

2020 Annual Report to The School Community



School Name: Koo Wee Rup Primary School (2629)



- 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 18 March 2021 at 02:58 PM by Benton Zimmerle (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 18 March 2021 at 02:58 PM by Laura Smith (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

Koo Wee Rup Primary School is located in the Cardinia Shire, 75km south east of Melbourne. In 2020 our student enrollment at the February Census was 343, a growth of 29 students over the previous 12 months. Our school consisted of 15 classroom teachers, 3 specialist teachers (Physical Education, LOTE - Italian and The Arts), a Learning Specialist, a Leading Teacher, an full time student well-being coordinator, 1 Principal, 3 administration staff including a Business Manager and 10 Education Support Staff undertaking a variety of roles including integration support and individualized programs including Multi-Lit and Speech.

At Koo Wee Rup Primary School our vision underpins the way we work in supporting children to become highly capable learners. Our Vision is "We collectively commit to creating an inclusive environment where all students will achieve high levels of learning. We will be relentless in our collaborative efforts to meet all of the needs of our students. We will create a safe, positive and harmonious environment where all students feel connected. Students will understand their learning path and be self-directed and motivated learners. We will promote and instill positive values in our students as they become learners with a growth mindset". This vision is supported by our school values: Learning, Respect, Responsibility, Resilience.

Framework for Improving Student Outcomes (FISO)

In 2020, despite an interrupted year due to the Covid-19 pandemic, KWRPS continued to focus on the FISO dimension 'Building Practice Excellence' with the key improvement strategy of 'Identifying the key components of effective professional learning teams in order to develop these roles, structures and quality practices for CLTs'. Use of conferencing technology allowed our CLTs to continue to meet throughout the period of remote and flexible learning to effectively plan for students at a cohort level. Team leaders were supported by the Learning Specialist who facilitated professional practice days with teams to ensure consistency of practice through targeted professional learning. Our Leading Teacher supported Team Leaders through 1:1 coaching sessions each week.

Through the period of Remote and Flexible Learning Koo Wee Rup Primary School delivered the educational program through the See-Saw app in grades F-2 and Google Classroom in grades 3-6. Teachers planned collaboratively and recorded virtual lessons that students and their families could download and access at any time throughout the day to ensure flexibility that fit the needs of our families.

Due to Remote and Flexible Learning and workplace restrictions, much of the Professional Learning that was planned for 2020 was put on hold until all staff returned onsite. This greatly impacted our achievement of AIP goals in 2020.

Achievement

In 2020, a school based challenge was the engagement of some individuals in the remote learning platform. The school instigated live Reconnection Time sessions daily to enable students to interact with their peers and their teacher. Student growth in 2020 did not meet expectations. As such decisions were made at the end of the year to focus on students that made no learning growth and individual learning plans were developed for all students 18 months or more behind in their learning. In Term 4 a success was whole staff professional learning on the writing of SMART goals for ILPs to ensure there is clarity and precision in goal setting.

Our PSD funded students are supported in the classroom by highly skilled education support staff. Our ES staff participated in termly SSG meetings that were chaired by the Leading Teacher, Student Wellbeing Coordinator or the Principal. Through this process student goals were unpacked in detail to ensure that goals set focused on the next point of learning for the individual child.

Engagement

Students at Koo Wee Rup Primary School are provided with a range of extra curricula activities that support, motivate and build upon the learning that is happening in the classroom. In 2020, students were provided with 3 specialist subjects that included LOTE (Italian), The Arts and Physical Education. Unfortunately, due to COVID-19 restrictions many of our planned activities including camps, excursions, incursions and whole school events had to be cancelled in

2020.

Students across all year levels had the opportunity to participate in the Student Voice program which involved having the students provided input into some of the school decision making processes. The Student Voice group continued to work with Kate Beveridge from the Cardinia Shire as part of a larger student group providing a student voice to the decisions being made in the local shire.

Senior school students were provided opportunities to take on leadership roles including school and house captains. Our school captains run our school assembly and are supported by a senior school student of indigenous background who leads the school with our Acknowledgement of Country.

The school aims to focus on initiating student goal setting and providing students opportunities to provide feedback on their learning as we develop a new strategic plan as part of the school review process in 2021.

