

2019 Annual Report to The School Community



School Name: Kennington Primary School (3686)



- 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 20 March 2020 at 12:34 PM by Travis Eddy (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 09 November 2020 at 05:39 PM by Damien Palmer (School Council President)

About Our School

School context

Kennington Primary School is located in Strathdale, a southeastern suburb in Bendigo. Kennington Primary School's vision is: We strive for educational excellence, promote lifelong learning and prepare students for their role in the local and global community.

The strategic intent is:

- If the curriculum is presented as a continuum of learning, and student achievement data is analysed and used to inform targeted learning opportunities, then student-learning growth will be maximised.
- If students are empowered to be active learners then their engagement with learning will increase and learning outcomes will be maximised.
- Strengthening student voice and agency and building teachers capacity to give and receive feedback will support student engagement.

Positive relationships continue to be an important focus with the following school values: Respect, Resilience and Personal Best, underpinning all work.

In 2019, the school's enrolment was 656 students, divided into 7 teams: a prep team, comprising 4 classes; a grade one team, comprising of 5 classes; a grade two team comprising of 5 classes; a grade three team comprising of 3 classes; a grade four team comprising of 4 classes; a grade five team comprising of 4 classes; and a grade six team comprising of 4 classes. Seven of our students were also enrolled in the Bendigo Deaf Facility, which is based at Kennington Primary School and operates out of three campuses.

The school had 50.8 equivalent full time staff, including 3 Principal Class, 39.7 Teachers, 4.4 Deaf Facility Teaching Staff and 10.2 Education Support Staff. Kennington has no Aboriginal staff members.

The Student Family Occupation Index was 0.4832, with the overall socio-economic profile being 'low-medium'. Kennington Primary School caters for a stable diverse population, with the proportion of students with English as a Second Language being 12% and Aboriginal and Torres Strait Islander students being 4%. Students from the Bendigo Deaf Facility learn alongside their peers with the support of the Deaf Facility staff.

Kennington Primary School boasts quality facilities and grounds, including two ovals and four playgrounds. In 2019 an Inclusive Schools Program Grant for visual communication was implemented. This saw the provision of 14 screens across the school to support information sharing for our deaf and hard of hearing community.

Framework for Improving Student Outcomes (FISO)

In 2019, the Kennington Primary School's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Empowering Students and Building School Pride.

This included:

- To build teacher capacity to identify and teach to each student's individual point of learning need.
- To increase the consistency of instructional practices across the school.
- Promote an environment, which enables student voice and agency.

To support implementation of these KIS, all PLC Leaders including Learning Specialists and Principal Class participated in Bastow's Leading Literacy - Writing professional learning sessions. Evidence gathered via year level PLC presentations, peer observation and learning walks and recorded as part of 2019 AIP monitoring.

We have successfully implemented a consistent Instructional Model across the school for both Literacy and Numeracy, as well as a consistent approach to all meetings throughout the school. Learning Specialists in Literacy and Numeracy have supported and built the capacity of teachers across the school, providing rich learning opportunities to other staff

by delivering high quality professional learning based around the High Impact Teaching Strategies.

Achievement

In 2019, Kennington Primary School continued work on its strategic plan goal of maximising the learning for all students in Literacy and Numeracy.

Student outcomes have remained consistent over time. Results indicate the following:

Kennington Primary School school met its 12-month targets in six of the 12 identified areas, increasing the percentage of Year 5 students in the top two bands for NAPLAN Writing from 8% to 18% and NAPLAN Numeracy from 20% to 33%. Increasing the percentage of high growth Year 5 students for NAPLAN Writing from 15% to 19% and NAPLAN Numeracy from 13% to 23%. Decreasing the percentage of low growth Year 5 students for NAPLAN Writing from 38% to 33% and NAPLAN Numeracy from 37% to 23%.

In 2020, the employment of a third Learning Specialist / High Ability Practice Leader along with in class teaching support will support students identified as suitable for acceleration of their learning to be provided with access to higher level learning in selected subjects.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

We value home-school relationships and actively engage the community through events, newsletters, webpage, Sentral, email, Twitter and Facebook.

Key strategies to support improvement into 2019:

Actions to support this Key Improvement Strategy will be:

- Develop a plan to ensure student voice and agency is explicit in learning.
- Embed a student well-being framework based on School Wide Positive Behaviour Strategies.

Kennington Primary School students are engaged and connected to their school and we are proud of the programs which support students in build respect, resilience and give their personal best. This year, the school focused on KIS related to the FISO dimension Empowering Students and Building School Pride, 'Promote an environment, which enables Student Voice and Agency'.

The work in this area is ongoing, intentional and, in 2019 included the appointment of SWPBS Leader that has supported the beginning of our whole school approach to SWPBS being developed. During the course of the year the school community decided on three agreed values of Respect, Resilience and Personal Best. A range of opportunities for student voice and development of student agency continued to be nurtured along with student leadership across the school. Students were also authentically engaged in their learning by setting and monitoring learning goals and gave feedback about teaching and learning via forums and surveys through the Pivot suite. All staff undertook professional learning on Student Voice and Agency.

