

2022 Annual Report to the School Community

School Name: Kew East Primary School (3161)



- 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 of the previous calendar year 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 27 March 2023 at 09:27 AM by Helen Fotheringham (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 March 2023 at 01:15 PM by Jarrod Frazer (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

Kew East Primary School (KEPS) had an enrolment of 356 students in 2022, predominantly from a high socio economic background based on Department of Education and Training's (DET) student family occupation and education index (SFOE).

KEPS is committed to providing rich learning experiences with a focus on developing literacy and numeracy skills. The school's vision is to promote a culture of high expectations and a commitment to personal excellence, in a teaching and learning environment that challenges, stimulates and nurtures all students, developing students to be self motivated, resilient and reflective learners, who think critically and creatively. Student learning is also further enhanced through the use of emerging technologies. Whilst it is important for all students to experience success in their learning, it is equally important to engage students in their learning and to support their wellbeing. The five KEPS values of relationships, respect, resilience, responsibility and reflection are explicitly taught and actively promoted in a whole school student wellbeing program.

The school had the equivalent of 23.93 effective full time staff, which includes 2 principal class members, 19.3 teachers and 2.63 education support staff. The school offers high quality specialist programs (Italian, physical education/sport, visual arts and music) and provides a unique Band Program as an extra curricula option.

In 2022, KEPS commenced the first year of the new School Strategic Plan 2022-2025 which provides the educational direction over the next 4 years. To implement these strategic directions, an Annual Implementation Plan (AIP) is also developed each year and is linked to DET's Framework for Improving Student Outcomes (FISO). In response to the COVID -19 pandemic, DET included a mandated AIP priority goal for the 2022 school year.

Progress towards strategic goals, student outcomes and student engagement

Learning

Despite being back onsite after 2 years of COVID lockdowns, the school continued to experience many disruptions to student learning with both student/staff COVID related illness along with a shortage of replacement staff throughout 2022.

However, KEPS continued to achieve outstanding Year 3 and 5 NAPLAN results with students in the top 3 bands for reading and numeracy being 92.5% and 94.3% respectively. Similarly, Year 5 results were also impressive with 97.8% in reading and 91.1% for numeracy in the top 3 bands. The 4 year average in both reading and numeracy also indicates consistency with Year 3 averaging 95.8% and 92.1% in reading and numeracy respectively while Year 5 have 95.5% and 87.1%.

KEPS is also performing well above in both 2022 data and the 4 year average when comparing to similar schools for the top 3 NAPLAN bands in Year 3 and 5 in reading and numeracy.

Victorian Curriculum, teacher judgements, continue to be outstanding with F-6 average being 98.1% of students performing at or above the expected year level standards for English and Mathematics. In fact, there are greater than 70% of students F-6 average, working above the expected year level standards in reading, number & algebra and measurement & geometry while there are 68% in writing.

KEPS' continued strong results in English and Maths are largely attributed to our approach of targetted explicit teaching at students' point of need, ensuring we cater and differentiate the curriculum for our students.

Additional targeted 'catch up' intervention sessions, identified by staff, were also provided to students in 2022, through DET's tutor learning program initiative.

In 2023, a continued whole school focus will include writing (including spelling, grammar & punctuation) and the consolidation of reading strategies. Mathematics foci will include, geometry concepts, higher order questioning and discourse from students to further develop their thinking skills around mathematical concepts.

Wellbeing

In 2022, DET set a priority AIP goal for all schools across Victoria. This goal gave equal weighting to student learning and wellbeing and was aimed at supporting students returning to school after long periods of home learning.

At KEPS, we worked on wellbeing strategies including, the implementation of the Respectful Relationships curriculum and the regular teaching of cyber safety lessons. Both were undertaken within our mandated 50 minute wellbeing lesson each week for Foundation to Year 6. At the end of 2022, we updated our Wellbeing Scope and Sequence to include the entire DET Resilience, Rights and Respectful Relationships (RRRR) curriculum and purchased a program with sequential cyber safety lessons. The sequential teaching of RRRR and cyber safety lessons ensure that concepts are developmentally appropriate and are built upon year after year.

