

2015 Annual Report to the School Community

Kalinda Primary School

School Number: 5121



Name of School Principal:

Gail Pollard

Name of School Council President:

Stephen Grix

Date of Endorsement: 18/4/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Kalinda Primary School is an energetic learning environment which continually seeks ways to further improve our excellent programs so that every student's individual learning needs are met. Our children acquire competencies needed for further education, the workplace of today and the future and the achievement of a quality lifestyle. In 2015 Kalinda had 20 classroom teachers and 5 specialist teachers. 13 PSD students were well supported by our Integration Coordinator and 11 Integration Aides. Kalinda offers a diverse range of specialist programs, fostering the development of creativity and imagination, including those in Music and Performing Arts, Visual Arts, Physical Education and Japanese. Information technology is well-resourced and incorporated across the curriculum led by teachers with high expertise. Our 1:1 iPad program in Grades 5 and 6, complementing our Challenge Based Learning program, has attracted visitors from 40 different schools in the past 2 years, including schools in Singapore. We have strong sister-school relationships with schools in India and Japan. Following the visit from JIRS, our sister-school in India, at the beginning of 2014 we will visit JIRS in August 2015. This 2 week visit was an incredible experience for both students and teachers and also had a very positive effect on the Kalinda community. A visit to Lilyvale PS in Japan with Warranwood PS is being planned for October 2016 and well supports the LOTE program. The Stephanie Alexander Kitchen Garden program for Grades 3 and 4 continues to be a great success with parents and teachers very enthusiastic about the program. Suggested recommendations for future improvement are set out in our Strategic Plan 2015-2018.

Achievement

The school recognizes that Literacy and Numeracy improvement for all students should continue to be a significant focus in 2016. 21st Century Learning is well developed at the school, utilizing quality pedagogy, Challenge Based learning and technology. In 2015, NAPLAN outcomes in Literacy and Numeracy at both Years 3 and 5 register at, or slightly above, State levels

- Learning growth between Years 3 and 5 is above State levels in Reading and Numeracy;
- Over the review period, the percentage of students, deemed capable, who are achieving below the national minimum standards in reading, writing and numeracy reduced to nil.
- The school is building the capacity of teachers to implement a cohesive, school wide approach to teaching and learning via strategically planned professional learning.

Engagement

Student engagement and empowerment is a strength of the school. The Quality Beginning program in the first week of the year sets goals and expectations that guide student behavior and citizenship. The school has been successful in improving student engagement via a range of strategies with ICT being at the forefront of these:

- Increased use of ICT as a learning tool with a major focus on the pedagogically appropriate use of ICT
- The 1:1 iPad program in level 4 provides a stimulating learning environment for students, which includes eLearning opportunities

Student empowerment is also built via Challenge Based Inquiry learning. This continues to provide pathways for personalized learning and hence the engagement of students in areas of their interest and individual investigations where students are able to connect to the real world.

Wellbeing

Positive and responsible student behaviour is an expectation at Kalinda PS. Learning environments are based on positive behavior, mutual respect and cooperation which features:

- Behavior Management processes consistently applied from Foundation-6
- Individualized behavior management programs are tailored to meet the needs of students where appropriate
- Students report that they enjoy an environment where bullying, harassment, violence and discrimination are not tolerated
- Cyber bullying is effectively addressed via the school's ICT program

Strong home/school partnerships have been built via: class blogs, school website and Facebook sites, Parent Information sessions, Parent Teacher interviews, school newsletters

Productivity

The past period has seen sound fiscal management in relation to:

- A clear direction for professional learning focusing on contemporary pedagogy that supports, and is compliant with, the Australian Curriculum
- Professional learning designed to build staff efficacy so that programs are of a high standard – engaging and challenging all students.
- Human resourcing staffing decisions are based strongly around the building of effective teams as agents of change

Physical resourcing has provided attractive classrooms, appropriate furniture and ICT infrastructure that has greatly supported collaboration and flexible use of teaching and learning spaces in addition to enhancing pride in the school

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 467 students were enrolled at this school in 2015, 233 female and 234 male. There were 7% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.









