2018 Annual Report to The School Community

School Name: Keilor Views Primary School (5539)

- 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 23 March 2019 at 12:04 PM by Helen Butler (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 06 September 2019 at 09:08 AM by Jadranka Skrivanek (School Council President)

About Our School

School context

Keilor Views Primary School is located in the suburb of Keilor Downs in the City of Brimbank, approximately 25 kilometers from the Melbourne Central Business District. Keilor Views Primary School officially opened in 2010 as a result of a merger and is located on the former Keilor Downs Primary School site. Keilor Views Primary School holds high expectations of all stakeholders in the learning process with a strong emphasis on activating authentic student voice. Staff work together in Professional Learning Teams and Communities of Practice, dedicated to building teacher capacity, and improving student learning progress and outcomes at all levels. Supported by our school based coaching and mentoring program.

Our academic, social and extra-curricular activities create opportunities for all students to participate and engage in learning in a respectful and safe learning environment. Our focus is to enhance student wellbeing through the delivery of whole school evidence based practices and programs which; engage all students socially, emotionally and academically, are embedded into our everyday teaching and learning, and are an intrinsic part of our school culture. In 2018, the school continued to be a lead school in the implementation of the Resilience, Rights and Respectful Relationships (RRRR) curriculum for South Western Victorian Region. A total of 449 students were enrolled at Keilor Views Primary School in 2018, with 42 percent of students having English as an additional language. The overall school's socio-economic profile (SFOE) is 0.52, considered to be in the band of low-medium. In 2018, the staffing profile comprised of 31.2 equivalent full-time staff and 16.5FTE support staff: 3 Principal class, 31 teachers, 17 Instructional Support Staff and 1 Acting Business Manager. Keilor Views Primary School provides an approved curriculum framework differentiated to meet student needs. Classroom programs are supported by Specialist programs which include: Physical Education, Visual Arts, Performing Arts, and STEM. The creation of a fourth specialist hour has allowed for Year Level teams to collaborate in highly effective Professional Learning Teams. This year the school will introduce an Italian cultural curriculum in Years Prep-2. Additional learning programs included P-6 swimming program, inter-school sports, SEAL pups, Camps, incursions and excursions and student leadership. Our student wellbeing and engagement Assistant Principal supported the school and students with recess and lunchtime social skills activities to create a positive and engaging environment for all students while improving attendance, resilience, personal engagement and a sense of belonging.

In 2018, the school was engaged in the school review process and a result of the recommendations will revisit our vision and values to align with the direction of the next school strategic plan in collaboration with the community, and consistent with the school's philosophical position of the school and community as a whole being a professional learning community, and giving students the permission to take ownership of their learning.

Framework for Improving Student Outcomes (FISO)

The School's FISO priority areas in 2018 were Building Practice Excellence, Empowering Students and Building School Pride, and Setting Expectations and Promoting Inclusion. These improvement initiatives allowed us to focus on the development of staff capacity to increase the consistency of the delivery of a guaranteed and viable curriculum. In 2018, the school's organizational timetable was made to support Professional Learning Teams (PLTs) and Communities of Practice (CoP), to ensure teaching teams met regularly to plan, assess and evaluate learning, and engage in professional learning, to further enhance planning, reduce variability and embed a common language of learning throughout the school. This will be a continued focus in 2019, as new staff join the school and we continue to build consistency in the areas of assessment practices, and collecting and analysing data to differentiate learning and set appropriate learning goals. The school also introduced a coaching mentoring program releasing key staff to observe coaching cycles to build sustainability within the coaching program within the school and empowering staff as learners. Staff were encouraged to participate in Bastow instructional leadership programs and attend network aligned literacy professional learning and development to build capacity and sustainability of school improvement measures.

In 2018, our role as lead school in Resilience, Rights and Respectful Relationships Program continued to focus on the area of building staff and student capacity in inclusion practices as aligned to the FISO domain 'Setting Expectations and Promoting Inclusion'. The school continued to focus our RRRR CoP on monitoring the

effectiveness of our wellbeing curriculum as it aligned with our 2018 AIP goals for wellbeing and engagement. In 2018, the school review team acknowledged the strong focus the school has on empowering student voice with the student leadership team structure having evolved in to a broader representation of students from Year 6, divided in to 3 key Pupil Professional Learning teams aligned to the AIP priority areas and FISO dimensions - turning voice into 'agency' with students beginning to co-develop assessment and curriculum (in writing and mathematics). The Panel noted that the student leadership team met weekly with the Principal class team before school to look at whole school data as related to the SSP, provided feedback on newly developed rubrics for writing, reading goal charts, the 2018 report format and content and analysing Student Attitudes to School survey data results. The Student Leadership Team was restructured to include new focuses of school pride, community connectedness and sustainability focus. Peer mediation and Junior School Council was revitalized and a cyber-safety student team was established providing greater opportunity for student voice and agency across the school. The school continued to focus on our communication strategy to the Parent and wider-community in 2018, as we recognise the strength in having strong school-community partnerships, holding several successful learning afternoons for the community, making changes to the timing of our whole school assembly and launching a new website led by our students.

