

2020 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 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 17 May 2021 at 12:55 PM by Shaun McClare (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 17 May 2021 at 01:58 PM by Tom Keegan (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

School Vision: At Kalinda Primary School we are committed to developing the whole child and a lifelong love of learning.

School Values:

We are kind

We are respectful

We are resilient

Kalinda Primary School is located in the City of Ringwood in the eastern suburbs of Melbourne, approximately 40 kilometres from the Melbourne Central Business District. The school was founded in 1980 to serve the rapidly growing population. The 11 acres of school grounds include a range of purpose designed play areas, adjoining treed parkland and synthetic sporting surfaces including basketball courts. A stadium with full-sized basketball court, music room, large kitchen and multi use learning areas is well used by both the school and the wider community.

Kalinda Primary School is a dynamic learning environment where teachers 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 to face the challenges of life. In 2020, Kalinda had 564 students enrolled, 27 classroom teachers, and 5 specialist teachers. Kalinda offers a broad curriculum with specialist programs including 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.

Framework for Improving Student Outcomes (FISO)

Two FISO priorities were chosen in 2020, 'Excellence in teaching and learning' and 'Positive climate for learning'. Some data was used to measure these areas for improvement and progress, however due to remote learning our progress in some areas was not as expected yet teacher collaboration and ICT skills improved dramatically.

We had two goals under the FISO dimension of 'Excellence in teaching and learning' and both of these goals related to the FISO initiative of 'Evidence based high impact teaching strategies'.

The first of these goals was 'To improve student outcomes in Literacy with a focus on Writing' and our Key Improvement Strategy was to 'Develop an agreed approach to the teaching of Literacy, starting with Writing'.
-Despite the challenges of Remote Learning, we were able to embed a consistent pedagogical approach to Writing from F-6 in 2020 and the capacity of teachers to differentiate the learning of Writing to meet students' point of need significantly grew. We were able to achieve this through Professional Learning with all staff members (particularly in Term 1 and Term 4) and a consistent feedback cycle that focused on the improvements in Writing pedagogy and made adjustments for the model to be suitable for a remote learning environment.

The second goal was 'To improve Numeracy outcomes for all students' and our Key Improvement Strategy was to 'Build the capacity of all staff to use evidence-based targetted teaching across the school'.
-Despite the challenges of Remote Learning, we were able to continue to build the capacity of teachers to use student data and evidence to inform their planning in order to differentiate Numeracy lessons across the school. We were able to achieve this through Professional Learning that focussed on effective use of data in planning and this was supported and monitored by Team Leaders and the school's Learning Specialists.

We had one goal and the FISO dimension 'Positive Climate for learning' and it related to the FISO initiative of

'Empowering students and building school pride'.

This goal was 'To improve student engagement in learning through a focus on building student agency' and our Key Improvement Strategy was to 'Develop whole of school understandings of how to embed student agency in order to improve student engagement in learning'.

-Despite the challenges of Remote Learning, students across many years levels were further empowered to have input into the development of both their learning tasks and authentic learning goals. This is an area which we will continue to focus on in 2021 and beyond.

Achievement

Our student achievement data is significantly higher than the median of all Victorian Government schools. Our achievement data also shows that we are at the same level in comparison to similar schools in Victoria. Our English and Maths Years F-6 data indicates that 92.1% and 92.3% of students respectively were at or above expected standards.

In 2020 we further embedded our pedagogical approaches in Maths and Writing and continued to develop staff capacity to use students learning data to differentiate future learning tasks. We had 23 students who were supported through the Program for Students with a Disability and all showed satisfactory progression in achieving their individual goals as identified in their Individual Learning Plans. Kalinda has high aspirations for all of its students and will continue to focus on teaching and learning to enhance our student learning outcomes.

Engagement

During Remote Learning we focused on ensuring all students and staff remained engaged and connected with the school. We achieved this through daily check-ins, regular online meetings (with academic and wellbeing focuses) and by providing on-site supervision of students who were unable to be supervised at home. As a school we continually reflect on these practices and we gathered regular feedback and made adjustments as necessary.

