

# 2017 Annual Report to the School Community



School Name: Karingal Primary School

School Number: 4922



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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

*Karen Luff*

Signed 17 April 2018 at 09:41 AM by Karen Luff (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.

*Simon Tiller*

Signed 18 April 2018 at 07:43 PM by Simon Tiller (School Council President)



## About Our School

### School Context

Karingal Primary School is located on a picturesque site in a well-established suburb, close to the City of Frankston, 53 km south-east of Melbourne. The school's attractive site, with established native trees, contrasts with the local urban environment and the shopping complex nearby. Karingal Primary School is a medium sized school with a unique and successful Montessori stream operating within.

Karingal Primary School is a progressive school that is strongly committed to the development of its staff and continuous improvement to achieve maximum outcomes for all students. It values working with the whole school community in an atmosphere of mutual respect and cooperation where the school values of Respect, Integrity, Persistence, Relationships and Resilience form the moral purpose of the school and the foundation for ensuring the best environment for all. We are proud of the gain individual students have made and over the last year have been implementing exciting new curriculum directions particularly in the area of Numeracy. Literacy and Numeracy remain the core learning areas, and through monitoring and explicit teaching individual students are supported to achieve their personal best. The School's implementation of the XO laptop program supports the delivery of personalized programs to address individual learning needs and provides access to a range of learning technology opportunities. A professional team of teachers is dedicated to delivering a range of rich, engaging and quality programs in all key learning areas and in the specialist programs of Visual Art, Performing Art, Physical Education and Language Education.

The school community is enthusiastic and supportive and keen to see the school move from strength to strength. Community support is highly valued and volunteering takes many forms from School Council and Parents and Friends to classroom helpers and the breakfast club. An Early Years partnership operates with Frankston City Council at Karingal PLACE which is adjacent to the school.

The staffing profile for 2017 consisted of a Principal, Assistant Principal, 18 teachers both full and part time, 11 Education Support staff and a fulltime Primary Welfare Officer to support the emotional and social needs of all our students.

### Framework for Improving Student Outcomes (FISO)

Karingal Primary School was in the second year of its' Strategic Plan (2016-2019) in 2017 and saw our 2017 Annual Implementation Plan based upon it and focusing on the key FISO priorities of Excellence in Teaching and Learning and Positive Climate for learning.

The initiatives the school aimed to address were Building Practice and Excellence and Curriculum Planning and Assessment.

Progress made against the initiatives through key improvement strategies has seen the:

- Consolidation of Professional Learning Teams meeting on a weekly basis where teachers are planning together and using student achievement data explicitly to drive their planning and to improve student outcomes.
- Adoption of a whole school pedagogical model (E5) in the mainstream classrooms
- Implementation of a whole school consistent approach to planning, teaching and assessment of Numeracy in the classrooms.
- CAFÉ reading model being established in all classrooms.
- Continuation of our partnership with 'Real Schools' and the consolidation of strategies such as Restorative Practices to develop a whole school culture of pride and embed our school vision and values.
- Implementation of the social and emotional wellbeing program 'Bounce Back' that aligns with the school's values.

### Achievement

Karingal Primary School is working hard to improve student learning outcomes for all students and is proud of the progress being made. Teacher assessment data based on school comparison data matched like schools in English and Mathematics.

In 2017, Year 3 NAPLAN data indicated our students were at a higher level compared to like school students in the area of Reading, and were at a similar level to like school students in Numeracy.

In 2017, Year 5 NAPLAN data indicated our students were similar to like school students in Reading and Numeracy.

The school is extremely pleased with the results of our Year 3 and 5 students in the 2017 NAPLAN assessment.

The Learning gain for the following student outcomes were at a medium to high percentage growth with Reading 76%, Spelling and Grammar and Punctuation 69%, and Writing and Numeracy at 66%. It is worth noting that 19% of our students achieved a high gain in Writing and Numeracy; this is a positive increase on previous years.



## Engagement

Student Engagement is a high priority at Karingal Primary School. Our school environment is safe and nurturing, providing stimulating and engaging activities for all students. A wide range of co-curricular programs enrich and enhance student engagement in all areas. Special days and out of hours activities such as sports events, movie nights, family events, special assemblies, incursions and excursions enrich the curriculum and lunchtime activities are provided for students to engage and participate in .

Our student attendance data was slightly lower than Like Schools in 2017, with our Year 3 and Year 6 cohort data indicating the areas of concern. Attendance is an improvement strategy in the 2018 Annual Implementation Plan.

The school has maintained a strong focus on regular attendance, punctuality and community awareness of the direct connection to attendance and student learning. Our school program 'Punctual Powerball' is highlighted weekly at school assembly with rewards for students who have excellent attendance. Individual attendance figures are highlighted with parents through semester reports. The parents of students with high, unexplained absences or lateness are contacted via phone initially with follow up calls as needed. Individual plans are established with parents to support them in increasing their child's attendance and families are linked in with the Primary Welfare Officer.

## Wellbeing

Karingal Primary School has continued implementing KidsMatter as a whole school framework to improve student mental health and wellbeing. KidsMatter promotes social and emotional learning, provides support for students who may be experiencing mental health difficulties and allows the school to work more authentically with parents.

