

2022 Annual Report to the School Community

School Name: Kangaroo Ground Primary School (2105)

KANGAROO GROUND
PRIMARY SCHOOL NO 2105



- 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 of the previous calendar year 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 28 April 2023 at 03:41 PM by Laurie Murray (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 12 May 2023 at 02:45 PM by Amber Hawkins (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

Established in 1853, Kangaroo Ground Primary School is located in a semi-rural environment approximately 40 kilometres northwest of Melbourne's Central Business District (CBD). The school site includes an administration area including a library, staffroom, and varied staff areas and offices. Additional buildings house teaching and learning spaces and students have access to a flexible learning centre, art and science rooms, and a multi-purpose performing arts room. The school grounds include multiple spaces for sports including an under cover basketball court, recreational areas, a market garden, spaces for outdoor learning, a barbeque area and a local museum in an original historic building. The total 2022 enrolment was 256 students. The Student Family Occupation Education (SFOE) was 0.1436. The staffing profile of Kangaroo Ground Primary School included 15.1 full-time equivalent (FTE) staff, comprising: the Principal, Assistant Principal, 13.1 teaching staff, and 3.9 Education Support (ES) staff, including classroom integration, and office administration staff. The school's F-6 curriculum framework incorporates the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum. Classroom teaching and learning are supported by the provision of a specialist curriculum. Health and Physical Education (HPE), Languages other than English (LOTE) Italian, Visual Arts, Performing Arts and Science are specialist areas provided by the school. The tutor learning program and a range of strategies and programs to assist students needing additional support or extension are provided by the school. Enrichment learning activities and extra curricula programs are offered for students in a range of environments. These include art, instrumental music, performance productions, camps and excursions, interschool sporting programs and student leadership opportunities. An accredited Out of School Hours Care (OSHC) and a preschool operate onsite. Our school community functions as a partnership that is highly valued and is actively involved in projects to sustain this culture. Parents are involved in many different aspects of school life such as classroom help, camps, excursions electives, sports, chess and school council.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 our Annual Implementation Plan (AIP) focussed on the Priorities Goal set for all Victorian schools by the Department. Again, the emphasis was on numeracy and improving our outcomes in this area. Teachers collected a range of data to track student growth and progress including, utilising a range of assessments to gather pre and post-data. This then allowed teachers to identify the point of need for each student ensuring learning was targeted and differentiated. Our school provided a range of professional learning for staff to assist with building their capacity and confidence when teaching numeracy. We also arranged for regular collegiate classroom visits which fostered collaboration and professional discussions and enabled teachers to build on their repertoire of skills. As part of the school's meeting schedule, team meetings were held regularly providing an opportunity for teachers to discuss data and learning tasks that would support the students. The school is working towards embedding a more consistent approach when teaching numeracy and has established some clear teaching protocols. These protocols underpin our whole school teaching model of "I Do, You Do, We Do", a gradual release of responsibility model that shows students how to perform a task, and then gives them a chance to test it out with support, before embarking on the work themselves. While our NAPLAN data for 2022 remained relatively consistent, we will continue to focus on increasing the percentage of students in Years 3 and 5 in the top two bands in Numeracy. Our end-of-year data reflected high growth across our Prep to 2 cohorts however, across our 3-6 cohorts growth was not as high. The Tutor Learning Initiative programme provided support across the year to students, focussing primarily on numeracy, and teachers worked with the tutor to ensure learning needs were targeted and "quick" gains were achieved. Moving forward, we will continue to support teachers in their use of data analyses, including triangulating a range of data, to ensure teacher judgment scores accurately reflect students' abilities and outcomes.

Wellbeing

Our goal in our 2022 AIP was to strengthen our whole school's pedagogical approach toward social and emotional learning. As part of this process, the leadership team and teachers worked towards reviewing whole school well-being approaches and auditing programs currently in place. Our school continued to embed the Respectful Relationships program (RRRR) aligning with the