Our 2020 student absence data was higher than similar schools, whereas we have not varied much at all from similar schools over the previous 4 years. This may be due to how schools collected and reported absence data and this is a matter we will review. In terms of reducing student absences, we are regularly promoting to our students and wider school community the need to be at school every day (whilst still taking into account the extra vigilance we have to take with unwell students staying home during this time of a global pandemic). Students with unexplained absences, absences beyond 3 days or regular absences are followed up by classroom teachers and school leadership and plans are put in place to improve attendance behaviours when necessary.

Wellbeing

At Kalinda student wellbeing is a major focus and we believe it has equal importance to academic learning. Building the wellbeing capacity of our staff, provides our students with the opportunity to maximise their learning achievements and to flourish in life. We take a collaborative approach with schools in the Maroondah Network and with the Maroondah City Council to improve our wellbeing skills and understanding through our membership of the Maroondah Positive Education Network.

Wellbeing activities were a regular part of the daily curriculum in 2020, both on-site and during remote learning. Led by our HOPE (Heads of Positive Education) Leaders and embraced by all staff we took a pro-active approach to developing our students' capacity to build positive emotions, positive relationships, celebrate their accomplishments and build their resilience. This was particularly crucial in a year that was very challenging for many families at the school.

Our School Counsellor continued to provide valuable support to students she worked with and we also utilised DET resources and called upon the expertise of Regional support staff to work on issues in relation to student wellbeing.

Whilst we did not collect Student Attitude to School Survey data in 2020, our 4-year average indicates that the student

endorsement of their 'Sense of Connectedness' and how the school's 'Management of Bullying' is at a higher level than both the State average and Similar Schools.

Financial performance and position

A secure financial position has been preserved during 2020. 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. A Net Operating Surplus of \$422,269 was achieved through careful management of school staffing and as a result of many maintenance and building priorities being delayed as a result of the pandemic. 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 2021 and beyond.

For more detailed information regarding our school please visit our website at
<https://www.kalinda.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 567 students were enrolled at this school in 2020, 289 female and 278 male.

9 percent of students had English as an additional language and NDP 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.

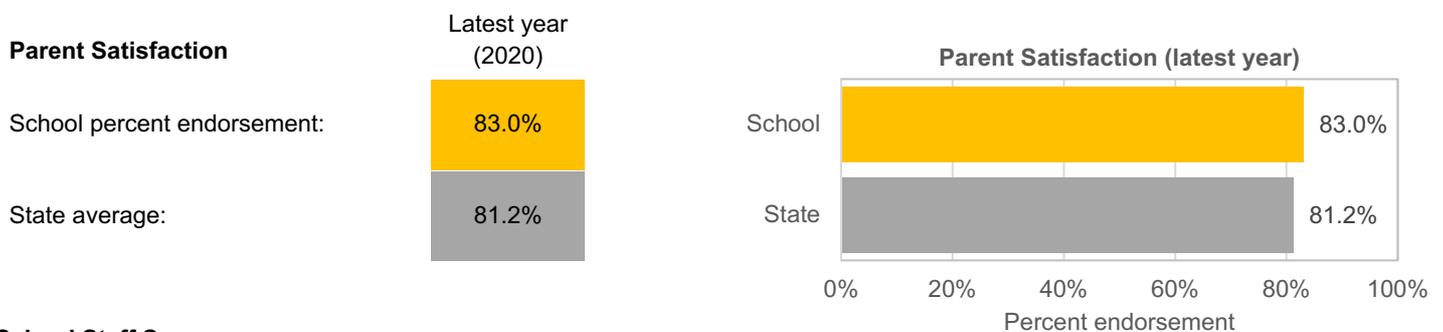
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