Targets set in 2022 for the KEPS Student Wellbeing Survey, related to cyber safety and mental health of students. There was a significant improvement in positive satisfaction levels from students in the cyber safety areas being measured. These areas included, 'Managing Social Media' from 66% in 2021 to 81% in 2022 while 'Managing Cyber Safety' improved from 70% in 2021 to 79% in 2022. However, our 'Mental Health – Learning' data decreased from 63% satisfaction in 2021 to 59% in 2022. Likewise, our 'Mental Health – Social' data has also declined from 69% in 2021 to 65% in 2022.

The results from the DET, 2022 Student Attitudes to School Survey, which are included in the DET Annual Report Performance Summary, indicate that we continue to achieve outstanding positive satisfaction levels for 'sense of connectedness' (82%) and 'bullying management' (88%) when compared to similar schools.

In 2023, we will continue to implement the new RRRR and Cyber Safety lessons, along with new bullying prevention and management lessons that have been created for teachers. We will facilitate staff PD which focusses on 'how to make students feel valued', reasonable adjustments for teachers to use in their classrooms (particularly for students with ASD and ADHD), develop and run student opinion surveys once per term to offer opportunities for student voice, as well as conducting the KEPS Wellbeing Survey each semester. Together, these strategies aim to target the mental health needs of our students.

Engagement

Although a student engagement AIP goal was not required in 2022, staff continued to work on a number of engagement strategies.

Student agency remained a focus where students had input in setting their individual learning goals, for reading, writing and mathematics.

Staff also continued to plan for and provide a highly differentiated learning program, where students frequently worked in targeted ability based groups. In catering for differing student abilities, staff met weekly in professional learning teams (PLTs) to plan and review student data to inform their next teaching sequences. Teaching at each student's point of need ensures that students remain challenged and engaged in their learning. This is also reflected in teacher judgements with 70%+ of students working above the expected level in reading and mathematics.

Other engagement strategies implemented included, critical thinking, higher order questioning, working collaboratively in student groups and employing the use of ICT and digital technology to further increase student engagement. Teachers also sought and used student feedback through the PIVOT survey, to set their own teacher goals, many of which were linked to supporting and enhancing student engagement.

Students' attendance in 2022 is consistent for all year levels at 90% or greater. Year F-6 average absences of 18 days was less than similar schools (19.2 days) and that of the state (23.3 days) although this is higher than the 4 year average of 11.8 days which could be attributed to COVID-19.

In 2023, staff will focus on further building student engagement by, giving students opportunities to engage in critical thinking, higher order questioning and encouraging them to engage in greater dialogue to share their thinking and understanding of concepts. Staff will also be developing their skills in the use of ICT (google suite) and digital technology, including robotics and coding.

Financial performance

Voluntary contributions enabled the school to spend \$119 930 on purchasing and leasing of desk tops, new servers, replacement of some classroom projectors and iPads. These contributions have also been used to significantly increase the hours of a handyman so as to maintain both building/school grounds and enable the school to provide first aid support. In addition to this, \$75 000 has been spent on replacement of equipment and larger maintenance projects, such as, the refurbishment of the library and repairing of synthi turf. Some intended 2022 facility projects will be completed in 2023 due to an inability to engage external contractors following COVID lockdowns.

Income from hiring sources in 2022, amounted to \$83 419 plus \$16 000 from Boroondara Council with our joint music hirer's agreement while local fundraising amounted to \$16 103 and commissions of \$3 056. DET also provide funds of \$25 000 for shade sails.

In 2023, rising damp and repainting of the senior school, ground level toilets and corridor will be undertaken. Additional ICT equipment, particularly replacement of all laptops (>100 devices) and remaining iPads will also occur.

For more detailed information regarding our school please visit our website at
<https://www.keps.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 2.0 (FISO 2.0).

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 352 students were enrolled at this school in 2022, 178 female and 174 male.

10 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).

