

2017 Annual Report to the School Community



School Name: Kiewa Valley Primary School

School Number: 6229

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

You will find our school in the beautiful Kiewa Valley, 20 kilometres from Wodonga. We strive to be a school community where our students are confident and self-motivated, have a love of learning and are kind people. The academic and social/emotional development of our children is nurtured in an environment which is caring, provides academic rigour and promotes a growth mindset. Our teaching and learning programs aim to support and promote critical thinking, communication, collaboration, curiosity and creativity to develop our students as global citizens of the 21st century. Our school values of Respect, Teamwork, Honesty and Trust, Resilience, Learning, Being Your Best and Kindness are further enhanced by a focus on gratitude and empathy.

Kiewa Valley Primary School is typified by families from predominantly English speaking backgrounds and medium socio economic status. Our staffing profile is 1 Principal, 7.0 full time classroom teaching staff, 1.2 equivalent full time specialist staff across four specialist learning areas and 2.7 equivalent full time Education Support staff.

Important community partnerships exist with Kiewa Valley Kindergarten and the Indigo Shire Child and Maternal Health which are both located on our school site. Our local Lions Club supports our school in a variety of ways and we have links with Indigo Shire, Beechworth Health Service and the Country Women's Association. Our students are also connected to our RSL through their involvement in ANZAC Day and Remembrance Day.

Enrolments in the past twelve months show an increase of over twenty percent. Growth in enrolments is likely to continue with the 2017 release and sales of land in subdivisions surrounding our school.

Framework for Improving Student Outcomes (FISO)

We strongly acknowledge that basic, foundation skills in Literacy and Numeracy are fundamental life skills which are essential in the development of active, engaged students and citizens of the future. Literacy and Numeracy underpin all curriculum areas in our school with our 2017 emphasis being on consistent structures and best practice teaching strategies in Literacy and Numeracy from Foundation through to Year six. The two FISO (Framework for Improving Student Outcomes) initiatives chosen for 2017 were Building Practice Excellence and Curriculum Planning and Assessment.

The initiative of Building Practice Excellence focused on VCOP/Big Write implementation and the teaching of spelling. VCOP/Big Write continued to be embedded across our school with the introduction of student friendly criteria to empower our students with "child speak," success criteria. This has enabled the setting of goals in order to move each child forward in their writing with the support of their teacher and peers. A scope and sequence pathway for spelling development was documented. All staff participated in professional learning around supporting student with learning difficulties and dyslexia. "I can...." statements for numeracy were also created.

The initiative of Curriculum Planning and Assessment centred on the implementation of the Victorian Curriculum after a school based audit was conducted at the end of 2016. This required modification to, or in some cases, creation of new integrated tasks. A new planning template was created and in planning teams, staff were challenged to develop integrated tasks which were explicit, engaging and timely.

Achievement

We focus on ensuring high expectations, differentiation and exemplary teaching strategies are in place across all classrooms and specialist areas. It is vital too that collectively, teachers, students and parents hold a growth mindset when it comes to believing that all students can reach their potential. In the Victorian Curriculum for English and Maths, students in foundation to year six achieved a similar level to that of students in other schools. Our four year averages for NAPLAN in year five were similar in numeracy but higher in reading when compared to similar schools. Our four year averages for year three however, remain lower.

In 2017, our percentage of high growth from years three to five was exceptionally high in reading (46.2% achieved high growth) and also high in numeracy (38.5%.) This was compared to 2016 where we had 23.8% high growth in reading and 19% high growth in numeracy. We had less children achieving high growth in grammar and punctuation when compared to 2016.

Collectively as a staff, our focus going forward will be on ensuring that evidence based, high impact teaching strategies are reflected upon, understood to a deeper level and implemented in our classrooms. We will also focus on empowering our students to take greater ownership of their learning through the development of Kiewa Valley Learner Qualities in 2018.



Engagement

Our families predominantly see the value of being at school every day and on time for learning and they support us greatly in this area. Our four year average for absence days is similar to the state. In 2017 we had less than expected absence days across our school with our average days absent being 12.4 days compared to the state median of 15.6. Our attendance rate by year level ranged from 93% to 95% with our foundation students having the highest attendance across the school for 2017.

Student attendance is tracked carefully and where concerns exist, contact is made with families and support provided to ensure a more positive pattern develops. Consistent attendance is celebrated and recognised via termly “Attendance Star,” awards which began in 2017.

Great value and focus is placed on the development of engaging learning tasks across all curriculum areas. Our one to one to one anytime anywhere learning program introduced at year four was incredibly positive with students developing their collaboration skills and ability to teach and learn from each other. Students continue to have access to specialist programs in the area of music, art, Indonesian and physical education. A variety of opportunities exist to participate in sport beyond our school. The Sporting Schools’ Program has also allowed us to bring in experts each term to coach students in a variety of different sports. We constantly seek out opportunities for our students to give back to their community and our senior students assisted at the local senior citizens’ lunch as well as planted trees. Opportunities to have families come into school for special activities such as our Getting To Know You games night, Harmony Day, Mothers’ and Fathers’ day events, concerts and family picnics all harness positive emotions across our community and we are incredibly proud of the success we have in engaging not only our students but their immediate family and extended families.

