2017 Annual Report to the School Community

School Name: Kismet Park Primary School

School Number: 5180

- 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 Regulation 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 2017 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 03 May 2018 at 10:20 AM by Glenn McConnell (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 Regulation 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 2017 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 08 May 2018 at 12:06 AM by Glenn Campbell (School Council President)

About Our School

School Context

Situated in Sunbury, Kismet Park is a school of 442 students. Staffing consists of 23.1 equivalent full time (EFT) teaching staff, 2 Principal class and 8.96 EFT Education Support Staff. Professional Learning Teams support a collaborative environment where staff share professional knowledge to deliver consistent school wide approaches to teaching and learning. Facilities consist of flexible learning spaces that include classrooms clustered around internal learning galleries. These are complimented by a full sized Gymnasium, Visual Arts room and a modern Performing Arts space which was constructed during 2017 as a result of Planned Maintenance and Infrastructure funding which also supported the upgrading of School entrances and the Administration area. Our playgrounds include passive and active areas that encourage social interaction.

Kismet Park strives to provide a highly engaging learning environment where there is focused teaching in Literacy and Numeracy. We offer a broad curriculum that supports and develops students' emotional, physical, social, cultural and academic needs, thereby 'Building The Foundations for Success and Happiness.' Students are encouraged to accept challenges in their learning through a positive, caring, and stimulating environment that fosters curiosity and creativity. In providing a 21st Century approach to learning, Information Communication Technology (ICT) is integral to all areas of the curriculum. A 1:1 iPad program operates in Years 5 and 6 with sets of Netbooks available to students in Years 3 and 4. iPads in Prep to Year 2 allow students to develop digital skills, literacy and knowledge beyond the normal reach of the classroom. As part of the Sunbury Network of schools we are involved in a Middle Years Numeracy Project aiming improve outcomes in Numeracy. The sharing of professional knowledge and practices across our Network of schools is further supported through activities including an annual Combined Curriculum Day.

A comprehensive Performing Arts program that nurtures student skills and interests in Dance, Drama and Music is complemented by Visual Arts sessions that encourage creativity, inventiveness and imagination while refining artistic and manipulative skills. Through Physical Education we encourage an active, healthy lifestyle through involvement in a wide range of physical activity. Our Japanese language program, which is in its third year, develops an understanding of how languages work while teaching students about other peoples and inspiring interest in and respect for other cultures.

A Chaplain, funded through the National School Chaplaincy Program and Equity funding works collaboratively with the student welfare coordinator and leadership team to promote a sense of wellbeing through preventative and early intervention strategies that included individual and group counselling sessions. We worked closely with support agencies such as Autism Connect and fund additional Speech Pathology services to cater for the needs of our students. During 2017 our Kids Matter Action team commenced training in the School Wide Positive Behaviours program in preparation for its introduction in 2018.

We value the strong sense of community that exists between staff, students and their families. A dedicated School Council and Parent Teachers Association enthusiastically support school programs and provide opportunities for our community to come together. We are committed to building on our strong sense of community through the process of becoming an accredited 'Kids Matter' school where there is a strong focus on the mental health and wellbeing of our students

Framework for Improving Student Outcomes (FISO)

Our school's culture of continuous improvement drives staff to extend learning outcomes for all students. There is a strong emphasis of consistency of practice that is supported by a Professional Learning Team (PLT) structure that promotes collaborative planning processes. During 2017 the 'Fountas and Pinnell Levelled Literacy Intervention' program was introduced to classrooms to further build consistency and quality of teaching practice in Reading within our CAFÉ approach. A targeted Literacy intervention program provided support for identified students. Key staff completed the 'Principals as Literacy Leaders' program to ensure our approach is based on current best practice. A comprehensive review of instruction in spelling and writing commenced and will continue into 2018. Through involvement in the Sunbury network's 'Mathematics Community of Practice' staff have been involved in building their knowledge and classroom practices to improve student outcomes in the middle years of school. The MAPPEN Inquiry resource, based on Bloom's Taxonomy provided revitalised classroom Inquiry units and online professional learning for staff. The Kids Matter Framework continued to guide our review of our approach to student wellbeing - work that is vital given the changing needs of our students. Staff participated in updated 'You Can Do It' training, with regular wellbeing sessions being incorporated into classroom programs.