Department of Education's Social and Emotional Learning across all levels of primary school. Leadership worked with teachers to ensure student wellbeing was prioritised specifically at the start of the year. Teachers replaced existing integrated units with the Respectful Relationships curriculum as well as social and emotional learning activities help build resilience and self-esteem within our students. Teachers closely monitored students and flagged any concerns so that we could tap into services that were available both within and outside the school. Across the year, student wellbeing remained a major focus for all grades and the Respectful Relationships curriculum continued to be incorporated into teachers' weekly planning documents. The school also supported staff to build their capacity and confidence in delivering specific elements of the Respectful Relationships curriculum including, the "Consent" component, where we had arranged for professional learning to occur by tapping into the Department to deliver some of this sensitive content. Also, the school began working as part of a pilot program with the Yarra Me School, to embed Social, Emotional Learning (SEL) across all curriculum areas. School leaders worked with Dr Anna Bortoli from the Yarra Me School, to audit existing approaches and understandings of SEL, and began setting goals for the school based on our collection of data from surveys that were completed by staff. As part of the Child Safe policy update, a range of policies including the Student Wellbeing Policy was updated. This was shared with School Council, staff, and the community, and uploaded to our school website to ensure student wellbeing remained at the forefront of our school's priorities. Our Attitudes to School Survey data overall reflected mostly favourable overall responses however, it was noted when looking at the data that in the summary measures for "Individual Social and Emotional Wellbeing" females across Year 4 to Year 6 did show in some areas, a less favourable than overall School result. Our school will continue to prioritise wellbeing as an integral component of student learning within the FISO 2.0 framework.

Engagement

Student engagement continued to be a major priority for the school in 2022, particularly on the back of the last couple of years with COVID. Our Attitude to School Survey data highlighted that some of our students (26%), did not feel a sense of connectedness to school. Our data also showed that only 54% of students looked forward to coming to school. To address these concerns that were highlighted in our data, the school worked hard and looked for opportunities to build and foster school connectedness, including engagement for all our students. The school looked for ways to build student voice and agency within programmes and throughout the year we continued to provide opportunities for student-led and community-based projects. Some of these included the Garden Program where students were responsible for planting, growing, and harvesting vegetables and fruit, and then selling them to our school community. The Garden Program at our school is a well-established program that lends itself to a myriad of academic learning opportunities and mental health benefits. This program also played an important role in students feeling a sense of ownership and pride, which in turn, enabled them to feel connected to the school. Other programmes included the Buddy Programme. The Buddy Programme again provided an opportunity for our Grade 6 students to become role models to their prep buddies and partake in regular catch-ups. This programme not only played a pivotal role in transitioning our new prep students to KG and welcoming new families but built strong ties between students. We also looked at ways of broadening our school's leadership roles to include more students from across various grades within the school. The Junior School Council (JSC) representatives were responsible for organising, planning, and running a variety of whole school events including Market Day and Grandparent's Day. These student-led events were extremely successful and also served to re-establish the connection between home and school for some of our students. Also, our school prioritised supporting some of our most "at-risk" non-funded students, by utilising integration aids to support students and teachers in the classroom to ensure these students felt supported when at school. Building this strong partnership between our community and school is something that our school has always prided itself on and will continue to be a major focus for our school.

Financial performance

During 2022 credit to cash transfers totalling \$89,000 were deposited into the school's high yield account. This offset the end of year deficit of \$24,241 and affectively reflects a combined surplus of \$64,759. The transfer allowed the school to complete essential capital projects including the new storage shed facility and to increase the time allocation of our Educational Support staff to meet student needs in across the school.

Most capital works projects completed in 2022 were funded via grants outside of the school budgets enabling the school to direct funds to support the achievement of educational outcomes and other operational needs of the school. This includes the VSBA Inclusive Schools Grant of \$197,000.

Funds raised by the school have been used to meet a combination of facilities and educationally based goals. The deck area outside the performing Arts room and the cyber-safety student training sessions were both funded by locally raised funds.

School Council did not enter into any contracts during 2022.

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 2.0 (FISO 2.0).

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 259 students were enrolled at this school in 2022, 133 female and 126 male.

0 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).