The school had a focus on improving student voice and agency and the perception of teacher concern. In the 2019 Attitudes to school survey student voice and agency grew from 57% endorsement to 63% and teacher concern from 67% to 71%.

School attendance declined in the latest year with 18% of students averaging 30 days or more non-attendance. The school monitors attendance closely with text messages sent to parents/carers if their child is absent. Additionally, letters are sent to parents/carers as required, regarding attendance. Department of Education and Training processes are followed with regard to non-attendance. A partnership with Anglicare to support the introduction of a School Based

Family Worker into the school in 2020 is a future strategy that Kennington Primary School is implementing to improve student attendance.

Wellbeing

The data derived from the Student Attitudes to School Survey measuring 'Sense of Contentedness' to School were lower than that of similar schools for 2019 and similar over the 2 year average. The 'Management of Bullying' shows student outcomes in 2019 and over the 2-year average to be similar to estimate, given the background characteristics of our students.

The Wellbeing Program at the school is multi-faceted with the following components; School Values, classroom behaviour expectations – based on School Wide Positive Behaviour, School Values, Anti-Bullying Policy, Cyber Safety Policy, Respectful Relationships, Jump Start, Drug Education and extra-curricular activities.

Kennington Primary School implements a Mother Goose Program to support toddlers in their language development and school readiness in 2019. The school began a pre-transition visit program with two Loddon Mallee Preschool Association Preschools. The school continues to have a active involvement with main feeder preschools and offers a comprehensive transition program from preschool to Grade Prep. Close links have been established and continue to be fostered with local secondary colleges, especially Bendigo South East College and Weeroona College.

Proposed future directions include include timetabling SWPBS lessons and Student Voice opportunities through classroom meetings, and restructuring Junior School Council to include students from all age groups throughout the school.

Financial performance and position

Kennington Primary School maintained a very sound financial position throughout 2019. The 2018 - 2021 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. Kennington Primary School recorded a net operating surplus of \$392,551 for the 2019 school year. This surplus is a result of forward planning for continued upgrade facility works throughout the school in 2020. These works include, replacing air-conditioning units, replacing carpet within six classrooms, painting and carpet works throughout the school, playground shade sails and the purchase of new classroom furniture.

Major expenditure items for 2019 included dual locally raised funds (2018-19) and Student Resource Package funding to renovate and upgrade the junior toilets as well as carpet, air-conditioner and heating replacements and electrical in 'A Block Building'.




For more detailed information regarding our school please visit our website at
<http://www.kenningtonps.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 656 students were enrolled at this school in 2019, 283 female and 373 male.

12 percent were EAL (English as an Additional Language) students and 4 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.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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













School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



















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Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Below </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Below </p> <p>Below </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>Below </p> <p>Similar </p>		

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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>37%</td> <td>43%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>55%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>42%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>55%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>61%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	37%	43%	20%	Numeracy	23%	55%	23%	Writing	33%	42%	25%	Spelling	31%	55%	14%	Grammar and Punctuation	21%	61%	18%	<p>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.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison 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.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	91 %	91 %	90 %	90 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	91 %	91 %	90 %	90 %	91 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p>Below ●</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,800,224	High Yield Investment Account	\$56,059
Government Provided DET Grants	\$1,301,890	Official Account	\$5,907
Government Grants State	\$3,400	Other Accounts	\$0
Revenue Other	\$52,207	Total Funds Available	\$61,967
Locally Raised Funds	\$341,950		
Total Operating Revenue	\$7,499,671		
Equity¹			
Equity (Social Disadvantage)	\$247,977		
Equity Total	\$247,977		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,248,287	Operating Reserve	\$61,967
Books & Publications	\$5,626	Other Recurrent Expenditure	\$6,275
Communication Costs	\$15,942	Total Financial Commitments	\$68,242
Consumables	\$183,564		
Miscellaneous Expense ³	\$206,392		
Professional Development	\$15,069		
Property and Equipment Services	\$387,245		
Salaries & Allowances ⁴	\$899,166		
Trading & Fundraising	\$53,077		
Utilities	\$92,751		
Total Operating Expenditure	\$7,107,121		
Net Operating Surplus/-Deficit	\$392,551		
Asset Acquisitions	(\$16)		

- (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 26 February 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)

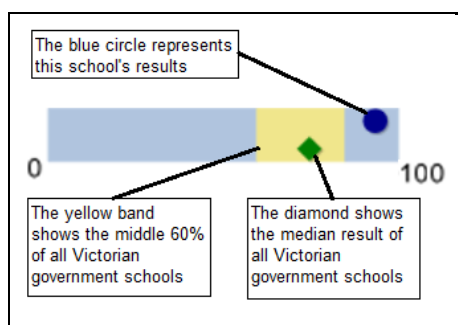
Engagement

- student attendance and engagement at school
- 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).

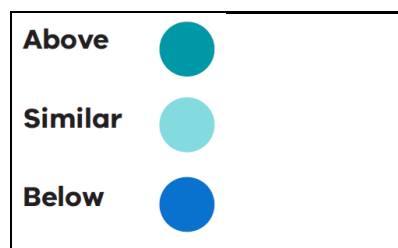


What does *School Comparison* refer to?

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 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 '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').