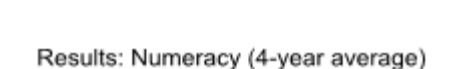





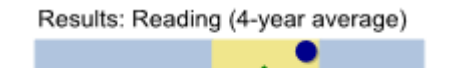
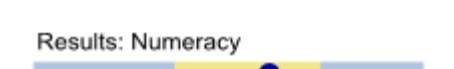
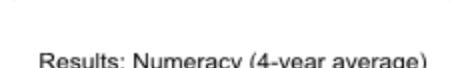




Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 




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





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>45%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>49%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>49%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>46%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>40%</td> <td>40%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	45%	28%	Numeracy	28%	49%	23%	Writing	25%	49%	25%	Spelling	22%	46%	32%	Grammar and Punctuation	21%	40%	40%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	28%	45%	28%																							
Numeracy	28%	49%	23%																							
Writing	25%	49%	25%																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="566 824 1037 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	94 %	94 %	93 %	91 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	94 %	94 %	93 %	91 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

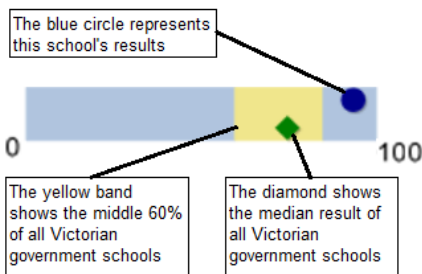
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

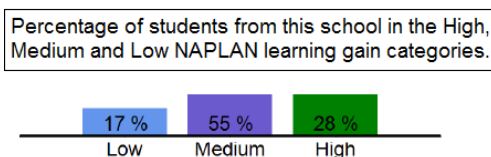
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

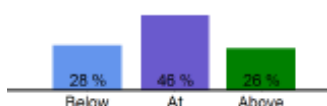


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,110,192	High Yield Investment Account	\$351,775
Government Provided DET Grants	\$382,501	Official Account	\$29,194
Government Grants Commonwealth	\$34,247	Other Accounts	\$528,990
Revenue Other	\$54,834	Total Funds Available	\$909,959
Locally Raised Funds	\$450,585		
Total Operating Revenue	\$4,032,358		
Expenditure		Financial Commitments	
Student Resource Package	\$3,041,037	Operating Reserve	\$132,477
Books & Publications	\$29,249	Asset/Equipment Replacement < 12 months	\$83,597
Communication Costs	\$10,388	Capital - Buildings/Grounds incl SMS<12 months	\$110,000
Consumables	\$67,457	Maintenance - Buildings/Grounds incl SMS<12 months	\$15,600
Miscellaneous Expense	\$219,502	Revenue Received in Advance	\$94,735
Professional Development	\$23,496	School Based Programs	\$62,015
Property and Equipment Services	\$294,974	School/Network/Cluster Coordination	\$9,768
Salaries & Allowances	\$127,603	Provision Accounts	\$7,000
Trading & Fundraising	\$82,981	Asset/Equipment Replacement > 12 months	\$58,167
Travel & Subsistence	\$18,320	Capital - Buildings/Grounds incl SMS>12 months	\$200,000
Utilities	\$37,612	Maintenance -Buildings/Grounds incl SMS>12 months	\$136,600
		Total Financial Commitments	\$909,959
Total Operating Expenditure	\$3,952,620		
Net Operating Surplus/-Deficit	\$79,738		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

A sound financial position has been maintained during 2015. Government funds and those raised through parent contributions and local fundraising were allocated to meet the needs of students consistent with the school's Strategic Plan and Annual Implementation Plan. Property maintenance and development, as well as the provision of capital equipment in a modern technological learning environment, will require careful planning and the employment of appropriate prioritization strategies. With government and the ongoing support of a school community which values the provision of high quality educational opportunities for students, the school is well placed to meet the challenges ahead.

