

# 2019 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 26 October 2020 at 06:47 PM by Shaun McClare (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 October 2020 at 06:38 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 the future and the achievement of a quality lifestyle. In 2019, 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 2019, in conjunction with Warranwood Primary School, we hosted visiting students and teachers from Japan.

### Framework for Improving Student Outcomes (FISO)

Throughout 2019, 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 developing consistent pedagogy in the teaching of Numeracy. This was supported through Professional Learning for teachers and support provided by Learning Specialists throughout the school.

'Empowering students and building school pride' focused on developing student voice and embedding Positive Education practices throughout the school. This work is led by our HOPE Leaders (Heads of Positive Education) who strategically plan, lead and support improvements in wellbeing for all students from Foundation to Yr 6.

### Achievement

Achievement in all areas of Literacy and Numeracy were above the State median in all NAPLAN measurements and were above or similar to 'Similar Schools' in all areas.

The amount of 'High Growth' from Yr 3-5 in Reading (15%), Numeracy (17%) and Writing (20%) are all areas for improvement in 2020 and beyond. Effective differentiation is crucial to ensuring the high levels of growth in the middle Primary years. We have addressed this in 2020 through a change in team planning practices that focuses on using student data effectively to inform differentiation.

In 2019, our students on the Program for Students with Disabilities achieved strong learning, engagement and wellbeing outcomes.

### Engagement

Student engagement with the school is an area that we focus on intently at Kalinda Primary School. We have taken significant steps in 2020 to improve the level of engagement and school connection. This include the introduction of Kalinda Crews at the beginning of the year, a multi-age program that builds student-student and student-teacher relationships. School empowerment is also continues to be built via Challenge Based Inquiry learning.

Strong partnerships between the school and home are an important part of this connection. Communication between the school, the classroom teachers and parents plays a crucial role in maximising engagement for our students.

### 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. We will continue to focus our strategic energy on improving outcomes in this area in 2020 and beyond.

### **Financial performance and position**

A secure financial position has been preserved during 2019. 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 prioritisation 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 that lay ahead in 2020 and beyond.

**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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 568 students were enrolled at this school in 2019, 284 female and 284 male.

9 percent of students had English as an additional language and np 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: High

### 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.9	85.8	79.2	92.0

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	68.2	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	94.3	89.7	81.7	95.0	Similar
Mathematics	94.3	90.3	81.8	95.8	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	89.4	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	87.1	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	81.7	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	66.7	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	86.6	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	79.9	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	76.2	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	59.2	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	33.8	50.8	15.4
Numeracy	24.2	59.1	16.7
Writing	26.2	54.1	19.7
Spelling	33.3	53.0	13.6
Grammar and Punctuation	13.6	60.6	25.8

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.0	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	14.3	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	92	91	93	91	91	90

**WELLBEING**

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	78.3	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	83.2	81.4	73.9	88.1	-

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	78.6	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	83.5	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$4,338,383
Government Provided DET Grants	\$813,404
Government Grants Commonwealth	\$13,671
Government Grants State	\$900
Revenue Other	\$30,607
Locally Raised Funds	\$543,104
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,740,069</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$26,781
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$26,781</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,172,582
Adjustments	\$0
Books & Publications	\$2,258
Communication Costs	\$5,610
Consumables	\$110,159
Miscellaneous Expense <sup>3</sup>	\$290,842
Professional Development	\$18,703
Property and Equipment Services	\$272,163
Salaries & Allowances <sup>4</sup>	\$365,969
Trading & Fundraising	\$74,606
Travel & Subsistence	\$0
Utilities	\$45,825
<b>Total Operating Expenditure</b>	<b>\$5,358,716</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$381,352</b>
<b>Asset Acquisitions</b>	<b>\$119,324</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$1,297,713
Official Account	\$20,799
Other Accounts	\$68,017
<b>Total Funds Available</b>	<b>\$1,386,529</b>



Financial Commitments	Actual
Operating Reserve	\$177,159
Other Recurrent Expenditure	\$1,588
Provision Accounts	\$3,568
Funds Received in Advance	\$117,034
School Based Programs	\$86,228
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,332
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$485,000
Maintenance - Buildings/Grounds < 12 months	\$187,729
Asset/Equipment Replacement > 12 months	\$58,000
Capital - Buildings/Grounds > 12 months	\$113,736
Maintenance - Buildings/Grounds > 12 months	\$80,000
<b>Total Financial Commitments</b>	<b>\$1,381,373</b>

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

### **Achievement**

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for Teacher Judgements against the curriculum
  - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

### **Engagement**

- student attendance and engagement at school, including:
  - 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) factors:
  - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, 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 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').