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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 Regulation 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 2017 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 | | Signed 09 April 2018 at 12:23 PM by Kerryn Riley (Principal) |  |  | | --- | | * All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching * To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * To the extent that the school council is responsible, 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. | | Signed 16 April 2018 at 09:53 AM by Fiona McKenzie (School Council President) | |

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We promote ourselves as providing a welcoming, engaging, respectful and supportive environment where children are educated and wellbeing is nurtured so they are able to develop optimism while working towards their personal best individually and in the context of their school and wider community.  All key learning areas of the curriculum are provided for with an emphasis on literacy and numeracy where we have been especially pleased with the increase in our student leaning outcomes over the past few years. Specialist programs consist of Visual Arts, Physical Education and Library. Keeping abreast of new technologies is of importance to us and the students have access to modern touch screen laptops and iPads. Our Classroom Kitchen is used for cooking classes and Breakfast Club throughout the year. We are excited to be in the process of setting up a new STEAM room to be used for science and digital technology work throughout the year. Our confirmed budget for 2017 was based on a student population of 98 students and our teaching staff consisted of 2 Principal Class, 5 teachers and 2 Education Support Staff.  Our relationship with both Frankston Special Development School and McClelland College continues to grow with various classes based at Karingal Heights. This began during works at the respective schools and has continued due to its success.  Whole school planning by staff is based on high expectations for all of our students. Our staff provide targeted learning for their students and participate in ongoing professional learning to continually learn new strategies and direction to assist in this. We are very proud of our students, staff and their achievements. | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | Our strategic direction is based on the learning needs of our children and the FISO improvement priority of *Excellence in Teaching and Learning.* In 2017, *Building practice excellence* and *Curriculum planning and assessment,* were the initiatives we used in order to direct our *Key Improvement Strategies.*  The school identified Literacy and Numeracy as priorities for 2017 with an emphasis on the development of oral language in the junior school, developing the comprehension skills of students in regards to the reading of non-fiction text and imbedding problem solving strategies across all mathematical learning across the school in order to increase the ability of students to engage with and solve mathematical problems.  The professional development of staff in these areas and the continued improvement of whole school scope and sequence documents in Literacy and Numeracy were instigated in order to develop a consistent approach to the teaching of Reading and Numeracy across the school. Professional development was also provided by members of staff in assessment of numeracy and the implementation of the new Victorian Curriculum- Digital Technologies.  Wellbeing initiatives included the employment of a Social Worker in order to assist children and their families. The Friendly Schools Plus program was used in all classrooms to continue the development of social skills in our children. We also continued to address the non-attendance of students through regular monitoring of student attendance data and strategies such as regular communication with parents. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | |  | | --- | | Karingal Heights Primary School is proud of the achievement of our children in 2017. All children begin their schooling at a different level and we endeavour for each child to achieve a growth of 12 months or more during the year. Teacher assessment of the Victorian Curriculum in the areas of Literacy and Mathematics show that this was achieved for the majority of our children.  We are pleased with the learning gain of our students from Year 3 – Year 5 in NAPLAN, especially in the areas of reading where we are similar with like schools, and numeracy where we made higher gains than like schools.  Extensive work by our teachers in the areas of moderation and detailed assessment and reporting procedures have contributed to the improvement in student learning across the school, especially in the areas of reading and numeracy. In 2018 we will be working towards making improvements in our student writing. | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | Karingal Heights maintains a strong focus on regular attendance and punctuality. Community awareness is improving in the connection between high attendance, punctuality and the attainment of high student outcomes through our website and newsletters.  Our school addresses non-attendance issues in line with the Education Department’s Student Attendance guidelines. Our student attendance figures were similar to schools across the state but we will continue working hard to address this, especially non approved absences. The parents of children who are absent are contacted and plans are put into place for those of high unexplained absences.  Our classroom programs along with a range of co-curricular programs help to enrich and enhance student engagement in all areas. Special days such as guest speakers, sports events, special lunches, family events, special assemblies and out of school and in school excursions all help to contribute. | | | |  | | --- | | Wellbeing | | | |  | | --- | | Karingal Heights is committed to ensuring the wellbeing of all our students providing an environment that is safe and nurturing. This is demonstrated in the Student Attitudes to School Survey results which show a similar comparison to all Victorian Government Schools in school connectedness and an increased positive response by our senior students to the management of bullying.  Our training in ‘KidsMatter’ was completed in 2017 and we are now in the process of applying for full accreditation. The use of Circle Time and the Friendly Schools Plus program to teach social skills in the classroom and our proactive response to any negative behaviour has contributed to the safety our children feel in our school.  In 2017 we employed a social worker to work with individual and groups of children and also to run classroom programs. We were approached by Anglicare late in 2017 and asked if their new Family Wellbeing Hub could be located on our premises. This will be available for our families to assist with wellbeing.  Our transition programs for students entering Foundation and leaving grade 6 are successful along with our Buddy Program. | | | |  | | --- | | For more detailed information regarding our school please visit our website at  www.karingalheightsps.vic.gov.au | | |  | | |  | | | |  | | --- | |  | | |

