Years 2, 3 and 4.

Key aspects of the Plan included:

Building the instructional knowledge of teachers across the school, including the capacity to effectively plan and differentiate curriculum, were supported through a number of strategies including:

- Designated assessment and moderation days held for all teams each term
- All teaching staff receiving professional learning with both external consultants and internal school based coaches
- Professional Learning Teams working under the guidance of Principal class and Leading Teachers
- Team Leaders being given additional time to work 1:1 with the PYP Coordinator and Assistant Principal
- Leadership staff and team leaders attending the PLC Intake 1
- Staff participated in professional learning with various external consultants
- Differentiated Professional learning was designed by Senior leadership to support the differentiated learning needs of teachers focusing on building student voice and agency.
- Implementation of the Data Wise process and protocols across the school to support with data Literacy
- Data being interpreted, reflected on and referred to in all team meetings
- Group of teachers and instructional leadership team attending PLC professional learning though Bastow.
- Members of the Senior Leadership team presented at the Regional Conference on how we use data to inform our practice.

A Strategic Action Plan for Coaching was developed across the school

- External writing consultant – 40 days Terri Campbell
- External numeracy consultant – 40 days Frank Schoonderbeek
- School Based Coaching:
 - 3 Assistant principals (8 hours per week each)



- 3 Leading Teachers or equivalent (15 hours per week each)

Supporting higher levels of student cognitive engagement, independence and deep thinking:

- The Schools START (Starting Together to Achieve Rigorous thinking) was reviewed and reconstructed to provide every teacher across the school with a resource detailing the what, how and when, specific strategies should be introduced, taught and transferred by students into practice.

Achievement

Over the 2017 period the school's NAPLAN data demonstrated year 3 reading, writing, spelling grammar and punctuation and numeracy were all above the National and State averages. NAPLAN data at year 5 demonstrated reading, writing spelling and numeracy all above National and State averages with Grammar and Punctuation above National and on par with State averages. Whilst our results are pleasing with students generally performing well and higher than expected in comparison to students in other schools, we have a strong commitment to on-going improved student learning outcomes and associated data. To further support these improvements in addition to the strategies above we will continue to provide

- targeted professional learning
 - at the individual
 - team
 - team leader
 - school based coach and
 - whole school levels
- access to quality resources throughout the school
- levelled reading materials from prep – Year 6
- Fountas & Pinnell Assessment kits for assessment of reading, decoding and comprehension
- Support staff who will be trained to implement the Fountas and Pinnell Levelled Literacy Intervention Program across the school.
- Development of our KCPS Numeracy Continuum
- 2017 provided a fantastic opportunity for staff to develop their understanding of data literacy and we established a big focus on developing our KCPS data protocols and expectations.

All students on the PSD program (Program for Students with a Disability) have allocated support and showed progress at satisfactory or above levels in achieving their individual goals. A dedicated, qualified Wellbeing Officer, continues to oversee the implementation of Individual Learning Improvement Plans for students on the PSD program which explicitly detail goals, progress and achievement. Likewise children who are in out of home care have individual learning plans with nominated advocates.

Through the introduction greater differentiation of the curriculum will continue to be developed, implemented and transferred to planning, teaching and explicit instruction in order to lift the achievement levels of lower and higher performing students at each end of the learning continuum.

Engagement

In addition to the provision of major areas, the curriculum includes the specialist areas of visual arts, music, physical education and swimming as well as French. These programs are held on a weekly basis for children in Prep to Year 6 and are supported by a wide range of extra curricula activities including; Inter-school sports and athletics, swimming squad, Tournament of Minds, Premiers Reading Challenge, State School Spectacular, bike education, RACV HPV Challenge, school choir and private music tuition. In addition we offer several fully supervised recess and lunchtime activities for those children who prefer more organized and quiet play. These include areas such as music club, art, origami, dance, construction, board games, Lego, reading, drawing and chess. The school's camping program involves children from Prep-Year 6, starting with a breakfast for our prep children, culminating with a study tour to Canberra in Year 6. The before school athletics club continued to be extremely popular with students and will be continued in 2016. Our highly successful participation in local sports competition is supported through our membership of the Victorian School Sports Association and a strong partnership with the Burnside Bears who are located on the adjoining Melton Community Pavilion.

Staff professional learning was provided to all teaching staff on How to build student voice and Agency in their Classroom. A member of the leadership team was assigned to work with student leaders on the delivery of the P-6 Assembly and to support them in attending the GRIP Leadership Conference.

During 2018 targeted staff will continue to work with students to further develop the profile of each of the House teams as well as building the profile and responsibilities of our Student representative council across the school. This will form part of our School Connectedness strategy in particular student voice and agency for the 2018 Annual Implementation Plan.

To further support student engagement in academic areas the following provisions were made:

- Continuation of the school's reading support program (Levelled Literacy Intervention)



- Implementation of the High Impact Teaching strategies through professional learning and through our coaching model.
- Fully funded 1:1 iPad program years 4-6
- Laptop and Netbook sets for Years P-6
- Class sets of iPads for years K-3
- Additional reading materials assigned to all classrooms across the school (fiction and non-fiction)
- All classroom teaching staff used school based and DET literacy continuums to support students in setting, reviewing and revising goals.
- Working party developed to design and create a new numeracy continuum based on the Victorian Curriculum to support individual goal setting and differentiated practice.
- High expectations set for all students
- Development of student focus groups based on our Attitudes to School Survey to gain an insight into student's thoughts and opinions about their learning.
- Provision of coaching support to teaching staff with a focus on differentiation and authentic student engagement

The Student Attitude to School Survey showed KCPS scored above Region and State Schools multiple areas. Student Voice and Agency is an area to be targeted and improved on in 2018.

