**2020 Annual Report to**

**The School Community  
  
School Name: Karingal Heights Primary School (5053)**

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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 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 24 March 2021 at 05:44 PM by Kerryn Riley (Principal) |

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| 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 25 March 2021 at 01:19 PM by Stacey Taylor (School Council President) |

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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**

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| School context |
| Karingal Heights Primary School is located on a picturesque site in a well-established suburb of Frankston. We promote ourselves as providing a welcoming, responsible, respectful, resilient and safe 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.   Our confirmed budget for 2020 was based on a student population of 74, with 17% of children being Aboriginal or Torres Strait Islander and 11 children funded under the Program for Students with Disabilities. We had two classes from Frankston Special Development School based on our site. Our teaching staff consisted of 1 Principal Class, 1 Well-being coordinator, 4 full time teachers and 4 Education Support Staff who all worked closely together to support increased student outcomes. Whole school planning by staff was based on high expectations for all of our students.   2020 was a challenging year for our school community due to COVID. Approximately 168 days was spent in remote learning. On average 14 children attended school on site with the majority of those children being considered vulnerable. 40 laptops and/or iPads along with internet devices were borrowed by families to assist with remote learning. Paper copies of most work was provided for the children. Along with Anglicare's Family Wellbeing Hub, the school provided support for families with food hampers and more importantly keeping an eye family mental health.   All key learning areas of the curriculum were 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 consisted of Visual Arts and Physical Education. All students had access to modern touch screen laptops and iPads. Our Classroom Kitchen was used for cooking classes and Breakfast Club throughout the year. |
| 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 2020, Building practice excellence and Curriculum planning and assessment were the initiatives we used in order to direct our Key Improvement Strategies.   Karingal Heights Primary School worked towards delivering most of our Key Improvement Strategies however, some of the associated AIP actions and professional development plans were modified to suit remote learning,   The school identified Literacy and its assessment and the continued implementation of School Wide Positive Behaviours throughout the school as our 2020 emphasis. Work in these areas continued throughout the year with many meetings being conducted via Webex.   In Literacy we:    Implemented our literacy instructional model   Appointed a Learning Specialist Literacy 0.2  The Literacy Learning Specialist completed the BASTOW Literacy Data, Assessment and Planning course   Completed the first draft of the writing component of the Data Literacy and Assessment document    In 2021 we will continue working on Data Literacy and Assessment  Progress in regards to the continued implementation of School Wide Positive Behaviours was not as much as was wanted due to COVID restrictions.    We worked on developing our understanding of the reasons behind behaviours through Respectful Relationships and the Zones of Regulation  Students began achieving acknowledgments when exhibiting expectations  Student Voice meetings continued during remote learning including discussion around SWPBs   In 2021 we are endeavouring to apply for Level 1 signoff  Will continue with tier 2 and 3 interventions  Fully implement explicit teaching of expected behaviours with all accompanying strategies |
| Achievement |
| 2020 was a year of new ways for teachers to educate students and new ways for students to learn. Over 40 laptops and/or iPads were given to students to use during remote learning. This was half of our student population. Hard copies of work was also made available to all students along with exercise books, readers, pencils, paper, etc. Teachers, students and parents had to learn how to use Webex in order to participate in class check ins and lessons, small group work, individual work, SSG meetings and general catchups. Our website was updated in order to help accommodate this. Students were able to upload copies of their work using SeeSaw and/or Dojo as well as leave hard copies at the school for correction.   Student Support Group meetings during this time continued using Webex. Educational Support Staff as well as classroom teachers worked with many PSD funded children via Webex meeting with them two to three times a week. Most of the PSD children made expected progress. Five of our PSD children attend school on site at this time.  Many students thrived during remote learning finding less to distract them. Other children missed the collegial aspect of doing school work with others so we set up times where children could join Webex meetings and discuss their work with others. NAPLAN testing was not completed during 2020 but other assessment continued. Children who did not make the expected growth in 2020 will be assisted this year utilising the Tutor Learning Initiative. |
| Engagement |
| Students were to check in with their teacher on a daily basis either through a class Webex meeting, SeeSaw or Dojo. Administration were informed of absences and either the Principal, Business Manager or Wellbeing coordinator would follow the absences up. We found that families had difficulty engaging for the five day school week and so we made one of the days a catch up day or a day of playing games, cooking, reading or connecting with family. Parents appreciated this. Teachers found that most students were engaged in remote learning and responded well to the tasks, especially during the second lockdown as we 'pulled back' a little on the expectations and everyone seemed to be more relaxed. Students and parents seemed to have no difficulty at all transitioning back to onsite learning.  We still experience many families arriving late to school missing out on the important literacy time. We keep encouraging these families to get their children to school on time with reminders in the school newsletter, phone calls before school to see if family members are out of bed and welcoming the children when they arrive. We continue to ring parents daily if their child is absent . |
| Wellbeing |
| Staff meetings continued during remote learning in order to keep an eye on the health of all staff. Staff all spent time on site during remote learning and this also aided in staff connecting with each other.   Staff were given a priority of checking in with the students and their families at least twice weekly. Any concerns they had were past onto the Principal and Wellbeing coordinator who then made follow up phone calls. If we were unable to contact families we visited the house to ensure all was okay. One or two extra children ended up doing their school onsite to assist the families with mental health issues. Staff from Anglicare's Family Wellbeing Hub kept in contact with the vulnerable families that they were already working with as well as families suffering job loses and/or reduced income during this time. Many, many food and toy hampers were provided to parents as well as hot meals on a Friday evening. The Wellbeing Hub also ran storytime via Webex during remote learning and other activities to keep families engaged. In 2021 the Wellbeing Hub is running some sessions for parents about the anxiety that some of them are feeling and are beginning Coffee and Chat mornings once a week to help parents connect again.  There has been a marked increase in the amount of NDIS workers coming into the school to support children with some children having more than one. This is resulting in some children missing more than an hour of their regular school work each week.   We will continue with implementing School Wide Positive Behaviours along with Respectful Relationships and Zones of Regulation in 2021. Students Support Groups meetings for children supported by PSD funding, Koorie students and children in Out of Home Care will continue along with other children where SSG meetings are felt to be needed. |
| Financial performance and position |
| Karingal Heights Primary School carefully manages its finances with the Principal and Business Manager monitoring spending closely. This has ensured that we finished 2020 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 Financial Reports to facilitate their monitoring of the school's finances. The nominated operating reserve required by DET was held as a financial commitment for the 2020 year.   The provision of Equity Funding in 2020 allowed us the ability to purchase resources to support our programs and provide professional development for our staff. Equity funding also funded some excursion costs at the beginning of the year.  Financial resources have meant that our school is maintained to a high standard which is often commented on by visitors to our school. |
| **For more detailed information regarding our school please visit our website at** [**www.karingalheightsps.vic.edu.au**](file:///C:\Users\02032562\Downloads\www.karingalheightsps.vic.edu.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 73 students were enrolled at this school in 2020, 32 female and 41 male.

