

2020 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 2020 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 20 April 2021 at 09:28 AM by Bethany Riseley (Principal)

The 2020 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 21 April 2021 at 03:34 PM by George Lepa (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Kororoit Creek Primary School is a Public-Private Partnership school in the State of Victoria which has grown to a population of 1400 in 2020 with 134 staff. We have our kindergarten that also 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 6 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). 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 both our staff and students. The Principal was supported by an AP3 who manages the Curriculum from K-6 along with three area Assistant principals each leading an area of the school: Prep and Grade 1, Grade 2 and Grade 3, and Grade 4, 5 and Grade 6. Each Assistant Principal also manages and leads an area of the curriculum and along with our 8 Leading Teachers and Learning Specialists forms our School Improvement Team. We have 34 Education support staff that support both PSD and literacy and numeracy intervention.

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)

In 2020 we completed our school review which outlined many of our achievements progressing towards our chosen FISO dimensions and gave us clear pathways moving forward.

Whilst our normal measures of success such as NAPLAN were not completed this year, we were still able to monitor and track student achievement throughout the year.

With the challenges of 2020, we were more and more prepared with each shift to and from remote learning. Each time we moved into online learning we were able to reflect on our successes and adapt to improve our approach. We adapted many of our AIP strategies and development plans to cater to the challenges of 2020.

We communicated clear processes for our families to understand how online learning would look so our expectations were clear for our entire community.

Our Assessment and Professional Learning schedules were refined with the shift to remote learning, peer observations were implemented through remote learning with great success. Teachers were still able to collaboratively plan effective sequences for student improvement and engage in intentional teaching via Webex. We did identify that there were clear challenges with assessment and making judgements on student progress with data being much more anecdotal. PLC's continued to be a focus through 2020 with a constant focus on reading and teams identifying specific skills and strategies needed to build the capabilities of their students.

Achievement

During remote learning, staff were able to access a variety of online professional learning as well as utilise available DET resources for content delivery and assessment.

As identified in our 2021 AIP, the development of PLC culture and practice across the school was a large focus. PLC's were a huge success and the work that had been completed in Term 1 around these transferred into Term 4 when we returned to onsite learning. Teachers were able to understand the process of spending time evaluating and diagnosing where the students current learning needs were and then being able to work through the improvement cycle to improve the outcomes of these students. During the first term and during remote learning, Assistant Principals were the leaders of PLC modelling how to lead this for Leading Teachers, Learning Specialists and Team Leaders. During Term 4 this

process became more about co-facilitation and by the end of the year, the Assistant Principals were more active participants rather than the leader of the PLC time. Documentation was maintained and will continue to be refined to best support the purpose.

All students on the PSD program (Program for Students with a Disability) have allocated support and most have shown progress at satisfactory or above levels in achieving their individual goals.

All staff have undergone Professional Learning around writing the new Individual Education Program (IEP) with our wellbeing officer. These are developed for all of our students on the PSD program which explicitly detail goals, progress and achievement.

Engagement

Whilst some students found remote learning a challenge, others responded well and found that they were able to thrive in the online environment during remote learning. Assistant Principals attended regular meetings with teachers and were able to identify any students that were not participating in online learning and this was promptly followed up with parents and carers. Whilst there was only a small percentage of students that did not participate regularly, overall the majority of our community engaged with remote learning.

Our online program evolved throughout remote learning as teachers became more confident and knowledgeable in using the available tools. Initially, teachers were posting tasks which eventually led to explicit online teaching making videos to build engagement.

Personal Inquiries for students were introduced in Term 3, where students had the opportunity to investigate an area of interest and present the information however they choose.

We established many new strategies to engage our students such as weekly virtual assemblies led by our Student Leadership team as well as PE challenges and staff videos for our students.

Teachers and Assistant Principal's also organised 'check-ins' with students as required to ensure connections were maintained and communication lines were strong.

At the end of the year, we reflected as a staff on what we learnt about our practice during remote learning and were able to identify some clear strengths that will be carried into the 2021 school year.

