

2020 Annual Report to The School Community



School Name: Kongwak Primary School (3323)



- 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 Registration 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 2020 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*.

Attested on 12 April 2021 at 11:14 AM by Brett Smith (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 13 April 2021 at 11:26 AM by Belinda Jeffries (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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 2020 was 27 with enrolments declining thus initiating an enrolment strategy to increase enrolment . In 2020 there were two classrooms with two fulltime teachers and one Education Support Officer with the Principal primarily based at Inverloch Ps and the majority of administration also centralised at Inverloch Primary School. The classes were P-2 and 4-6 with the Year 3's working between the classes for specific subjects. There were 4 Specialist classes which the students access each week –P.E. music and Spanish taught by specialist teachers and Visual Arts and other specialist areas taught by the class teachers with the whole school.

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 sustainability and actively engage in sustainability programs and actions in the school.

Our school values the qualities of persistence, getting along, emotional resilience and organisation. In 2020 our school will be undertaking School Strategic Plan work of determining the values that underpin our qualities, learning and social interactions.

In 2020 the school had significant DET funded asbestos removal works undertaken that has improved the safety of the staff and students, The school looks forward to remodelling and landscaping the front of the school which is being funded through a Minor Capital Works grant.

Framework for Improving Student Outcomes (FISO)

As with most schools, Kongwak Primary School had to re scope the various Key Improvement Strategies, and their Actions and Activities based on what was possible through a disjointed year and the opportunity of staff, students and parents/carers to work together.

Postponed Strategies:

Vision, Values and Culture: Build a culture of high expectations and aspirations across the whole school community and support staff to learn and teach for high expectations.

Curriculum planning and assessment :Implement a collaborative audit, rationalisation of the Victorian Curriculum and school based curriculum to develop a consistent, continuous and inclusive English and Maths curriculum that is success orientated and provides for deeper, more thorough and student informed learning.

Partial

Instructional and shared leadership : Build the instructional leadership capacity of all leadership roles to enable them to establish high levels of consistency, continuity and shared accountability for improving student achievement and student growth across the school.

Achieved Outcomes:

- Implemented a middle level leader development program to develop the capacity of PLC Learning Leaders and Learning Specialists to drive high quality school improvement
- Implemented the Datawise process with the PLC approach to be more specific and targeted in school improvement

throughout the year. This will be led by the Principal in collaboration and capacity building of the Leadership Team (PLC Coordinator and Learning Specialists) and the Learning Leaders.

- Extended the Principal’s capacity to use data in a collaborative data inquiry to drive student learning improvement

Building practice excellence: 1e. Build consistent instructional practice for every teacher and embed coaching, observation and feedback through inquiry cycles in professional learning communities (BPE)

Achieved Outcomes:

Implemented an Observation and Feedback program connected to AIP Goal 1 actions and PLC implementation with Performance and Development Plan expectations. The staff were involved in professional learning to undertake this work

The program included:

- Walkthroughs by the Principal Team, the PLC Coordinator and Learning Specialists to gather data to formulate problems of practice as per Datawise process
- Self Observation by recording using iPads or phone
- Learning Observation to observe a peer's practice to support one's knowledge and skills

- Professional Learning Communities established covering:

- Data analysis
- Understanding data and misconceptions
- Identifying new content directions from data
- Building Peer Observation and Feedback confidences through ‘The Feedback Fix’ work
- Becoming a ‘Mirror Holder’ rather than a ‘Window Gazer’ when giving feedback
- Peer Buddy Observations and Feedback relationships
- Peer Buddy Observations and Feedback with Worked Examples focus

This strategy will continue to develop in 2021 by developing further coaching and mentoring capabilities of staff and all staff being involved in peer observations to improve practice.

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Multilit and Minilit were implemented to support students with literacy needs.

Instructional Model

In 2020 the staff's proficiency in using the IKPS Instructional Model was expanded to the Instructional phase. Staff focussed on the HITS Worked Examples during the Instructional Phase. This was informed and monitored by Instructional Walkthroughs.

Achievement

In 2020, Kongwak Primary School delivered curriculum remotely for two extended periods. The work was delivered through an online portal with a Helpline provided and regular Zoom interactions. Our staff became very proficient in the use of recordings, learning platforms and webpage design as they endeavoured to provide learning at home.

Due to feedback from parents and guidance from the Department, the second period of learning was scaled back to be more achievable and family friendly with consideration to the wellbeing of our families. Most families completed the minimum work assigned whilst some excelled.

When compared to the State and Similar schools, Kongwak PS has made good progress in English P-6 which is favourable after such a disruptive learning year. The average P-6 English data is at State levels. Student achieving below in Writing is continuing to increase so this will need monitoring and addressing.

At or above achievement in Mathematics is above Similar School and State and has stabilised and showing little impact of COVID and Flexible and Remote Learning

Engagement

When discussing attendance, we need to be mindful of the COVID19 and its impact and how learning was delivered in 2020.

According to DET data, Kongwak PS attendance improved, and whilst still slightly lower than the State, our school had reached and passed its School Strategic Plan long term target of 16 days or less. In 2020 the average absent rate was 15.01 days per year. This can be attributed to the lack of opportunity to travel and daily monitoring of attendance through learning platform.

The school continued to implement the Attendance Monitoring and Follow up program throughout the year including during Flexible and Remote Learning and the use of Student Absence Learning Plans.

We didn't participate in the Attitudes to School Survey.

Wellbeing

Whilst our school chose Goal 1 (To improve student learning growth in English and mathematics for all students) as the focus area for 2020 in we still maintained a focus on wellbeing. It became especially important for the Leadership Team to be deliberate in its approach and support to wellbeing of the staff, students and school community as the effects of COVID19 spread throughout the community.

Wellbeing activities were incorporated into the Flexible and Remote Learning plans with a focus on family time and gratitude. The Wellbeing Team initiated many activities for the community to connect with to break the monotony of being at home and to get outside and be active.

Our second round of Flexible and Remote Learning reflected the feedback we had in terms of time, capacity and skillset in delivering learning at home. We orientated the learning plans to be more family focussed and followed the timeframes recommended by the Department of Education.

When students returned to school, there was deliberate planning and expectations to support their transition back to learning. Anecdotal evidence suggested some students were primed ready to learn whilst others found adjusting back to the learning mode expected at school a challenge.

The Wellbeing Team also provided for the wellbeing of the school staff by maintaining contact through Remote Learning, providing activities for 'distant' engagement and maintained professional learning and routine through Team, staff and PLC meetings by Zoom.

We didn't participate in the Attitudes to School Survey.

Financial performance and position

The school's budget and financial processes continue to develop to ensure transparency and understanding of the complex hub-annex arrangement with Inverloch PS. The invoicing, budgeting and management cannot be totally separate and we have spreadsheets, budgets and reports that allow School Councilors to understand how the credit (salaries) and cash budget operate. For example the Financial Performance Summary indicates that Kongwak PS has a \$415, 306 surplus. However the Department system includes the whole hub-annex credit (salaries) income on both schools budgets as they are determined by the total enrolments but salaries are only expended by Inverloch PS thus the \$0 SRP expenditure at Kongwak PS . We also keep track of payments made by Inverloch PS on behalf of Kongwak students as most student activities are combined and invoiced as one. CRT salaries, PD and Professional Practice Days are other examples of expenditure managed and Inverloch Ps and need recouping from the Kongwak PS. Whilst the accounting is complex, we have worked diligently to ensure the budgets and financial processes are of the highest integrity, transparency, clarity and accountability.

Kongwak Primary School maintained a very sound financial position throughout 2020 with a surplus of \$104, 961 due

to Financial Commitments and reduced expenditure. Such commitments include School Council Master Planning Funding and Operating Reserve. Decreased expenditure in 2020 was due to decreased student attendance on site during the Flexible and Remote Learning periods. Expenditure on curriculum consumables and incursions was decreased so 2021 Parent Payments were reduced and 'consumable' learning platforms such as Reading Egg and Eggspress have been funded by the school in 2020 and 2021.

In 2020, revenue was reduced due to the Easter Fair cancellation due to COVID19.

The Equity funds were used to fund MultiLit Due to a decrease in PSD students, thus funding, we have directed extra Education Support time to assisting students in class and in intervention programs.