Achievement

Keilor Views Primary School identified Literacy (Reading and Writing) and Numeracy as major foci for improvement in the School's four year Strategic Plan ending in 2018, and in the 2018 Annual Implementation Plan. In the area of student learning in 2018, our teacher judgement achievement data indicated we were at a level 'similar to other schools' in the State, maintaining the 2017 improvement results. We will continue to focus on increasing the precision of our judgements in PLTs with teachers,as the layered approach to professional learning and moderation across teams continues to be the key improvement strategy in supporting sustainability in improvement. Year 3 and 5 NAPLAN results, in reading and numeracy, indicated achievement similar to that of other schools, with results in Year 3 and 5 numeracy showing improvement from 2017, and Year 5 Reading maintaining achievement 'similar to other schools' in 2018. This improvement has been as a result of the focus across the school in reading supported by the school's coaching and mentoring program increasing teacher capacity and raising awareness in numeracy and effective numeracy practices in PLTs. In 2018, NAPLAN learning gain from Years 3-5 indicated high gain from the 'low' to 'medium' and 'medium' to 'high' bracket in the area of Writing, this attributed to the focus in our Communities of Practice on introducing writing rubrics to support moderation practices in writing and teacher judgments and professional learning supported by the Department of Education's Literacy portal, Network and in-school professional learning structures. In Reading and Numeracy 'growth' Years 3 and 5, Numeracy saw improvement in gains in 'high' growth however there was a decrease in Reading growth during the same period. These have been highlighted as continued areas of focus in the School's 2019-2022 Strategic Plan.
 PLTs will continue to focus on diagnosing learning gaps accurately using data, and identifying the most effective research supported intervention/practice to support the needs of students in their classrooms. Communities of Practice will continue to engage in mapping the curriculum in these areas as a process of professional learning inquiry and the School's commitment to making the curriculum accessible to all of our students, and building self-regulated and self-aware learners. Students in the Program for Students with Disabilities worked towards achieving the goals of their Individual Learning Plans, which were reviewed in the Student Support Group meetings held each term. The results of our students in NAPLAN in the PSD program showed the greatest 'growth' in Reading and Numeracy.
The school is in a good position moving forward after spending a year of reflection as part of the school review process, and identifying its strengths and next steps in improvement.

Engagement

School attendance data in 2018 was similar to that of schools in the State. Common reasons for non-attendance were family holidays and illness. The school continued with a number of strategies to monitor non-attendance data including, daily follow up phone calls to parents regarding unexplained absences, the Green Tick of Attendance, letters sent to families regarding number of absences, regular notices in the school newsletter and in our Student Report, and the introduction of the 'golden A' at assembly. The average attendance rate has been

maintained across years P-6 for 2018 with a small improvement in years P-2.
There will be a continued focus on approving student attendance in 2019 through the DET Every Day /Every Minute Counts initiative and the SWMR Attendance Strategy. The school continues to work with the community in understanding the importance of students' regular attendance at school and parents informing the school about absences. Close monitoring of attendance data and correspondence of parents will continue, along with additional student and class attendance awards. The school will focus on creating a positive climate for learning through the activation of student voice to empower students and enhance learning outcomes through the use of learning intentions and success criteria, and the setting of challenging learning and social and emotional goals. At the end of 2018 a Student Attendance Officer was appointed and newly developed 'late to school' process has been developed for 2019 in order to capture late arrivals and staff attendance marking procedures for accuracy.

Wellbeing

In our quest for quality and excellence the school motto of VISION, INTEGRITY, PRIDE, pervades the school's culture and has high expectation of all students, staff and families that all members of our community have a right to be treated with respect and dignity and participate fully in an educational environment that is safe, supportive and inclusive. Our results in the 2018 Student Attitudes to School Survey for students in Years 4-6 showed Keilor Views to be above the median of 'similar to that of other schools' in 'Connectedness to School' at State level, with 'Student Perceptions of Safety' maintaining above the median in 2018 again. We will continue to embed our whole school 'Anti-Bullying program' and introducing the research-based School Wide-Positive Behaviors Program in 2019.
In its second year as a lead Resilience, Rights and Respectful Relationship School students and staff are consolidating both the curriculum and behaviors of the program effectively. The School's approach to promoting the participation and empowerment of student voice in the delivery of the Victorian Curriculum, school wide programs, policies and procedures supports the premise we hold of primary prevention in giving our students strategies through the following whole school programs: Digital, Citizenship, Sexuality Education, Better Buddies and Transition.
In 2019, there will be a focus on projects led by the school's Student Leaders at all levels to further support the goals of wellbeing including utilization of the ACER Six Star Wellbeing survey from years 3-6 each term as a highly effective social, emotional and well-being data tool and engagement in the Victorian Learning Commission agency project.

