

2019 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 2019 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 27 October 2020 at 08:46 PM by Bethany Riseley (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 October 2020 at 10:32 AM 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 1358 in 2019 with 125 staff. We have our kindergarten that forms part of our learning community. The YMCA and Kingswim 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 swimming lessons for all students from Prep-Year 6. Kororoit Creek Primary School is a fully authorised World School for the Primary Years Programme (PYP) of the International Baccalaureate Organisation (IBO). In 2019 we had our successful accreditation visit with the IB which identified some small areas for development within the new enhanced program. This will continue to be a focus for our staff. The school curriculum is underpinned by the Victorian Curriculum and delivered through the PYP which provides a rich and rigorous inquiry model of learning. The curriculum contextualises student learning as well as understanding and transfer of practice, whilst building the knowledge, skills and attributes of individual students and staff as learners in a global community. As the school has grown the Leadership structure has had to evolve to ensure we have layered support for our both our staff and students. In 2019 Blayne Wallis was the Acting Principal as the substantive Principal Bethany Riseley was on family leave. Blayne was supported by a Senior Assistant Principal leading the curriculum P-6 and two Assistant principals each leading P-2 and 3-6 areas of the school. KCPS supports strong community values which underpin the safe and orderly learning environment which contribute directly to the school's positive standing and high reputation within the immediate and broader area. 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.

Framework for Improving Student Outcomes (FISO)

We continue to have the Framework for Improving Student Outcomes at the heart of all of the work that we do at KCPS. In 2019 all staff at the school are provided with accredited IBO professional learning and take part in the school's coaching program which is supported by both internal coaches and external consultants. Our new implementation in Professional Learning Communities has had a far-reaching impact on all of our teaching teams. This has been evidenced by feedback from teams, professional growth of staff and the way in which professional conversations are centred around evidence and observable impacts on student learning. Our future focus will be to continue to consolidate this new implementation, particularly with new staff and strengthen what PLCs look like within our Specialist teaching team. With future changes in our Leadership group we will also need to develop clarity around role expectations, coaching partnerships and support for Learning Specialists. We have continued to enhance our 'Positive Partnership' information sessions for our parent community. Consolidation of 'Student Led Conferences' to empower our children and improve parent perceptions of agency. There is also a need to improve perceptions of teacher and parent partnerships in improving student learning outcomes. Continuation of 'The Resilience Project' to build positive relationships within and across our community.

Achievement

We continually strive to ensure high levels of literacy and numeracy which are taught explicitly as well as through the interdisciplinary nature of the inquiry process. In 2019 we focussed specifically on improving the learning outcomes of all students in all learning areas and in particular increase the learning growth of those students in the lowest and highest learning bands. Whilst we continue to achieve impressive NAPLAN results in relation to students achieving in the top 2 bands, a thorough investigation into our 2019 NAPLAN data revealed that we needed to continue to place an emphasis on students who are high achieving. We need to continue to focus on providing a rich and challenging learning environment for these high achieving students so that we can maintain their achievement in the top 2 bands from Grade 3 to Grade 5. There have been a series of actions that have taken place in response to this data investigation resulting in our participation in a state wide accelerated learning project focussing on maintaining students in the Top 2 bands from 2018-2020.

Throughout 2019 we have been able to refine documentation and processes around PLCs at KCPS. Support teachers to use data to inform their PLCs, however this work will need to continue into 2020. Our PLC facilitators have continued

to build their capacity to scaffold, challenge and support teaching teams throughout the cycle. The work of the consultants around conferring has been positive and we now have whole school expectations regarding conferring in reading and writing. Whole school moderation regarding writing has also been a success with the all teachers now using the document to help them in moderating individual writing samples and moderating as a team. Children on the PSD are given 1:1 support through their funding. This support allows for students to be successful in class, build a relationship with the ES staff member and work on goals at a pace that they can manage. Many students on the PSD will participate in The Zones of Regulation and Social Skills to build their ability to socialise and participate with their peers along with managing their emotional regulation. Many of the students on the PSD are supported with visuals in the classroom and sometimes at home if required. Social stories have been implemented as a tool to allow students to understand expectations and boundaries in a communication tool that they are able to understand. SSG's are held to ensure student goals are identified and progress is identified and reported.

Engagement

In 2019 we developed our Student Empowerment group. This group consists of all of the class captains as well as the grade 6 leadership group. The SEG met each week and were able to discuss any concerns or ideas they had in regards to their peers. This will continue to be a focus moving forward as we develop opportunities for our students to demonstrate their voice and agency. Over the past year we have also supported new staff to understand KCPS Instructional and Workshop Model through induction & START program (GRR & HITS) to support students ownership over their learning. At KCPS we have reflected on the role of the class captains. We have also re-developed our PYP Action Plan to align with the PYP Enhancements and our response to our self-study fosters a student centred learning environment for all staff.

We continue to monitor students that are late to school as well as students that are chronically absent. Through our Attitudes to School Survey in 2019 in the 'Attitudes to attendance' section we had an overall positive result of 93 % of students who indicated that they always try to attend school. Our ATtS survey also indicates that our students feel connected to the school and their learning with overall 86% of students responding positively to School Connectedness (Sense of belonging)

Wellbeing

The school identifies children with additional needs and implements strategies, programs and additional supports to ensure they are able to access their learning.

The school is supported by SSS and Assessments Australia to assess students that struggle academically and behaviourally, investigating if they need to be identified for the PSD. The school provides Wellbeing support to families and teachers for all children with additional needs through support programs in additions to support from ES staff working with children, remaining flexible in the schools approach to provide appropriate and adequate support for children with significantly high needs, those who are vulnerable and those who are identified as a safety risk. The school continues to build on the existing social skills program allowing more students to participate in the program to build and develop their social skills ability. The program includes different topics which were based on the individual needs of the students. Students are identified by their teachers to participate in the 6 week program. The program has the flexibility for students to participate in a range of different topics or participate in the program several times if needed.

The school introduced GoZen, a program to address anxiety and mental health of primary aged students, which targeted a small group of students experiencing significantly high levels of anxiety whereby it was affecting their ability to function successfully at home and at school. The program will be continue into 2020 to cater for a growing number of children with mental health needs.

The Zones of Regulation continues to be delivered to small groups of students based on their individual need to learn about their own emotional regulation. Classroom teachers have become more familiar with the language and the use of the program and the relevant resources within the classrooms. Children are having success with learning about their own emotions, their reactions and the impact it has on others. Success has been noted in improved behaviour and the student's ability to manage challenges along with tools that teachers can access and implement for difficult and challenging behaviour.

The Wellbeing team is available to manage teacher and parent enquires around student wellbeing, supporting and directing families to external services if necessary. The Wellbeing team provides ongoing support to families that

engage with specialists such as Occupational Therapists, Speech Therapists, Psychologists and other external services.

The Wellbeing team oversee the Speech Therapy Assistant Program supported by SSS, providing support to children with significant speech difficulties. The school introduced a screener in 2019 as a tool to identify children who need speech therapy. This results in the school or external specialists supporting the students. The Prep transition program included the Wellbeing team presenting to parents, to support families to have a successful start to schooling.

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. KCPS finished the 2019 school year with a healthy surplus which will allow us to continue to provide opportunities for our students and staff.

Through diligent School Council Management of finances 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.
- Installation of the second 'Gaga Pit'
- Replaced synthetic turf in areas of the school.
- Continued our development of excellent classroom library spaces in all rooms through the purchase of shelving, carousels, book stands and texts at all year levels.
- 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 2 Literacy coaches and 1 numeracy/science coach in 2019. In addition 4 members of the school team attended a Study Tour to Hong Kong including visiting 2 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/>

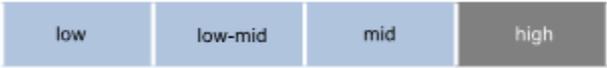
Performance Summary

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.

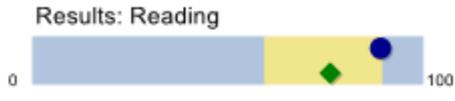
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 1358 students were enrolled at this school in 2019, 664 female and 694 male.</p> <p>37 percent were EAL (English as an Additional Language) students and ND 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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>Above </p> <p>Above </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>47%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>55%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>52%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>46%</td> <td>45%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>40%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	47%	20%	Numeracy	27%	55%	18%	Writing	32%	52%	16%	Spelling	46%	45%	9%	Grammar and Punctuation	38%	40%	23%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	92 %	92 %	91 %	91 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	92 %	92 %	91 %	91 %	91 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Above ●</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>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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$11,462,341	High Yield Investment Account	\$116,063
Government Provided DET Grants	\$1,852,485	Official Account	\$77,469
Government Grants Commonwealth	\$2,336	Other Accounts	\$0
Revenue Other	\$144,338	Total Funds Available	\$193,532
Locally Raised Funds	\$1,272,561		
Total Operating Revenue	\$14,734,060		
Equity¹			
Equity (Social Disadvantage)	\$84,065		
Equity Total	\$84,065		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,274,386	Operating Reserve	\$193,532
Books & Publications	\$122,469	Other Recurrent Expenditure	\$61,007
Communication Costs	\$22,237	Provision Accounts	\$65,000
Consumables	\$427,988	Funds Received in Advance	\$143,701
Miscellaneous Expense ³	\$2,308,862	Total Financial Commitments	\$463,240
Professional Development	\$42,000		
Property and Equipment Services	\$363,833		
Salaries & Allowances ⁴	\$644,214		
Trading & Fundraising	\$71,164		
Travel & Subsistence	\$16,797		
Utilities	\$166,193		
Adjustments	(\$900)		
Total Operating Expenditure	\$13,459,242		
Net Operating Surplus/-Deficit	\$1,274,818		
Asset Acquisitions	\$215,085		

(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 26 February 2020 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)

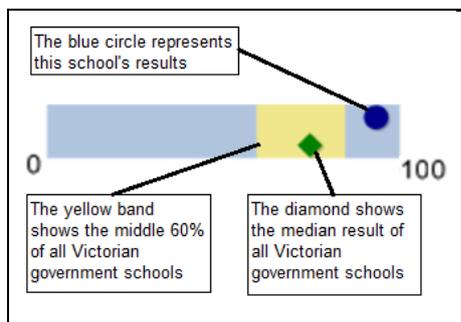
Engagement

- 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).

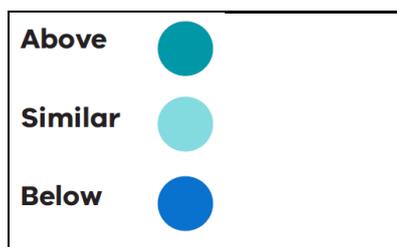


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').