In 2017, we also extended our student representative council to cover all classes from foundation to year six and in 2018 will see our student leaders take on a higher profile with regard to student voice and action.

Positive parent satisfaction with our school was evident in the parent opinion survey with 89.9 percent endorsement compared to the State median of 85.5 percent.

Wellbeing

The wellbeing of our students is paramount and highlighted by strong connections between students and adults across our school. There is a tone of care and looking out for each other. In the “Sense of connectedness,” factor of the student attitudes to school completed by our year four to six students, 94.65 percent of our students responded with “agree,” or “strongly agree.” This compares to the state median of 82.07%. The “Management of Bullying,” factor in the same student survey had a result of 93.9% when compared to the state median of 82.46%. These results are significantly higher than the state median.

Our fortnightly whole school sessions were developed around the social and emotional capabilities. A shared language for exploring emotions, responding to tricky situations, being brave and resilient and working with others continue to be developed. Our school joined the Respectful Relationships initiative in term four of 2017.

Bringing Up Great Kids was run in 2017 and Positive Parenting resources were communicated to parents. We enlist the support of our network student support officer for guidance with students and families who need additional support and also seek the advice of paraprofessionals such as occupational therapy and speech.

Are You Okay? Day, National Smile Day and National Day Against Bullying and Violence are examples of campaigns used to highlight socially acceptable behaviours and expectations.

The school staff survey for school climate had a 82.9% positive endorsement compared to the state median of 78.3% This significantly improved on the 2016 positive endorsement of 67.6%. Collective efficacy and collective responsibility indicators are increasing. The wellbeing of all school members including staff, underpins successful academic and social/emotional outcomes for our students.

For more detailed information regarding our school please visit our website at
<https://www.kiewavlyps.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	
<p>Enrolment Profile</p> <p>A total of 156 students were enrolled at this school in 2017, 82 female and 74 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:

Achievement	Student Outcomes	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>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</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: ◆

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>35%</td> <td>46%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>42%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>54%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>39%</td> <td>46%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	35%	46%	Numeracy	19%	42%	38%	Writing	22%	56%	22%	Spelling	25%	54%	21%	Grammar and Punctuation	39%	46%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>95 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	93 %	94 %	93 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	94 %	93 %	94 %	93 %	93 %										



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:

Wellbeing	Student Outcomes	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>Results: 2017</p>	Higher
<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>Results: 2017</p>	Higher

[Drafting notes - Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'About Our School' section. A reminder that schools are also required to complete the 'Financial performance and position commentary' on the last page of this Report. Please refer to the 2017 Annual Report Guidelines for information on how to complete this section.]

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)

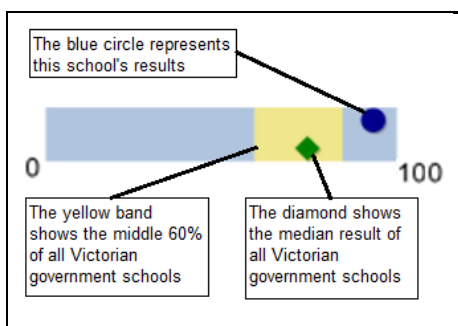
Engagement

- 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).

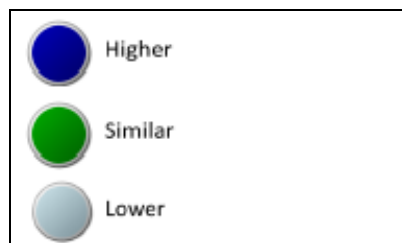


What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').

Financial Performance and Position

Financial performance and position commentary

Our planned budget for 2017 was closely adhered to except our anticipated cash budget for relief teachers was surpassed due to illness.

Our credit for staffing had a \$10000 surplus. We make effective use of the budget we are given and manage it carefully to ensure the goals of our annual implementation plan are achievable and given clear focus.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,176,242	High Yield Investment Account	\$8,212
Government Provided DET Grants	\$139,518	Official Account	\$2,612
Government Grants Commonwealth	\$55,219	Other Accounts	\$126,601
Government Grants State	\$4,873	Total Funds Available	\$137,426
Revenue Other	\$27,543		
Locally Raised Funds	\$131,661		
Total Operating Revenue	\$1,535,055		
Equity¹			
Equity (Social Disadvantage)	\$7,475		
Equity Total	\$7,475		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,166,046	Operating Reserve	\$41,388
Books & Publications	\$1,523	Asset/Equipment Replacement < 12 months	\$14,000
Communication Costs	\$3,602	Maintenance - Buildings/Grounds incl SMS<12 months	\$15,000
Consumables	\$26,194	School Based Programs	\$20,000
Miscellaneous Expense ³	\$77,831	School/Network/Cluster Coordination	\$26,450
Professional Development	\$8,900	Provision Accounts	\$588
Property and Equipment Services	\$100,178	Other recurrent expenditure	\$20,000
Salaries & Allowances ⁴	\$89,454	Total Financial Commitments	\$137,426
Trading & Fundraising	\$34,282		
Utilities	\$24,189		
Total Operating Expenditure	\$1,532,198		
Net Operating Surplus/-Deficit	\$2,857		
Asset Acquisitions	\$13,735		

(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 05 March 2018 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.