

2018 Annual Report to the School Community



School Name: Kongwak Primary School

School Number: 3223



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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.

- 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.





About Our School

School Context

Kongwak Primary School is situated in the South Gippsland town of Kongwak. Kongwak Primary School is in a Hub/Annexe arrangement with Inverloch Primary School which means that while they separate entities with their own school governance, they share staff, Principal, Assistant Principal, professional learning, excursions, camps and special events and travel between the schools at different times. Whilst both school work collaboratively together to provide cohesive learning, engagement and wellbeing programs, both schools are valued for their individuality and their place and purpose in their local communities.

The enrolment for 2018 was 29 and has continued to be stable in 2019. In 2018 there were two classrooms with fulltime teachers with the Principal primarily based at Inverloch Ps and the majority of administration also centralised at Inverloch Primary School. There were 4 Specialist classes which the students access each week –P.E. and Spanish taught by specialist teachers and Visual Arts and other specialist areas taught by the class teachers with the whole school. Across the two schools there are a total of 33 fulltime and part time teachers and 13 fulltime and part time Education Support staff.

Our vision is to enable all of our students “to achieve their full potential and to develop into confident, well-rounded citizens”. This includes a focus not only on academic success but also becoming involved in the community. Our community links are very strong with various community groups who provide community awareness, services and support both in the school and beyond. Our school and particular our students, value and respect the environment and actively engage in environmental awareness and care programs in school and in the community.

Our school values the qualities of persistence, organisation, getting along, emotional resilience and organisation. In 2019 our school will be determining the values that underpin our qualities, learning and social interactions.

We are a Kids Matter school and our students’ mental health and well-being is as important as their academic success. Our students strongly believe that “We Give Our best To Be Our best” and that “Every Face Has A Place”.

Framework for Improving Student Outcomes (FISO)

In 2018 the school continued its work in the FISO dimension of Building Teaching Excellence with particular focus on the assessment aspect of the curriculum and assessment initiative. In its endeavour to provide differentiated learning for all students, staff continued to develop their data skills by focussing more on the formative aspect of assessment by analysing data and how to move students forward in their learning both in task and content.

A Literacy and a Numeracy Specialist and Maths Coach were appointed to support Professional Learning Teams in analysing data provided by various assessment tools and how to provide learning experiences that progressed them along the Maths and Reading Victorian Curriculum.

The Learning Specialists made greater use of the NAPLAN item analysis to determine patterns of misconceptions and low understanding and skill. This resulted in improving school based curriculum provision and planning and targeted professional learning with teams and the whole school.

The teaching staff also focussed on the Evidence based High Impact Strategies initiative. The PLT leaders participated in the Challenging Learning PD at the Principal Network meetings which focussed on John Hattie’s research and Growth Mindset. Impact and further learning at team level was highly variable so the school learning reorientated back to whole school learning to establish continuity, shared understanding and shared expectations across all classes. The staff focussed on lesson intentions and developed shared understandings and a collective responsibility in implementing these in all classes. Walkthroughs and a professional learning sequence developed staff understandings and implementation increased. To ensure consistency and accountability practice baseline expectations will be introduced.

Richard Elmore’s Instructional Core was adopted as the theoretical framework to approach improved teaching and learning so that the four main elements and their relationship to each other are considered and developed.

The HITS were also connected to the school’s instructional framework to provide context and purpose.

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, and also benefit from teaching each other which consolidates learning and reflects research that indicates students learn strongly from each other.

Education Department data cannot be reliably interpreted or represented due to the small cohorts. Department data is not aggregated and percentages can be rather misleading.

Teacher Judgement data for both English and Maths is favourable compared to similar schools. The results in all academic areas on this report indicate similar to, or higher results, than that expected of a similar school.

Year 3 NAPLAN Numeracy shows a consistent trend of being higher than State, Network and similar schools with a high percentage in the Top 2 bands.

Year 3 NAPLAN Reading has Kongwak performing at the same level of State and similar schools. Trends cannot be determined due to low numbers in previous years.

The Year 5 cohort only had one child so NAPLAN results are not available.

In terms of ranking Kongwak Yr5 NAPLAN over four years have the school sitting second compared to similar schools for Year 5 Reading. The other NAPLAN measures have Kongwak mostly in in the top 25th percentile with some in the 50th-75th percentile.



Engagement

Absenteeism has once again become a concern at Kongwak Primary School with a higher percentage of students absent compared to similar schools and the highest number of absent days compared to similar schools. It improved considerably in 2017 after extremely high absenteeism in 2015 and 2016. Our data only reduced slightly compared to 2017 but highlights that even the improved 2017 year was a concern. In a small school, one family with high absenteeism can quickly impact the schools overall rating.

Our figure of unapproved is quite high than other schools which indicates a lack of communication between home and school and processes in place to monitor and follow up absences.

Our current focus is targeting families we can influence through school based actions of support whilst continuing to educate all on the importance of attendance.

In 2019 we are actioning a school based action flow diagram and communication strategy to improve monitoring, communications and accountability of attendance.

Wellbeing

While our rating for Wellbeing remains static at 'similar' to like schools the staff are working on programs to engage and connect students more closely to school and considering it is a small school, connectedness needs addressing. They appear connected with each other but need to feel, so they can report, a greater connection to school.

Both schools are determining how the curriculum can help student feel connected to the school-their school, their voice, their agency.

The school has been implementing Educational Research Projects (ERPs) in Years 3-6 where students can explore topics of interest or choice. We are developing these experiences with the Instructional Core lens to ensure there is rich and purposeful learning occurring including addressing the teacher's role in student self-selected projects. In 2018 modifications to the general studies curriculum commenced to attend to the 'Content'. Greater connections to the Victorian Curriculum by isolating and developing a scope and sequence of skills will develop the 'Student'. The curriculum has also been orientated to be inquiry based with a renaming to SWIM-Student With Inquiring Minds. This will be extensively developed during our 2019-2023 School Strategic Plan period.

Our Challenging Learning and Growth Mindset work is also providing a rich theoretical and practical approach to developing greater student voice and agency which rates only a 50% positive response on the Attitudes to School survey. It is hoped that this will increase their score on the Attitudes to School Survey for School Connectedness as they are both part of the Social Engagement domain.

According to the students, through the Students Attitudes to School Survey, the 'Not experiencing bullying' result is very favourable compared to like schools.

For more detailed information regarding our school please visit our website at www.inverlochps.vic.edu.au

Financial Commitment Summary.

At the end 2018 Kongwak Primary School had a surplus of \$52,547.00 including an operating reserve of \$11,799.22. The remaining balance has been committed to various projects.

The school has funds committed to the long term grounds and facilities improvements and these funds were not expended in 2018 due to the Education Departments Capital Works Program funding of \$105,000 to address various facilities and infrastructure issues. (roof replacement, rectifying plumbing issues, accessibility, window alignment, painting, new carpet, uneven concrete surfaces, storage). The committed facilities funds can now be put towards inspections and upgrades to play equipment and shade sails, arborists report and subsequent tree removal.



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 26 students were enrolled at this school in 2018, 15 female and 11 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> 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>No Data Available</p> <p> Similar</p> <p>No Data Available</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>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="539 943 1029 1032"> <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>86 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>87 %</td> <td>96 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	86 %	92 %	94 %	92 %	87 %	96 %	92 %	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
86 %	92 %	94 %	92 %	87 %	96 %	92 %										



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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Lower</p> <p> Lower</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Lower</p>



Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$373,030	High Yield Investment Account	\$53,207
Government Provided DET Grants	\$72,176	Official Account	\$11,140
Government Grants Commonwealth	\$1,000	Total Funds Available	\$64,346
Revenue Other	\$1,560		
Locally Raised Funds	\$17,697		
Total Operating Revenue	\$465,463		
Equity¹			
Equity (Social Disadvantage)	\$14,596		
Equity Total	\$14,596		
Expenditure		Financial Commitments	
Student Resource Package ²		Operating Reserve	\$11,799
Communication Costs	\$1,086	Other Recurrent Expenditure	\$224
Consumables	\$14,452	School Based Programs	\$4,000
Miscellaneous Expense ³	\$26,257	Asset/Equipment Replacement < 12 months	\$7,300
Professional Development	\$743	Capital - Buildings/Grounds > 12 months	\$20,000
Property and Equipment Services	\$36,427	Maintenance - Buildings/Grounds > 12 months	\$21,000
Trading & Fundraising	\$1,468	Total Financial Commitments	\$64,323
Travel & Subsistence	\$309		
Utilities	\$3,115		
Total Operating Expenditure	\$83,857		
Net Operating Surplus/-Deficit	\$381,606		
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 04 March 2019 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.





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)

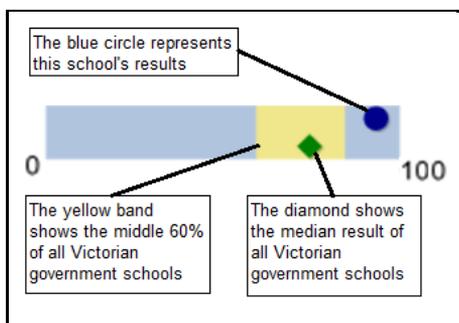
Engagement

- 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).

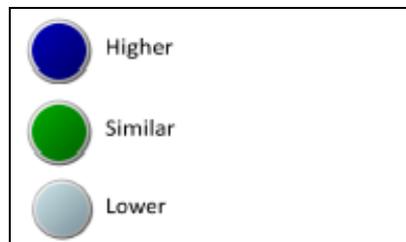


What does *School Comparison* refer to?

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*' or '*ND*' 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').