Achievement

The staff at Kismet Park strive for ongoing growth in student learning, where Professional Learning Teams share responsibility for the learning outcomes of all students. Department data indicates that apart from Year 5 Reading, students at Kismet Park performed at levels similar to those attending schools of similar characteristics. The learning gain of students between years 3 to 5, was also similar to those at comparable schools, although below our results of previous years. The implementation of the Fountas & Pinnell Levelled Literacy Intervention program across the school aims to provide support for teachers in addressing the needs of individual students in Reading. Staff identified areas of the writing model to improve explicit instruction related to grammar, planning and editing. Assessment Rubrics were developed and used to inform teacher judgements and assist student self -reflections. A focus on spelling was reflected in an upward trend in results. During 2018 a documented approach to writing and spelling will be completed. A need to increase our focus on Oral Language was identified. This is being supported through staff professional learning, sharing of

practice and resourcing Outcomes in Numeracy again reflected those of students at similar schools. An analysis of student responses indicated a need to include a greater focus on the application of mathematical knowledge and skills to conduct investigations and solve problems. The MAPPEN Inquiry program provided new challenges for students and staff, broadening their understanding and knowledge of the world around them. As students responded positively to the new units of work the trial of MAPPEN will continue in 2018. Our focus on lifting the performance of students working beyond their expected level will continue.

Engagement

Although overall student attendance, which is comparable to schools simlar charcteristics, has remained constant over the past few years there is an upward trend in absenteeism in the lower school. Strategies to reduce absenteeism will include regular monitoring of attendance and communication with parents. Though the Year 5/6 Attitudes to school survey 88% of of students reponded postively to questions regarding attendance. When reflecting on learning in classrooms more than 88% responded postively to 'Stimulating Learning', 'Differentiated Learning Challenges' and 'High Expectations for Success', indicating students are engaged in their learning. By referring to learning intentions and individual goals students have a better understanding of what they are learning. To better support students in reflecting on their learning, teachers are working to include clear success criteria in weekly curriculum planning. Increased access to   Information Communication Technology (ICT) engages students in a wide variety of challenging learning experiences. During 2018 we will focus on further increasing access to ICT and STEM resources. Higher achieving students are provided with extension opportunities including the 'International Competitions and Assessments for Schools' and a weekly extension Mathematics program at Years 5&6 to further challenge their thinking. By providing opportunities for families to learn about school programs we aim to strengthen links between home and school. The introduction of the online SeeSaw 'app' across the school in 2018 will help strengthen connections between the classroom and home while improving parent awareness of classroom learning programs.

Wellbeing

Responses to the 2017 Attitudes to School Survey indicate 81% of students responded positively to questions related to school connectedness and 90% felt a sense of inclusion. While our students feel connected to school, responses to student voice and agency indicate a need to further promote leadership opportunities and provide other avenues for students to share their thoughts and ideas about the school environment and their learning. 78% of students responded positively to being 'resilient'. Strategies to further build the resilience of students include regular classroom based 'You Can Do It', relaxation and mindfulness sessions which will be further developed during 2018. 'You Can Do It' and 'Mindfulness' training was provided to both staff and the community. Social Skills sessions, Lunch Time Activities and our Better Buddies program provided purposeful recreational and social opportunities for students. Our 'Are You Ready?' transition program promoted resilience and connectedness as students moved through the school. In 2017, as part of the Kids Matter process we commenced preparing staff for the introduction of the School Wide Positive Behaviours Support (SWPBS) framework. SWPBS promotes evidence based practices and organizational systems for establishing a safe, purposeful and inclusive learning environment. A Chaplain employed through the National Schools Chaplaincy Program (NCSP) provided advocacy, building upon our Social Skills Program and working closely with families needing access to a range of wellbeing services. The Chaplaincy program also provided Parent Education and support group sessions. To cater for increasing needs the Chaplaincy program will be extended to four days.

For more detailed information regarding our school please visit our website at
http://www.kismetparkps.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

Enrolment Profile

A total of 451 students were enrolled at this school in 2017, 225 female and 226 male.