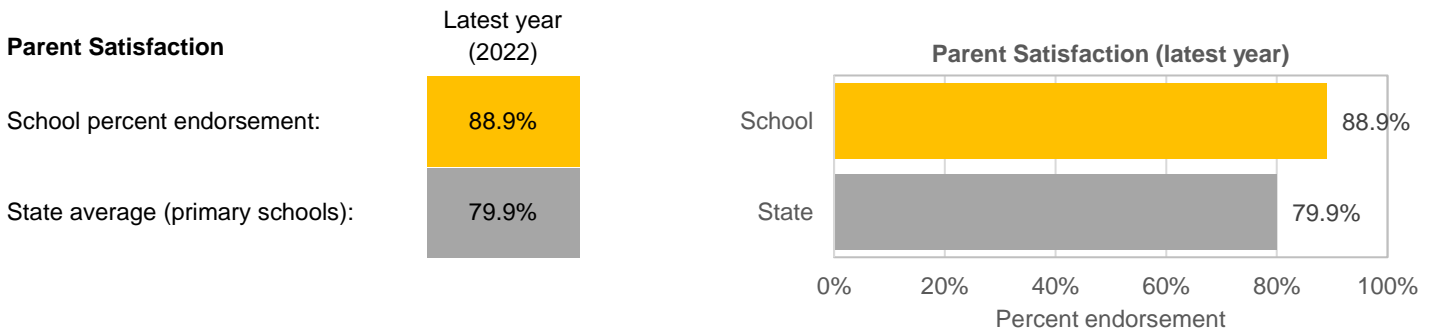
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

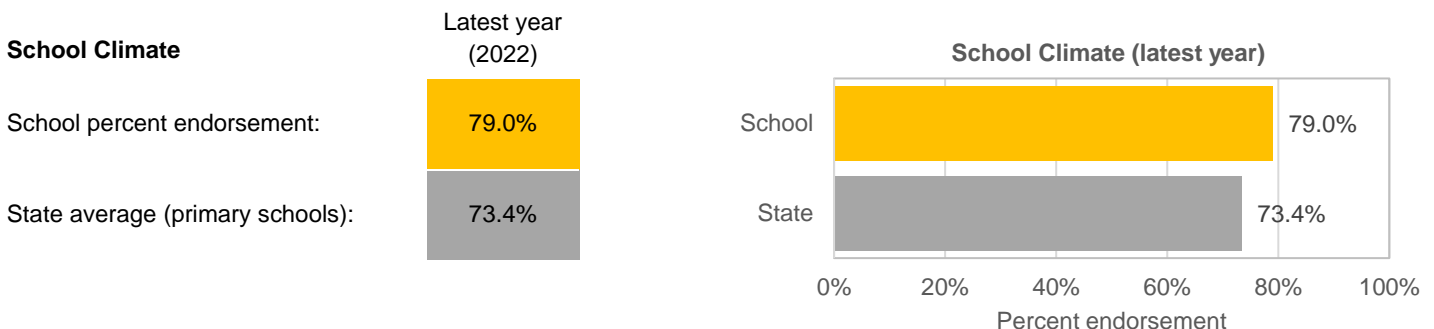


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

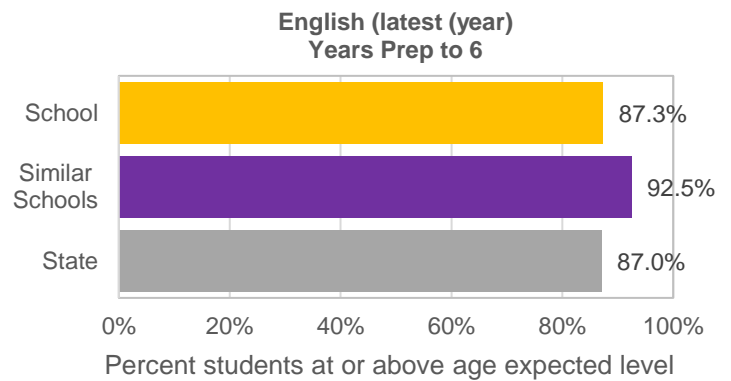
87.3%

Similar Schools average:

92.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

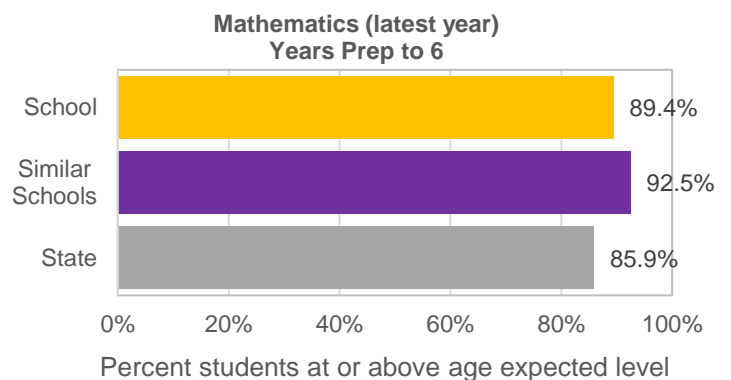
89.4%

Similar Schools average:

92.5%

State average:

85.9%



LEARNING (continued)

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.