NDP percent of students had English as an additional language and 17 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: High

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 (2020) |
| School percent endorsement: | 96.6% |
| State average: | 81.2% |

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 (2020) |
| School percent endorsement: | 85.0% |
| State average: | 77.8% |

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.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 75.2% |
| Similar Schools average: | 82.2% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 73.0% |
| Similar Schools average: | 83.2% |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 21.8 | 19.1 |
| Similar Schools average: | 15.0 | 16.9 |
| State average: | 13.8 | 15.3 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 87% | 87% | 87% | 86% | 91% | 90% | 95% |

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.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 81.0% |
| Similar Schools average: | 81.6% | 81.1% |
| 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.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 83.3% |
| Similar Schools average: | 85.4% | 82.6% |
| 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 | $1,041,587 |
| Government Provided DET Grants | $267,159 |
| Government Grants Commonwealth | NDA |
| Government Grants State | NDA |
| Revenue Other | $4,088 |
| Locally Raised Funds | $8,974 |
| Capital Grants | NDA |
| Total Operating Revenue | **$1,321,807** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $194,323 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$194,323** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $920,036 |
| Adjustments | NDA |
| Books & Publications | $2,361 |
| Camps/Excursions/Activities | $4,159 |
| Communication Costs | $3,351 |
| Consumables | $21,657 |
| Miscellaneous Expense 3 | $7,816 |
| Professional Development | $1,112 |
| Equipment/Maintenance/Hire | $19,073 |
| Property Services | $84,926 |
| Salaries & Allowances 4 | NDA |
| Support Services | $20,163 |
| Trading & Fundraising | $494 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $14,990 |
| Total Operating Expenditure | **$1,100,137** |
| Net Operating Surplus/-Deficit | **$221,670** |
| Asset Acquisitions | **$7,205** |

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 | $490,723 |
| Official Account | $7,827 |
| Other Accounts | NDA |
| Total Funds Available | **$498,549** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $19,306 |
| Other Recurrent Expenditure | $4,625 |
| Provision Accounts | NDA |
| Funds Received in Advance | $7,920 |
| School Based Programs | $134,062 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | $5,200 |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | $3,000 |
| Capital - Buildings/Grounds < 12 months | $163,860 |
| Maintenance - Buildings/Grounds < 12 months | $63,375 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$401,348** |

*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.*