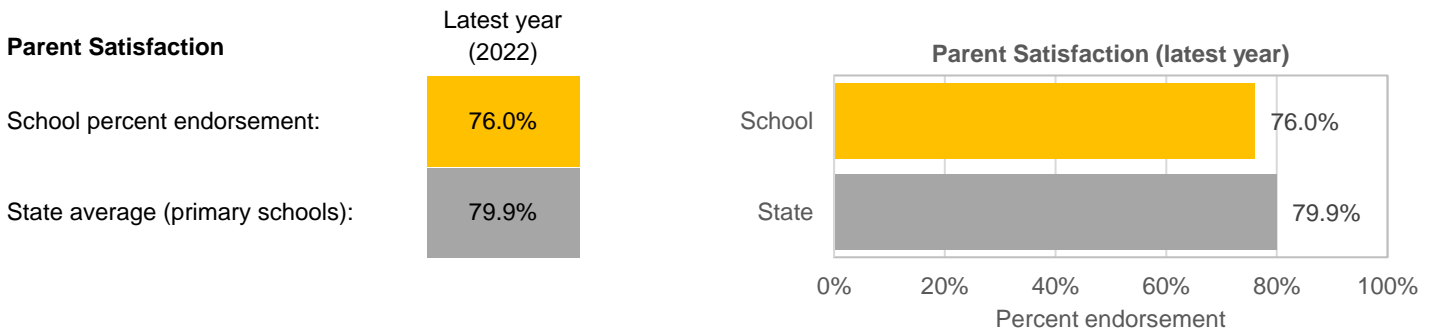
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.

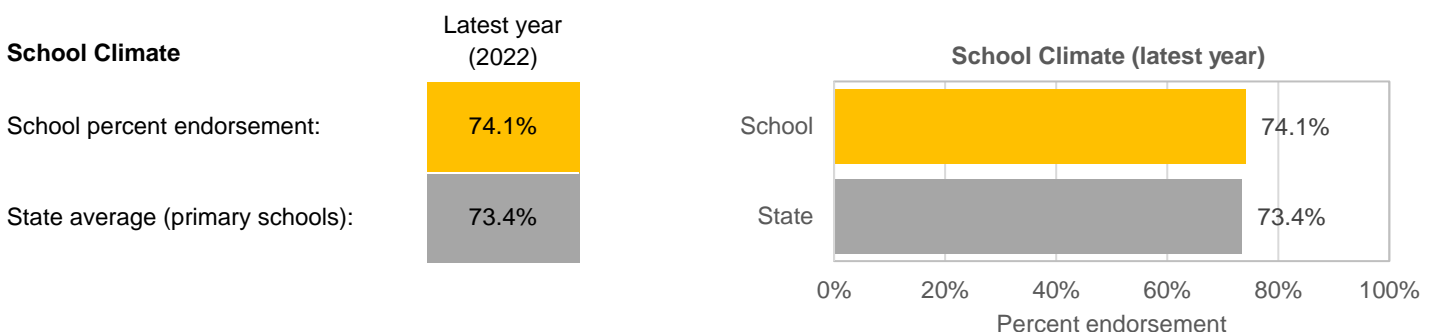


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

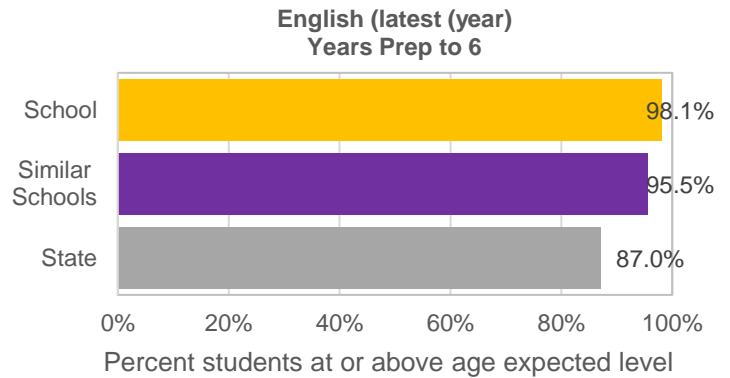
98.1%

Similar Schools average:

95.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

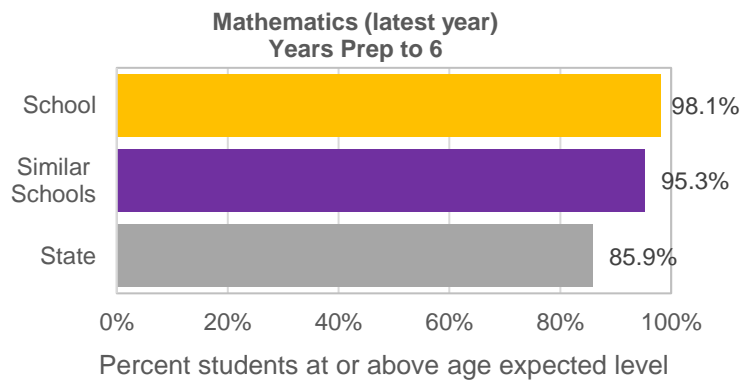
98.1%

Similar Schools average:

95.3%

State average:

85.9%



LEARNING (continued)

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.