Financial performance and position

Equity funding was used to resource the Coaching & Mentoring Programs, Middle Level Leadership Development, Professional Learning Team structures to support data analysis and professional learning of staff, Communities of Practice inquiries into effective reporting, writing continuum development and research practices, and Respectful Relationship Program- in line with the School's SSP and 2018 Annual Implementation Plan goals. The school also invested in literacy intervention training and kits to support the school's early year's literacy program. Expenditure in the area of buildings and grounds in 2018 included: ICT hardware leasing and licenses to support classroom programs, addressing identified OH&S maintenance and school pride landscaping and sustainability projects. Additional laptops for the reading program were purchased as was explicit teaching furniture to support focused teaching and annual school maintenance projects. In addition, the school will be investing funds in 2019, on training in PAT assessment tools, leadership development (at all levels) Math's Specialist program and continued coaching and mentoring program.

**For more detailed information regarding our school please visit our website at
https://www.kvps.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 449 students were enrolled at this school in 2018, 203 female and 246 male.

42 percent were EAL (English as an Additional Language) students and ND 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).

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

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 0 ──────────●──▢──◆── 100 Results: Mathematics 0 ────────●─▢──◆── 100	● 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)	Similar 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** 30% Low / 48% Medium / 22% High **Numeracy** 36% Low / 39% Medium / 25% High **Writing** 16% Low / 50% Medium / 34% High **Spelling** 24% Low / 56% Medium / 21% High **Grammar and Punctuation** 24% Low / 47% Medium / 29% High	NAPLAN Learning Gain does not require a School Comparison.

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: ◆

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 2018 attendance rate by year level:

Student Outcomes:

Results: 2018

0 ──────────────── 50

Few absences <------> Many absences

Results: 2015 - 2018 (4-year average)

0 ──────────────── 50

Few absences <------> Many absences

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

School Comparison:

Similar

Similar

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: 2018 Results: 2017 - 2018 (2-year average)	Similar 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: 2018 Results: 2017 - 2018 (2-year average)	Similar Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	$4,340,936
Government Provided DET Grants	$751,193
Government Grants Commonwealth	$5,324
Revenue Other	$18,776
Locally Raised Funds	$305,883
Total Operating Revenue	**$5,422,112**

Equity[1]	
Equity (Social Disadvantage)	$456,819
Equity Total	**$456,819**

Expenditure	
Student Resource Package[2]	$4,299,847
Books & Publications	$28,054
Communication Costs	$10,511
Consumables	$51,948
Miscellaneous Expense[3]	$369,771
Professional Development	$17,261
Property and Equipment Services	$307,017
Salaries & Allowances[4]	$126,569
Trading & Fundraising	$276,543
Travel & Subsistence	$21,562
Utilities	$46,188
Total Operating Expenditure	**$5,555,271**
Net Operating Surplus/-Deficit	**($133,160)**
Asset Acquisitions	**$1,900**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	$276,743
Official Account	$18,287
Total Funds Available	**$295,030**

Financial Commitments	
Operating Reserve	$196,020
Other Recurrent Expenditure	$4,512
Funds Received in Advance	$68,667
School Based Programs	$56,624
Asset/Equipment Replacement < 12 months	$44,164
Total Financial Commitments	**$369,987**

(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 15 March 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
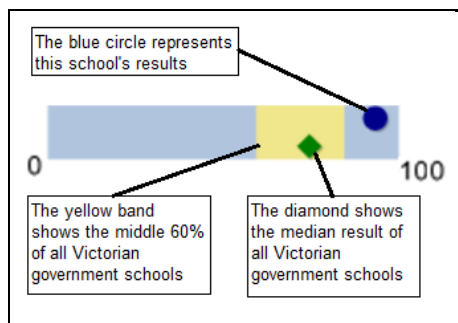   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
    - 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).


The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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.

Higher

Similar

Lower
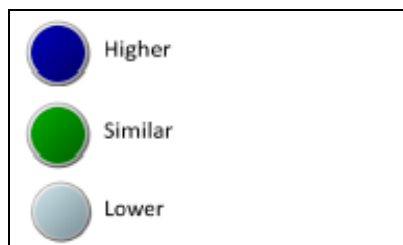
More information on School Comparison performance measures can be found at: http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* 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').