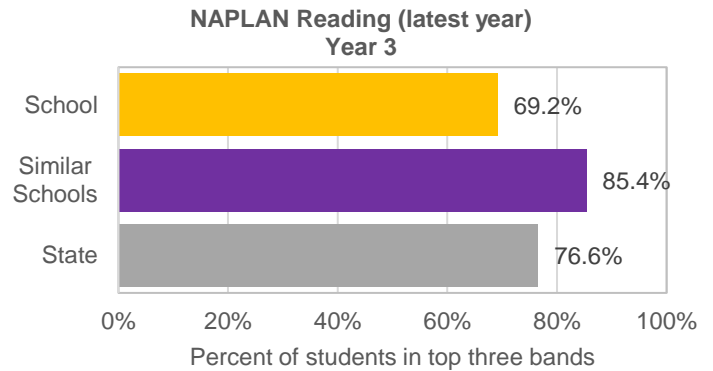
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

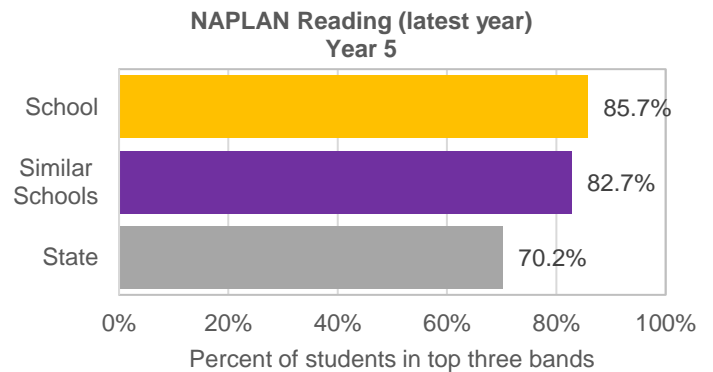
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.2%	83.5%
Similar Schools average:	85.4%	86.7%
State average:	76.6%	76.6%



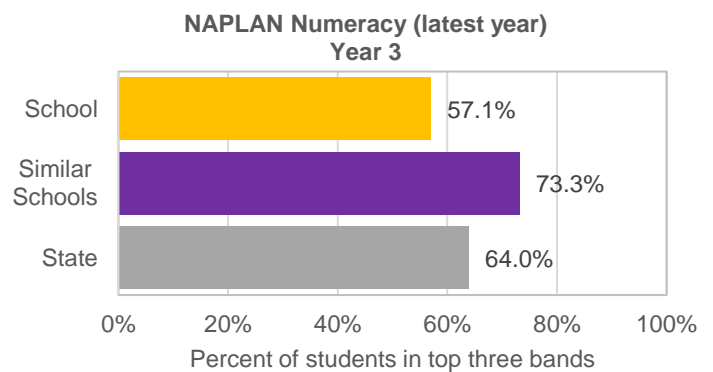
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.7%	84.6%
Similar Schools average:	82.7%	81.1%
State average:	70.2%	69.5%



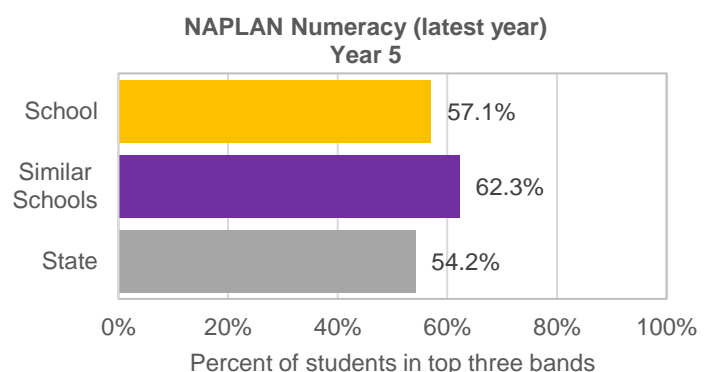
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	70.2%
Similar Schools average:	73.3%	77.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	66.7%
Similar Schools average:	62.3%	67.7%
State average:	54.2%	58.8%