Student attendance is closely monitored by the school leadership team. Attendance is a standing agenda item where students with poor levels of attendance are the focus of conversation. A staged approach includes a phone call from the classroom teacher prior to being referred to Leadership for phone contact, then written contact via registered post. A lack of improvement at this point results in referral to the Department.

Wellbeing

In 2020, Mrs Linda King, our Student Wellbeing Coordinator, continued to engage with services, families and students to address issues related to their wellbeing. This may have included reluctance to attend school, family challenges and school issues. In Term 4 2020 KWRPS appointed an Assistant Principal who will take over the role of Student Wellbeing.

In the classroom, teachers spend time at the start of the year implementing the 'Learning to Learn' program which aims to establish rules, routines and expectations for the year ahead. This has been strengthened through the 2020 year by the school's engagement with the Department's School-Wide Positive Behaviour Support initiative. In 2020 the school achieved 'Blue Status' having finalised behaviour expectation documents. These will be displayed across all environments within the school in 2020 as the school continues to work with our SWPBS coach to attain the next level of achievement.

A consistent behaviour management approach is implemented across the school that includes 5-steps that provide multiple opportunities for students to regulate their behaviour in order to meet classroom expectations.

Through the second half of 2020 the school developed a Behaviour Matrix that lists all of the common forms of misbehavior that may occur at school. This was driven primarily from input from the students. Staff have also provided input into this document. In 2021 the document will be sent to all families for parental input before being finalised and implemented across the school. We utilise Sentral as the platform to record student behaviour incidents.

In 2020 the MAT program continued. This saw selected students from Grades 3-6 participate in a Tier 3 intervention program focused on building resilience and the ability to self-regulate their emotions.

In 2020 the KWRPS maintained its relationship with The Resilience Project. The aim of this partnership is to teach our school values explicitly through a positive mindset lens that takes into account the key principles of gratitude, empathy and mindfulness (GEM). In 2020 senior students utilised a The Resilience Project journal to assist in strengthening their knowledge, understanding and application of the GEM principles. In 2021 KWRPS will continue to be a The Resilience Project partnership school. All students will engage in planned The Resilience Project lessons at least once per week. All staff are provided with a The Resilience Project diary and GEM activities form part of our practice at staff meetings and professional learning events.

Despite the challenges of COVID-19 restrictions, KWRPS ran a thorough Foundation transition program, initially in small groups as per Government guidelines, then as a cohort once allowed to do so. Parent information sessions were conducted remotely via Webex.

KWRPS maintains a strong connection with the neighboring Koo Wee Rup Secondary College. This ensures a smooth transition from Grade 6 to Year 7 at the completion of primary school.

In Term 4 2020 KWRPS was successful in obtaining Chaplaincy Funding. In 2021 the school will employ a chaplain for 2 days per week to support students with their social and emotional learning.

Financial performance and position

KWRPS achieved an end of year financial surplus as a result of careful budgeting and financial management.

Throughout 2020 the school received additional funding through the Government's Sporting School's initiative. This funding was used directly for the purchase of sporting equipment and the engagement of professional coaches to

enhance the Physical Education program.

Equity funding was expended through a combination of additional ES staffing, specialised programs including Multi-Lit and Speech as well as supplementing the Student Wellbeing Coordinator role.

The school is currently awaiting the start of a building project. The school is required to contribute approximately \$35,000 to the completion of this project. These funds have been budgeted for in the 2021 budget.

For more detailed information regarding our school please visit our website at

<http://www.kooweerupps.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.

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 343 students were enrolled at this school in 2020, 168 female and 175 male.

2 percent of students had English as an additional language and 2 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.

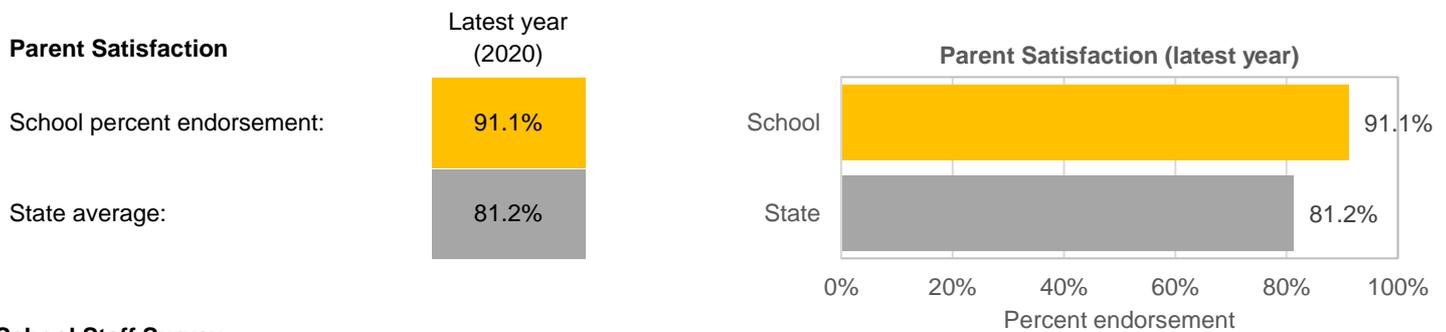
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

