

2021 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 2021 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 25 March 2022 at 01:28 PM by Alan Noye (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 2021 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 29 March 2022 at 05:13 PM by George Lepa (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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 a population of over 130 Kingswim complete the community hub and support the school with the provision of an Out of Hours School Care program, can two terms for each year level across the year.

For overseas students we offered supports through our intervention programs.

Kororoit Creek Primary School is a fully authorised World School for the Primary Years Programme (PYP) of the International B which provides a rich and rigorous inquiry model of learning. The curriculum contextualises student learning as well as underst 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 s supported by four Assistant Principals who each lead an area of the school: Prep and Grade 1, Grade 2 and Grade 3, and Gra Teachers and Learning Specialists forms our School Improvement Team. We have 32 Education support staff that support both KCPS supports strong community values which underpin the safe and orderly learning environment which contribute directly to staff and families and provide quality experiences with challenging personal learning goals as well as effective feedback for our

Framework for Improving Student Outcomes (FISO)

In 2021 the school was focused on the key initiatives set out by DET and the schools AIP. The focus for 2021 was built around across the school as well as continue to allow students and teachers more voice and agency within the school.

As a school we had hoped that lockdowns would not occur and we would be given the opportunity to work the whole year onsite

The beginning of the year saw a renewed focus on getting our coaching program with staff running and ensuring that we were a and then a writing cycle. Unfortunately due to the lockdown, staff resignations and the mandates on vaccinations our coaching

We had two staff begin in the tutoring program with a focus on reading across the Year Five cohort for students who we identifi were unable to find enough staff to make the program viable due to the outlined issues with the coaching team.

We introduced our new students support system Attributes in Action. We worked with Dan Petro a behavioural expert from the This program was also placed on pause as it required students to be at school to get the full benefits and was not conducive to

The school was also part of Project 21 which is a department initiative that looks at schools who need to maintain the amount o Our Year 3 cohort in 2019 had 128 students in the top two bands. The schools aim was to retain 65% of these students up from into the top two bands.

Achievement

During remote learning, the school used more online teaching sessions rather than Seesaw tasks that were a feature of the 202 Staff continued to access a variety of online professional learning as well as utilise available DET resources for content delivery Clarity. During remote learning our PLC continued and were focused on speaking and listening as we noticed in our semester o school in term four the school put a large emphasis on literacy and numeracy especially number and ensuring that students did

All students on the PSD program (Program for Students with a Disability) have allocated support and most have shown progres with students in group and one-to-one setting supporting them with their learning. SSG meetings still occurred and the IEP proce intervention.

Engagement

During the first half of the year the school was back in full swing and classroom engagement was high. Students had enjoyed being back at school and the teaching staff used data analysis to ensure that they could engage students in the curriculum and cater to their needs. The teaching staff spent the first half of the year during remote learning engagement dropped. Teachers modified program to ensure that students were supported as much as possible and principal class worked with at risk children to ensure that students and families were supported. One of the initiatives that we implemented was to bring staff together and discuss work and form connection with each other that had been taken away by the lockdown. For Prep students we provided the students a chance to speak in smaller groups. Our literacy intervention team did the same process for our Year 1 and Year 2 students. When we did return to school all classes ran a week of the START program which we ran at the beginning of the year to ensure that all students were feeling supported.

Wellbeing

2021 provided us with many of the challenges for both staff and student wellbeing, that we faced during 2020. While we were able to manage the impact on all involved at the school. Throughout the first half of the year we continued to ensure students felt supported and addressed the needs of the RRRR resources as well as catered our units to ensure that there was a focus on well-being for students.

Assistant Principals monitored attendance and worked with families who were reluctant to send students back to school. Thank you to all staff and families who supported the school during this time.

During remote learning there were a number of sessions organised by teachers during the week to maintain students well-being. The wellbeing team and councillor continued to work with students online to support students and families that may have required extra support.

Staff were supported to make sure they were connecting with others and planning and schedules were adjusted to ensure that all staff were supported during this time.

