

2018 Annual Report to The School Community



School Name: Koroit And District Primary School (0618)



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

Attested on 25 April 2019 at 11:26 AM by Marina Milich
(Principal)

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

Attested on 26 April 2019 at 10:13 AM by Jac Monk (School
Council President)

About Our School

School context

Our school empowers students to embrace learning and achieve their personal best. We are committed to social, emotional and educational development of every student, by working in partnership with parents and carers to meet the needs of every student and family. Our focus is about the growth of the whole child and all aspects of their learning journey.

I learn. We belong. Together we achieve. At KDPS we are a Community of Learners working collaboratively in a supportive, success-oriented and challenging environment.

I learn means we support every student to thrive socially, emotionally and academically. We commit to learning through goal setting and risk taking.

We belong means every student is valued and encouraged to succeed in a safe, respectful and inclusive school. We understand and celebrate diversity.

Together we achieve means we work together and along side each other to achieve our personal best and celebrate success. We also understand how to make good choices and support each other to do so.

At Koroit and District Primary School we work together to;

- ensure our students develop a positive sense of self-worth, confidence and wellbeing through a focus on mutual respect, resilience, persistence and empathy
- provide the opportunity for our students to develop life long skills in a safe and inclusive school
- engage and work in partnership families and the wider community to have a positive impact on student learning and school experiences
- implement a curriculum that ensures our students are literate and numerate, critical thinkers and problem solvers who have a love of learning
- engage our students in rich and well rounded educational experiences.

Koroit and District Primary School has an SFO index of .5892 and the school structure is organised into 4 learning communities. Foundation, 1/2, 3/4 and 5/6. Each learning community (except for Foundation) has been designed to integrate a team teaching approach. The Leadership team are committed to supporting the professional development of all staff through our Professional Learning Community meeting process, coaching and mentoring conversations and providing feedback on their teaching through learning walks, observations and student observations. We have a positive staff culture and adhere to a whole staff purpose, Trademark and agreed behaviours.

We consist of a diverse rural school community with students. We follow the Victorian Curriculum with the implementation of a whole school agreed Instructional Model across all subject areas. Our specialist program includes Physical Education, STEM, Visual, Performing Arts and Indonesian. Each learning community also participates in our school Kitchen Garden /Health program two terms per year. Our programs reflect our priority focus on the engagement and wellbeing of students, and are designed to assist in developing skills for life-long learning.

Parents, students and staff work in partnership to support each child's learning journey and parental involvement in the many aspects of school life is highly valued. We have high expectations of our students - regular attendance, active participation and respect. The behaviour management plan is based on the rights of enabling teachers to teach and students to learn and taking personal responsibility for behaviour choices in the class and the yard. We implement a restorative approach in supporting students to rethink poor choices with more appropriate reactions. We cater for a diverse range of abilities. We provide support for these students through whole class, small group and individual instruction. Our Engagement and Wellbeing officer (.5) oversees learning programs for students with additional learning needs including the development and monitoring of Student Support Plans and Individual Learning Plans in consultation with families, classroom teachers and external agencies.

KDPS is highly committed to improving student health in participation in physical activity. KDPS is committed to creating a Community of Learners. Our aim is to ensure that our students develop the understanding and attitudes and skills that result in personal growth, social and physical development, intellectual competence and a desire for life long learning. We want our students to be confident, resilient and collaborative learners.

Framework for Improving Student Outcomes (FISO)

FISO improvement initiative - Building practice excellence

Our plan for 2018 was to develop an Instructional Model for teaching of Literacy (Reading, Writing and Speaking and Listening) for implementation across the school. The outcome was the development of an Instructional Model for teaching and learning across all subject areas. The model consists of 4 components that engage students in their learning during every teaching and learning session. The 4 components include FLUENCY, FOCUS, PRACTICE and REFLECTION. During Fluency students practice learnt skills which are linked to known or new learning for about 5-10 minutes. During Focus the teacher outlines the Learning Intention and Success Criteria, models or guides students through new learning and introduces new vocabulary. During Practice, students have time to engage in the learnt skill. The teacher will work with focus groups with like needs to extend learning then rove to check student understanding during Practice. During Reflection, students reflect on their learning by articulating what they have learnt and why. All teaching staff are committed to the Instructional Model developed for all subject areas. The KDPS model is making an impact on curriculum planning and implementation, engaging and challenging students, confidence in implementing high impact teaching strategies and enhancing overall excellence in teaching and learning. We will continue to work on embedding High Impact Teaching strategies within each component of the model and focus on rigorous assessment practices and feedback to inform teaching and learning as well as provide feedback to students and parents.