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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.  Members of the community can contact the school for an accessible version of these data tables if required. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 97 students were enrolled at this school in 2017, 46 female and 51 male.  8 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students. | | | | | |  |  |  | | |  | | --- | | Overall Socio-Economic Profile  Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | Parent Satisfaction Summary  Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | School Staff Survey  Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).  Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. | | | | |  | | --- | |  | |  | |  | | | |  |  | | | | | |

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Year 3 assessments are reported on a scale from Bands 1 - 6. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | | |  | | --- | | NAPLAN Year 5  The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.  Year 5 assessments are reported on a scale from Bands 3 - 8. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | | | | |  |  |  |  |  | |  |  |  |  | | |  |  |  |  |  | |  |  |  | | | |  |  |  |  |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | | | | |  |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **School Comparison**  A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.  Average 2017 attendance rate by year level: | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 92 % | | |  | | --- | | 91 % | | |  | | --- | | 90 % | | |  | | --- | | 90 % | | |  | | --- | | 91 % | | |  | | --- | | 93 % | | |  | | --- | | 92 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | |  |  |  | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | | | |  | | |

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**‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | More information on School Comparison performance  measures can be found at:  [http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) | | | | |  |  |  |  |  | |  | |  | | --- | | **What does ‘*Data not available’* mean?**  Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.  New schools have only the latest year of data and no comparative data from previous years.  The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.  ‘Levels A to D’ 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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **What does the *About Our School* section refer to?**  The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.    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 reports on data in three key areas:  **Achievement**  - student achievements in:  - English and Mathematics for National Literacy and  Numeracy tests (NAPLAN)  - English and Mathematics for teacher judgements  against the curriculum  - all subjects for Victorian Certificate of Education (VCE)  examinations (secondary schools)  **Engagement**  - student attendance and engagement at school  - how many students leaving school go on to further  studies or full-time work (secondary, P-12 and  specialist schools)  **Wellbeing**  - Attitudes to School Survey (ATOSS)  - Sense of connectedness  - Management of Bullying  Results are displayed for the latest year, as well as the average  of the last four years (where available). | | | | | |  | |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  | |  | |  | | --- | | **What does *School Comparison* referto?**  TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.  The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | | | | |  |

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This has ensured that we finished 2017 in a sound financial position with a net operating surplus. A well planned annual financial budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned. The School Council were well informed of the school's financial position by the regular provision of copies of the Finance Reports to facilitate their monitoring of the school's finances. Expenditure included the leases for new laptops and iPads, new digital technologies resources and other resources to support our programs. Equity spending was used to support programs and the employment of a Social Worker. The nominated operating reserve required by DET was held as a financial commitment for the 2017 year. Our student numbers have reduced slightly for 2018 and we will be utilising some of our reserves to make up the shortfall in the Student Resource Package to ensure that all of our programs continue as planned in 2018. | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $345,453 | | Official Account | $6,670 | | **Total Funds Available** | **$352,123** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $894,901 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $273,837 | | Revenue Other | $10,313 | | Locally Raised Funds | $52,225 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$1,231,276** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $188,432 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$188,432** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $47,434 | | Asset/Equipment Replacement < 12 months | $15,000 | | Maintenance - Buildings/Grounds incl SMS<12 months | $58,350 | | Revenue Receipted in Advance | $450 | | School Based Programs | $144,889 | | Asset/Equipment Replacement > 12 months | $26,000 | | Maintenance -Buildings/Grounds incl SMS>12 months | $60,000 | | **Total Financial Commitments** | **$352,123** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $841,459 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $3,515 | | Communication Costs | $2,708 | | Consumables | $32,628 | | Miscellaneous Expense³ | $98,640 | | Professional Development | $1,742 | | Property and Equipment Services | $155,618 | | Salaries & Allowances⁴ | $349 | | Trading & Fundraising | $11,373 | | Utilities | $13,501 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$1,161,533** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **$69,743** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **$0** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (1) The Equity funding reported above is a subset of overall revenue reported by the school  (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation  process.  (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.  (4) Salaries and Allowances refers to school-level payroll. | | | | | | | | | | | | | | | | | | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | |  | | --- | | *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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |