

2018 Annual Report to The School Community



School Name: Kororoit Creek Primary School (5499)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 17 March 2019 at 12:41 PM by Blayne Wallis
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 April 2019 at 04:46 PM by George Lepa (School
Council President)

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 1060 in 2016. 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 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 is underpinned by the Victorian Curriculum and delivered through the Primary Years Programme 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 alongside a strong culture of well-being and a 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 2018 students in the Prep-Year 6 area were supported by a dedicated and cohesive team of professionals including the Principal, Curriculum Director, PYP Coordinator and three Assistant Principals, two Leading teachers, fifty-three classroom teachers, 13 specialist teachers, a Business Manager, six administration staff, a school nurse and sixteen education support staff. We also have four kinder teachers, eight assistants and an administrative officer who provide a high quality and engaging program for our early learners. School Council are 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)

Our 2018 Annual Implementation Plan saw a renewed focus on Building Practice Excellence through a range of initiatives and implementations. We implemented a comprehensive approach to Professional Learning Communities within teaching teams which was driven through high-level professional learning, led by our mid-level leaders. Teaching teams were supported by a co-constructed template and leadership support in their weekly PLC meetings. This enabled our teams to focus upon student evidence, setting comprehensive goals for students and implementing the High Impact Teaching Strategies (HITS) to improve student outcomes.

We refined and reviewed our Mathematics Developmental Continuum to improve our ability to track learning within 'Number' and differentiate practice to improve outcomes for our children. Coaching partnerships and

consultative support assisted our teachers in utilising this electronic document in a formative and summative manner.

Our whole-school focus on a comprehensive instructional model has had a huge impact on our approach to teaching and learning. This model was part of professional learning across the first semester and was centred upon the Gradual Release of Responsibility and High Impact Teaching Strategies. All coaching partnerships and the professional work of our curriculum team and wider staff were centred around our KCPS Instructional Model. Alongside this we reviewed our 'START' programme which supports all teachers in the first 10 days of the year as well as our use of our Maths and Literacy consultants to model for teachers and engage in professional discussion about our instructional model.

In 2018 we made progress towards our use of 'Evidence-based High Impact Teaching Strategies' not only through this instructional model but also our focus on 'The Attitudes to School Survey', undertaken by our Year 4 - Year 6 students. We strengthen opportunities for children to be part of our leadership group and impacting whole school events and activities. Our emerging teacher leaders also undertook the 'Advance Program', centred around the AITSL standards in teaching. This work gave a selection of students the opportunity to show agency in reflecting upon their learning and their relationships with peers and their teacher.

Our year-long preparation for our Primary Year Programme Evaluation has also been a significant part of our professional work and reflection in 2018. Staff worked as part of a self-study group in reflecting upon our implementation of the PYP programme in alignment with the PYP Standards & Practices. This information will play a significant role in our Evaluation visit in 2019 and the future action plan we develop to continue to evolve our application of inquiry, assessment, agency and positive learning environments.

Achievement

We have successfully maintained our relative growth achievement in Reading from Year 3 to Year 5. Our work in 2018 saw a slight increase in those students achieving high relative growth and a decrease in those achieving low relative growth in Writing. We have also seen a slight increase in those children achieving medium and low growth in Numeracy and Grammar and Punctuation. Overall, we have maintained our relative growth data as above state and network, conclusively.

Our Year 3 Reading data in NAPLAN has shown a strong incline in those who are achieving in the top two bands (75%). Our Writing, Spelling & Numeracy data in relation to the top two bands has remained quite similar in comparison to previous years. We are well above state, network and similar schools across all areas. We have seen an increase in the number of Year 5s achieving above expected growth in Reading, Spelling and Numeracy. We are continuing to find that when we compare our Teaching Judgement data to NAPLAN that an obvious discrepancy in Reading but particularly Writing when teachers are assigning indicators of progress on school reports. This will be a focus for us as part of our PLC cycles and semester reports in working with teachers to unpack Victorian Curriculum at given points in the year and to quantify their assessment of students in a challenging yet supportive manner. Our Assessment and Moderation days with teaching teams focused upon our understanding of VC and this will continue to be developed in 2019 as part of these days and also weekly planning experiences.

Our new AIP goals for 2019, after reflection on this data are centred around increasing those in the top two bands across all areas of NAPLAN. Our goals in 2018 related to achievement were reached at the end of the first semester. These professional discussions with teachers and our leadership group have prompted a focus on growth rather than attainment in our 2019 Annual Implementation Plan.

Engagement

Empowering students and building school pride played a significant role for us in 2018. With the allocation of a Leading Teacher position to focus on this area and broaden the responsibility of our student leadership team,

was a success in 2018. Our ongoing implementation of 'The Resilience Project' alongside the new 'Student Empowerment Group' will help us to shift our engagement data. Moving from student voice to agency through our Student Led Conferences was an important step for our community and we would like to further develop this idea of student-informed planning in 2019. Part of this will continue to be building the capacity of and empowering the school captains to play a more active role in student life.

We developed a school attendance policy which was implemented across the school in 2018. Part of this involved our use of Compass as well as the expansion of the attendance officer's role to include a focus on reducing absenteeism with support from Leadership. While unexplained absences have decreased we are yet to see an impact on days of absence across our year levels, particularly around family holidays. Our focus in this area will be ongoing.

