

2015 Annual Report to the School Community

Karingal Primary School

School Number: 4922



Name of School Principal:

Karen Luff

Name of School Council President:

Lisa Agar

Date of Endorsement:

23rd March 2016.

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Karingal Primary School is located on a large, picturesque site in a well-established residential 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 strongly committed to continuous improvement and to working with the whole school community in an atmosphere of mutual respect and cooperation. We are proud of our student s' achievements and have been developing exciting new curriculum directions. Literacy and Numeracy remains the core learning areas and individual students are supported to achieve their personal best through monitoring and explicit teaching. Keeping abreast of new technologies is of particular importance and our introduction of the XO Laptop Program helps to deliver personalised programs to address individual learning needs. 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 Art, Performing Arts and Physical Education.

The school community is strongly supportive and enthusiastic to see the school move from strength to strength. Parent support is highly valued and volunteering takes many forms from School Council and Parents and Friends Club to classroom helpers and the breakfast club. An early years partnership with Frankston City Council operates at Karingal PLACE which is situated on Wingham Park adjacent to the school.

The staffing profile for 2015 consisted of a Principal, Assistant Principal, 19 Teachers, 11 Education Support staff and a fulltime Primary Welfare Officer to support the emotional and social needs of all our students.

Achievement

Karingal Primary School is working hard to make improvements in students learning. Teacher assessment data based on school comparison matched like schools in English and Mathematics.

NAPLAN data in relation to Reading and Numeracy at Year 3 and 5 is similar to like schools, except for Year 5 Numeracy, which was lower than like schools in 2015 and over the 4-year average.

The school is pleased with the Learning Gain of our students from Year 3 - Year 5 in NAPLAN.

The Learning Gain for the following student outcomes were at a medium to high percentage growth with Reading 87%, Spelling 73% and Grammar Punctuation 81%. The Learning Gain in Writing and Numeracy was less with only 61% medium to high growth in Writing and 52% medium to high growth in Numeracy.

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 guest speakers, 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 absence data was still higher than the State across all year levels with an average of 17.82 days. However, improvement has been made in all year levels except Year 1 when compared to the 2014 data.

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 and punctuality. Students with high attendance rates are rewarded with a certificate at the end of each term to highlight the importance of attendance and punctuality.

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 our Primary Welfare Officer and outside agencies.

Wellbeing

The school's "Getting To Know You" program at the beginning of the year sets the scene for a great year of learning complimented by effective transitions and parent interactions.

Our Attitude to School Survey data indicated that collectively students in Years 5 and 6 matched the State average for Teacher Effectiveness and were close to State average in Student Motivation and Stimulating Learning.

Student Wellbeing and Physical Health are highly valued at the school with 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.

Students from Grade 6 participated in the "Rock and Water" program to promote self-esteem and confidence. The Grade 5 girls were involved in the 'Girl Power' program, while the Grade 5 boys participated in cooperative games and activities to promote getting along. The school has implemented a Speech Therapy Assistance program two days a week for students requiring extra support in articulation and their expressive and receptive language skills.

Strong transition programs are in place for students moving from pre-school to prep, across the year levels and from Grade 6 to secondary school. The school worked closely with the local pre-schools 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.

Karingal Primary School has developed a strong link with Anglicare Frankston and our student leaders received support to attend a conference on leadership and follow up activities. The student leaders developed their own "student voice" and leadership skills by organizing across school activities and the running of weekly assemblies.

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

Productivity

During 2015 Karingal Primary School successfully utilized all of the resources available across the school to maximize outcomes for students in the areas of academic, social and emotional development. The school invested heavily in the XO Laptop program for all students from Prep to Grade 6 to compliment and strengthen the existing use of Information Technology and to provide opportunities for all students to work both at school and home on computer based programs.

The teachers worked tirelessly as members of Professional Learning Teams and Annual Implementation Teams, focusing heavily on Literacy, Numeracy, Science, Student Wellbeing and Personalized Learning. Individual Learning Plans and Behaviour Management Plans were developed for those students requiring extra assistance or who were at risk and Education Support Staff were strategically placed to support 11.2 students on the Program for Students with Disabilities. An Education Support staff member was also employed to provide extra support in the Cycle 1 Montessori classroom due to the number of students working in the room.