WELLBEING

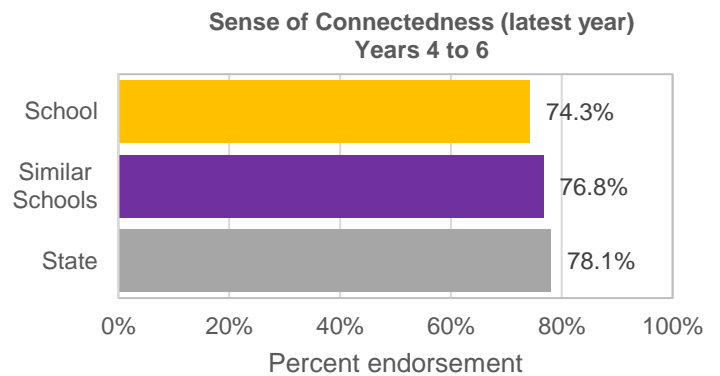
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.3%	82.1%
Similar Schools average:	76.8%	77.6%
State average:	78.1%	79.5%

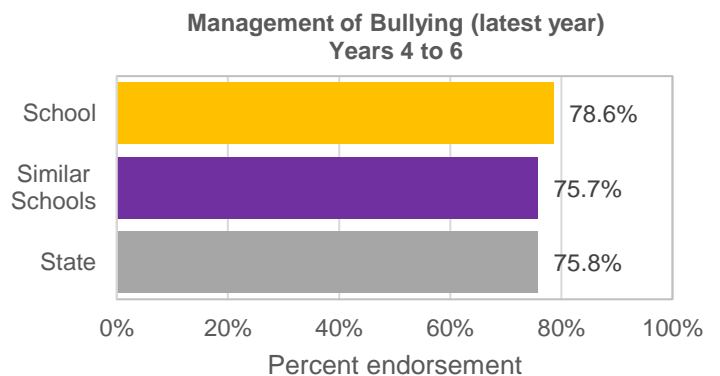


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	78.6%	87.2%
Similar Schools average:	75.7%	77.9%
State average:	75.8%	78.3%



ENGAGEMENT

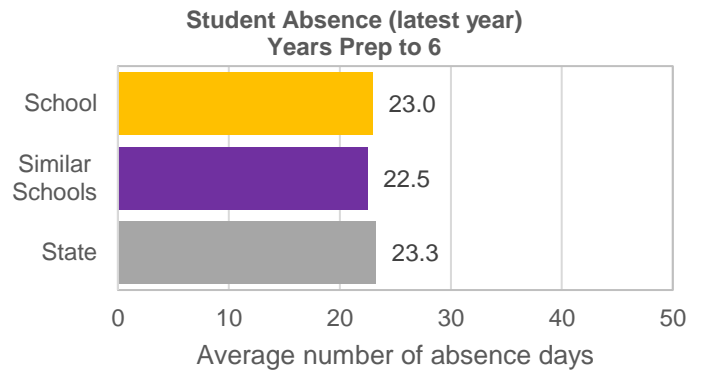
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.0	16.3
Similar Schools average:	22.5	15.3
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	90%	88%	90%	85%	90%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,071,424
Government Provided DET Grants	\$313,106
Government Grants Commonwealth	\$50,151
Government Grants State	\$1,270
Revenue Other	\$4,066
Locally Raised Funds	\$267,487
Capital Grants	\$43,979
Total Operating Revenue	\$2,751,483

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$2,095,665
Adjustments	\$0
Books & Publications	\$838
Camps/Excursions/Activities	\$116,957
Communication Costs	\$3,686
Consumables	\$51,355
Miscellaneous Expense ³	\$6,397
Professional Development	\$10,920
Equipment/Maintenance/Hire	\$17,903
Property Services	\$65,880
Salaries & Allowances ⁴	\$201,639
Support Services	\$13,126
Trading & Fundraising	\$31,297
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,391
Total Operating Expenditure	\$2,650,054
Net Operating Surplus/-Deficit	\$57,449
Asset Acquisitions	\$172,777

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$68,874
Official Account	\$10,664
Other Accounts	\$5,176
Total Funds Available	\$84,713

Financial Commitments	Actual
Operating Reserve	\$83,421
Other Recurrent Expenditure	\$11,916
Provision Accounts	\$3,751
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$22,250
Capital - Buildings/Grounds < 12 months	\$7,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$128,337

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.