FISO improvement initiative - Setting expectations and promoting inclusion

We have developed the Koroit and District Primary School Engagement and Wellbeing framework promoting an inclusive, supportive and respectful school environment. The framework includes 4 components to support engagement with our students, parents and wider school community. We CONNECT with our school students, parents and wider community through our school motto and agreements, our learning community trademark with agreed behaviours, our Instructional Model for teaching and learning, through parents and student voice, strong communication between home and school, parents support programs and information, open classroom sessions, learning community celebrations, whole school celebrations and special days ie Grandparents day, Mother's day breakfast, Father's day breakfast and assemblies. We BUILD Engagement and Wellbeing through a weekly focus in the learning community ie - being inclusive and apply the Respectful Relationships model. We use Gratitude journals across the school and apply a common language to problem solving with our students. We follow a consistent approach to behaviour management across the school and use Restorative conversations to support discussion for reflecting on behaviours. Our next focus is to support our students to GROW through a consistent approach to applying strategic support language for problem solving, including Pause Breathe Flip (PBF), hand breathing, calm reminders, the Learning Pit, above the line/below the line behaviours and I statements. We REFLECT on all aspects of our Engagement and Wellbeing model through day to day interactions with parents and students, survey data (Attitudes to School completed by grade 4,5,6 students, Kidsmatter completed by F-3 students, Parents Opinion Survey and Staff Opinion Survey). We will continue to evaluate our Engagement and Wellbeing Framework to ensure it is supporting every students and their family at KDPS.

Achievement

Comparison of Naplan relative growth (from year 3 to 5) 2017 to 2018:
 Reading high relative growth 0%(2017) and 0% (2018) no change
 Reading medium relative growth 84% (2017) and 44% (2018) decrease

Writing high relative growth 17% (2017) and 19% (2018) slight increase
 Writing medium relative growth 56% (2017) and 56% (2018) no change

Spelling high relative growth 6% (2017) and 19% (2018) increase
 Spelling medium relative growth 47% (2017) and 44% (2018) slight decrease
 Spelling low relative growth 47% (2017) and 38% (2018) decrease

Grammar and Punctuation high relative growth 18%(2017) and 6% (2018) decrease
 Grammar and Punctuation medium relative growth 47% (2017) and 44% (2018) decrease
 Grammar and Punctuation low relative growth 35% (2017) and 50%(2018) increase

Numeracy high relative growth 11%(2017) and 6% (2018) decrease
 Numeracy medium relative growth 58% (2017) and 19% (2018) decrease
 Numeracy low relative growth 32% (2017) and 75% (2018) increase

This highlights that we are consolidating in practice after a year of school review. The findings from the school review have developed our strategic direction for the next 4 years. Our focus will be to improve literacy and numeracy outcomes for all students. We will apply evidence based teaching and learning processes and engage in quality professional learning to support the whole school success.

Engagement

Effective Teaching time 88% (2017) increased to 93% (2018)
 Stimulated Learning 89% (2017) decreased to 86% (2018)
 Effort 84% (2017) increased to 92% (2018)
 Learning Confidence 83% (2017) increased to 91% (2018)
 School Connectedness 87% (2017) increased to 90% (2018)
 Student voice and agency 70% (2017) increased to 77% (2018)

This data demonstrates an improvement across all areas. The findings from the school review have developed our strategic direction for the next 4 years with a focus on student engagement in their learning through the provision of engaging our families and students through voice, agency and leadership. We will research best practice in this area and continue to evaluate our processes to ensure we are doing our best to meet the needs of every student and their family.

We celebrated the success of our first Easter Fair. As a result, we will continue this as an annual event.