Finance performance and position

Kororoit Creek Primary School is in a strong financial position which has enabled the school to continue building on its human capital and 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 in 2021 due to COVID restrictions. We also had two major projects that were completed in 2021, the covered walkways and gym air conditioning that were funded by the Victorian Government. The Victorian Government announced that all 4-year-old kindergarten fees would be free for students in 2021 therefore a grant was received. Due to COVID and several shifts to and from remote learning, our swimming program was cancelled and families were refunded.

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.
- iPad shared 'banks' in P-3 learning spaces
- New Interactive whiteboards in relevant learning spaces, new furniture where appropriate and fittings for students and offices
- Continued development of excellent classroom library spaces in all rooms through the purchase of shelving, carousels, book storage
- Continuation of both the Levelled Literacy Intervention Programme and our Numeracy Intervention Programme for students from Years 1 to 6.

This strong financial position has also enabled the school to provide highly credentialed external literacy and numeracy coaches.

For more detailed information regarding

https://www.google.com/search?q=kororoit+creek+primary+school&rlz=1C5CHFA_enAU965AU965&oq=kororoit+creek+primary+school

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 1386 students were enrolled at this school in 2021, 675 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).

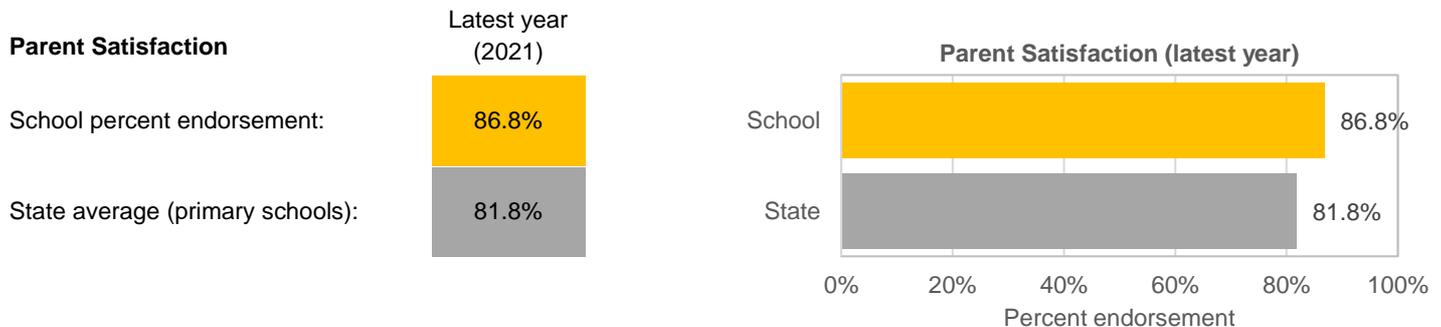
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