Student Wellbeing and Mental and Physical Health are highly valued at the school. The school begins the year with 'The Getting to Know You' program which sets the scene for a great year of learning complimented by effective transitions and parent interactions. The school values are also integrated into the 'Getting to Know you Program' at the beginning of the year; this is embedded and reinforced each and every day throughout the year. Throughout 2017, the school offered: the support of a Primary Welfare Officer; student voice opportunities through leadership programs; a 'Karingal Klubs' program which provided a stronger connectedness with peers beyond the classroom; a before school running club twice a week and a Breakfast program run by volunteers three times a week. A variety of lunchtime programs relieved the stress on the yard and offered great social learning opportunities for students and provided an alternative space for students who find lunchtime too long.

The school continued a Speech Therapy Assistances program for students requiring extra support in articulation and their expressive and receptive language skills and the Bridges reading intervention program to support targeted students.

Strong transition programs are in place for students moving from pre-school to Foundation, across the year levels and from Grade 6 to secondary school. The school worked closely with the local pre-school and secondary schools to support the students in making smooth and successful transitions with the student's social, emotional and academic needs being catered for.

Our Attitude to School Survey data indicated that our student's sense of connectedness to school is similar to like schools. The management of bullying is lower than like schools, however, as a school we are working hard to continually improve this concern.

Karingal Primary School worked hard to develop relationships with its community to create a safe, secure and stimulating learning environment.

For more detailed information regarding our school please visit our website at  
[www.karingalps.vic.edu.au](http://www.karingalps.vic.edu.au)



## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 280 students were enrolled at this school in 2017, 132 female and 148 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>70%</td> <td>6%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>47%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>47%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>56%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>47%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	70%	6%	Numeracy	34%	47%	19%	Writing	34%	47%	19%	Spelling	31%	56%	13%	Grammar and Punctuation	31%	47%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> 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.</p> <p>Average 2017 attendance rate by year level:</p>	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>90 %</td> <td>92 %</td> <td>87 %</td> <td>92 %</td> <td>90 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	92 %	87 %	92 %	90 %	87 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	92 %	87 %	92 %	90 %	87 %										





## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Lower

# How to read the Annual Report

## 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)

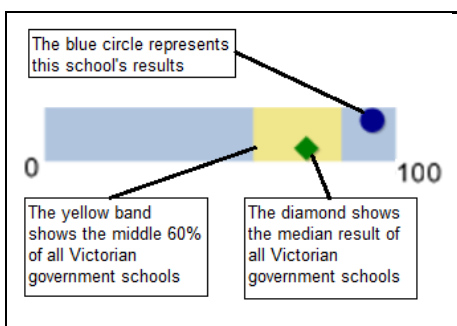
### Engagement

- 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).

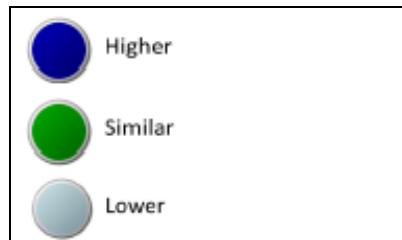


## What does *School Comparison* refer to?

The School 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.

The School Comparison shows that most schools are achieving results that are '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/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').



## Financial Performance and Position

### Financial performance and position commentary

The school received funding from Camp Australia; Barnardos to help fund a piece of playground equipment; an Early Years and Extended Koorie grant to support selected students; Vic Curriculum funds for professional development; WAP Wifi cabling reimbursement; Australian Sport and Ritchies donations.

Equity funding supported the following programs- the SPA program, Mathematics coaching, Bridges program, teacher professional development, classroom resources and the Real Schools program.

Money was held over to install air-conditioning in the BER building and Foundation classrooms and for the restumping of the portable classroom.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,369,393	High Yield Investment Account	\$208,134
Government Provided DET Grants	\$335,824	Official Account	\$14,744
Government Grants Commonwealth	\$2,500	<b>Total Funds Available</b>	<b>\$222,878</b>
Revenue Other	\$9,714		
Locally Raised Funds	\$152,071		
<b>Total Operating Revenue</b>	<b>\$2,869,502</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$190,820		
<b>Equity Total</b>	<b>\$190,820</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,297,325	Operating Reserve	\$55,194
Books & Publications	\$4,148	Capital - Buildings/Grounds incl SMS<12 months	\$31,000
Communication Costs	\$6,866	Maintenance - Buildings/Grounds incl SMS<12 months	\$8,000
Consumables	\$145,172	Revenue Received in Advance	\$18,684
Miscellaneous Expense <sup>3</sup>	\$131,178	School Based Programs	\$30,000
Professional Development	\$15,057	Repayable to DET	\$80,000
Property and Equipment Services	\$123,120	<b>Total Financial Commitments</b>	<b>\$222,878</b>
Salaries & Allowances <sup>4</sup>	\$29,595		
Trading & Fundraising	\$16,194		
Travel & Subsistence	\$4,437		
Utilities	\$24,134		
<b>Total Operating Expenditure</b>	<b>\$2,797,227</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$72,275</b>		
<b>Asset Acquisitions</b>	<b>\$5,999</b>		

(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.*