2017 Annual Report to the School Community

School Name: Keilor Views Primary School

School Number: 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 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 23 April 2018 at 06:13 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 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 26 April 2018 at 12:00 PM by Scott Edgar (School Council President)

About Our School

School Context

Keilor Views Primary School is located in the suburb of Keilor Downs with an enrolment of 444 students from diverse backgrounds. At Keilor Views, our students are effective learners that are provided a guaranteed and viable curriculum, individualised to support and enrich each student's learning needs. The school is an inclusive educational setting that prides itself on the delivery of a high quality curriculum and evidence-based, researched proven practices that make a difference to learning. The school is creating learners that are resilient, seek feedback, wonder and collaborate, supported through our effective learner qualities. Our principles Pride, Vision and Integrity underpin our school culture.

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. This is strongly reflected in our School Strategic Plan.

In 2017, Keilor Views Primary School had 50 equivalent full-time staff: 3 Principal class, 31 teachers and 15 Instructional Support Staff. Classroom programs were supported by Specialist Programs which included: Physical Education, Visual Arts, Performing Arts, and the introduction of STEM in 2017. This allowed a fourth hour for Year Level teams to collaborate in highly effective Professional Learning Teams. 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.

Framework for Improving Student Outcomes (FISO)

The School's FISO priority areas in 2017 were Building Practice Excellence, 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. A restructure of the 2017 school's organizational timetable was made to support Professional Learning Teams (PLTs) and Communities of Practice, 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 2018, 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.

In 2017, a major focus of 'Setting Expectations and Promoting Inclusion' area was building staff and student capacity in inclusion practices through the Resilience and Rights Respectful Relationships Program. In 2017 a focused CoP was established to plan, develop and monitor the effectiveness of our wellbeing curriculum as they align with our Strategic Plan goals in the student wellbeing and engagement portfolio. In 2018, the CoP will continue to evolve as we focus on improvement in our student opinion survey in 'school connectedness' with teachers. Part of this strategy is to research and implement new initiatives to continue to strengthen the area of 'student voice' and 'student agency'.

In the priority area of Building Community we will continue 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 in success for our students in learning.

Achievement

Keilor Views Primary School has identified Literacy (Reading and Writing) and Numeracy as major foci for improvement in the School's four year Strategic Plan, and in the 2017 Annual Implementation Plan. In the area of student learning in 2017, our teacher judgement achievement data indicated we were at a level 'similar to other schools' in the State, which was an improvement on our 2016 results. The restructuring of PLTs at the beginning of the year and focus on professional learning and moderation across teams was a key strategy in this success. Year 3 and 5 NAPLAN results, in reading and numeracy, indicated achievement similar to that of other schools, with results in Year 5 Reading indicating a higher level of achievement. This is a result of the coaching program to increase teacher capacity. Writing will be a continued area for improvement in the 2018 AIP in order to increase growth from Year 3 to Year 5.
NAPLAN learning gain from Years 3-5 indicated high gain from the 'low' to 'medium' bracket in the area of Reading, with numeracy in Year 3 highlighted as an area for improvement.

Numeracy and Literacy will continue to be significant foci in 2018, as per our 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.

Engagement

School attendance data in 2017 was similar to that of other schools in the State. Common reasons for non-attendance were family holidays and illness. The school implemented a number of strategies to ensure regular attendance at school including data collection, 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.

There will be a continued focus on approving student attendance in 2018 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.

In 2018, the school will explicitly teach the Capabilities within the Vic Curriculum to cultivate higher order thinking and use digital technology as an Integral component of learning and teaching.

Wellbeing

Our results in the 2017 Student Attitudes to School Survey for students in Years 4 & 5 showed 'Connectedness to School' to be similar to that of other schools and at State level, with 'Student Perceptions of Safety' being high. We will continue to embed our whole school 'Anti-Bullying program' in 2018.

The school is a Resilience, Rights and Respectful Relationship Lead School and has been selected to be part of a three-year research project that will investigate the impact of the Resilience Rights and Respectful Relationships program in schools.

