

2020 Annual Report to The School Community



School Name: Middle Kinglake Primary School (3315)



- 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 10 March 2021 at 08:23 AM by Meagan Callander (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.

To be attested by 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

Middle Kinglake Primary School is situated 63km north of Melbourne in the Kinglake Ranges. We have a current student enrolment of 64 students. The school has 3.4 full-time teaching staff and 4 ES staff. We also have a school chaplain 0.4. For the 2020 school year we operated three classrooms- a P/1, 2/3/4 and 5/6.

Our staff work together to provide a quality and engaging curriculum to all students. Our three classroom teachers plan together and share ideas to ensure that there is consistency across all three classrooms.

Our inclusive curriculum incorporates specialist Music, Library, STEM and Auslan (LOTE). Teacher expertise is used in rotation to provide all classes with Phys Ed, Sustainability and Art. Students receive an hour of these specialist subjects over each week. We also have two music teachers who provide singing and instrumental music tuition to students.

A whole school buddy system is embedded and our whole school social skills program "Middle Mates" focuses on social skills with weekly Students of the Week awards recognising students demonstrating targeted social skills and following our 3 school rules of Be Safe, Be Responsible and Be Respectful. Extra-curricular opportunities include Boite chorus, instrumental music, interschool sport, Kids Teaching Kids and a developmental school camp program. We were awarded a 5 Star ResourceSmart award from Sustainability Victoria recognising the work of staff and students in regards to our school's Sustainability focus. Our Stephanie Alexander Kitchen Garden Program enhances our already terrific Sustainability programs. Students are involved in cooking sessions on a fortnightly basis, encouraging growing, harvesting and cooking our own produce. We continue to build links with community groups such as The Connected Garden, Landcare and the Arts Alliance. We have continued to develop the grounds at our school setting and included landscaping to make the gardening areas more accessible.

Leadership roles for students include School Captains, House Captains, Junior School Council and Sustainability Leaders. Student Voice is encouraged with students running weekly assemblies, ANZAC Day and Remembrance Day services and fundraising opportunities through Junior School Council.

Our onsite Outside School Hours Care program has received high praise across all of the National Quality Standards, meeting most of them and exceeding two of the standards. Our After School Care program incorporates a Sporting Schools Program on Mondays and Thursdays.

In previous years we have worked hard to provide opportunities to improve the Resilience of students and families. Additional programs including Youth Out Loud and Ellimatta Youth have been incorporated into the curriculum. These programs were important as we embarked on the Covid situation of 2020.

The Covid pandemic impacted on many families, many lost jobs and struggled to juggle working from home and assisting their children with remote and flexible learning. During the first lockdown we didn't have many students on site, but during the second lockdown we invited some students to come to school three days a week to assist with their emotional and academic wellbeing.

Although 2020 was a very trying time I was very proud of my staff and how they cope during this period. They remained professional, provided excellent remote and flexible learning programs, communicated with families and students, learned new skills and supported each other. They were constantly reflecting on their practice, wanting to make it better.

Framework for Improving Student Outcomes (FISO)

The improvement initiative selected for MKPS for 2020 were- Building Practice Excellence. We continued work on building teacher capacity to identify and teach to each student's point of learning in literacy and numeracy. In the first few weeks we collected data and analysed what students could do and where they needed to be taken to next. We reviewed the instructional model and ensured, through Classroom Walks and Talks, that it was consistent across all classrooms. Work programs were continually developed and are now very explicit and accurate reflections of what is happening in classrooms. Student Voice and Agency was a focus with students having more input into their personal learning goals.

As Covid hit we embarked on remote and flexible learning with students working from home. Teachers worked hard to ensure that work packs were individualised to suit each student's needs. Weekly hard copy work packs went out each

Monday and were returned the following Monday. In addition to this students had daily online class meetings with their teachers and additional reading and maths sessions online. The majority of students worked really hard, not only completing set tasks but extending themselves with additional forms of learning. On the return to school, teachers assessed student growth for more explicit and targeted teaching during term 4 and for end of year report writing.