We continue to connect our work in reducing the number of family holidays taken each year as this impacts our attendance data. We discuss this as part of our Prep family orientation at the end of each school year and promote an increase in attendance through our newsletter and Compass posts. Our engagement strategy in contacting families with continued high student absence through a restorative lens was successful in 2018 and will continue to be implemented in the future.

Wellbeing

We began 'The Resilience Project' in 2018 with teacher and parent professional learning. The intentions and focuses of this project have been well-received by all and will continue into our 2019 school year. Our aim, as part of this project is to begin implementing classroom based experiences to build student empathy, pride and resilience.

In 2018 we also promoted a second wellbeing officer. This role has been undertaken by an ES member of staff and has broadened to include restorative practices with children, the PSDMS programme and liaising with external services to support our children with additional needs. This role has also included small group work in the application of 'The Zones of Proximal Development' and 'Social Skills' club for the appropriate children.

Our future direction in promoting positive wellbeing will be closely connected to our renewed focus on the attributes of the 'IB Learner Profile'. We will realign our school trademark with these attributes as a way of connecting staff to these professional standards and continue to build the positive community we strive to foster at Kororoit Creek Primary School. Our interactions with parents, colleagues and children will be scaffolded through these attributes as we work towards embedding this language and approach to all areas of our community.

Financial performance and position

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. This has included:

- A fully funded 1:1 iPad program to all students in Years 4, 5 and 6.
- Interactive whiteboards in all learning spaces, new furniture where appropriate and fittings for students and offices for staff.
- Development of our front of school area with an amphitheatre, turf and landscaped garden beds.
- Installation of a 'Gaga Pit' to be used during break times by students
- Re-development of our basketball court
- Development of excellent classroom library spaces in all rooms through the purchase of shelving, carousels, book stands and texts at all year levels.
- Redevelopment of our whole-school library with the purchase of furniture, seating and additional texts to accommodate our growing population.
- New audio visual system for the gymnasium to support professional learning for staff as well as whole-school

events, assemblies and special evenings.

- Inclusions grant for our Kindergarten programme which has been used to purchase room materials and access professional learning to support children with additional needs.

- continuation of both the Levelled Literacy Intervention programme and our Numeracy Intervention Programme for students from Year 1 - Year 6

This strong financial position has also enabled the school to provide highly credentialed external literacy and numeracy coaches to support ongoing teacher professional learning and improved student learning outcomes across the school. We employed 3 Literacy coaches and 1 numeracy/science coach in 2018. 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.

For more detailed information regarding our school please visit our website at
<https://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

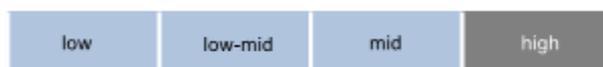
Enrolment Profile

A total of 1283 students were enrolled at this school in 2018, 626 female and 657 male.

37 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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> Higher</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> Higher</p> <p> Similar</p> <p> Similar</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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>58%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>45%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>54%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>44%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>45%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	58%	25%	Numeracy	22%	45%	33%	Writing	17%	54%	29%	Spelling	25%	44%	31%	Grammar and Punctuation	28%	45%	27%	<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 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	92 %	92 %	92 %	92 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	92 %	92 %	92 %	92 %	92 %										

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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$9,939,673	High Yield Investment Account	\$89,483
Government Provided DET Grants	\$1,617,578	Official Account	\$98,651
Government Grants State	\$9,800	Other Accounts	\$1,055,286
Revenue Other	\$179,167	Total Funds Available	\$1,243,420
Locally Raised Funds	\$1,177,782		
Total Operating Revenue	\$12,924,000		
Equity¹			
Equity (Social Disadvantage)	\$89,444		
Equity Total	\$89,444		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,389,079	Operating Reserve	\$407,988
Books & Publications	\$167,095	Other Recurrent Expenditure	\$58,710
Communication Costs	\$25,271	Provision Accounts	\$55,000
Consumables	\$398,361	Funds Received in Advance	\$175,021
Miscellaneous Expense ³	\$1,424,035	Asset/Equipment Replacement < 12 months	\$146,702
Professional Development	\$46,582	Capital - Buildings/Grounds < 12 months	\$400,000
Property and Equipment Services	\$424,574	Total Financial Commitments	\$1,243,420
Salaries & Allowances ⁴	\$577,020		
Trading & Fundraising	\$65,490		
Travel & Subsistence	\$16,107		
Utilities	\$150,343		
Adjustments	\$4,200		
Total Operating Expenditure	\$11,688,157		
Net Operating Surplus/-Deficit	\$1,235,843		
Asset Acquisitions	\$147,348		

- (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 15 March 2019 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.

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).

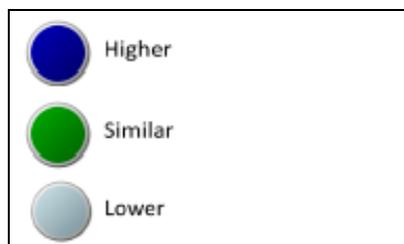


What does *School Comparison* refer to?

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' or 'ND' 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').