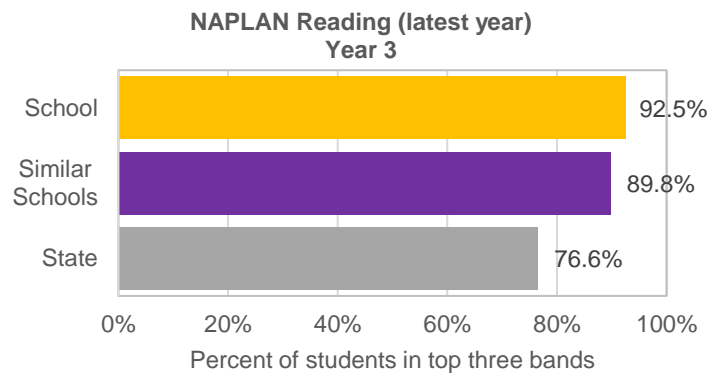
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

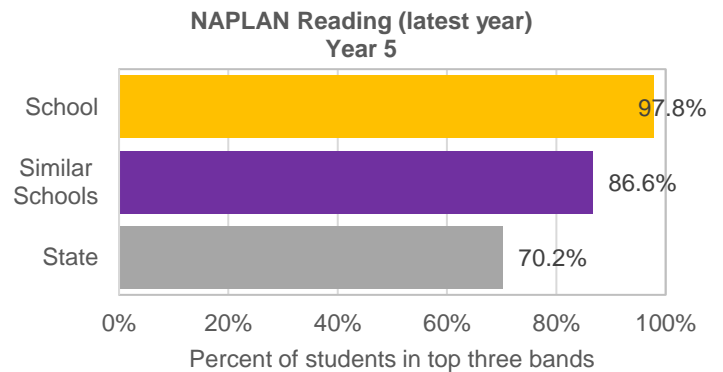
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.5%	95.8%
Similar Schools average:	89.8%	89.4%
State average:	76.6%	76.6%



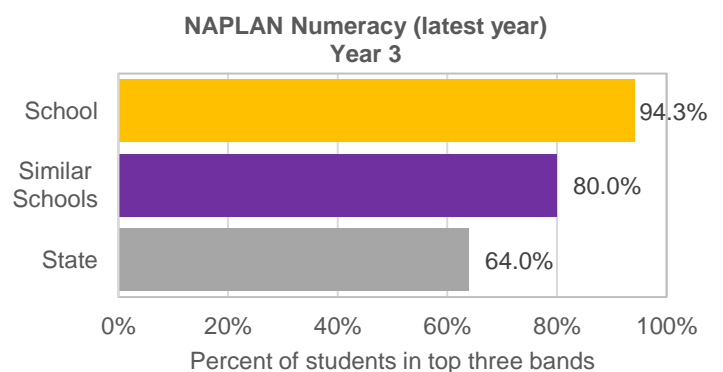
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	97.8%	95.5%
Similar Schools average:	86.6%	85.9%
State average:	70.2%	69.5%



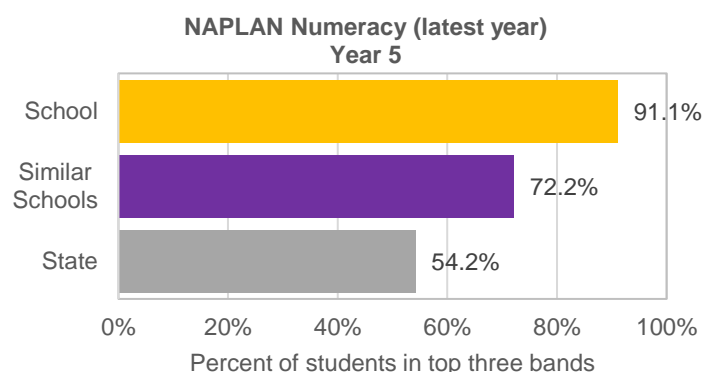
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.3%	92.1%
Similar Schools average:	80.0%	83.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.1%	87.1%
Similar Schools average:	72.2%	77.3%
State average:	54.2%	58.8%