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

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 27 students were enrolled at this school in 2020, 17 female and 10 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

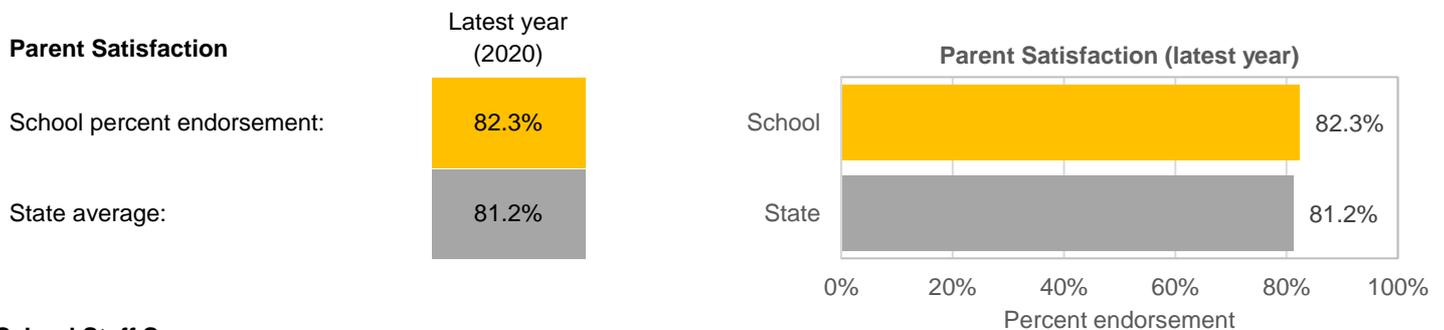
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

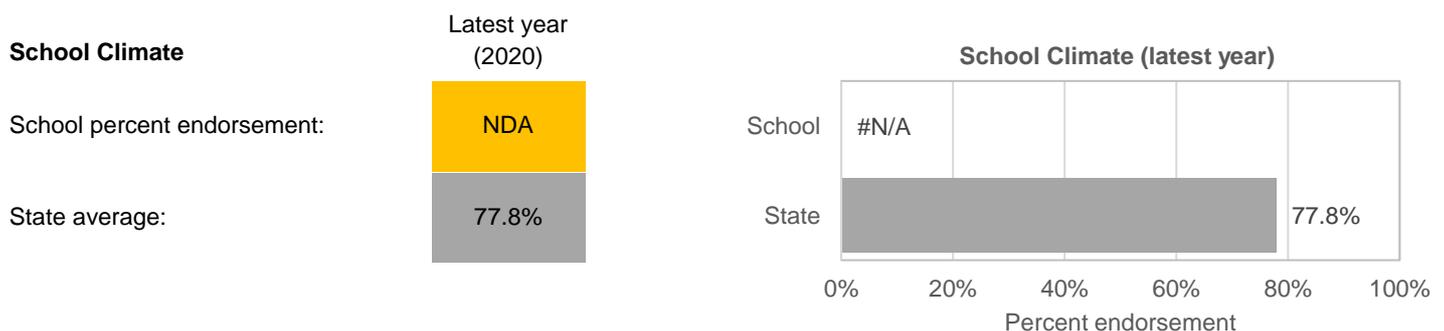


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

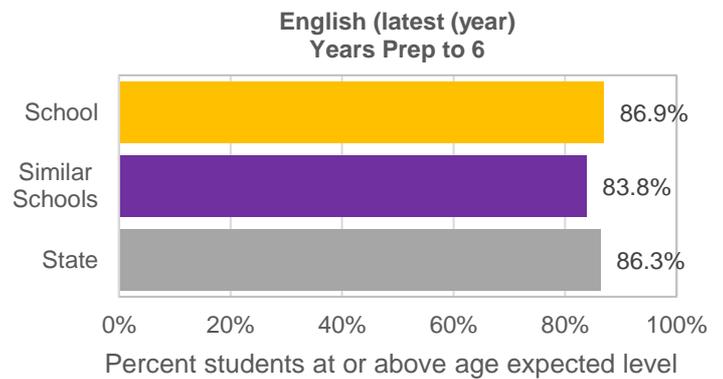
86.9%

Similar Schools average:

83.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

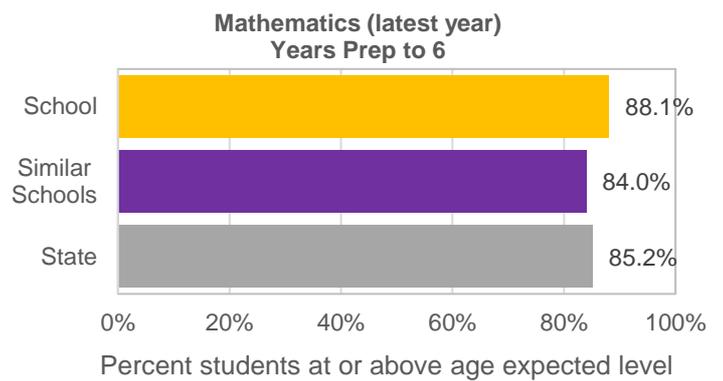
88.1%

Similar Schools average:

84.0%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

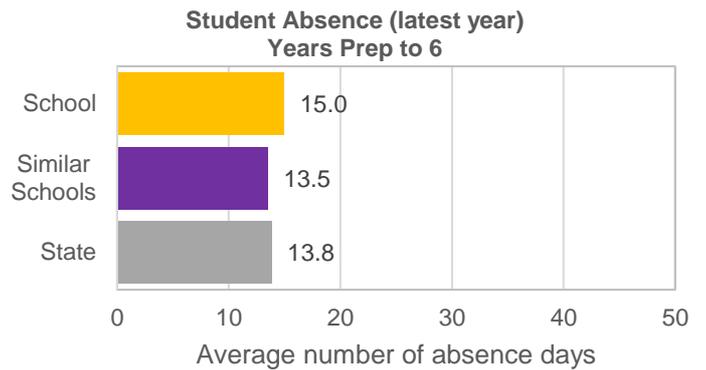
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.0	18.8
Similar Schools average:	13.5	15.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDP	93%	91%	93%	NDP	95%	88%

WELLBEING

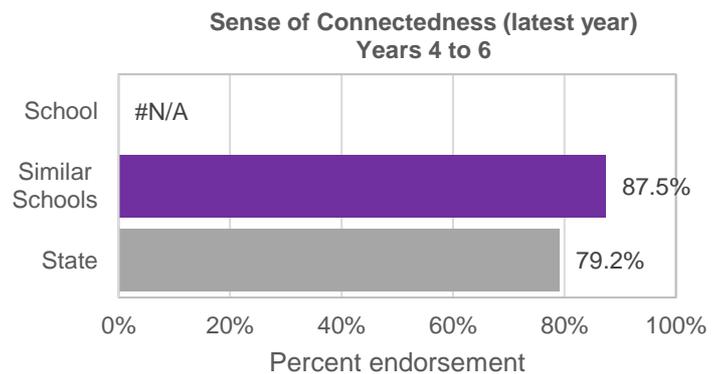
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	71.1%
Similar Schools average:	87.5%	82.3%
State average:	79.2%	81.0%



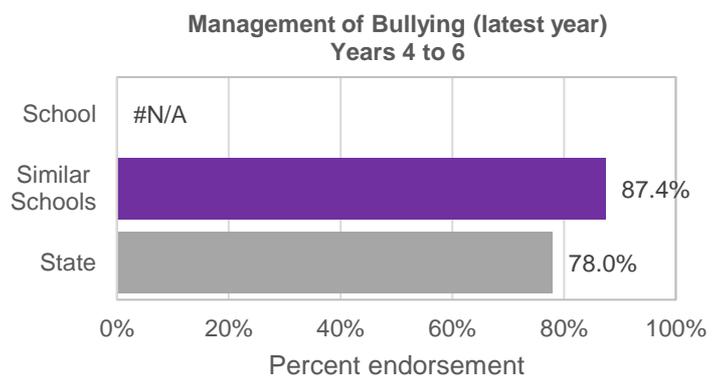
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	75.3%
Similar Schools average:	87.4%	83.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$378,595
Government Provided DET Grants	\$67,394
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$567
Locally Raised Funds	\$6,169
Capital Grants	NDA
Total Operating Revenue	\$452,724

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,215
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$6,215

Expenditure	Actual
Student Resource Package ²	NDA
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$930
Communication Costs	\$1,112
Consumables	\$1,359
Miscellaneous Expense ³	\$3,153
Professional Development	\$41
Equipment/Maintenance/Hire	\$4,931
Property Services	\$21,719
Salaries & Allowances ⁴	NDA
Support Services	NDA
Trading & Fundraising	\$162
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$4,010
Total Operating Expenditure	\$37,418
Net Operating Surplus/-Deficit	\$415,306
Asset Acquisitions	\$5,535

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$97,375
Official Account	\$7,586
Other Accounts	NDA
Total Funds Available	\$104,961

Financial Commitments	Actual
Operating Reserve	\$10,000
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$2,448
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$22,513
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$70,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$104,961

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.