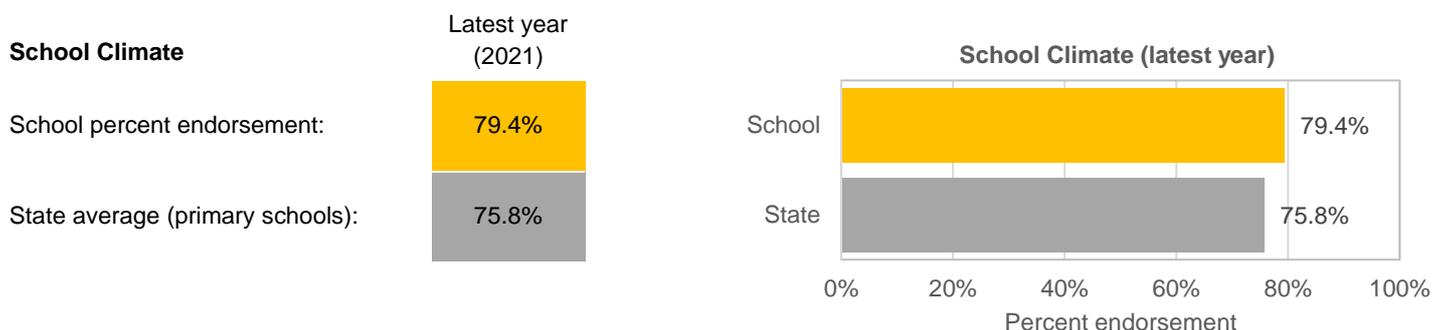


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

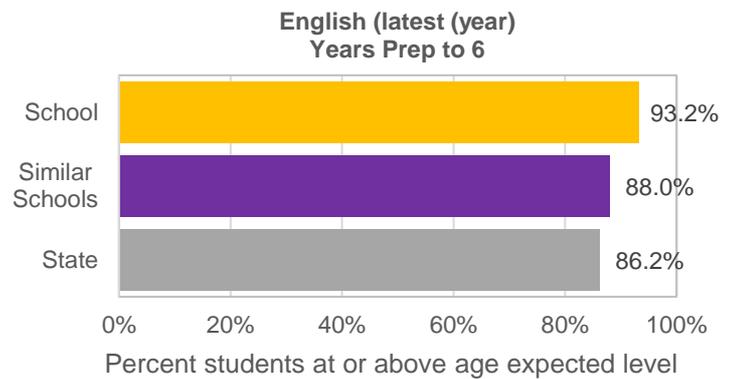
93.2%

Similar Schools average:

88.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

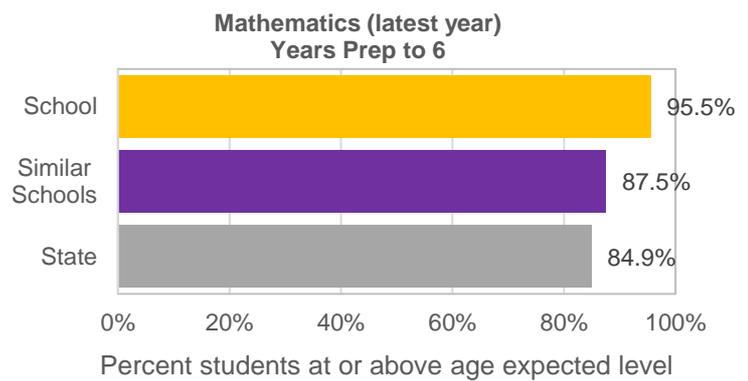
95.5%

Similar Schools average:

87.5%

State average:

84.9%



ACHIEVEMENT (continued)

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.

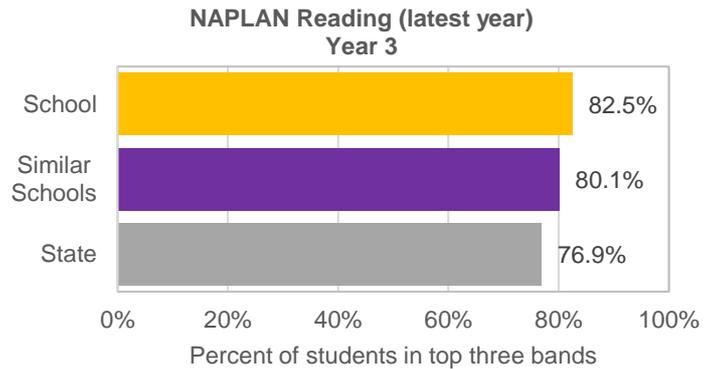
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

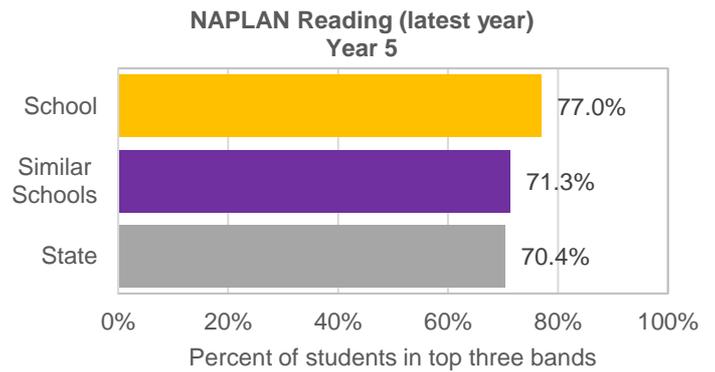
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.5%	87.6%
Similar Schools average:	80.1%	79.3%
State average:	76.9%	76.5%



