**2022 Annual Report to the School Community**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 27 March 2023 at 03:03 PM by Alistair Rayner (Principal) |

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| * 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 29 March 2023 at 04:14 PM by Sarah Lockhart (School Council President) |

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School Name: Kyneton Primary School (0343)

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

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**

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| **School context** |
| At Kyneton Primary School we believe our children are entitled to a high-quality education that is respectful of, and responsive to, their existing competencies, cultural heritage, and histories. We want our children to learn to their full potential in an inspiring, challenging, and supportive environment. Our families are entitled to be confident that their children will have access to an education that promotes equity and excellence whilst attending to the wellbeing of all children. Respect, persistence, pride, responsibility, personal excellence, and care for others are critical to our children's success and to our success as a school. All employees, students, parents/carers, volunteers, and visitors will be treated with dignity and respect regardless of their sex, gender identity, socioeconomic status, cultural background, sexual orientation, or level of ability. We aim to foster strong partnerships between home and school as our school recognises that the best educational opportunities are provided when a positive relationship exists between these two environments. We seek to create a real sense of belonging, involvement and working together, to support children to reach their full potential. School non-attendance is addressed through the provision of an active welfare program using the Berry St Educational Model built around The Respectful Relationships curriculum. Our wellbeing policy encompasses explicit procedures, which support the school community and foster a sense of belonging and appreciation of individuality. The school leadership team using the Compass modular, web-based school management platform carefully monitoring attendance data weekly. Our qualified teaching staff undertakes continuous professional learning to ensure that they are at the edge of current educational research and are able to effectively use acknowledged ‘best practice' in learning and teaching methodologies. This is evidenced through our commitment to on-going action-research and specialist consultancy. The school has 23.89 equivalent full time staff: 2 Principal Class, 19.69 teachers (including full-time and part-time) and 4.13 ES staff. The school has an enrolment of approximately 338 students. We have a regular prep enrolment between 40- 50 students each year. The school is situated in Kyneton a town of 7500 people and an hour’s drive northeast of Melbourne. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2022 the school continued work on its strategic plan goal of maximising student learning outcomes. Whole School Semester 2 above expected level teacher judgment data annual AIP targets in Number, Measurement, Statistics, and Writing were met or exceeded. Writing, Number, and Measurement data met or exceeded the 2023 strategic plan targets and Reading and Statistics data were on track to achieve this next year.The percentage of Year 3 students in the top three bands of testing in NAPLAN for Reading (86.4%) and Numeracy (81.8%) exceeded the similar schools and state averages. The four-year average data was also encouraging.The percentage of Year 5 students in the top three bands of testing in NAPLAN for Reading (75.6%) and Numeracy (56.5%) exceeded the similar schools and state averages. The four-year average data was also encouraging.Throughout 2022 there was a process for the ongoing review of data and a focus on using data. The school continued to use PLCs to develop inquiry investigations with a focus on writing, numeracy, and reading and to support open data discussions in teams and across the school. Teachers identified that PLCs have really *“Provided clarity about the use of data to review progress and growth of all students, not just in your team”.*At KPS there are common understandings of what Learning Intentions and Selection Criteria (LISC) are and students have clarity around the purpose of LISC and how they can be used in their learning. |
| Wellbeing |
| The Attitudes to School survey (Year 4-6) data in the Sense of Connectedness domain was positive (77.3%) and was higher than the similar schools average and only .08% behind the state average. The four-year average data was positive.The Attitudes to School survey (Year 4-6) data in the Management of Bullying domain was positive (78.7%) and was higher than the similar schools average and the state average. The four-year average data was extremely positive.Health and wellbeing support such as the appointment of a Mental Health and Wellbeing Teacher was a priority for the school to work with staff, students, and their families. As this was an effective support for our school, we plan to continue to implement this initiative in 2023.Other initiatives that supported the wellbeing of our school included:All Year 1-6 students and all KPS staff were supplied with a personalised Berry Street Education Model (BSEM) Diary which provided students with a structured daily reminder of the wellbeing and learning principles at the core of the BSEM. This was introduced each week at assembly and reinforced in the classroom.Our Dogs Connect dog, Honey was out in classrooms working alongside staff with children who required support with anxiety, social skills, entering school, and with emotional regulation. Grade 5/6 students were invited to work with Honey (Honey's Helpers) and they took an active role with her in Semester 2.A lunchtime initiative called the Zen Zone was created to support children who required some downtime during play lunch and lunchtime. Other lunchtime activities were established to cater for the diverse needs of our students, these include; Code Club, Lego Club, PLAY (Positivity Leadership and Activated Youth) Program, Art and Music activities. |
| Engagement |
| Kyneton Primary School students are engaged and connected to their school, and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity. In 2022, the school continued to work with families to ensure students were at school and learning during onsite instruction.The average number of school absence days (23.1) for 2022 was slightly lower than the state average but marginally higher than the state average.  This data was significantly impacted at KPS by the high level of families that ventured out on extended family holidays after the Covid-19 lockdowns.The school continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences, and made phone calls after two unexplained periods of absence. The school continued to work closely with the Senior Wellbeing and Engagement Officer from the regional office to support chronic absences and return to school processes. The Engagement and Wellbeing Team at the school continued to meet each fortnight. The new staged response to attendance process was implemented and promoted throughout the year. |
| **Other highlights from the school year** |
| Face to face AssembliesPrep Sleepover, Year 2, 4, & 6 CampsInterschool Sports EventsP-6 Swimming/Aquaware ProgramClean Up School DayNational Day of Action Against BullyingRide 2 School and Walk to School DaysReturn to offsite excursions and onsite incursionsYear 5 Stem ProgramTree Planting Days with BiolinksBook Week Dress-Up DayBiolinks Time Capsule ProjectFrench DayInstrumental ConcertPrep-2 Xmas Concert |
| **Financial performance** |
| As part of the School Resource Package, Kyneton Primary School finished 2022 with a healthy surplus of $96 574 as it was well supported by a sound long-term planning document, a strong staffing model, and increased enrolments. An additional $40 000 of this surplus was allocated for the school in 2022 to supplement the purchase of Information Technology resources. The 2022 Annual Implementation Plan continued to provide the framework for the school council allocation of funds to support school programs and priorities. The school's Equity Funding supported a range of targeted and additional programs throughout the year, in particular the development and implementation of Visible Learning practices, continued implementation of  PLC structures, the Berry St Model, and the RRRR program. The school’s official account finished the year with a balance of $105 510.  |
| **For more detailed information regarding our school please visit our website at** [**http://www.kynetonprimaryschool.com.au/**](http://www.kynetonprimaryschool.com.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 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 338 students were enrolled at this school in 2022, 166 female and 172 male.