Wellbeing

Attitudes to School Data comparison from 2017 to 2018
 Classroom behaviour 86% (2017) to 93% (2018)
 Effort 84% (2017) to 92% (2018)
 Teacher Concern 80% (2017) to 81% (2018)
 Resilience 79% (2017) to 90% (2018)
 School Connectedness 87% (2017) to 90% (2018)
 Student voice and agency 70% (2017) to 77% (2018)
 Managing bullying 88% (2017) to 93% (2018)

Parent Opinion Survey Data comparison
 Student Motivation and support 89% (2017) decreased to 83% (2018)
 Non experience of bullying (2017) decreased to 66% (2018) positive result
 School Connectedness 99% (2018)

We continue to evaluate wellbeing programs and processes. Wellbeing is a priority area and we will continue to strive to create the conditions for and support and success for each student and their family. The appointment of a .5 Engagement and Wellbeing officer ensures whole school supports are in place for funded and non funded

students. In 2019 we are looking forward to engaging in the Geelong Grammar Positive Education Program and implementing the Play is the Way F-6 program - an approach to teaching social and emotional skills using guided play, classroom activities and empowering language.

Financial performance and position

We ensure the budget allocations support our programs, resources and professional development. This year we completed the front of school improvement project which entailed removal of the current front of school garden and the redesign, purchase and planting upgrade. The school grounds improvement project also involved the completion of painting the admin building, F-2 building and 3-6 building. Equity funding has been allocated to the WAVE intervention program which has made a significant impact on learners who are not achieving the standard level of achievement and require additional support in literacy and numeracy. Our Equity funds were allocated to Koorie engagement support and social emotional learning support programs. Our parent payment request is reasonable and meets the cost of school essential items. Approximately 80% of families pay school fees in total. The outstanding amounts are supported by the school. Most optional payments are made also, however, this also becomes an additional cost to the school. There are considerable costs each year in servicing and maintaining our facilities with the heritage buildings, school grounds, folding doors and tree management. We completed 2018 in a surplus. The surplus is also allocated an additional 80,000 for the PLC link initiative. The PLC link initiative is to provide other schools in the Wimmera South West with support in implementing the Professional Learning Community process (PLC) in their schools. Additional surplus funds will be carried over to programs and school needs for 2019.

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

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 162 students were enrolled at this school in 2018, 75 female and 87 male.

np percent of students had English as an additional language and 9 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 - Medium

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	89.7	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	87.8	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	73.9	90.1	82.6	95.3	Lower
Mathematics	81.8	91.1	84.0	96.4	Lower

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	70.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	76.2	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	45.0	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	33.3	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	69.5	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	60.0	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	53.9	61.2	47.0	75.5	Lower
Year 5	Numeracy (4 year average)	35.5	54.8	39.2	71.4	Lower

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	55.6	44.4	0.0
Numeracy	75.0	18.8	6.3
Writing	25.0	56.3	18.8
Spelling	37.5	43.8	18.8
Grammar and Punctuation	50.0	43.8	6.3

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.4	15.1	12.9	18.1	Higher
Average number of absence days (4 year average)	14.6	15.2	13.2	17.8	Higher

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	94	95	92	95	93	93

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	90.0	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	88.1	81.7	73.8	88.7	Higher

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	93.2	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	90.0	81.8	73.7	89.7	Higher

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,496,538
Government Provided DET Grants	\$273,945
Government Grants Commonwealth	\$9,250
Government Grants State	\$0
Revenue Other	\$25,779
Locally Raised Funds	\$107,967
Total Operating Revenue	\$1,913,480

Equity ¹	Actual
Equity (Social Disadvantage)	\$113,590
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$113,590

Expenditure	Actual
Student Resource Package ²	\$1,347,135
Adjustments	\$1,649
Books & Publications	\$768
Communication Costs	\$1,905
Consumables	\$48,970
Miscellaneous Expense ³	\$164,053
Professional Development	\$37,864
Property and Equipment Services	\$85,664
Salaries & Allowances ⁴	\$31,426
Trading & Fundraising	\$19,554
Travel & Subsistence	\$0
Utilities	\$11,765
Total Operating Expenditure	\$1,750,752
Net Operating Surplus/-Deficit	\$162,728
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$49,256
Official Account	\$32,803
Other Accounts	\$192,829
Total Funds Available	\$274,889

Financial Commitments	Actual
Operating Reserve	\$63,617
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$14,431
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,841
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$142,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$274,889

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - 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) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').