

## 2013 Annual Report to the School Community

Middle Kinglake Primary School

School Number: 3315



*Vision: To develop a dynamic culture of inspirational leadership  
and a love of learning.*

Name of School Principal:  
Janette Cook

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Name of School Council President:  
Jason Gaffee

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Date of Endorsement:

Tuesday April 29<sup>th</sup> 2014

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

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

## About Our School

Middle Kinglake Primary School is situated 63km north of Melbourne in the Kinglake Ranges. We have a current student enrolment of 85 with a number of students with disabilities – five with PSD funding. The school has 10 equivalent full-time staff: 1.0 Principal Class; 5.6 EFT teachers and 4.0 ES staff. We also have a school chaplain 0.4. For the 2013 school year we operated four classrooms. We continued to conduct Reading Recovery Year 1 students in need of acceleration.

Our inclusive curriculum incorporates specialist Music, Library and Art. Teacher expertise is used in rotation to provide all classes with phys ed, sustainability, LOTE (Auslan) and digital art. Our whole school inquiry units have incorporated the Australian Cross-Curriculum priorities of Sustainability, Asia and Australia's Engagement with Asia, and Aboriginal and Torres Strait Islander Histories and Cultures. Our 2013 inquiries were "Aussie Inventions" and "How can we make a good thing last in Australia and Asia?"

A whole school buddy system is embedded and our whole school social skills program "Middle Mates" instituted. Extra-curricular opportunities include Boite chorus; instrumental music; interschool sport; and environmental interest group; and a developmental camping program. Some students continue to show signs of post-traumatic stress post Black Saturday. We have sought expert assistance so that staff can continue to provide the best support for the social, emotional and academic growth of these students. We have continued to develop the grounds at our new school setting and included landscaping to make the gardening areas more accessible. We continue to build links with community groups such as Landcare and the Arts Alliance.

Leadership roles for students include House Captains, Junior School Council, Sustainability Leaders and Kinder liaison.

Our onsite Outside School Hours Care program incorporates an Active After School program on Mondays and Thursdays.

Achievement	Engagement	Wellbeing
<p>2013 NAPLAN and teacher judgement results are similar to the median Reading and Numeracy results of all Victorian government schools. Our Year 5 NAPLAN in Reading and Numeracy are above the statewide results. NAPLAN relative growth data (students' results from Year 3 to Year 5) indicates that MKPS students have made very high growth (top 25%) in Reading, Numeracy and Spelling and medium growth in Writing and Spelling and Punctuation.</p> <p>We have continued to take a whole-school approach to assessment and teaching strategies within each of these curriculum areas. Our Literacy and Numeracy Leaders conduct regular Professional Learning Teams (PLTs), with a focus on student data, knowledge of content (AusVels) and teaching strategies which best differentiate learning activities to cater for individual needs. Literacy and Numeracy leaders collate student data to utilise in each of area and use this to plan PLTs and classroom assistance.</p> <p>We continued to provide Reading Recovery for Year 1 students in need (2 students x 3 days per week at any given time) and continued with Fast ForWord for three terms providing additional assistance for identified students.</p> <p>Our whole school approach to Spelling continues to focus on the teaching of strategies and individualised 'words to learn'. A priority will be to extend student skills in the proofreading strategy.</p> <p>We have embedded the administration of the Number Fluency Assessment in Years 2 to 6 and Maths Online in Prep/1 and monitor student growth through these pathways. This also informs the content of individual students' daily practice tasks.</p>	<p>The average attendance rate for students is similar to the median for all Victorian government schools. Attendance results have improved with common reasons for absence including illness and extended family holidays. Attendance is closely monitored with follow-up phonecalls made for unexplained absences of greater than two days. Absences and 'late arrivals' are recorded on student written reports in June and December. We are moving to utilise Sentral education software which will enable teachers to mark attendance rolls electronically and record reasons for absences and late arrivals immediately.</p> <p>Student Leadership programs provide the opportunity to be engaged in a broader range of school activities at the organizational level. These include: Junior School Council; House Captains; Sustainability Leaders and Kinder Liaison. We will extend this role to Community Liaison.</p> <p>Students have also led parent-information sessions on cybersafety and maths.</p> <p>Our students all participate in our whole school buddies program and have the opportunity to be 'buddied' with older secondary students from Woodleigh school during their regular school visits. These same opportunities are presented with our community links with Landcare, RSL and the Arts Alliance.</p>	<p>The results from our Attitudes to School surveys completed by all Years 5 &amp; 6 students are higher than region and state results in all areas except for Year 6 Student Motivation. Our own school percentages have increased in all areas with the exception of a slight decrease in Year 6 Student Motivation. These results indicate that our students feel safe and connected to their peers as well as the school.</p> <p>In 2013 we introduced inside 'passive' activities for half of lunchtimes to cater for those who find the extended outside time a bit challenging. This has been really successful and will be continued into the future.</p> <p>In Term 2, our new school chaplain commenced.</p> <p>We continue to embed our whole school 'Middle Mates' social skills program which explicitly teaches skills appropriate to the specific needs of our students. We have extended the focus of these aspects to include cybersafety.</p> <p>We are looking to introduce relaxation and mindful strategies to students to help assist them with anxieties and stressful situations.</p>



## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Higher</p> <p> Higher</p> <p> Higher</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																														
<p><b>NAPLAN Relative Growth Year 3 - Year 5</b></p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>School Result</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>33%</td> <td>56%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>33%</td> <td>56%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>-</td> <td>67%</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>22%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11%</td> <td>67%</td> <td>22%</td> <td>67%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Result	Reading	11%	33%	56%	33%	Numeracy	11%	33%	56%	33%	Writing	-	67%	33%	67%	Spelling	33%	22%	44%	22%	Grammar and Punctuation	11%	67%	22%	67%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="566 795 1037 891"> <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>95 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	95 %	93 %	94 %	94 %	92 %	93 %	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	95 %	93 %	94 %	94 %	92 %	93 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Higher</p> <p> Higher</p>

# How to read the Performance Summary 2013

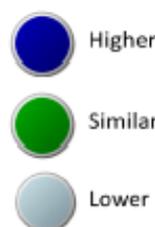
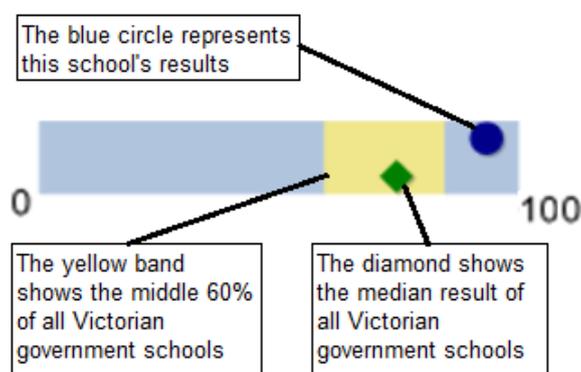
## What are student outcomes?

*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.



## 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 Indigenous 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.

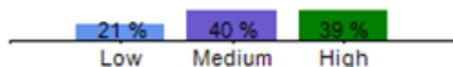
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 31st December, 2013

### Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$41,271
Government Grants Commonwealth	\$33,146
Revenue Other	\$49,150
Locally Raised Funds	\$68,199
<b>Total Operating Revenue</b>	<b>\$191,766</b>

Funds Available	Actual
High Yield Investment Account	\$386,019
Official Account	\$8,126
Other Accounts	\$17,025
<b>Total Funds Available</b>	<b>\$411,170</b>

Expenditure	
Books & Publications	\$1,633
Communication Costs	\$3,542
Consumables	\$23,145
Miscellaneous Expense	\$144,806
Professional Development	\$6,920
Property Maintenance	\$62,368
Salaries & Allowances	\$82,667
Trading & Fundraising	\$33,187
Utilities	\$13,659
<b>Total Operating Expenditure</b>	<b>\$371,926</b>

Financial Commitments
<b>Total Financial Commitments</b>

**Net Operating Surplus/-Deficit** (\$180,160)

**Asset Acquisitions** \$0

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary

We continue to hold Regional Bushfire funding within our accounts. We finalised the FRRR grant and extended the landscaping and planting from allocated funds. The insurance that was received for the school council building at the old school site is still being held to assist with maintenance of the multi-purpose building. We continued to support the psychological needs of students still coping with post-traumatic stress. Utilities such as electricity have increased, despite the solar program and maintenance and inspection checks of essential services e.g fire pumps, external lighting and generator.