2019 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 2019 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 02 June 2020 at 09:29 AM by Matthew Borg (Principal)

The 2019 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 11 November 2020 at 02:36 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 430 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 moto of 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. Classroom programs are supported by Specialist Programs which included: Physical Education, Visual Art / Performing Art, LOTE and STEM.

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.

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. 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.

Our Community is committed to pushing the boundaries of learning for all of our students, staff and parents. We bridge the gap between the core knowledge that allows students to succeed and create the opportunities to gain the skills and character traits to be innovative, adaptable and emotionally aware citizens of the future.

Framework for Improving Student Outcomes (FISO)

In 2019, the Schools AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment, Building Leadership Teams, Empowering students and building school pride, Evaluating impact on learning, Setting expectations and promoting inclusion, Instructional and shared leadership and Parents and Carers as partners.

This included:
- All team leaders will undertake PLT/PLC training as part of a network focused CoP
- All staff trained in data conversations using Timperley Model for inquiry cycle (from 2019)
- Year 1 Student Performance Analyser (SPA) introduced
- Additional specialist 4th hour for PLT/Cs
- To support implementation of these KIS, Learning Specialists were appointed as professional practice coaches for teachers.

Each of these areas was identified as part of our self-evaluation PRSE when providing evidence of school-wide curriculum documentation, highlighted by the variability that was evident across the last SSP between teacher judgements and NAPLAN data, and the recommendations from the review panel. The school has established that the tools currently used across the school to measure impact and progress have been limited and not readily implemented or understood effectively and therefore requires an auditing of the assessment schedule, as well as identifying the most effective tools that will help to reduce variability. An area for growth then for the school once data is captured was to provide teachers opportunities to deepen their understanding of what the data is telling them, and how then they may intervene. All three interrelate and supported teachers to actively engage in stages of inquiry based on data, research based-practices and development of challenging and rigorous curriculum.

Positive gains in the School Staff Survey showed some evidence of the impact, with additional evidence gathered through leadership observation, PLC sharing and learning walks. This demonstated positive changes in teacher practice and student learning outcomes.

Achievement

In 2019, the school continued work on its strategic plan goal to improve the learning progress and outcomes for all learners in English and Mathematics..

Students continued to improve in both literacy and numeracy especially from Foundation to Year 3, although the progress has been somewhat slower than expected from Years 3 to 6 . The school partially met its 12-month targets with the changing of acting principal mid year hindering the momentum of the work and subsequent changes in priorities of the school. Some barriers also were due to workforce constraints.

The School has seen an increase in student engagement to enhance learning outcomes meeting the 12month Target to increase attitudes toward attendance to above 95% and maintained Student attendance at 95%.

 learning growth against the Victorian Curriculum, with 92% of students making one years growth in one year in Reading, Writing and Number, meeting the 12-month targets set in the 2019 AIP, up from 90%, 87% and 89% respectively.

The students who are part of our inclusive Program for students with a disability have achieved many of their goals that have been set in their individual learning plans and celebrated and shared during our student support group meetings each term. Our inclusive vision at the school has enabled us to empower all students and celebrate their strengths while scaffolding learning to meet their point of need.

Engagement

School attendance data in 2019 was similar to that of schools in the State. Common reasons for non-attendance were overseas family holidays and medical illness. The school continued with a number of strategies to monitor non-attendance data including: daily same day phone calls to parents regarding unexplained absences by our Attendance Officer, text messages are also sent to families on the first day of absences, regular notices in the school newsletter and in our Student Reports. The average attendance rate has been maintained across Years F-6 for 2019.

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. We have a Student Attendance Officer who developed a 'late to school' process 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.

In 2019, results in most areas of AToSS were both increased and maintained. Through these improved outcomes, Keilor Views Primary School has increased 'Sense of inclusion', 'Student voice and agency', 'Managing bullying' and 'Attitudes to attendance'.

Our results in the 2019 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 2019 again. We will continue to embed our whole school 'Anti-Bullying program' and introduced the research-based School Wide-Positive Behaviours Program in 2019. The school selected its values and with the school community, the three values of; Safe, Respect & Responsibility were selected. The school developed a whole school matrix of expected behaviours and lesson plans to teach students at the beginning of 2020.

In its third year as a lead Resilience, Rights and Respectful Relationship School, students and staff are consolidating both the curriculum and behaviours 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.

Financial performance and position

Keilor Views Primary School maintained a sound financial position throughout 2019. The 2019-2023 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. There has been some major works completed within the school with the new playground areas finalised and open.

The Financial Performance and Position report shows an end of year surplus of 330,187. This surplus occurred staffing variations and unexpected staffing resignations targeted teaching areas in 2019. The school received Equity Funding, which contributed towards the employment of Educational Specialists and the literacy LLI 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.

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

SCHOOL PROFILE

Key: "Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.

Enrolment Profile

A total of 440 students were enrolled at this school in 2019, 203 female and 237 male.

38 percent of students had English as an additional language and np 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	80.0	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	65.0	79.5	68.5	87.9

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary year levels.*

"Similar School Comparison" is a way of comparing school performance to similar schools in Victoria that takes into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are 'Similar', 'Above' or 'Below' relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English

- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	79.3	89.7	81.7	95.0	Below
Mathematics	81.7	90.3	81.8	95.8	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	74.0	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	64.6	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	66.2	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	47.8	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	72.7	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	58.6	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	68.1	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	56.3	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	32.8	46.9	20.3
Numeracy	24.6	61.5	13.8
Writing	34.9	42.9	22.2
Spelling	35.4	49.2	15.4
Grammar and Punctuation	32.3	52.3	15.4

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Me-dian	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.0	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	15.0	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	91	92	92	92	93	92

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	87.8	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	88.8	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	87.8	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	88.3	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	$4,494,489
Government Provided DET Grants	$668,337
Government Grants Commonwealth	$3,347
Government Grants State	$0
Revenue Other	$40,193
Locally Raised Funds	$246,664
Capital Grants	$0
Total Operating Revenue	**$5,453,030**

Equity [1]	Actual
Equity (Social Disadvantage)	$480,890
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$480,890**

Expenditure	Actual
Student Resource Package [2]	$4,403,402
Adjustments	$0
Books & Publications	$11,247
Communication Costs	$8,951
Consumables	$65,250
Miscellaneous Expense [3]	$313,635
Professional Development	$31,966
Property and Equipment Services	$235,272
Salaries & Allowances [4]	$134,603
Trading & Fundraising	$75,709
Travel & Subsistence	$0
Utilities	$48,386
Total Operating Expenditure	**$5,328,421**
Net Operating Surplus/-Deficit	**$124,609**
Asset Acquisitions	**$0**

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	$286,708
Official Account	$43,479
Other Accounts	$0
Total Funds Available	$330,187

Financial Commitments	Actual
Operating Reserve	$137,880
Other Recurrent Expenditure	$7,854
Provision Accounts	$0
Funds Received in Advance	$65,851
School Based Programs	$41,319
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$77,282
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$330,187

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 26 Feb 2020 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, including:
    - 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) factors:
    - Sense of Connectedness
    - Management of Bullying

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

WHAT DOES *SIMILAR SCHOOL COMPARISON* REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**' ,'**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES '*DATA NOT AVAILABLE*' OR '*NP*' 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, 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 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').