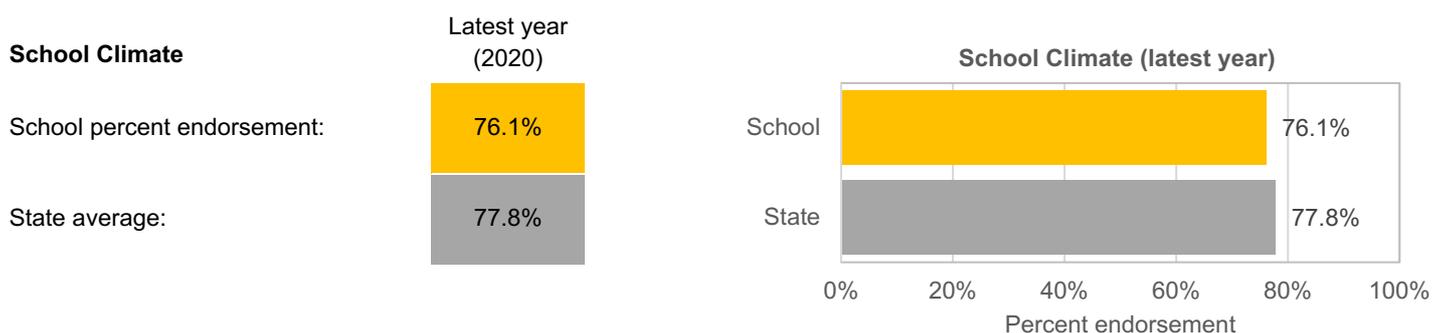


School Staff Survey

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:

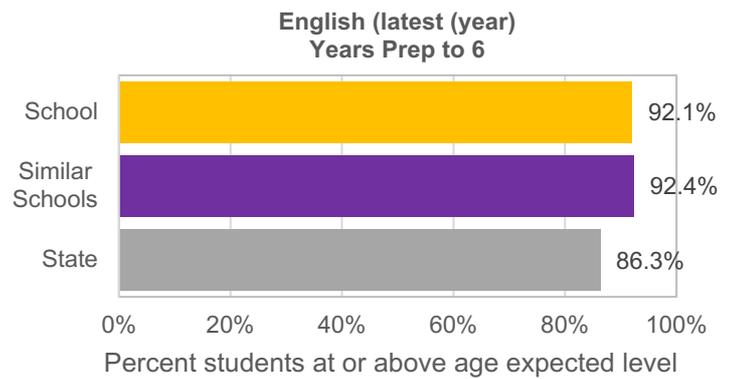
92.1%

Similar Schools average:

92.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

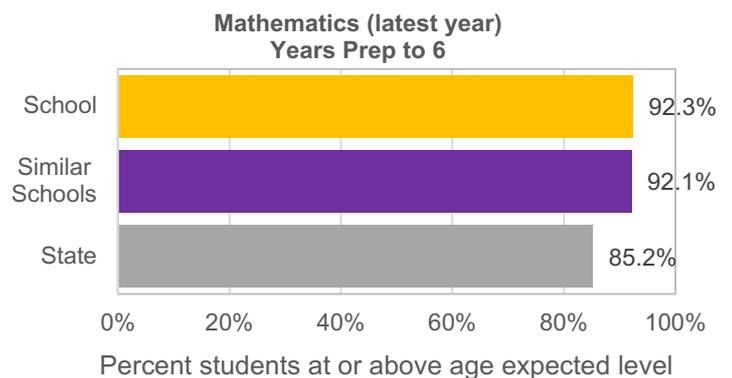
92.3%

Similar Schools average:

92.1%

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

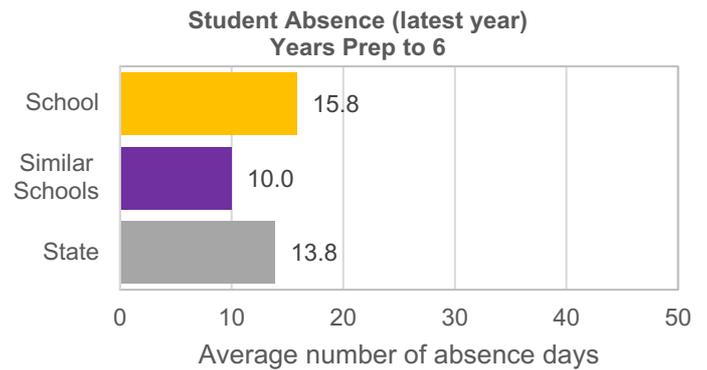
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	15.8	15.1
Similar Schools average:	10.0	13.1
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%	90%	91%	91%	95%	92%	92%