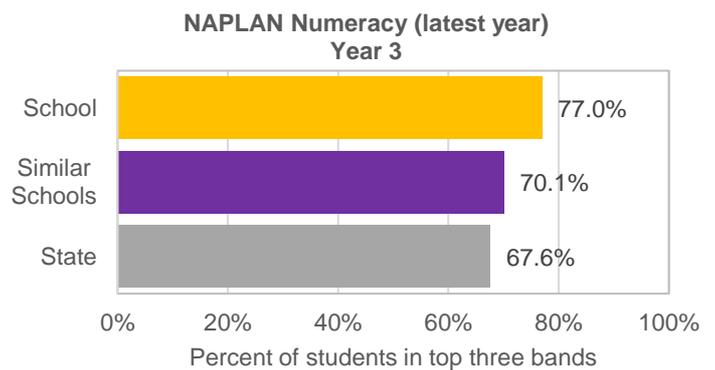
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.0%	77.8%
Similar Schools average:	71.3%	68.0%
State average:	70.4%	67.7%



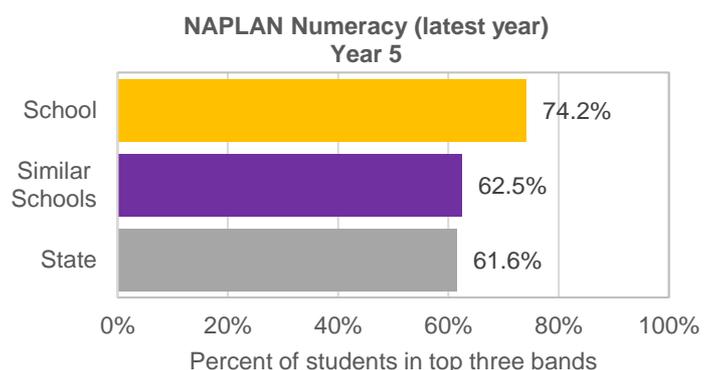
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.0%	80.6%
Similar Schools average:	70.1%	70.3%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.2%	75.4%
Similar Schools average:	62.5%	61.0%
State average:	61.6%	60.0%



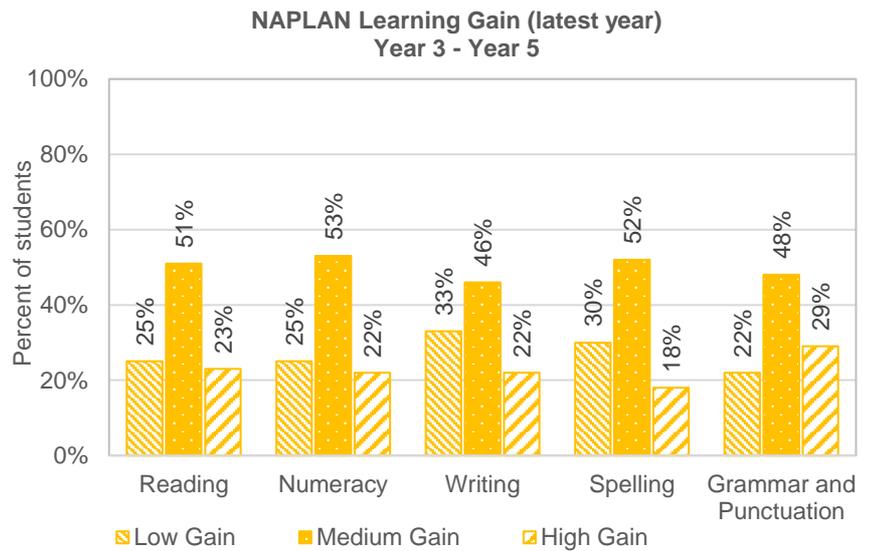
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	51%	23%	24%
Numeracy:	25%	53%	22%	28%
Writing:	33%	46%	22%	28%
Spelling:	30%	52%	18%	26%
Grammar and Punctuation:	22%	48%	29%	30%



