

# 2017 Annual Report to the School Community



School Name: Koo Wee Rup Primary School

School Number: 2629

*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

Koo Wee Rup Primary School is located in the Cardinia Shire, 75km south east of Melbourne and in 2017 our student enrolment was 225. Our school comprised of 11 classroom teachers, 3 Specialists, 1 Leading Teacher, 1 Principal, 7 Education Support and 2 administration staff.

During 2017, KWRPS was in the second year of their new Strategic Plan. The school continued on its journey to develop their collaborative practices in line with the Dufour model of Professional learning Communities. The school's vision was a key driver in the daily practices and decisions made by staff and leadership. This is; *"we collectively commit to creating an inclusive environment where all students will achieve high levels of learning. We will be relentless in our collaborative efforts to meet all of the needs of our students. We will create a safe, positive and harmonious environment where students feel connected. Students will understand their learning path and be self-directed and motivated learners. We will promote and instill positive values in our students as they become learners with a growth mindset."*

### Framework for Improving Student Outcomes (FISO)

#### Building Practice Excellence

A key area of focus for 2017 was the development of an agreed upon whole school instructional model, including learning targets and success criteria. To support the implementation and development of this work, a peer coaching model was developed and implemented. This allowed for staff to trial, reflect and act to continue deepening their understanding and capacity to implement the agreed upon model. Teams continued to strengthen their understanding of the PLC learning cycle to ensure their collaborative efforts were having maximum impact on student learning outcomes.

#### Building Leadership Teams

Another key initiative within the school was to develop instructional leadership capacity at all levels of the school. This included staff participating in the Swamp Middle Leaders Project, developing a more authentic School Improvement Team and providing specific learning opportunities for staff members which was relevant to their leadership development.

#### Intellectual Engagement and Self-Awareness

Teams also began their work around designing and sharing proficiency scales with students as they began to develop personal learning goals and monitor their own learning progress.

### Achievement

Our 2017 NAPLAN data indicates we continue to perform at a similar level to the state means. Our learning gain data in all areas continues to be an area of focus. Our teams worked upon developing specific approaches to monitor the learning growth of all students. Using the PLC framework, teachers are constantly discussing how they are responding to the needs of all students, both for support and also for extension.

In 2017, we began to review our reading approaches and based on the action research project conducted around CAFÉ reading, we made the commitment to modify our whole school approaches to reading in 2018.

Teams continued to work on developing effective assessment practices around numeracy. Learning for staff then focused on developing their data literacy to ensure they were able to take clear and precise actions in response the learning data they collected.

### Engagement



Students at Koo Wee Rup Primary school are provided with a range of extra curricula activities that support, motivate and build upon the learning that is happening in the classroom. In 2017, students were provided with a rich learning experience which included 4 specialist programs. These were Italian (LOTE), Physical Education, ICT and The Arts. The change from Sustainability to The Arts as a specialist program was decided upon because of the identified gap in our broader curriculum within this specific area. The program became a highly popular one with the students and allowed students to explore this area of the curriculum with an expert delivering the program.

Students also participated in activities such as School Swimming sports, Mobile March, Cross Country, athletics as well as excursions and camps. In 2017, our Middle School attended the Phillip Island camp and our 1/2 students participated in our school sleepover. As part of our biannual camps/sleepover program, our 5/6 students will be travelling to Canberra in 2018.

Students across all levels continued to be provided with an opportunity to be part of the Student Voice program which involves them in making decisions about things they would like to see happening at our school. Senior school students are provided with further Leadership opportunities through School Leaders and House Captains. School Leaders played a pivotal role in representing the school in the wider community and in conducting our assemblies.

## Wellbeing

We continued to develop students' understanding of the core values of Learning, Respect, Responsibility and Resilience through classroom practice and through engaging with The Resilience Project. This involves staff development sessions, student workshops and also parent workshops. The aim of The Resilience Project is to develop positive mental health strategies in our students to support them in coping with the daily challenges they face. This work extended beyond the initial workshops and training sessions. It has become a part of the language we use daily with the students in their classrooms and out in the yard. The 3 key areas of this body of work are gratitude, empathy and mindfulness.

Student connectedness data measured lower than expected standards and this has resulted in action being taken to create more opportunities for students to explore their areas of passion in 2018. These include Wakkakiri (arts performance), digital technology extension groups, the purchase of coding and robotics equipment and a wider range of lunch time clubs. Opportunities with the Senior School students to compete more regularly in interschool sports experiences are also being explored.

Linda King, our Student Wellbeing Coordinator, continued to engage with services, families and students to address any issues relating to their wellbeing. This may include reluctance to attend school, family challenges and school issues. The school also engages with an external counselling service and counselling students completing their practicum, which allows students to receive counselling here at the school during the school day.

