**2020 Annual Report to**

**The School Community  
  
School Name: Kent Park Primary School (5082)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2020 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 13 May 2021 at 10:23 AM by Kieran Denver (Principal) |

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| The 2020 Annual Report to the school community:   * has been tabled and endorsed at a meeting of the school council * will be publicly shared with the school community. |
| Attested on 13 May 2021 at 07:56 PM by Brett Sydney-Smith (School Council President) |

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How to read the Annual Report

What has changed for the 2020 Annual Report?

**Improved appearance**

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school’s data with state averages and similar school groups.

**School performance data**  
  
The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section provides a brief background on the school, an outline of the school’s performance over the year and future directions.

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 includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

**Achievement**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

*Note: NAPLAN tests were not conducted in 2020*

**Engagement**

Student attendance at school

**Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

* Sense of Connectedness
* Management of Bullying

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

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *‘Victorian Curriculum’*?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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’).

**About Our School**

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| School context |
| Our Vision and Values The Students Teachers and community of Kent Park Primary School embrace the Values of Kindness, Respect and Responsibility. We are a collaborative learning environment which empowers all students to reach high standards, take pride in themselves and become life-long learners. Kindness - is showing others they are valuable by how you treat them. Respect - is caring enough to think about others' feeling before you act. Responsibility - is making good choices, doing what is right and taking ownership of your behaviour.  Kent Park Primary School is located in the outer-eastern Melbourne suburb of Ferntree Gully.  Facilities include a flexible, modern, 10 classroom main building with art room, music room, library and additional learning spaces. A large assembly hall, full-sized BER gymnasium, STEAM and robotics room, Environment and Sustainability room, OSHC room, 3 mod-5 portables and main administration building complete the buildings.  The grounds include a separate Prep playground area, 2 sandpits, 3 basketball courts, 3 playgrounds, oval, 2 vegetable gardens, fruit trees and chicken coop in a mature native garden setting. West Gully Kinder, run by the Knox City Council, is located directly next to the school on Dobson St.  Staffing consists of a Principal, 9 classroom teachers, 2 specialist teachers, 6 integration aides, business manager, part-time office manager, social worker and trainee school therapy dog. The Leadership Structure introduced in 2018 consists of 3 School Improvement Team Leaders for Literacy, Numeracy and SWPB and 3 Year Level/PLC leaders.  Specialist subjects include Physical Education and Auslan with semester rotations for STEAM (Science, Technology, Environment, Art, Engineering), Environment and Sustainability, Visual Art and Performing Arts. Other programs offered include swimming, grade 3-6 camps, Bike Education, school production etc.  Technology was upgraded in 2019 with 36 iPads, 30 laptops, WebEx board added to smart TV's in every classroom and several desktop computers.  Enrolments have stabilized recently between 210-220 students. Prior to this, enrolments had dropped significantly from 432 in 2016 and 289 in 2018. Prep enrolments for 2021 have doubled since 2020 with many being new families to the school.  There has also been an increase in the number of new families moving into the area and enrolling students in upper grades as the long-established families begin selling and new families are moving in. Prep enrolments are coming from an increasingly wide variety of locations and settings including council run and private kindergartens, early learning and child-minding facilities.  The school community demographics are mid-socio economic, predominantly Australian born, 3 students come from a non-English speaking background, 7 students are funded under the Program for students with a disability, with 3 international students and 1 refugee student enrolled in 2020. |
| Framework for Improving Student Outcomes (FISO) |
| The 2020 Annual Implementation Plan (AIP) focused on the following FISO initiatives:  Goal 1  To maximise the learning growth and achievements of every student F-6 in English and Mathematics  Curriculum Planning and Assessment Key Improvement Strategy 1: Implementing and embedding an assessment and planning model which identifies and provides for differentiated student needs  Building Practice Excellence Key Improvement Strategy 2: Embed the school’s instructional model and reflective pedagogical practices school wide to enhance learning growth  Goal 2 Engagement SWPB to strengthen student engagement and develop creative, curious and self-regulated learners and thinkers.  To build student ownership of their learning.  Setting expectations and promoting inclusion Key Improvement Strategy 1: Implement a school-wide approach to ensure high expectations for a safe and supportive school environment for all stakeholders  To support implementation of these KIS, School Improvement Team leaders were appointed to achieve these goals. Positive gains in the School Staff Survey showed clear evidence of their impact, with additional evidence gathered through peer observation and learning walks and recorded as part of 2020 AIP monitoring. This showed positive changes in teacher practice and student learning outcomes. |
| Achievement |
| In 2020, the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.  Students responded well to self-directed learning tasks during the remote learning period and were supported largely by families at home. Additional assessment tasks were completed in November to increase understanding and develop support strategies for students impacted by remote learning.   Teaching teams were given additional time and resources to increase the transfer of data and assessment results to the class teachers for 2021.  Teacher judgments for end of year student reports indicate that some students have been impacted by remote learning, some negatively and some positively. In response, in 2021 the implementation of the Tutor Learning Initiative will focus on supporting and extending students identified for additional support. |
| Engagement |
| Kent Park students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity.  This year the school focused on KIS related to the FISO dimension Empowering Students and Building School Pride.   The school had a focus on improving students’ sense of confidence, resilience, motivation, and goal setting, as indicated in the 2020 AIP.   In 2020, Kent Park PS continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to send Class Dojo and Compass messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. The school works closely with the school social worker to support chronic absences and return to school processes. Our attendance during remote learning was similar to the attendance while onsite  The results of our assessment against the goals and targets outlined in our Annual Implementation Plan relating to Engagement were: (\*if results from 2020 were not available, results from 2019 have been included)  Student Survey  My teacher sets clear rules for classroom behaviour  Result  2018 - 93%  2019 - 93% (high)  Student at this school treat each other with respect  Result  2018 - 48%  2019 - 57% (increased)  Staff Survey  Teachers in this school believe student engagement is a key component for learning Result  2018 - 91.7%  2019 - 100% (achieved) 2020 - 97%  Parent Opinion Survey  The school respects and values my family's beliefs and wishes  Result  2018 - 62%,  2019- 97% (achieved)  In addition to these results, all of the key indicators for Engagement in our Student, Staff and Parent Surveys highlight a significant improvement in all areas from 2018.   The only survey conducted in 2020 was the Staff Opinion Survey: Notably, every category surveyed was higher (between 5%-20%) than all other schools. |
| Wellbeing |
| We have made significant progress in student wellbeing over the past two years, and this is reflected in ongoing improvements in our Attitudes to School survey results. In 2019 results in most areas of AToSS moved into the 3rd and 4th quartiles, consistent with the improvements over the past three years. Through these improved outcomes, Kent Park now has a ‘similar’ comparison to like schools when measuring Sense of Connectedness and Management of Bullying, with results falling inside the 60% of all Victorian Schools, a large improvement from 2019  Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2020 the school continued to promote a positive learning environment for all students through SWPBS and continued to employ a school-based social worker.  Parent satisfaction, according to the Parent Opinion Survey in 2019, indicated pleasing results, performing within the median 60% of all Victorian Schools.  According to the School Staff Survey for 2020, Positive School Climate was 87% (81% for all Primary Schools)  Additional time, support, professional learning for staff and ongoing communication with the school community were priorities for 2020 due to the impact of Covid 19 and will continue to be throughout 2021, particularly for Wellbeing. |
| Financial performance and position |
| School finances have been an issue over the last 4 years, mainly due to the rapidly declining enrolments between 2015 and 2019 and a workforce consisting mostly of ongoing, experienced teachers. Strategic actions to address consecutive deficits of more than $300,000 for 2018 and 2019 have been implemented including staff excess procedures and a recently successful workforce bridging application. In August 2020, the projected deficit for 2021 was $650,000 and $970,000 for 2022. These projections are now down to $50,000 for 2021 and $150,000 for 2022 due mainly to staff reallocation, higher than projected (+20) enrolment figures and no paid middle-level leadership structure.  A 3-year deficit repayment plan has been developed to return the school to a surplus situation as soon as possible. |
| **For more detailed information regarding our school please visit our website at** [**www.kentparkps.vic.edu.au**](file:///C:\Users\02446235\Downloads\www.kentparkps.vic.edu.au) |

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 211 students were enrolled at this school in 2020, 96 female and 115 male.

3 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school’s socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | NDA |
| State average: | 81.2% |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 86.3% |
| State average: | 77.8% |

ACHIEVEMENT

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 86.4% |
| Similar Schools average: | 86.5% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 86.0% |
| Similar Schools average: | 86.4% |
| State average: | 85.2% |

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 15.4 | 16.1 |
| Similar Schools average: | 13.8 | 15.5 |
| State average: | 13.8 | 15.3 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 93% | 92% | 90% | 92% | 93% | 93% | 91% |

WELLBEING

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 75.5% |
| Similar Schools average: | 76.0% | 77.5% |
| State average: | 79.2% | 81.0% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 76.9% |
| Similar Schools average: | 75.8% | 78.1% |
| State average: | 78.0% | 80.4% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2020

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,909,465 |
| Government Provided DET Grants | $220,587 |
| Government Grants Commonwealth | $3,500 |
| Government Grants State | NDA |
| Revenue Other | $2,731 |
| Locally Raised Funds | $104,686 |
| Capital Grants | NDA |
| Total Operating Revenue | **$2,240,969** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $42,464 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$42,464** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,991,324 |
| Adjustments | NDA |
| Books & Publications | NDA |
| Camps/Excursions/Activities | $10,128 |
| Communication Costs | $3,754 |
| Consumables | $48,183 |
| Miscellaneous Expense 3 | $16,727 |
| Professional Development | $8,222 |
| Equipment/Maintenance/Hire | $12,106 |
| Property Services | $34,779 |
| Salaries & Allowances 4 | $54,760 |
| Support Services | $8,206 |
| Trading & Fundraising | $26,131 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $31,635 |
| Total Operating Expenditure | **$2,245,955** |
| Net Operating Surplus/-Deficit | **NDA** |
| Asset Acquisitions | **NDA** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $315,861 |
| Official Account | $19,304 |
| Other Accounts | $6,074 |
| Total Funds Available | **$341,239** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $38,566 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | $44,740 |
| School Based Programs | $30,856 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | $10,551 |
| Repayable to the Department | $203,695 |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | $20,000 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$348,407** |

*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.*