Wellbeing

2020 provided us with many challenges for both staff and student wellbeing, whilst online learning was occurring for much of the year we had to consider the impact on stage four lockdown on our community and the impact it had on the entire community. Our teachers included explicit RRRR teaching in their program as well as wellbeing sessions for students where they supported students by introducing different coping strategies as well as monitoring how they were feeling throughout the day.

Our ES Staff made regular calls to families who had raised concerns about their children and Assistant Principal also monitored this and made contact with student and parents as necessary.

Ensuring staff were remaining connected and collaborating whilst working online was a priority we wanted to ensure we were putting things in place to support them to find the balance of screen time throughout their working week. We adjusted our meeting schedule and assigned different supports for staff as needed and offered biweekly online exercise classes for them to engage in if they chose.

We also ran regular games and activities for students

Area support emails were set up for our families to have a clear connection to year level Assistant Principals to support with learning tasks as well as any wellbeing concerns. Our student leadership team worked hard to provide an engaging 'virtual assembly' each week that would engage our students and maintain connection within the community.

We supported many families by accommodating requests for onsite supervision throughout the online learning period.

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 2020 school year with a healthy surplus which will allow us to continue to provide opportunities for our students and staff. This surplus was partly due to the school not operating in its full capacity over the twelve months due to several periods of online learning. We were

also unable to run any fund-raising events in 2020 due to COVID restrictions.

The Victorian Government announced that all 4-year-old kindergarten fees would be free for students in 2020 therefore a grant was received to subsidise parent contributions.

Due to COVID and several shifts to and from remote learning, our swimming program was cancelled and families were refunded this cost.

Through diligent School Council Management of finances, the school has been able to resource all areas to an outstanding level and continue to provide programs for our students.

This has included:

- A fully funded 1:1 iPad program to all students in Years 4, 5 and 6.
- iPad shared 'banks' in P-3 learning spaces
- New shade sail structures and park bench seating in the gaga pit area to establish a new play space for our students.
- New Interactive whiteboards in relevant learning spaces, new furniture where appropriate and fittings for students and offices for staff.
- Continued development of excellent classroom library spaces in all rooms through the purchase of shelving, carousels, book stands and rich 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 coach in 2020, despite the challenges of remote learning we were still able to ensure this work had an impact across the school.

For more detailed information regarding our school please visit our website at
<https://kororoitcreekps.vic.edu.au>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1391 students were enrolled at this school in 2020, 680 female and 711 male.

37 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

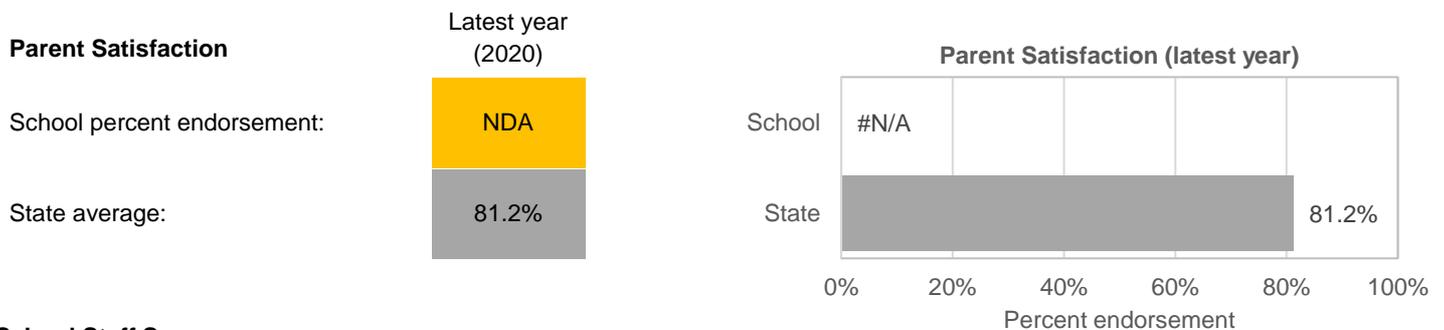
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

