

2020 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 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 16 March 2021 at 10:48 AM by Travis Eddy (Principal)

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 03 May 2021 at 10:36 AM by Damien Palmer (School Council President)

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

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 2020, the school's enrolment was 653 students, divided into 7 teams: a prep team, comprising 4 classes; a grade one team, comprising of 4 classes; a grade two team comprising of 5 classes; a grade three team comprising of 4 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, including Bendigo South East College and Bendigo Senior Secondary College.

The school had 44.1 equivalent full time staff, including 3 Principal Class, 41.1 Teachers, 2.2 Deaf Facility Teaching Staff and 9.1 Education Support Staff. Kennington had one Aboriginal staff member and one deaf staff member.

The Student Family Occupation and Education Index was 0.4314, with the overall socio-economic profile being '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 6.4%. 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. A re-development of the Visual Arts learning space occurred late in 2020, this will allow the school to have enough room for two classes of students to participate in the Visual Arts program in a purpose built space at the same time.

Framework for Improving Student Outcomes (FISO)

In 2020, 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.

We successfully implemented a focused and supportive learning plan and program across the school in response to the Remote and Flexible Learning period. During the Remote and Flexible Learning period, Kennington Primary School undertook an in-depth analysis of the remote learning period through surveys of teachers, parents and students. This data informed the mid-year AIP reporting, captured learnings from this period and outlined future planning considerations.

During Remote and Flexible Learning all students were provided with access to technology in their home environment or whilst attending onsite; laptops, iPads and internet devices. We consistently supported the learning of 50 - 80 students on a daily basis at school during the remote and Flexible Learning period. Students who attended onsite were supported to log into their classes online and were supported to achieve the intended lesson outcomes. All teaching staff worked from home during the Remote and Flexible Learning period with specialist teachers providing extra opportunities for identified year levels across the school. Principal Class, some Specialist Teachers, Casual Relief Teachers and Education Support attending onsite to provide this program.

Professional Learning Communities continued to meet weekly during the Remote and Flexible Learning period with a focus on differentiating planning and teaching rather than conducting an inquiry cycle. Differentiation for students was able to move from three levels of tasks to more differentiation according to individual need. Planning was streamlined by having one team member designated to do the uploading of material, taking a load off other staff and avoiding duplicated effort.

Feedback during the Remote and Flexible Learning period was sought from families and staff regarding the initial stage of Remote and Flexible Learning. This feedback was acted on by reducing face-to-face online time and more time away from the computer. The school's planning model was simplified and adjusted so it was completely consistent across the school.

Achievement

In 2020, 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:

- 83.3% of students at Kennington Primary School achieved at or above the expected standards in English, this was above the like schools average of 82.4%.
- Similarly 84.4% of students at Kennington Primary School achieved at or above the expected standards in Mathematics, this was above the like schools average of 81%.

Each time a student worked individually with a teacher during the Remote and Flexible Learning period a conference note was written and uploaded to Sentral. These conference notes enable both, tracking student learning needs and supporting the educational partnership with parents. Sharing conference notes with parents meant that they also understood what the focuses were for their child. Parents were supportive and collaborative in their children's remote learning and this built deeper understanding and trust with their class teachers. All parent-teacher interviews were conducted via Webex.

In 2020, the employment of a third Learning Specialist / High Ability Practice Leader along with High Ability Tutors supported students with extra online opportunities throughout the Remote and Flexible Learning period.

Students supported through the Program for Students with a Disability were connected with their Teacher and Education Support Staff member throughout the Remote and Flexible Learning period. All showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. Student Support Groups meetings continued to be conducted during Remote and Flexible Learning as per the schedule, via Webex, for identified students.

Engagement

We value home-school relationships and actively engage the community through events, newsletters, webpage, Sentral, email, and Facebook. Throughout the Remote and Flexible Learning period the school's engagement with the community was continuous through these channels. Scheduled Parents and Friends' and School Council meetings were held via Webex, with Parents and Friends' seeing an increase in consistent numbers attending.

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. During the Remote and Flexible Learning period identifying and communicating student learning goals was a focus with families, as well as engaging families in the opportunity to meet via Webex with their child's teacher on a termly basis.

Kennington Primary School had a focus on improving student voice and agency and the perception of teacher concern. In the 2020 Attitudes to School Survey, student voice and agency endorsement stayed at 63% with a 4% decrease in 'not positive' responses. Teacher concern also stayed at 71% with a 6% decrease in 'not positive' results.