Community events were also successful with students and the school community enjoying Mother's Day picnics, Maths Open Nights, Father's Day Breakfast and weekly assemblies. The focus of the assemblies became more student focused, with the School Leaders leading the work with the support of the principal.

The school continues to run a very thorough Foundation transition program, including 9 structured sessions in terms 3 and 4 for the 2017 Foundation students to become extremely familiar and confident with their new school. The program also includes parent information sessions. The transition program culminated with a family 'carnival' celebration evening which had a dual purpose. The night was a celebration for our 2017 Foundation students and their families for completing their first year of school and also to welcome our 2018 Foundation students and their families to the school community. .

For more detailed information regarding our school please visit our website at  
<http://www.kooweerups.com.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><b>Enrolment Profile</b></p> <p>A total of 225 students were enrolled at this school in 2017, 120 female and 105 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Similar</p> <p> Similar</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><b>NAPLAN Learning Gain</b> 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>18%</td> <td>59%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>45%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>52%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>41%</td> <td>45%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>50%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	59%	23%	Numeracy	32%	45%	23%	Writing	38%	52%	10%	Spelling	41%	45%	14%	Grammar and Punctuation	36%	50%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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>90 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> <td>85 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	91 %	90 %	90 %	85 %	90 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	91 %	90 %	90 %	85 %	90 %										



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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>	Lower
<p><b>Students Attitudes to School - Management of Bullying</b></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>	Similar

# 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)

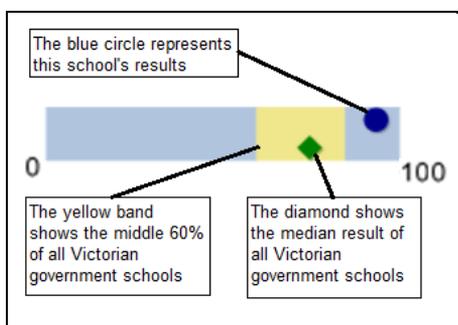
### Engagement

- 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).

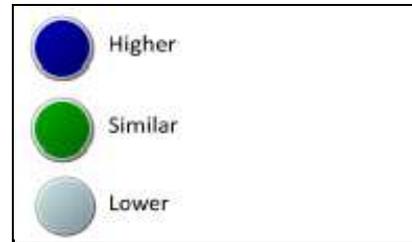


## What does *School Comparison* refer to?

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

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,920,380	High Yield Investment Account	\$107,846
Government Provided DET Grants	\$282,459	Official Account	\$16,672
Government Grants Commonwealth	\$13,555	Other Accounts	\$104,862
Revenue Other	\$15,814	<b>Total Funds Available</b>	<b>\$229,380</b>
Locally Raised Funds	\$99,898		
<b>Total Operating Revenue</b>	<b>\$2,332,107</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$190,582		
<b>Equity Total</b>	<b>\$190,582</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,891,835	Operating Reserve	\$57,381
Books & Publications	\$5,335	Asset/Equipment Replacement < 12 months	\$63,000
Communication Costs	\$5,314	Capital - Buildings/Grounds incl SMS<12 months	\$4,580
Consumables	\$56,162	Maintenance - Buildings/Grounds incl SMS<12 months	\$30,648
Miscellaneous Expense <sup>3</sup>	\$86,229	Revenue Received in Advance	\$27,481
Professional Development	\$14,774	School Based Programs	\$15,994
Property and Equipment Services	\$120,033	School/Network/Cluster Coordination	\$10,503
Salaries & Allowances <sup>4</sup>	\$25,002	Other recurrent expenditure	\$1,794
Trading & Fundraising	\$39,981	Maintenance -Buildings/Grounds incl SMS>12 months	\$18,000
Utilities	\$19,480	<b>Total Financial Commitments</b>	<b>\$229,380</b>
<b>Total Operating Expenditure</b>	<b>\$2,264,145</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$67,961</b>		
<b>Asset Acquisitions</b>	<b>\$33,261</b>		

(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.

An end of year surplus was the result of ensuring expenditure was maintained as per guidelines and kept well within budgets. Funds were available from grants, revenue received in advance, unallocated family credits. Commitments such as furnishing of new relocatable rooms, upgrading of furnishings and grounds upgrades were also managed within this budget.

Additional funds received through 'Equity Funding' have been used to supplement our School Leadership roles outside of the classroom teachers, which directly supports improving student learning. Equity funding also funded other intervention supports which were implemented to support the learning needs of the students.



*Other grants included Bendigo Bank's grant towards the local school network's Leadership Day, as well as funds for our school improvements.*

*Whilst it does not appear within our school's financial records, the school was also successful in attaining \$174,700 through the Inclusive Schools Fund which will go towards building an outdoor learning space in 2018.*

*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.*