1 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 🟢 Similar appears below Results: Mathematics	🟢 Similar 🟢 Similar

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🟢 Similar 🟢 Similar 🟢 Similar 🟢 Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🔵 Lower 🟢 Similar 🟢 Similar 🟢 Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 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 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'.	**Reading** 36 % / 36 % / 27 % Low / Medium / High **Numeracy** 40 % / 44 % / 16 % Low / Medium / High **Writing** 43 % / 43 % / 15 % Low / Medium / High **Spelling** 29 % / 55 % / 17 % Low / Medium / High **Grammar and Punctuation** 31 % / 55 % / 14 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** 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. Average 2017 attendance rate by year level:	Results: 2017 0 ⟶ 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 ⟶ 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	92 %	92 %	93 %	93 %	92 %	92 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017	Similar

How to read the Annual Report

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

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

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

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

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
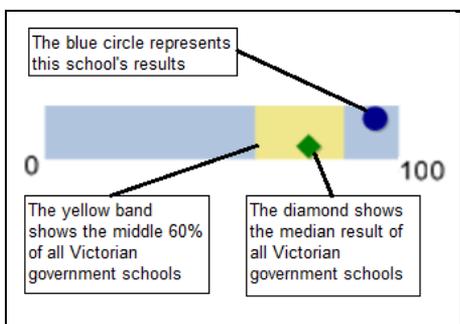
What does *School Comparison* refer to?

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

The comparison measure takes into account the school's 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.
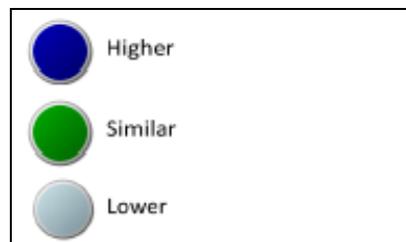
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$3,122,323
Government Provided DET Grants	$626,240
Government Grants Commonwealth	$2,262
Revenue Other	$16,446
Locally Raised Funds	$398,823
Total Operating Revenue	**$4,166,094**

Equity[1]	
Equity (Social Disadvantage)	$39,468
Equity Total	**$39,468**

Expenditure	
Student Resource Package[2]	$3,011,302
Books & Publications	$975
Communication Costs	$9,735
Consumables	$74,311
Miscellaneous Expense[3]	$301,656
Professional Development	$19,192
Property and Equipment Services	$251,084
Salaries & Allowances[4]	$56,133
Trading & Fundraising	$75,484
Travel & Subsistence	$89
Utilities	$39,299
Total Operating Expenditure	**$3,839,260**
Net Operating Surplus/-Deficit	**$326,835**
Asset Acquisitions	**$18,970**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$18,787
Official Account	$167,530
Other Accounts	$15,789
Total Funds Available	**$202,106**

Financial Commitments	
Operating Reserve	$121,254
Other recurrent expenditure	$80,851
Total Financial Commitments	**$202,106**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 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. Our Program Budgets and workforce plans are reviewed annually to ensure that financial resources support the implementation of Key Improvement Strategies. Close monitoring of expenditure ensures resources are allocated to areas of need identified during annual reviews of our performance. During 2017 funds were targeted towards building the capacity of staff to improve student outcomes along with targeted intervention through the

implementation of the Fountas and Pinnel Levelled Literacy Intervention program. Classroom ICT resources were upgraded through a new lease arrangement.

Equity funding supported weekly collaborative planning time for Year Level Professional Learning Teams, allowed teachers to share their classroom practices to promote consistency of teaching approaches and employed Education Support Officers to provide learning support to targeted students. National School Chaplaincy Programme (NSCP) funding along with some school funds supported the employment of a Chaplain for two days per week.

An enthusiastic Parent Teacher Association undertook a range of fundraising activities that support school initiatives. (Funds identified as locally raised also include parent payments for camps and excursions). Budgets reflect the need to ensure we maintain an appropriate level in our cash reserves while continuing to support the implementation of school programs and improvements to facilities. The school contributed funds towards the completion of a capital works and maintenance project which upgraded our existing facilities. The project reached 'practical completion by December 2017.