

2022 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 of the previous calendar year 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 28 March 2023 at 01:56 PM by Bethany Riseley (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2023 at 03:31 PM by Danielle Verdoorn (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 1300 students in 2022 with 137 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 that occur 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 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 returned from leave in October, in a part-time capacity at 3 days per week. The Acting Principal continues in the role for the 2 days per week the Principal does not work. The Principal and Acting Principal are supported by five Assistant Principals who each lead an area of the school: Specialist and Prep, Grade 1 and 2, Grade 3 and 4, Grade 5 and 6, and Curriculum Director. Each Assistant Principal also manages and leads an area of the curriculum and along with our 6 Leading Teachers and Learning Specialists forms our School Improvement Team. We have 31 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school was focused on the key initiatives set out by DET and the schools AIP. The focus for 2022 was to support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. The school began working with Pete Sanders as a numeracy consultant and employed him to work with teachers as well as the leadership team. We also revised our planning process to ensure rather than data only being used in our Professional Learning Community focus it was being used whenever we were planning with our teams or as an individual. We also modified the timetable to ensure teams had the maximum amount of time available to work together. The schools NAPLAN results once again reflected the hard work of our teaching staff, and we were pleased with how our school compared to the network as well as similar schools. There was no dip in our results, and we saw a small increment in several areas. The school saw a huge rise in our numeracy data at the end of the year with big gains in student achievement against the Victorian Curriculum in all three numeracy strands. This was due to the large focus that was placed in our professional learning schedule and coaching. The tutor learning and intervention programs continued, and student data supported the work that they continue to do. The school sent specific staff to do training on dyslexia which allowed us to provide more tailored intervention as well as begin to support students who were diagnosed as dyslexic.

Wellbeing

As a school we highlighted the need to ensure that our well-being area was supported in 2022. We had two disrupted years and we understood that this would be an area of need. We continued working with Dan Petro and the Attributes in Action and put a focus on professional learning for staff to ensure that they were equipped to support students. We also restructured the well-being team and appointed two leading teachers to the team as leaders who would allow more of a whole school lens and oversight and link with our School Improvement Team. The timetable was overhauled with educational support only working with two students across the school and having lunch eating time to meet and discuss things with their teacher concerns or supports. We also timetabled a weekly PL session for education support staff to allow them professional learning across the year. For students, we used the Pivot survey to capture their current feelings about engagement and learning. We reinforced playtime expectations in the yard and the classroom to ensure they felt safe and provided different opportunities across the year to engage in celebrations and whole school events.

Engagement

Student engagement was high once again as we entered the year. We only had a handful of students where support plans were needed due to absences and not wanting to come back to school. Our prep students who had a difficult time in three and four-year-old kinder due to disruptions meant that term one was about settling into a new environment. The school established a process and a team to work on student attendance and families. This was successful in a more open line of communication with families about being at school. Engagement in learning was high, and once again and after the START program, students enjoyed getting back into their classroom learning. We also had camps for the first time in a number of years and had the highest attendance rates at camp for a number of years. A lot of work through our numeracy focus was around supporting differentiation which led to students across the school reporting they felt more engaged in our learning. Our Attitudes to School survey also showed that students were not as engaged in their learning, however, this gave us a chance to speak to them and modify our practice to make sure we were keeping learning as engaging as possible. Throughout the year we ran several events that had not been held during the previous couple of years due to covid restrictions, such as the school picnic, STEAM night, in person parent teacher interviews and the end of year concert.

Other highlights from the school year

2022 provided a number of highlights. The major highlight was a year in which students were at school without a lockdown. The year provided challenges with illness affecting the continuity of learning for students and staff coming in and out of isolation. Staffing was another issue that continued to pose a problem. By the end of the year our SIT team was collapsed due to staff needing to go back into the classroom who were in leadership positions.

Some of the highlights were two students who the school sponsored to represent Victoria winning their events and representing the school with pride. We had a number of Year Six students receive scholarships to schools.

The school also had a kinder review and we were given an 'outstanding' rating by the department in all of the areas that were assessed. We also had a visit from the Minister for Education who spoke with students and teachers about their work at the school.

Financial performance

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 2022 school year with a healthy surplus which will allow us to continue to provide opportunities for our students and staff. The Victorian Government announced that all 3 and 4-year-old kindergarten fees would be free for students in 2022, therefore a grant was received to subsidise parent contributions. 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 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.

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 2.0 (FISO 2.0).

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 1321 students were enrolled at this school in 2022, 641 female and 680 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).

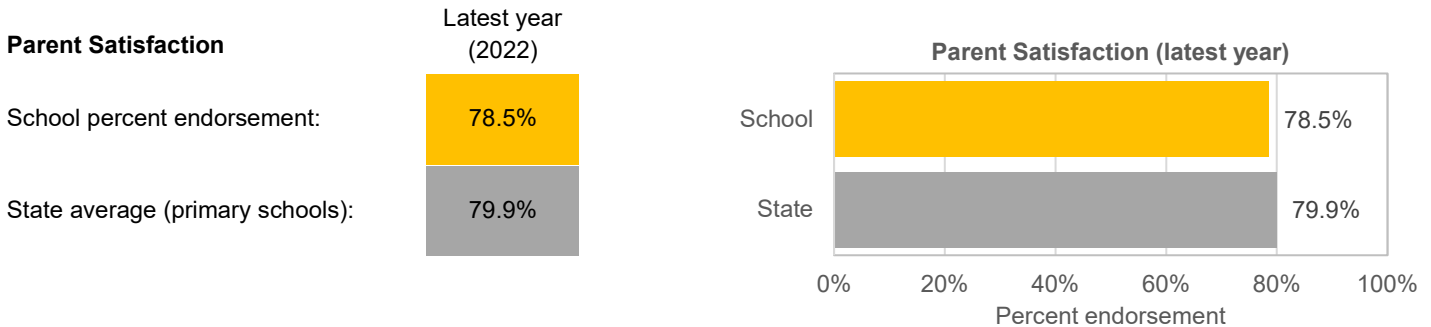
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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



LEARNING

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
(2022)

School percent of students at or above age expected standards:

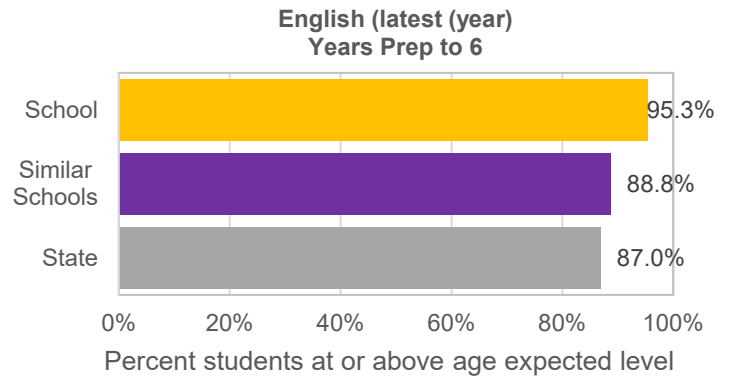
95.3%

Similar Schools average:

88.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

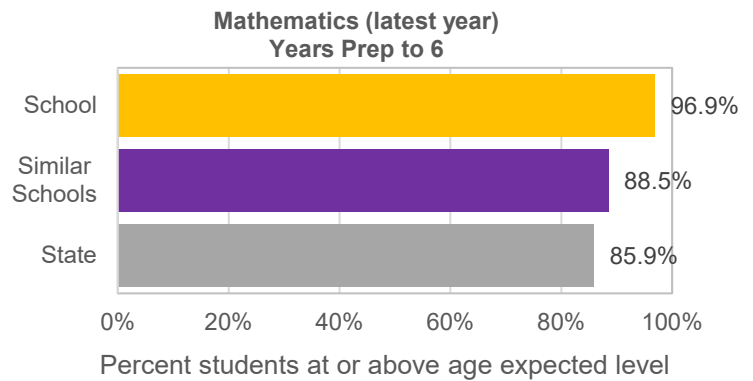
96.9%

Similar Schools average:

88.5%

State average:

85.9%



LEARNING (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.

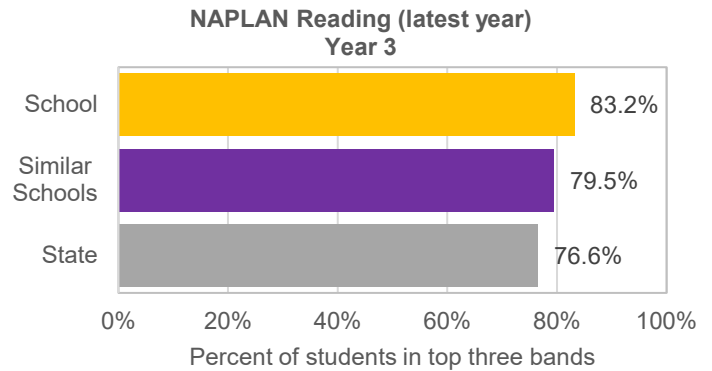
NAPLAN

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 2019, 2021 and 2022 data.

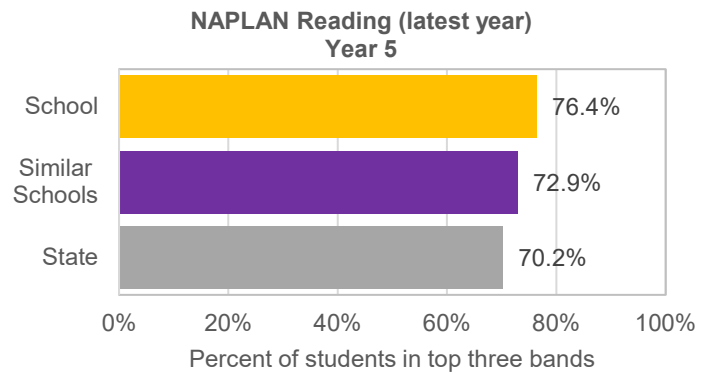
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.2%	85.0%
Similar Schools average:	79.5%	79.7%
State average:	76.6%	76.6%



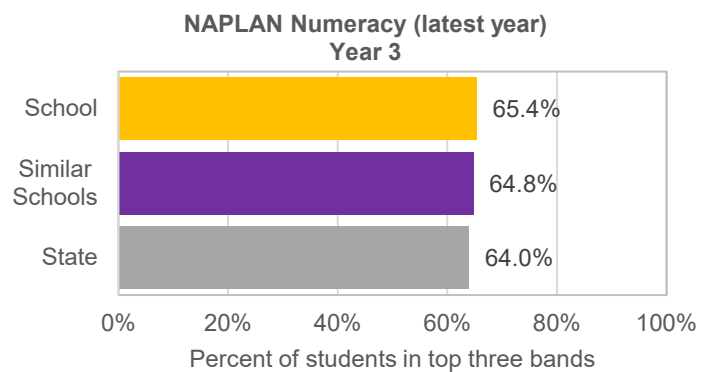
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.4%	76.5%
Similar Schools average:	72.9%	71.1%
State average:	70.2%	69.5%



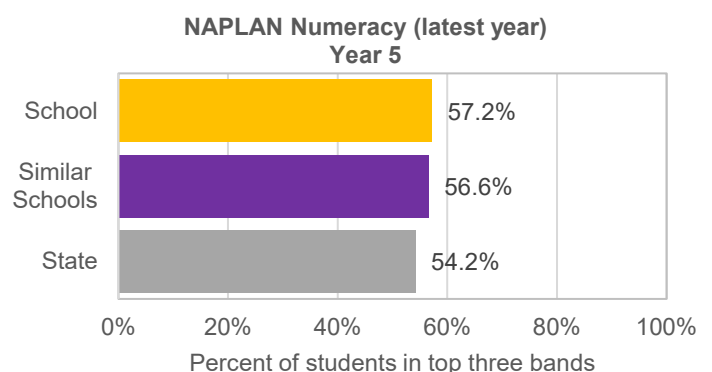
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.4%	73.5%
Similar Schools average:	64.8%	68.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.2%	66.8%
Similar Schools average:	56.6%	60.9%
State average:	54.2%	58.8%