At KVPS we have a whole school approach to promoting the participation and empowerment of children through our delivery of the school developed programs (aligned with the Victorian Curriculum), policies and procedures. We work on the premise of primary prevention in giving our children strategies through the following whole school programs: Digital, Citizenship, Sexuality Education, Better Buddies and Transition.

In its quest for quality and excellence the school motto of VISION, INTEGRITY, PRIDE, pervades the school's culture and is underpinned by our values of excellence, honesty, persistence, respect, responsibility and trust.

Keilor Views School believes that students, staff and families have a right to be treated with respect and dignity and participate fully in an educational environment that is safe, supportive and inclusive.

In 2018, there will be a focus on projects led by the school's Student Leaders and Peer Support program.

For more detailed information regarding our school please visit our website at 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 444 students were enrolled at this school in 2017, 208 female and 236 male.

47 percent were EAL (English as an Additional Language) students and 0 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 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)	🔵 Higher 🟢 Similar 🟢 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 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** 11 % / 65 % / 24 % Low / Medium / High **Numeracy** 24 % / 59 % / 17 % Low / Medium / High **Writing** 28 % / 48 % / 23 % Low / Medium / High **Spelling** 28 % / 47 % / 25 % Low / Medium / High **Grammar and Punctuation** 27 % / 52 % / 22 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

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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
91 %	90 %	92 %	93 %	93 %	93 %	94 %

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: ◆

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 0 ─────────────── 100	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 0 ─────────────── 100	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)
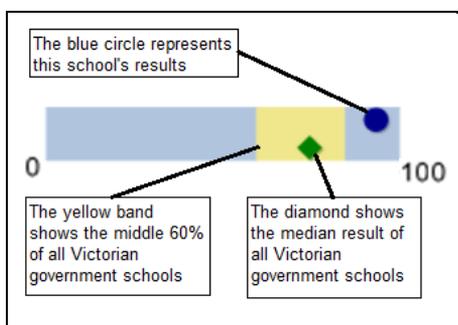
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

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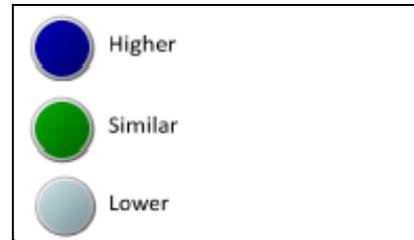
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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	$4,020,157
Government Provided DET Grants	$789,140
Revenue Other	$23,551
Locally Raised Funds	$453,165
Total Operating Revenue	**$5,286,013**

Equity[1]	
Equity (Social Disadvantage)	$520,557
Equity Total	**$520,557**

Expenditure	
Student Resource Package[2]	$4,012,228
Books & Publications	$35,894
Communication Costs	$10,345
Consumables	$45,132
Miscellaneous Expense[3]	$281,959
Professional Development	$35,729
Property and Equipment Services	$316,767
Salaries & Allowances[4]	$74,676
Trading & Fundraising	$114,724
Travel & Subsistence	$9,767
Utilities	$38,788

Total Operating Expenditure	**$4,976,009**
Net Operating Surplus/-Deficit	**$310,005**
Asset Acquisitions	**$157,534**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$297,498
Official Account	$22,023
Total Funds Available	**$319,521**

Financial Commitments	
Operating Reserve	$148,117
Asset/Equipment Replacement < 12 months	$26,532
Maintenance - Buildings/Grounds incl SMS<12 months	$15,000
Revenue Receipted in Advance	$82,793
School Based Programs	$44,322
School/Network/Cluster Coordination	$2,207
Total Financial Commitments	**$318,970**

(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.
Equity funding was used to resource the Coaching Program, Professional Learning Team development in data literacy, and Communities of Practice inquiries into assessment and reporting, writing curriculum and research practices, and Respectful Relationship Program- in line with the School's SSP and 2017 Annual Implementation Plan goals. In addition, the school will be investing funds in 2018 on intervention program Levelled Literacy Intervention Program and PAT assessment tools. Expenditure in the area of buildings and grounds in 2017 included: purchase of SMART TVs and ICT

hardware leasing; additional laptops for reading program, the building of two new playground; replacement of air-conditioners and heaters; and wear and tear maintenance.