Wellbeing

We have a strong student leadership program that provides opportunities for students from Prep-Year 6 including Class Captains, Student Representative Council (SRC), House Captains, Sport Captains and School Captains. This program is highly regarded by both students and staff who work to build their capacity as leaders within the school environment. Student managed assemblies, student performance, celebrations of learning and the schools unique swimming program also contribute to the school's Student Engagement and Wellbeing. The SRC and student leadership are highly involved in targeted fundraising for the school which directly contributed to the Year 6 Canberra Study Tour and graduation. To further support student wellbeing the following processes and programs were further supported in 2017.

- Continuation of PB (Personal Best) program to support and encourage student well-being across the school
 - Classroom celebrations at every year level
 - Whole school celebration Term 4
- Walking School bus – to encourage 'on-time' and regular attendance
- Stop and Drop zone – to encourage 'on-time' and regular attendance
- Development of student focus groups to discuss issues with students

Attendance:

In 2017 we had a big focus on reducing lateness and rolled out a whole school initiative through educating parents and teachers and the employment of an attendance officer. We have seen a huge reduction in lateness since this initiative, this will continue to be a focus in 2018. Non-attendance by a small group of students is an on-going issue as several of our families return to their birth place to visit relatives or holiday during the school term which results in significant 'chunks' of time being missed. We have approached relevant families and discussed the impact this can have on individual student learning and will continue this strategy in 2018. Parents of children who have unexplained absences or are late over a number of days are contacted by the attendance officer, with follow up communication by the school's leadership team and a formal meeting will be scheduled if necessary.

For more detailed information regarding our school please visit our website at
kororoitcreekps.vic.edu.au



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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1164 students were enrolled at this school in 2017, 577 female and 587 male.</p> <p>36 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>53%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>47%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>53%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>51%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>54%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	53%	33%	Numeracy	10%	47%	42%	Writing	26%	53%	21%	Spelling	27%	51%	23%	Grammar and Punctuation	15%	54%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	92 %	93 %	93 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	92 %	93 %	93 %	93 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

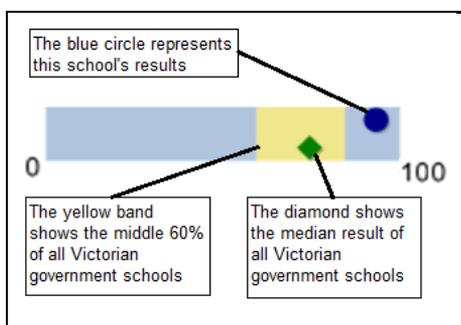
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

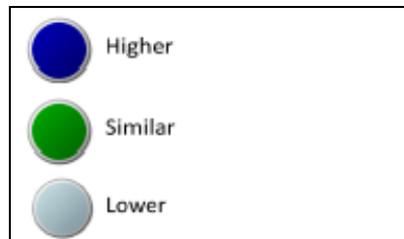


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,271,801	High Yield Investment Account	\$37,767
Government Provided DET Grants	\$1,819,375	Official Account	\$82,574
Government Grants Commonwealth	\$2,190	Other Accounts	\$1,813,899
Revenue Other	\$99,159	Total Funds Available	\$1,934,240
Locally Raised Funds	\$1,059,840		
Total Operating Revenue	\$11,252,366		
Equity¹			
Equity (Social Disadvantage)	\$79,833		
Equity Total	\$79,833		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,561,919	Operating Reserve	\$27,365
Books & Publications	\$129,178	Asset/Equipment Replacement < 12 months	\$99,562
Communication Costs	\$23,893	Capital - Buildings/Grounds incl SMS<12 months	\$820,000
Consumables	\$364,471	Maintenance - Buildings/Grounds incl SMS<12 months	\$100,000
Miscellaneous Expense ³	\$1,047,154	Revenue Received in Advance	\$712,602
Professional Development	\$40,729	School Based Programs	\$10,000
Property and Equipment Services	\$349,540	Provision Accounts	\$45,000
Salaries & Allowances ⁴	\$542,906	Other recurrent expenditure	\$119,712
Trading & Fundraising	\$54,672	Total Financial Commitments	\$1,934,240
Travel & Subsistence	\$15,378		
Utilities	\$112,872		
Total Operating Expenditure	\$10,242,713		
Net Operating Surplus/-Deficit	\$1,009,652		
Asset Acquisitions	\$368,539		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) 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

Kororoit Creek Primary School is in a strong financial position which has enabled the school to continue building on its human and physical resources in a rapidly growing environment. Through diligent School Council Management of investment accounts the school has been able to resource all areas to an outstanding level. A fully funded 1:1 iPad program continues to be delivered to all students in Years 4, 5 and 6. Two new relocatable classrooms and a STEAM room have been fully fitted with interactive whiteboards, new furniture and fittings for students and new offices for staff. We have also replaced 11 new interactive whiteboards. Additional walkways and footpaths have also been installed ensuring that the school continues to grow cohesively with covered access to and from all classrooms and specialist areas. Future provisioning for the school includes an enhanced quiet play space at the front of the school, new audio visual system for the gymnasium and forward planning for an artificial turfed oval.

This strong financial position has also enabled the school to provide both highly credentialed external literacy and numeracy coaches to support ongoing teacher professional learning and improved student learning outcomes across the school. In addition 4 members of the school team attended a Study Tour to Japan including visiting 3 highly regarded IB, PYP schools. This study tour has supported the growth and development of current and future leaders within the school and across the System and has led to the implementation and development of student portfolios, thinking skills and program development across the school.