School attendance improved over 2020 from 18% of students missing 30+ days of school in 2019 to 12% in 2020. The school continues to monitor 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. School Based Family Services Worker proved very supportive of highly at-risk families during this period the Remote and Flexible Learning period. This partnership with Anglicare will continue in the school in 2021 and is a key strategy for improving attendance, as well as a renewed focus on celebrating attendance throughout the school.

During the Remote and Flexible Learning period the school initiated a process insisting that teachers notify the Assistant Principal on the second day of disengagement, for 'at-risk' students so it could be followed up promptly. The DET At Risk Register was completed on a weekly basis and the Assistant Principal met with appropriate DET staff to monitor students and minimise risk. Families were also offered food hampers during Remote and Flexible Learning.

Actions to support this Key Improvement Strategy in 2021 will be:

- Embed a student well-being framework based on School Wide Positive Behaviour Strategies.

Wellbeing

The data derived from the Student Attitudes to School Survey measuring 'Sense of Contentedness' to School during 2020 was the same as the state average of 79.2%. The 'Management of Bullying' shows student outcomes in 2020 to be above the state average of 78% at 79.4% endorsement.

Parent satisfaction with Kennington Primary School was above the state average of 81.2%, with 82.4% endorsement.

The Wellbeing Program at the school is multi-faceted with the following components; School Values, classroom behaviour expectations – based on School Wide Positive Behaviour Support, School Values, Anti-Bullying Policy, Cyber Safety Policy, Respectful Relationships, Jump Start, and extra-curricular activities. All students from Grades Four, Five and Six were offered the opportunity to attend camp together in Term Four after the Remote and Flexible Learning period. Over 90% of students participated in this experience. This camp replaced camps which had been cancelled due to the pandemic.

Due to the nature of the Remote and Flexible Learning period the school's ability to support the continued implementation of School Wide Positive Behaviour Support was hampered through limited face-to-face learning opportunities with staff and students.

The school continues to have an active involvement with main feeder preschools and offers a comprehensive transition program from preschool to Grade Prep. Even with COVID restrictions in place Kennington worked with parents/carers and implemented a model that allowed students to attend a transition program three times, late in Term Four. The transition program included virtual tours of the school and surrounds and Webex opportunities for parents/carers to ask questions and seek clarification.

Close links have been established and continue to be fostered with local government secondary colleges, especially Bendigo South East College and Weeroona College. Modified transition programs occurred for students in Grade 6 and an increased number of Student Support Group Meetings were held for identified Grade 6 students, their families, current teacher, Year 7 Co-ordinator and the Assistant Principal, via Webex.

Despite some challenges in 2020, Kennington Primary School continued to commit to the Wellbeing and Learning of all

students. In addition, the period of Remote and Flexible Learning provided opportunities to strengthen family and community relationships, implement a variety of communication channels, utilise technology more efficiently to enhance student learning, facilitate intra-staff communication, conduct meetings remotely, and provide students with the skills and opportunity to interact in an authentic digital environment.

Proposed future directions 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 strong financial position throughout 2020. The 2018 - 2021 School Strategic Plan, along with the 2020 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 \$1,044,502 for the 2020 school year. This surplus includes;

- Surplus funds carried forward from 2019
- Long term leave premium equating to \$78,000
- Residual funds in bank accounts including \$114,813 that was bequest to the Bendigo Deaf Facility.

Major expenditure items for 2020 included dual locally raised funds (2019-20) and Student Resource Package funding to install new carpet to 6 classrooms to meet OH&S requirements, air-conditioner and heating replacements throughout 15 classrooms and the installation of whiteboards in 21 classrooms.

Budget surplus in 2021 will be allocated to;

- The purchase of 300 Lenovo Laptops for student home / school use for students in years four to six
- Replacing Interactive Whiteboards with 75" TV's in 15 classrooms across the school
- Moving and refurbishing the Visual Arts space to ensure that two classes can use this space together
- Purchase of new classroom furniture for an extra classroom
- Meeting OH&S requirements including, replacing carpet within six classrooms including the Library and resurfacing the ground coverings of three playground areas.

For more detailed information regarding our school please visit our website at

<https://kenningtonps.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 653 students were enrolled at this school in 2020, 296 female and 357 male.

12 percent of students had English as an additional language and 4 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.

