

2017 Annual Report to the School Community



School Name: Kongwak Primary School

School Number: 3323

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Kongwak Primary School is nestled in the foothills of South Gippsland, 14 kilometres inland from Inverloch. It is a small school of 21 students in 2 classes.

Kongwak is structured in a hub/annexe arrangement with Inverloch Primary School and its staffing comes from there. As well as 2 classroom teachers there is a full-time Integration Aide and students receive weekly lessons in Spanish and P.E. from specialist teachers. There is also a weekly visit from the MARC Library van. The hub/annexe arrangement also allows for students from both schools to combine for a variety of activities including sporting events, camps and cultural experiences.

The school is committed to the Riding the Waves to Success (You Can Do It!) program which aims at teaching children the skills required to achieve success: being organized, persistence, confidence, emotional resilience, and getting along. The school has a strong sense of community, and forms the focal point of the village and surrounding farming district.. The school is fully networked for computers with the children having ample access to the internet, digital cameras and other information technology resources.

Framework for Improving Student Outcomes (FISO)

In 2017 the school has focused on improving staff data skills in literacy and on collecting data that is relevant to what is being taught, and which will assist in tailoring future lessons to students' needs.

New assessment tools have been utilised - Soundwaves on line, updated Torch, all year levels use Benchmarking, On Demand testing and data has been collated to a central storage which can be accessed by all staff.

Work has been done through professional learning sessions on how to analysis data to determine the next step in a student's learning and also to deepen staff members understanding of the developmental journey through the curriculum in English.

There has also been considerable work with the staff on consistency in the language and delivery of the curriculum with all classes displaying similar posters relating particularly to the concepts of reading.

Achievement

In general the students and staff at Kongwak Primary School can be very proud of their academic achievement. In such a small setting students can learn in an individualised manner, but also benefit from teaching each other. The results in all academic areas on this report indicate similar to, or higher results, than that expected of a similar school.

The cohort is small and there is not data across all NAPLAN areas however reading, which was the school focus, does show consistent growth.

Teacher Judgement of student achievement is slightly higher than the median but similar to like schools. It does not rate the students as high as their NAPLAN results would suggest in either Reading or Numeracy.

Engagement

Student absences continue to be higher than State average. This can generally be attributed to the students' parent's work and when they are able to take their holidays. There is accountability around the absences with a slight improvement in the number of unexplained absences and this will continue to be a focus next year.

Wellbeing

There is no data available on this report in the well-being section. Our own school data, via the Panorama report does indicate that 88% of students in Years 5 and 6 agree that their learning is stimulating, 94% have agreement in Learning Confidence. There was a slight concern about safety but in very small numbers of students, one student can skew this data significantly.

For more detailed information regarding our school please visit our website at
www.inverlochps.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:

School Profile	
<p>Enrolment Profile</p> <p>A total of 23 students were enrolled at this school in 2017, 11 female and 12 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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>	<p>No Data Available</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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>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> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</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> 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>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading</p> <p style="text-align: center;">100 %</p> <p style="text-align: center;">Medium</p> <hr/> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">75 % 25 %</p> <p style="text-align: center;">Low Medium</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">No Data Available</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">No Data Available</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</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>96 %</td> <td>89 %</td> <td>95 %</td> <td>87 %</td> <td>NA</td> <td>88 %</td> <td>84 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	89 %	95 %	87 %	NA	88 %	84 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	89 %	95 %	87 %	NA	88 %	84 %										



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>Students Attitudes to School - Sense of Connectedness</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>	<p>No Data Available</p>
<p>Students Attitudes to School - Management of Bullying</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>	<p>No Data Available</p>

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)

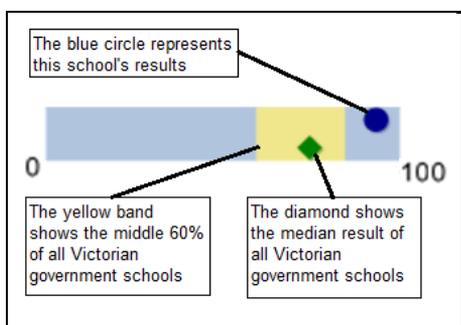
Engagement

- 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).

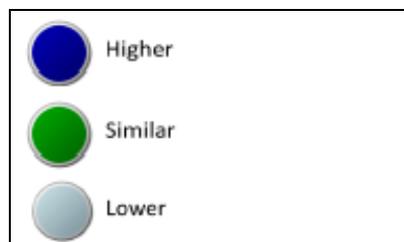


What does *School Comparison* refer to?

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

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. The current financial position indicates a deficit, however we are awaiting the reimbursement of funds of \$9000 for building works and also ICT. Equity money was used to fund the extended hours of the integration aide to allow for increased support to a number of students who benefitted from such. All the credit component of the SRP is allocated to Inverloch for staffing.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package		High Yield Investment Account	\$49,235
Government Provided DET Grants	\$40,812	Official Account	\$6,113
Government Grants Commonwealth	\$5,200	Total Funds Available	\$55,349
Revenue Other	\$1,544		
Locally Raised Funds	\$11,903		
Total Operating Revenue	\$59,459		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²		Operating Reserve	\$10,000
Communication Costs	\$1,518	Asset/Equipment Replacement < 12 months	\$20,000
Consumables	\$3,187	Capital - Buildings/Grounds incl SMS<12 months	\$8,500
Miscellaneous Expense ³	\$10,521	Maintenance - Buildings/Grounds incl SMS<12 months	\$8,000
Professional Development	\$105	Revenue Received in Advance	\$1,300
Property and Equipment Services	\$29,901	School Based Programs	\$1,500
Salaries & Allowances ⁴	\$12,000	Other recurrent expenditure	\$2,049
Trading & Fundraising	\$597	Asset/Equipment Replacement > 12 months	\$4,000
Utilities	\$3,268	Total Financial Commitments	\$55,349
Total Operating Expenditure	\$61,098		
Net Operating Surplus/-Deficit	(\$1,639)		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.