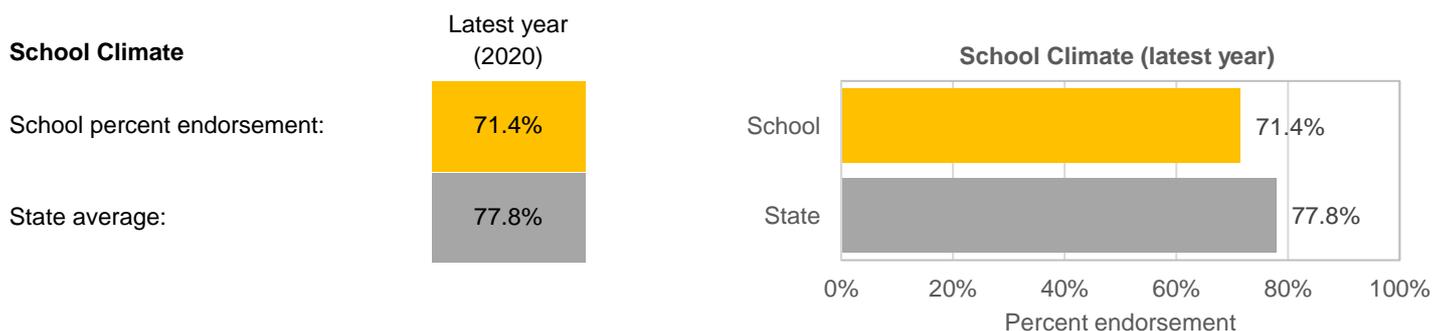


School Staff Survey

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:

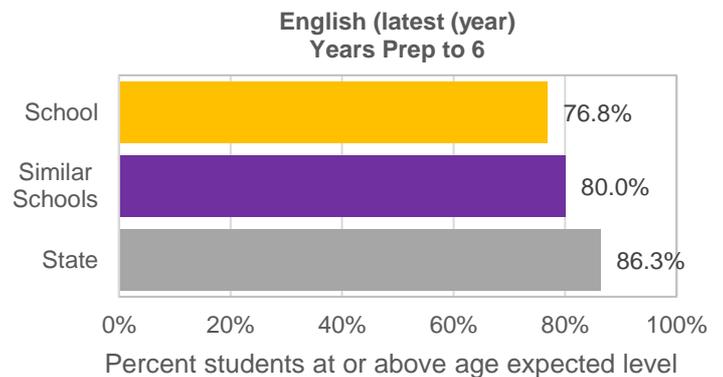
76.8%

Similar Schools average:

80.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

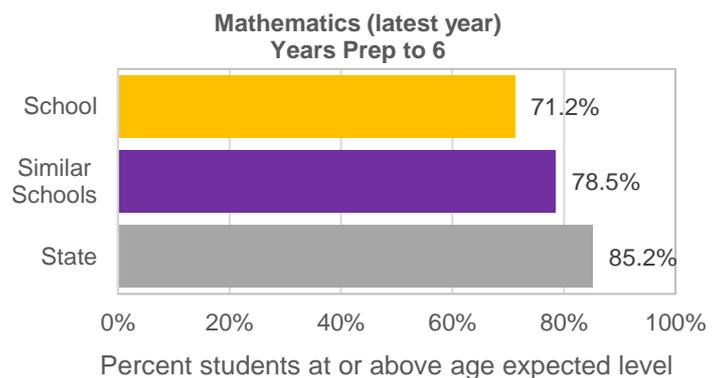
71.2%

Similar Schools average:

78.5%

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

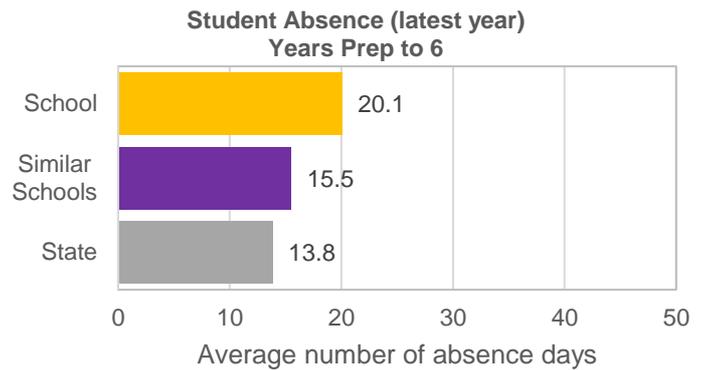
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.1	18.7
Similar Schools average:	15.5	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):	93%	88%	92%	87%	89%	90%	88%

WELLBEING

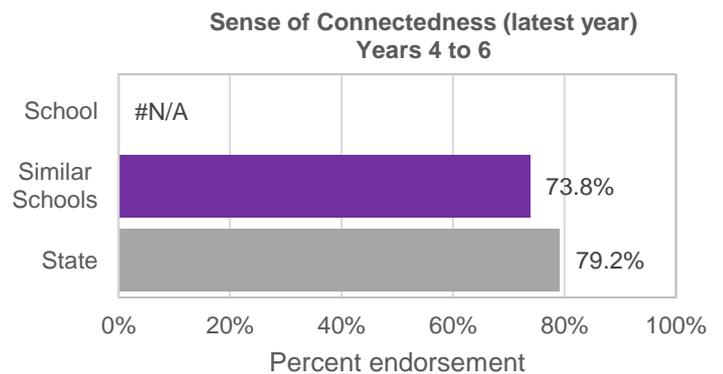
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	80.7%
Similar Schools average:	73.8%	78.4%
State average:	79.2%	81.0%



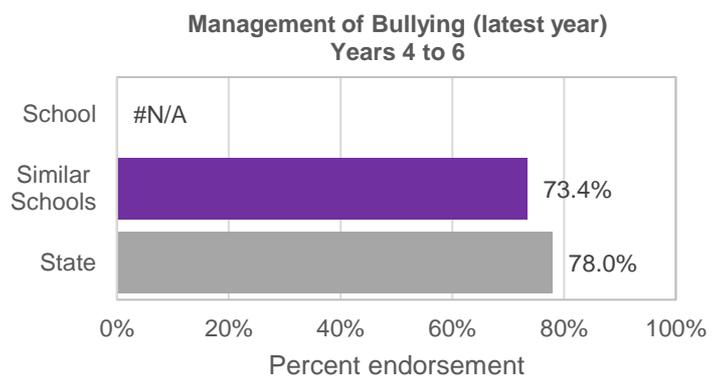
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	82.5%
Similar Schools average:	73.4%	79.0%
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	\$3,008,578
Government Provided DET Grants	\$442,754
Government Grants Commonwealth	\$10,685
Government Grants State	NDA
Revenue Other	\$11,790
Locally Raised Funds	\$155,006
Capital Grants	NDA
Total Operating Revenue	\$3,628,811

Equity ¹	Actual
Equity (Social Disadvantage)	\$243,569
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$243,569

Expenditure	Actual
Student Resource Package ²	\$3,012,820
Adjustments	NDA
Books & Publications	\$275
Camps/Excursions/Activities	\$12,180
Communication Costs	\$6,750
Consumables	\$117,703
Miscellaneous Expense ³	\$22,897
Professional Development	\$10,074
Equipment/Maintenance/Hire	\$99,635
Property Services	\$32,599
Salaries & Allowances ⁴	\$154,785
Support Services	\$2,277
Trading & Fundraising	\$17,558
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$28,682
Total Operating Expenditure	\$3,518,234
Net Operating Surplus/-Deficit	\$110,577
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	\$277,063
Official Account	\$20,375
Other Accounts	NDA
Total Funds Available	\$297,438

Financial Commitments	Actual
Operating Reserve	\$82,574
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$45,450
School Based Programs	\$62,085
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$25,000
Asset/Equipment Replacement < 12 months	\$19,000
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	\$45,000
Total Financial Commitments	\$276,095

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.