

2018 Annual Report to The School Community



School Name: Kalinda Primary School (5121)



- 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 2018 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 27 May 2019 at 10:04 AM by Shaun McClare
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 03 June 2019 at 03:04 PM by Lachlan Williams
(School Council President)

About Our School

School context

Kalinda Primary School is a dynamic learning environment that ensures teams work in teams, to deliver a guaranteed and viable curriculum utilising evidence-based best practices to ensure every students' individual learning needs are met. Our students acquire competencies needed for further education, the workplace of the future and the achievement of a quality lifestyle. In 2018, Kalinda had 24 classroom teachers and 5 specialist teachers. Kalinda offers a broad curriculum with specialist programs including Music, Dance and Performing Arts, Visual Arts, Physical Education and Japanese. Information technology is well-resourced and incorporated across the curriculum led by teachers with high levels of expertise. Our 1:1 iPad program in Grades 5 and 6, complementing our Challenge Based Learning program, has allowed students to work independently and collaboratively in inquiry learning tasks. We have strong sister school relationship with Lilyvale Primary School in Japan. In 2018 some of our students and staff members visited Lilyvale Primary School in Japan in a joint venture with Warranwood PS.

Framework for Improving Student Outcomes (FISO)

Throughout 2018, Kalinda focused on the FISO initiatives 'Building Practice Excellence' and 'Empowering students and building school pride'. 'Building Practice Excellence' focused on developing teacher capacity in Writing instruction and 'Empowering students and building school pride' focused on implementing 'Play is the Way' as part of our overall focus on embedding Positive Education throughout the school.

Achievement

Improvements in Literacy and Numeracy outcomes for all students was a focus in 2018. Teacher Judgement and NAPLAN results in Reading and Numeracy were above the State median.

The percentage of students in the Top 2 Bands in NAPLAN for Reading (Yr 5) was at a high level (49.2%), having increased from the year before.

The percentage of students in the Top 2 Bands in NAPLAN for Numeracy (Yr 5) was also at a high level (38.5%), having increased significantly from the year before.

Overall performance in Writing was not as strong as Reading and Numeracy and will be a major strategic focus in 2019 and 2020. School leadership will work together with staff, using the FISO Improvement Cycle to identify areas for improvement in our teaching practices in Writing, set goals for improvement, work together to build capacity and closely monitor achievement in this area.

Engagement

Student engagement and empowerment is a strength of the school. The Quality Beginning program in the first week of the year sets goals and expectations that guide student behaviour and citizenship. School empowerment is also built via Challenge Based Inquiry learning. This continues to provide pathways for personalised learning and hence the engagement of students in areas of their interest and individuals where students are able to connect to the real world.

Student attendance of 93.8% is at a high level and improved slightly from 2017.

Strong home/school partnerships have been built and the community is supportive of programs and the opportunities offered for their children. The school connections with our sister school in Japan has great support from the community

Wellbeing

Kalinda's focus on Positive Education places our emphasis on well-being outcomes on an equal footing with academic outcomes. The outcomes in both of these areas are intrinsically intertwined and improvements in each of them has a positive impact on the other. Under this umbrella, the school has continued to embed major initiatives that have made a significant impact on student well-being. These include Respectful Relationships and Play is the Way.

Significant time, resources and expertise will continue to be invested in ensuring Kalinda is an exemplar school in providing positive well-being outcomes for every single student.

Financial performance and position

A secure financial position has been preserved during 2017. Government funds and those raised through parent contributions and local fundraising were allocated to meet the needs of students consistent with the school's Strategic Plan and Annual Implementation Plan. Property maintenance and development, as well as the provision of capital equipment in a modern technological learning environment, will require careful planning and the employment of appropriate prioritization strategies. With management and the ongoing support of our school community, which values the provision of high quality educational opportunities for children, the school is well positioned to meet the challenges ahead

For more detailed information regarding our school please visit our website at
<https://www.kalinda.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

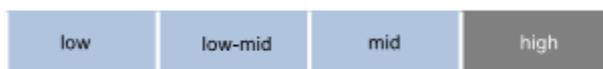
Enrolment Profile

A total of 567 students were enrolled at this school in 2018, 289 female and 278 male.

9 percent were EAL (English as an Additional Language) students and 1 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).

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



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:  ◆ 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> 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>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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>54%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>47%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>41%</td> <td>9%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>53%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>45%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	54%	19%	Numeracy	26%	47%	28%	Writing	50%	41%	9%	Spelling	16%	53%	31%	Grammar and Punctuation	33%	45%	22%	<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>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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>91 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	93 %	93 %	93 %	91 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	93 %	93 %	93 %	91 %	92 %										

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,217,286	High Yield Investment Account	\$686,023
Government Provided DET Grants	\$862,688	Official Account	\$50,636
Government Grants Commonwealth	\$11,779	Other Accounts	\$641,050
Revenue Other	\$31,806	Total Funds Available	\$1,377,708
Locally Raised Funds	\$617,730		
Total Operating Revenue	\$5,741,290		
Equity¹			
Equity (Social Disadvantage)	\$24,042		
Equity Total	\$24,042		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,139,577	Operating Reserve	\$175,894
Books & Publications	\$3,273	Other Recurrent Expenditure	\$2,304
Communication Costs	\$6,181	Provision Accounts	\$2,758
Consumables	\$102,666	Funds Received in Advance	\$170,345
Miscellaneous Expense ³	\$266,947	School Based Programs	\$79,425
Professional Development	\$23,557	Funds for Committees/Shared Arrangements	\$8,428
Property and Equipment Services	\$326,904	Repayable to the Department	\$653
Salaries & Allowances ⁴	\$333,221	Asset/Equipment Replacement < 12 months	\$26,230
Trading & Fundraising	\$83,770	Capital - Buildings/Grounds < 12 months	\$453,240
Travel & Subsistence	\$1,290	Maintenance - Buildings/Grounds < 12 months	\$13,400
Utilities	\$48,020	Asset/Equipment Replacement > 12 months	\$25,000
		Capital - Buildings/Grounds > 12 months	\$390,000
		Maintenance - Buildings/Grounds > 12 months	\$30,000
		Total Financial Commitments	\$1,377,678
Total Operating Expenditure	\$5,335,406		
Net Operating Surplus/-Deficit	\$405,884		
Asset Acquisitions	\$57,146		

(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 15 March 2019 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)

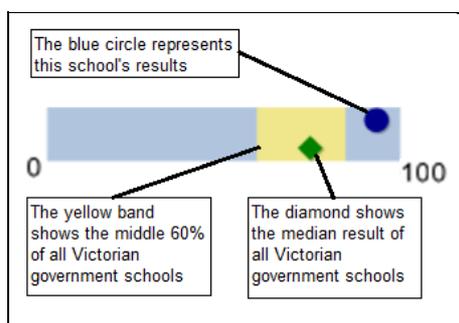
Engagement

- 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).

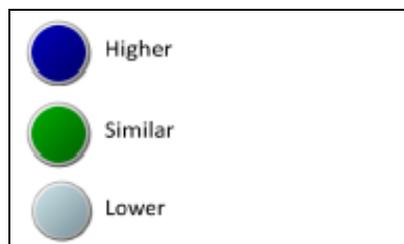


What does *School Comparison* refer to?

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 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*' 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').