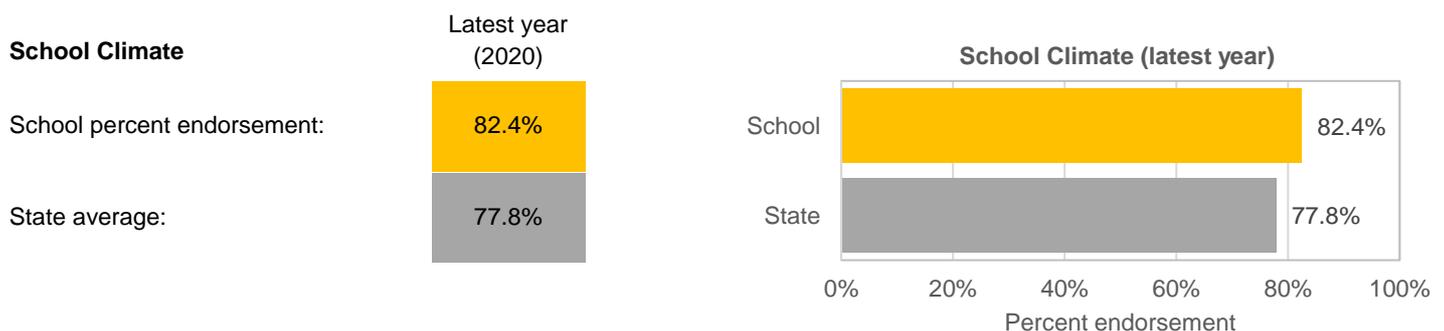


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

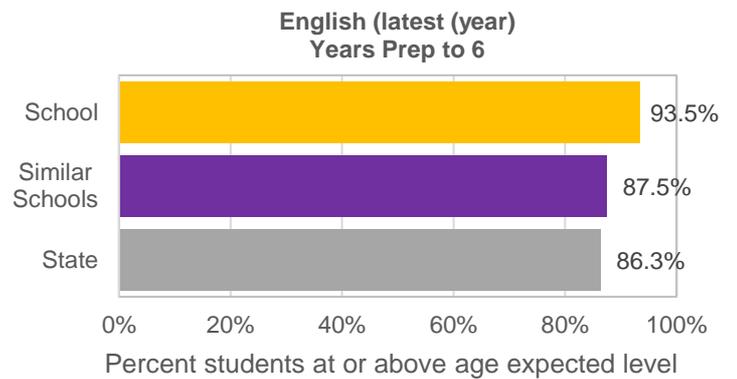
93.5%

Similar Schools average:

87.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

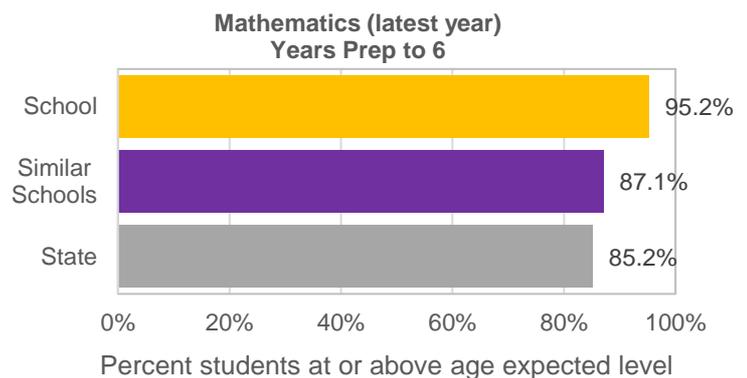
95.2%

Similar Schools average:

87.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

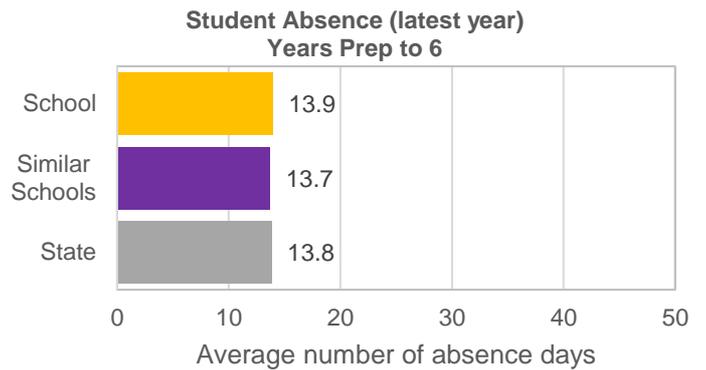
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.9	15.6
Similar Schools average:	13.7	15.6
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	92%	93%	93%	93%	93%	93%

WELLBEING

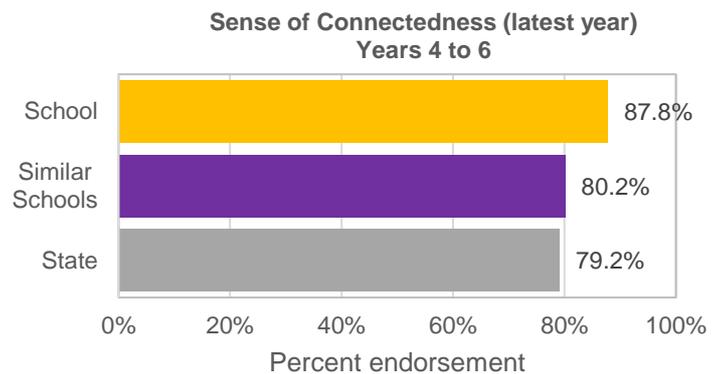
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	87.8%	87.4%
Similar Schools average:	80.2%	80.8%
State average:	79.2%	81.0%



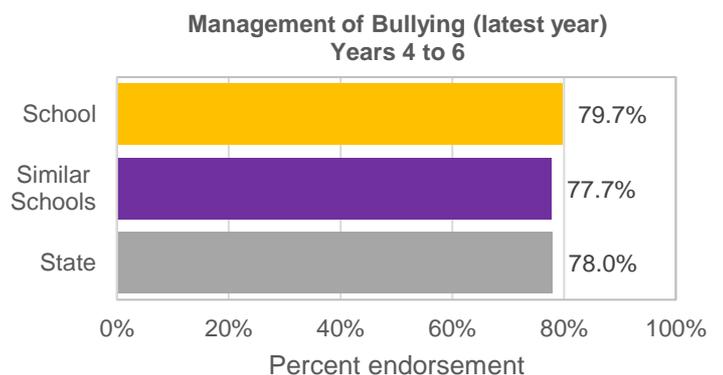
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	79.7%	81.0%
Similar Schools average:	77.7%	79.0%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$11,937,704
Government Provided DET Grants	\$2,839,196
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$65,025
Locally Raised Funds	\$533,408
Capital Grants	NDA
Total Operating Revenue	\$15,375,334

Equity ¹	Actual
Equity (Social Disadvantage)	\$103,920
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$103,920

Expenditure	Actual
Student Resource Package ²	\$10,087,849
Adjustments	NDA
Books & Publications	\$84,870
Camps/Excursions/Activities	\$51,033
Communication Costs	\$22,097
Consumables	\$368,167
Miscellaneous Expense ³	\$275,616
Professional Development	\$15,822
Equipment/Maintenance/Hire	\$366,227
Property Services	\$8,146
Salaries & Allowances ⁴	\$795,366
Support Services	\$441,891
Trading & Fundraising	\$26,356
Motor Vehicle Expenses	\$61
Travel & Subsistence	NDA
Utilities	\$136,899
Total Operating Expenditure	\$12,680,402
Net Operating Surplus/-Deficit	\$2,694,932
Asset Acquisitions	\$60,252

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,245,821
Official Account	\$154,752
Other Accounts	NDA
Total Funds Available	\$1,400,572

Financial Commitments	Actual
Operating Reserve	\$431,856
Other Recurrent Expenditure	\$215,544
Provision Accounts	\$65,000
Funds Received in Advance	\$170,825
School Based Programs	\$219,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$225,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,327,226

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.