The school employed a trained social worker as a Primary Welfare Officer to support the emotional and social needs of all students and some family members and to provide individual support and facilitate specific targeted social skills groups and programs for students with extra needs. The school commenced teaching Japanese to the Foundation students and we were fortunate to share a Japanese teacher with McClelland College.

The Professional Development budget was used to increase teacher capacity and more funding was allocated to program budgets to improve student outcomes. All staff were also trained in Certificate 2 First Aide.

The school hall was used daily to support the Before and After School Care program and Holiday Programs run throughout the year by Camp Australia. Our partnership with Frankston Council provides the school access to the gymnasium in Karingal PLACE during school hours and we utilized this facility to run daily Physical Education classes, a Perceptual Motor Program, school assemblies and special events.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 333 students were enrolled at this school in 2015, 145 female and 188 male. There were 3% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



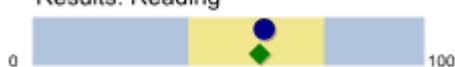
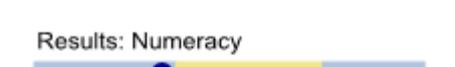
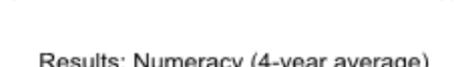
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Similar</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>65%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>49%</td> <td>46%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>53%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>57%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>70%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	65%	22%	Numeracy	49%	46%	6%	Writing	39%	53%	8%	Spelling	27%	57%	16%	Grammar and Punctuation	19%	70%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>89 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	89 %	92 %	92 %	92 %	91 %	91 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	89 %	92 %	92 %	92 %	91 %	91 %										

Performance Summary

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 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

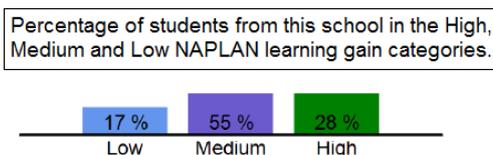
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

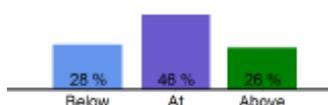


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,497,373	High Yield Investment Account	\$110,271
Government Provided DET Grants	\$328,069	Official Account	\$22,129
Government Grants Commonwealth	\$6,800	Other Accounts	\$21,618
Revenue Other	\$34,407	Total Funds Available	\$154,018
Locally Raised Funds	\$187,760		
Total Operating Revenue	\$3,054,409		
Expenditure		Financial Commitments	
Student Resource Package	\$2,382,697	Operating Reserve	\$68,485
Books & Publications	\$11,542	Revenue Received in Advance	\$11,384
Communication Costs	\$7,445	School Based Programs	\$67,274
Consumables	\$50,736	Other recurrent expenditure	\$657
Miscellaneous Expense	\$201,497	Asset/Equipment Replacement > 12 months	\$6,218
Professional Development	\$13,824	Total Financial Commitments	\$154,018
Property and Equipment Services	\$137,643		
Salaries & Allowances	\$14,655		
Trading & Fundraising	\$18,477		
Travel & Subsistence	\$175		
Utilities	\$32,624		
Total Operating Expenditure	\$2,871,316		
Net Operating Surplus/-Deficit	\$183,093		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

Karingal Primary School finished with a surplus in 2015.

During 2015 Karingal Primary School received the following grants and money beyond the School Resource Package.

- \$413 School Banking Commission
- \$2,925 Bank Interest
- \$15,041 Camp Australia
- \$217 Ritchies Donation
- \$32 Mitre 10 donation
- \$1,390 PSW Commission

- \$1,000 Visiting Teacher payment
- \$26,047 LSL reimbursement 2014 & 2015
- \$946 AEDI Reimbursement
- \$5,000 Grant-To support peer review
- \$6,800 Koorie Early Years Literacy/Numeracy
- \$750 NCCD 2015 Grant