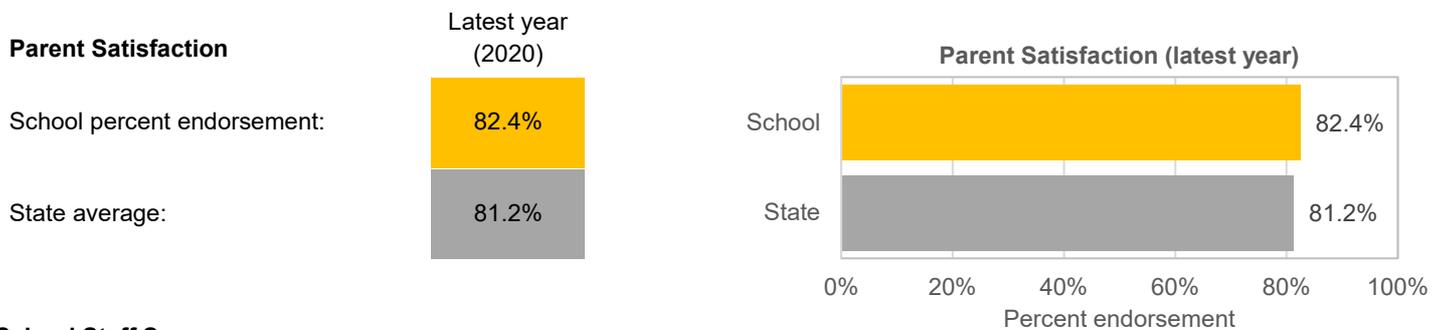
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

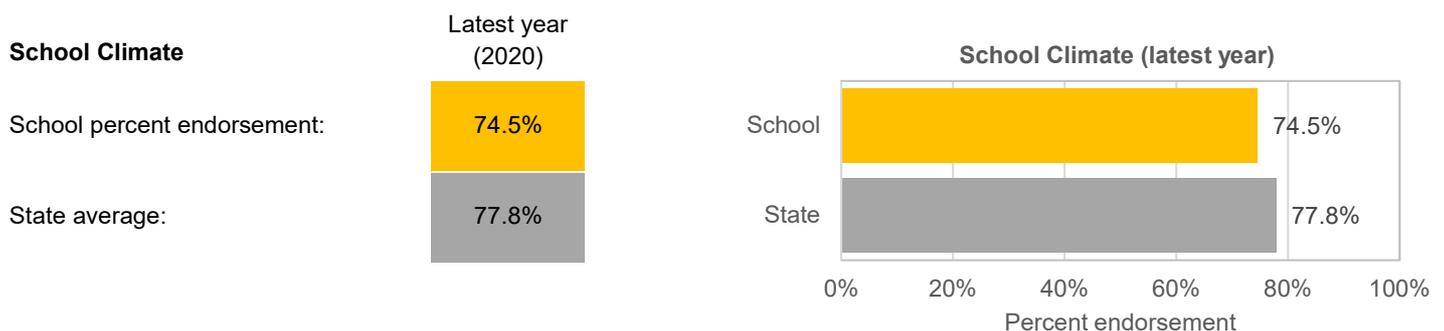


School Staff Survey

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.



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.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

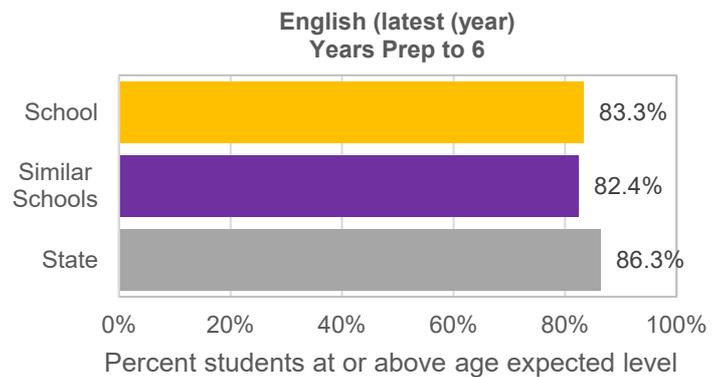
83.3%

Similar Schools average:

82.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

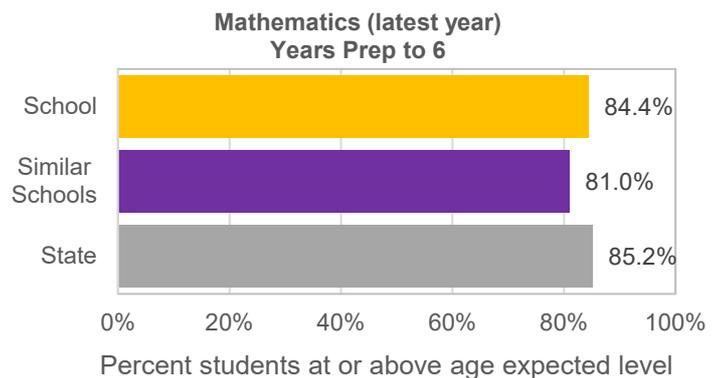
84.4%

Similar Schools average:

81.0%

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

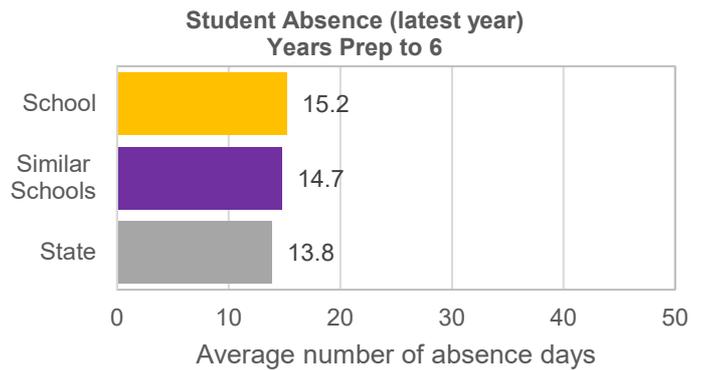
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.2	16.3
Similar Schools average:	14.7	15.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	94%	93%	92%	92%	91%	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.

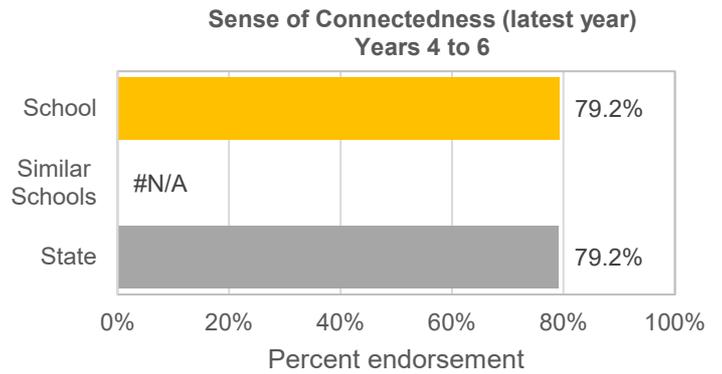
Student Attitudes to School – Sense of Connectedness

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.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	79.2%	75.9%
Similar Schools average:	NDP	80.3%
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.

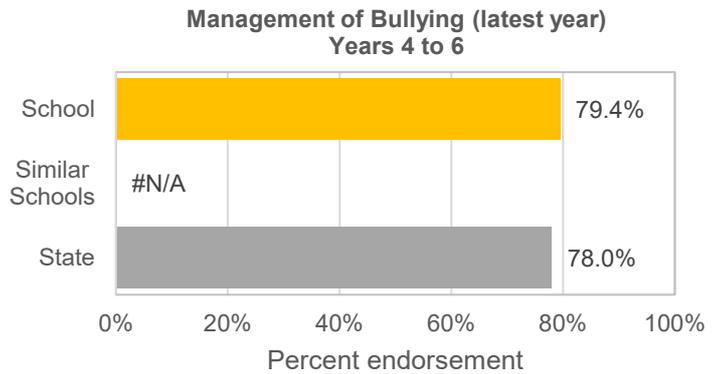
Student Attitudes to School – Management of Bullying

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.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	79.4%	77.6%
Similar Schools average:	NDP	79.9%
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	\$5,988,888
Government Provided DET Grants	\$1,671,661
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$27,608
Locally Raised Funds	\$357,468
Capital Grants	NDA
Total Operating Revenue	\$8,045,625

Equity ¹	Actual
Equity (Social Disadvantage)	\$350,845
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$350,845

Expenditure	Actual
Student Resource Package ²	\$5,498,718
Adjustments	NDA
Books & Publications	\$5,892
Camps/Excursions/Activities	\$110,656
Communication Costs	\$13,591
Consumables	\$145,135
Miscellaneous Expense ³	\$44,492
Professional Development	\$6,624
Equipment/Maintenance/Hire	\$20,662
Property Services	\$285,418
Salaries & Allowances ⁴	\$731,453
Support Services	\$21,993
Trading & Fundraising	\$29,253
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$87,239
Total Operating Expenditure	\$7,001,124
Net Operating Surplus/-Deficit	\$1,044,502
Asset Acquisitions	\$238,985

- (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	\$263,983
Official Account	\$27,993
Other Accounts	\$114,813
Total Funds Available	\$406,790

Financial Commitments	Actual
Operating Reserve	\$224,374
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$204,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$428,374

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.