Achievement

The 2020 school year was one like no other. We had enough time at the start of the year to collect data and set personal learning goals for students. In previous year's we had worked hard to develop students' and families' resilience to better deal with situations, and provided programs to assist students in this area. And this year, more than ever it was obvious who lacked resilience and required regularly encouragement and assistance. Weekly hard copy work packs were prepared for students, differentiated for their learning needs. Students also had daily class meetings online and additional reading and maths online sessions. Students completed work pack requirements to varying levels. The students who work well in class, focus and complete work and look for extension, exceeded all our expectations during remote and flexible learning. The students who require additional assistance, are not as motivated, get distracted easily didn't fair so well and there were some students who did very little. Additional one on one online meetings were set up for these students for teachers to further guided them in their learning. On the return to school, classroom teachers gathered data to ascertain were students were academically. We worked on basic skills in literacy and numeracy for those who needed it, to make up for lost time. We started planning for the Tutor Learning Initiative, identifying students who required additional assistance. Our staff Professional Learning continued through the lockdown period, ensuring we meet school, Depart and individual staff needs.

Engagement

The school has extensive programs in place to promote student engagement. We offer numerous extra curricular activities that encourage hands on learning. Our Sustainability practice is embedded across all year levels, with students also participating in Kids Teaching Kids, Landcare projects and the Stephanie Alexander Kitchen Garden Program, in addition to weekly Sustainability lessons. The school has a variety of activities in place to develop student leadership within the school: Buddies, School and House Captains, Junior School Council, Young Leaders' Day, student led celebrations and commemorations such as ANZAC Day, Remembrance Day services and student led assemblies, school concert, Grade 6 Year 7 Reunion and Year 6 Graduation. These programs and events have been an important factor in ensuring stability and a sense of belonging for students at the school. During 2020 we worked hard to try and bring some normality to our school programs and special events even though we weren't on site. Grades 3-6 school camp venue was changed and moved to 4th term so students had a chance to participate in this experience. Grade 6 Graduation was also moved so students could celebrate and parents could attend. Once we returned to school in term 4 we planned many special events to celebrate having the students back on site- a water play day, a sausage sizzle, a colour run etc. We pride ourselves on being a school that knows all the students and tries to provide experiences that cater for everyone. Our specialist subjects timetable includes Health & Physical Education, Sustainability, Art, Music, Library, STEM and Auslan. Students are invited to participate in Boite Schools' Choir each year, art activities through various community groups and interschool sport with neighbouring schools. We hope that this range of experiences offers something for everyone. There is a strong commitment to developing a safe and secure learning and playing environment for all of our students. Our three school rules of Be Safe, Be Responsible and Be Respectful are regularly communicated to families and students, and all behaviour management issue revolve around these.

Wellbeing

Even during a normal year, the school has comprehensive programs and policies in place to promote student wellbeing. The school has worked closely with additional specialised staff to address and cater for, the needs of individual students. This has been effective in providing additional support beyond our area of expertise for students

and families. The school works hard to listen to the views of students and address their needs through providing opportunities for student voice at classroom and school levels. The role of the Chaplain at the school has been a very successful one, in terms of listening to and supporting students. We have a Middle Mates social skills program that targets particular social skills that require developing and using them as a focus each week. These social skills are linked to a Student of the Week award distributed each Monday at assembly. Building Resilience has been a major focus at MKPS. We have engaged with the Youth Out Loud Resilience Program which has had fabulous results. Students have been very positive about the program and skills learned have been transferred to everyday school life.

Financial performance and position

Middle Kinglake Primary School are in a healthy financial position. We have worked hard over a number of years to get out of a deficit, workforce bridging situation.

This year's Equity and Tutoring Learning initiative grants have been utilised to employ a tutor two days a week to provide additional assistance to students across the school.

For numerous years we have received Chaplaincy money to provide for a Chaplain two days a week. Missing out of the grant for 2021 means we have had to access this service with our own funds.

With many PSD students being in Grades 5 and 6 we are hoping to keep our ES staff once the PSD funding is gone.

Draft

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 65 students were enrolled at this school in 2020, 34 female and 31 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) which takes into account parents' occupations and education.