WELLBEING

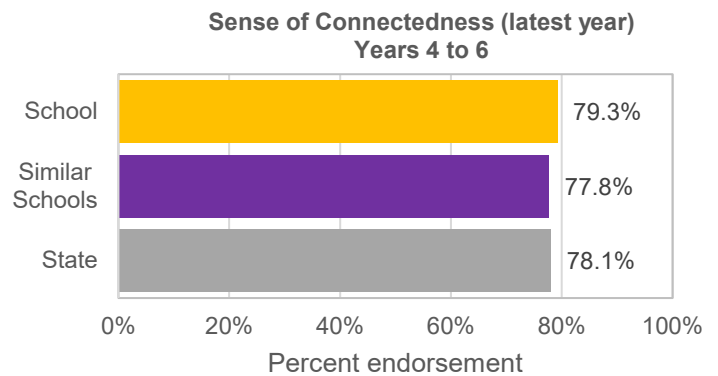
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	79.3%	83.6%
Similar Schools average:	77.8%	79.6%
State average:	78.1%	79.5%

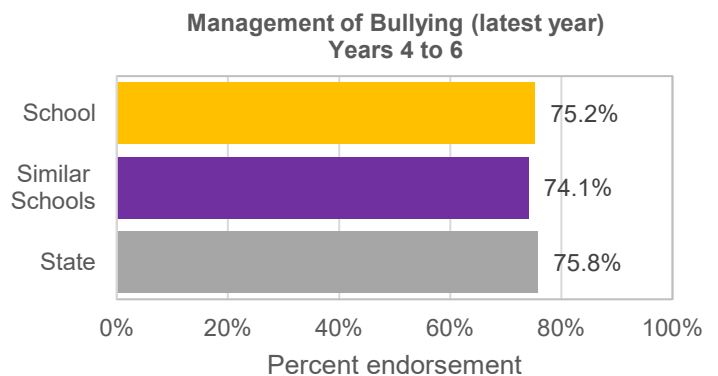


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	75.2%	76.9%
Similar Schools average:	74.1%	77.0%
State average:	75.8%	78.3%



ENGAGEMENT

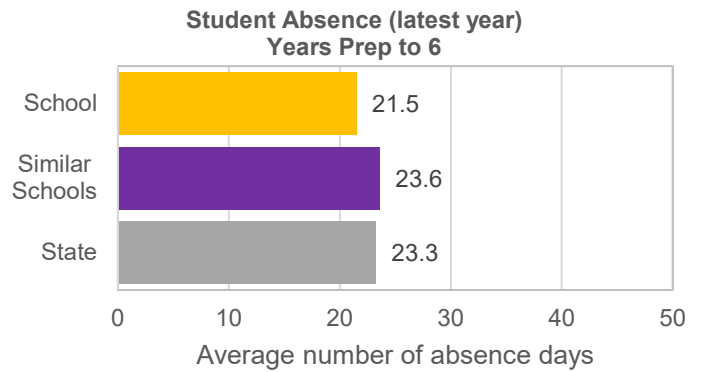
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.5	16.2
Similar Schools average:	23.6	17.3
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	89%	90%	89%	89%	89%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$12,422,207
Government Provided DET Grants	\$2,188,986
Government Grants Commonwealth	\$1,059
Government Grants State	\$0
Revenue Other	\$115,315
Locally Raised Funds	\$973,386
Capital Grants	\$0
Total Operating Revenue	\$15,700,953

Equity ¹	Actual
Equity (Social Disadvantage)	\$102,717
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$102,717

Expenditure	Actual
Student Resource Package ²	\$10,887,630
Adjustments	\$0
Books & Publications	\$73,795
Camps/Excursions/Activities	\$337,057
Communication Costs	\$20,257
Consumables	\$374,260
Miscellaneous Expense ³	\$317,269
Professional Development	\$65,331
Equipment/Maintenance/Hire	\$132,383
Property Services	\$15,740
Salaries & Allowances ⁴	\$1,098,548
Support Services	\$702,133
Trading & Fundraising	\$65,886
Motor Vehicle Expenses	\$68
Travel & Subsistence	\$12
Utilities	\$159,314
Total Operating Expenditure	\$14,249,684
Net Operating Surplus/-Deficit	\$1,451,270
Asset Acquisitions	\$34,679

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,519,361
Official Account	\$54,965
Other Accounts	\$0
Total Funds Available	\$1,574,327

Financial Commitments	Actual
Operating Reserve	\$560,342
Other Recurrent Expenditure	\$18,463
Provision Accounts	\$65,000
Funds Received in Advance	\$15,278
School Based Programs	\$115,281
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	\$270,000
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	\$1,044,364

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.