1 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 - 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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 68.5% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 76.7% |
| State average (primary schools): | 73.4% |

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.

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| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 82.6% |
| Similar Schools average: | 86.8% |
| State average: | 87.0% |

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| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 84.3% |
| Similar Schools average: | 86.6% |
| 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.

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| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 86.4% | 83.6% |
| Similar Schools average: | 75.7% | 76.1% |
| State average: | 76.6% | 76.6% |

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| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 75.6% | 70.0% |
| Similar Schools average: | 72.3% | 71.8% |
| State average: | 70.2% | 69.5% |

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| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 81.8% | 82.0% |
| Similar Schools average: | 66.6% | 67.7% |
| State average: | 64.0% | 66.6% |

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| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 56.5% | 57.4% |
| Similar Schools average: | 51.1% | 58.4% |
| 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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 77.3% | 78.6% |
| Similar Schools average: | 75.1% | 77.2% |
| 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 78.7% | 80.5% |
| Similar Schools average: | 75.9% | 78.7% |
| 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.

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| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 23.1 | 18.2 |
| Similar Schools average: | 22.5 | 16.6 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 89% | 89% | 88% | 86% | 89% | 88% | 88% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,983,222 |
| Government Provided DET Grants | $546,507 |
| Government Grants Commonwealth | $10,513 |
| Government Grants State | $50,000 |
| Revenue Other | $31,966 |
| Locally Raised Funds | $178,252 |
| Capital Grants | $0 |
| Total Operating Revenue | **$3,800,461** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $42,443 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$42,443** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,883,042 |
| Adjustments | $0 |
| Books & Publications | $976 |
| Camps/Excursions/Activities | $63,706 |
| Communication Costs | $2,322 |
| Consumables | $44,757 |
| Miscellaneous Expense 3 | $38,579 |
| Professional Development | $16,925 |
| Equipment/Maintenance/Hire | $47,988 |
| Property Services | $107,176 |
| Salaries & Allowances 4 | $247,119 |
| Support Services | $56,933 |
| Trading & Fundraising | $46,660 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $32,344 |
| Total Operating Expenditure | **$3,588,527** |
| Net Operating Surplus/-Deficit | **$211,934** |
| Asset Acquisitions | **$23,433** |

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 | $5,182 |
| Official Account | $100,329 |
| Other Accounts | $0 |
| Total Funds Available | **$105,510** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $105,510 |
| Other Recurrent Expenditure | $19,809 |
| Provision Accounts | $142 |
| 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 | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| 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 | **$125,461** |

*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.*