WELLBEING

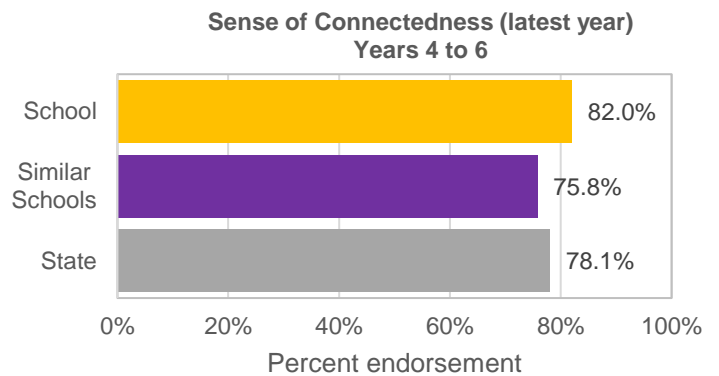
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	82.0%	80.9%
Similar Schools average:	75.8%	77.3%
State average:	78.1%	79.5%

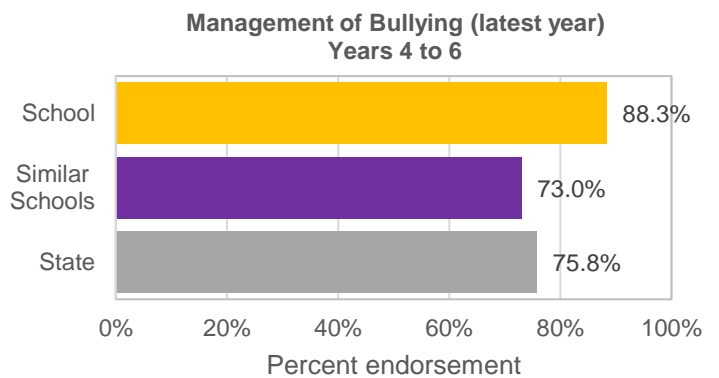


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	88.3%	84.8%
Similar Schools average:	73.0%	75.9%
State average:	75.8%	78.3%



ENGAGEMENT

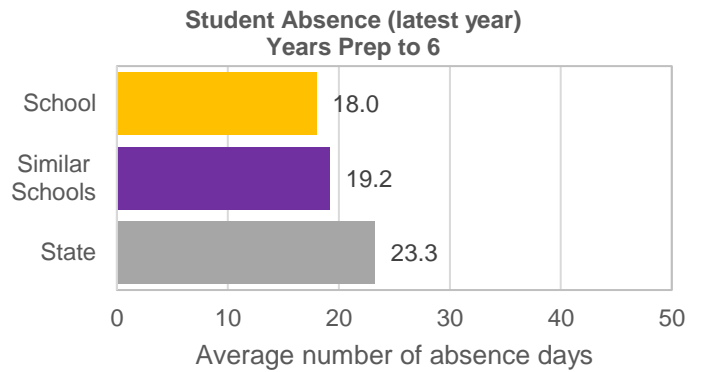
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.0	11.8
Similar Schools average:	19.2	13.0
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	90%	92%	92%	91%	90%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,915,101
Government Provided DET Grants	\$228,016
Government Grants Commonwealth	\$45,687
Government Grants State	\$0
Revenue Other	\$53,601
Locally Raised Funds	\$740,306
Capital Grants	\$0
Total Operating Revenue	\$3,982,712

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$2,955,118
Adjustments	\$0
Books & Publications	\$12,670
Camps/Excursions/Activities	\$146,386
Communication Costs	\$3,998
Consumables	\$113,333
Miscellaneous Expense ³	\$14,184
Professional Development	\$6,486
Equipment/Maintenance/Hire	\$156,269
Property Services	\$54,297
Salaries & Allowances ⁴	\$288,932
Support Services	\$110,718
Trading & Fundraising	\$23,812
Motor Vehicle Expenses	\$215
Travel & Subsistence	\$0
Utilities	\$36,198
Total Operating Expenditure	\$3,922,616
Net Operating Surplus/-Deficit	\$60,096
Asset Acquisitions	\$38,595

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$2,158,589
Official Account	\$34,662
Other Accounts	\$242,691
Total Funds Available	\$2,435,941

Financial Commitments	Actual
Operating Reserve	\$154,480
Other Recurrent Expenditure	\$1,091
Provision Accounts	\$0
Funds Received in Advance	\$71,020
School Based Programs	\$263,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,921
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$308,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$69,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,338,126
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,210,638

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.