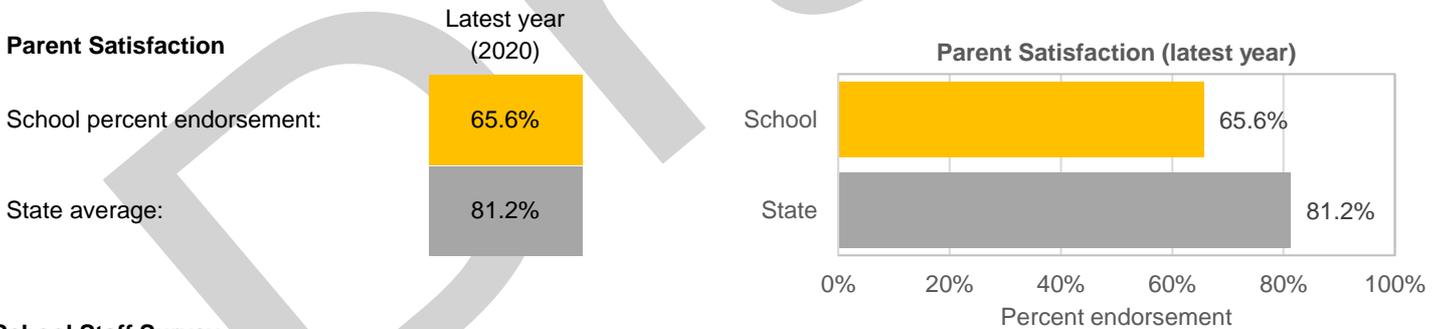
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

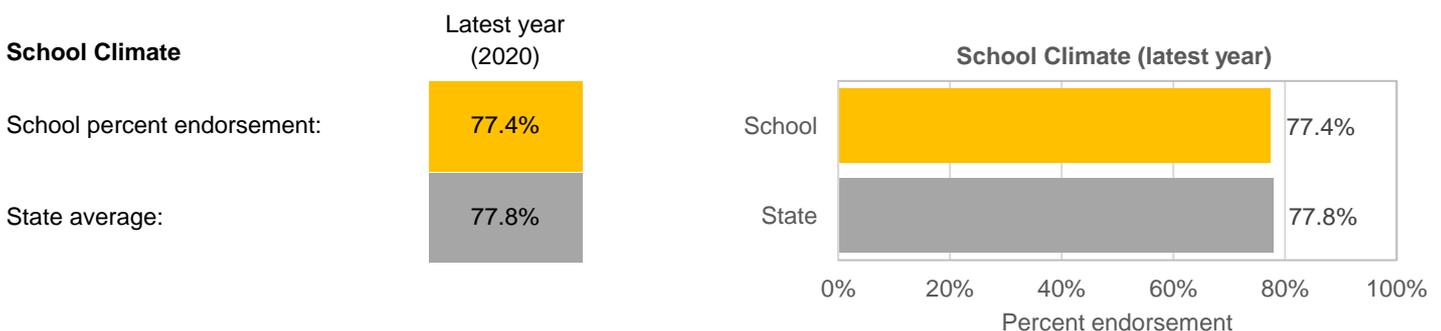


School Staff Survey

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:

90.1%

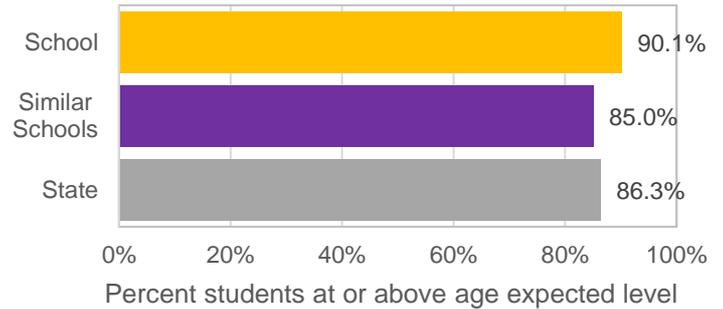
Similar Schools average:

85.0%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

94.3%

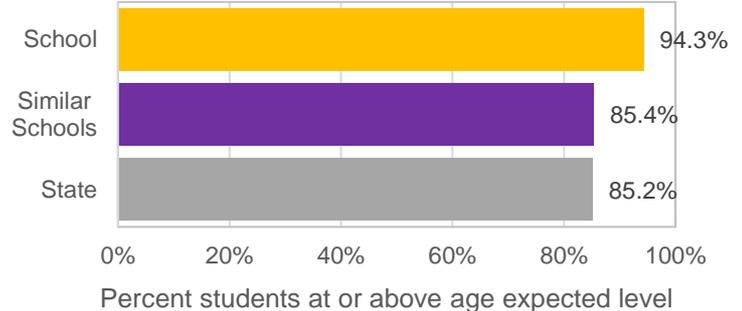
Similar Schools average:

85.4%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



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

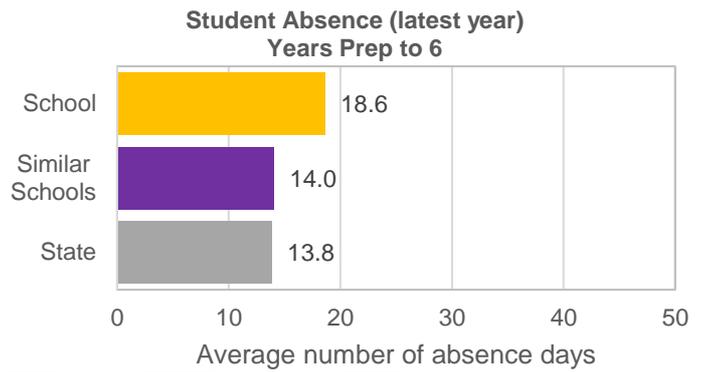
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.6	18.7
Similar Schools average:	14.0	16.4
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):	95%	92%	91%	90%	84%	87%	92%

WELLBEING

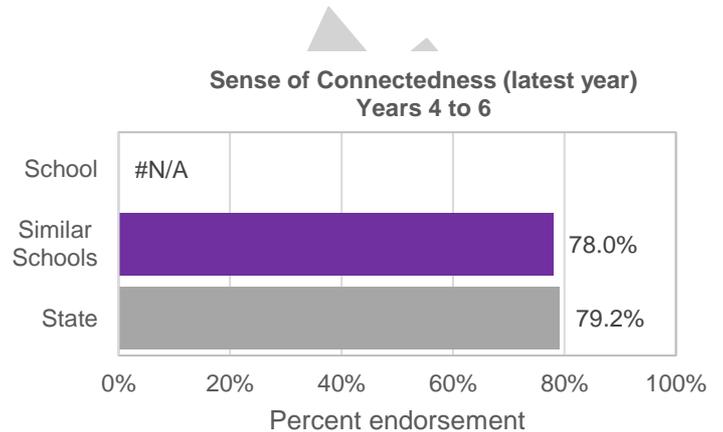
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	98.4%
Similar Schools average:	78.0%	81.7%
State average:	79.2%	81.0%



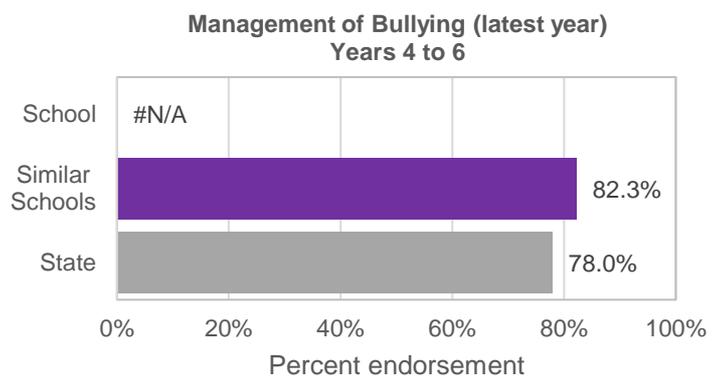
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	99.1%
Similar Schools average:	82.3%	83.7%
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	\$813,621
Government Provided DET Grants	\$220,994
Government Grants Commonwealth	\$19,931
Government Grants State	\$5,200
Revenue Other	\$3,829
Locally Raised Funds	\$54,092
Capital Grants	NDA
Total Operating Revenue	\$1,117,667

Equity ¹	Actual
Equity (Social Disadvantage)	\$23,845
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$23,845

Expenditure	Actual
Student Resource Package ²	\$641,873
Adjustments	NDA
Books & Publications	\$519
Camps/Excursions/Activities	\$24,478
Communication Costs	\$3,436
Consumables	\$20,503
Miscellaneous Expense ³	\$7,837
Professional Development	\$1,607
Equipment/Maintenance/Hire	\$34,086
Property Services	\$28,290
Salaries & Allowances ⁴	\$73,774
Support Services	\$24,935
Trading & Fundraising	\$11,915
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$17,645
Total Operating Expenditure	\$890,898
Net Operating Surplus/-Deficit	\$226,769
Asset Acquisitions	NDA

- (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	\$264,324
Official Account	\$15,925
Other Accounts	\$18,254
Total Funds Available	\$298,503

Financial Commitments	Actual
Operating Reserve	\$38,165
Other Recurrent Expenditure	NDA
Provision Accounts	\$7,829
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$45,863

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.