ENGAGEMENT

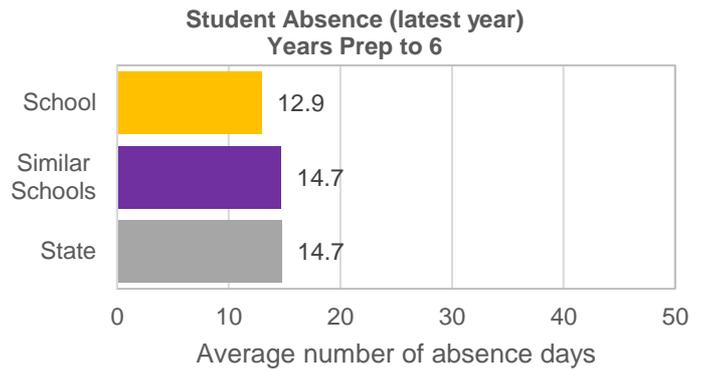
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	12.9	14.9
Similar Schools average:	14.7	15.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	94%	94%	93%	93%	94%	93%

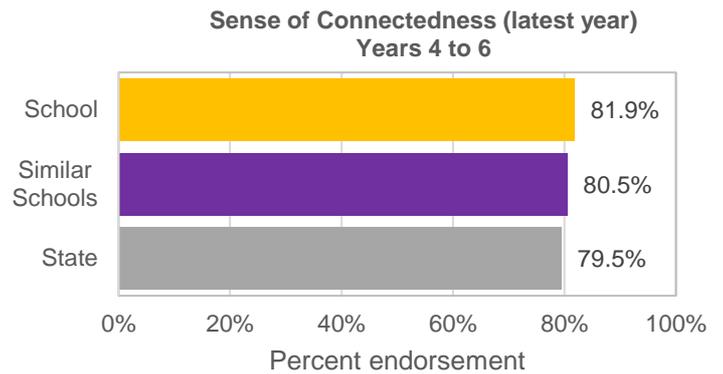
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.9%	85.6%
Similar Schools average:	80.5%	80.7%
State average:	79.5%	80.4%

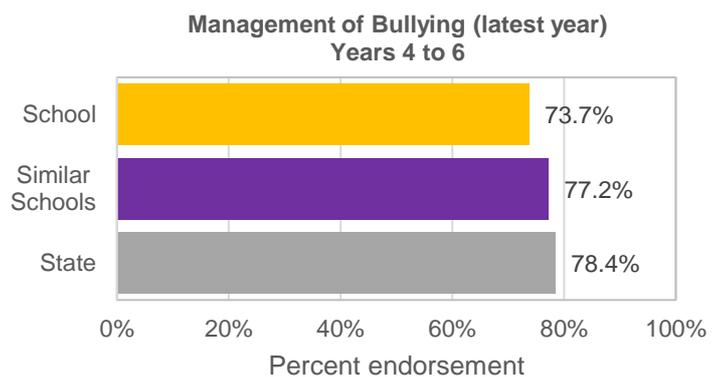


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.7%	77.8%
Similar Schools average:	77.2%	78.6%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$12,120,620
Government Provided DET Grants	\$2,806,629
Government Grants Commonwealth	\$4,512
Government Grants State	\$0
Revenue Other	\$100,307
Locally Raised Funds	\$752,290
Capital Grants	\$0
Total Operating Revenue	\$15,784,359

Equity ¹	Actual
Equity (Social Disadvantage)	\$106,528
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$106,528

Expenditure	Actual
Student Resource Package ²	\$10,662,553
Adjustments	\$0
Books & Publications	\$86,550
Camps/Excursions/Activities	\$221,613
Communication Costs	\$17,255
Consumables	\$374,116
Miscellaneous Expense ³	\$271,946
Professional Development	\$56,299
Equipment/Maintenance/Hire	\$323,925
Property Services	\$9,439
Salaries & Allowances ⁴	\$870,018
Support Services	\$508,065
Trading & Fundraising	\$56,358
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$315
Utilities	\$132,261
Total Operating Expenditure	\$13,590,714
Net Operating Surplus/-Deficit	\$2,193,645
Asset Acquisitions	\$14,288

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,846,315
Official Account	\$51,525
Other Accounts	\$0
Total Funds Available	\$1,897,841

Financial Commitments	Actual
Operating Reserve	\$487,457
Other Recurrent Expenditure	\$133,316
Provision Accounts	\$65,000
Funds Received in Advance	\$0
School Based Programs	\$204,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$365,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,254,773

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.