WELLBEING

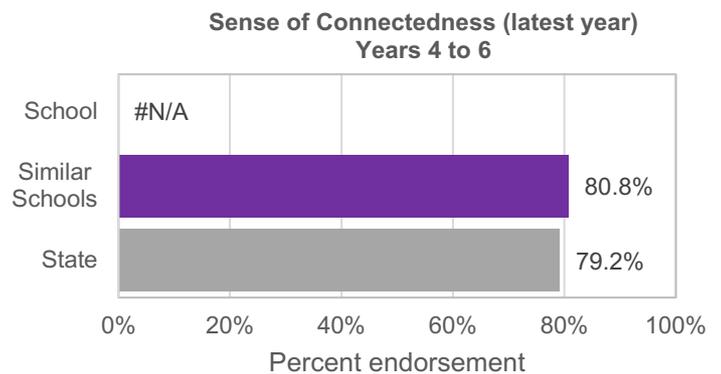
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	83.2%
Similar Schools average:	80.8%	81.1%
State average:	79.2%	81.0%



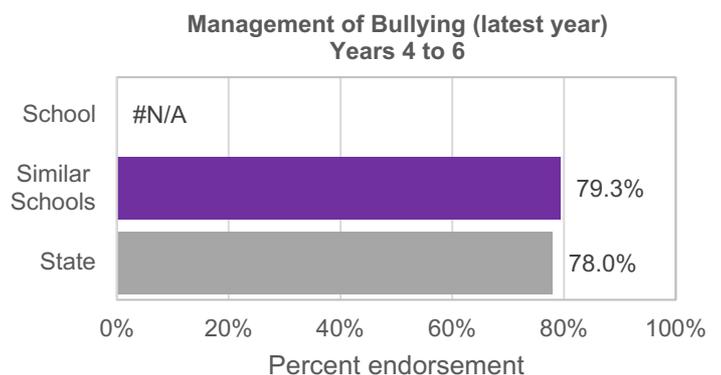
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	83.5%
Similar Schools average:	79.3%	80.7%
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	\$4,739,361
Government Provided DET Grants	\$497,408
Government Grants Commonwealth	\$11,800
Government Grants State	NDA
Revenue Other	\$13,738
Locally Raised Funds	\$295,468
Capital Grants	NDA
Total Operating Revenue	\$5,557,775

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,291
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$24,291

Expenditure	Actual
Student Resource Package ²	\$4,448,628
Adjustments	NDA
Books & Publications	\$10,671
Camps/Excursions/Activities	\$16,906
Communication Costs	\$4,028
Consumables	\$87,283
Miscellaneous Expense ³	\$18,546
Professional Development	\$13,520
Equipment/Maintenance/Hire	\$107,197
Property Services	\$71,511
Salaries & Allowances ⁴	\$209,685
Support Services	\$83,583
Trading & Fundraising	\$23,273
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$54
Utilities	\$41,083
Total Operating Expenditure	\$5,135,506
Net Operating Surplus/-Deficit	\$422,269
Asset Acquisitions	\$463

- (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	\$1,432,920
Official Account	\$12,916
Other Accounts	\$92,051
Total Funds Available	\$1,537,887

Financial Commitments	Actual
Operating Reserve	\$105,578
Other Recurrent Expenditure	\$2,312
Provision Accounts	\$3,568
Funds Received in Advance	\$137,976
School Based Programs	\$96,489
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$9,965
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$27,250
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$75,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$1,073,000
Total Financial Commitments	\$1,531,138

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.