2018 Annual Report to The School Community

School Name: Kallista Primary School (3993)

- 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 2018 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 26 March 2019 at 03:18 PM by Christine Finighan (Principal)

- 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 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 2018 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.

Attested on 13 April 2019 at 08:09 AM by Richard Hecker (School Council President)

About Our School

School context

Kallista Primary School is nestled in Sherbrooke Forest in the beautiful Dandenong Ranges National Park. Our school community appreciates close proximity to the forest, and our children enjoy clean air, and open, interesting spaces in which to play. Local native animals and birds visit our grounds, and our students take opportunities to learn about the geography, flora and fauna of our local area. We are very lucky to enjoy such a unique natural environment, which enhances creative play, and nurtures happy, healthy children.
Our facilities include:
Spacious and attractive play areas, including an oval and hard court areas for ball sports. We have a mix of natural play-scapes, using recycled and construction parts for creative and social play, and modern age appropriate play equipment
Beautiful and well-resourced kitchen and kitchen-garden for our Stephanie Alexander cooking program
A General Purpose Room, used for Before and After School Care, whole school assemblies, and Physical Education, Library, Computer Lab, Instrumental Music Rooms, Art Room with kiln, and a Japanese Language Room.
At KPS we provide a supportive and respectful learning environment, where our knowledgeable and dedicated teachers develop positive relationships with the children in their care. Our students are catered for in seven classes from Foundation to Year 6. We have twelve teachers, and nine education support staff supporting student learning in classrooms, and also working in the office, and supervising our before and after school care program.
The most powerful way for students to learn is to provide them with the opportunity to discover and make connections for themselves. At Kallista Primary, our teachers provide explicit instruction, and help students develop independence and inquiry skills throughout all levels. From Foundation to Year 6 at KPS, our students develop knowledge, skills and confidence through a broad range of core primary curriculum including:
Fundamental knowledge and skills in numeracy and literacy-- complemented by THRASS, Bridges Literacy Program, Toe by Toe, and Quicksmart Maths
Languages Other Than English (LOTE)- Japanese
Visual Arts
Health and Physical Education
Music and Performing Arts
STEM- Science, Technology, Engineering and Maths, and incorporating computers and robotics
Integrated inquiry and research in the Humanities, such as Geography, Civics and Citizenship, Business & Economics, and History.
Our students use technologies to enhance learning. We have a large bank of networked computers and notebooks, both in our computer lab, and classrooms. Our students use IPads for particular learning tasks, and enjoy a range of exciting and engaging computer applications that enhance their ability to express their creativity, to research and publish, and to use coding and design. Coding, robotics, clay animation, and film are just some of the ways our students use computer and information technologies at our school.
We warmly welcome parents to be active members of our school community and value the contribution of parents in supporting the learning environment in a number of ways:
Classroom helpers, such as listening to children read, and providing specialist subject support in an area of your expertise
helping at Uniform Shop or Working Bees
School excursions, sports assistance and special activity days
By participating in Friends of Kallista Primary School- our social and fundraising group, on School Council and Sub-Committees
Our wonderful Stephanie Alexander Kitchen-Garden program always needs parent helpers!

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) is a Victorian Government and Department of Education and Training improvement model for Victorian schools. The FISO contains Priorities and Initiatives that, based upon current research, create positive and high impact results for school improvement, and these Priorities and Initiatives form the basis of our forward planning.

In the KPS Strategic Plan (2016-2019), our three key goals were to improve student achievement in Numeracy and Literacy, to create a positive learning culture of high expectations, and to increase student learning engagement across the whole school.

The 2018 Annual Implementation Plan focused these intentions into two FISO Improvement Priorities-
'Excellence in Teaching and Learning' and 'Positive Climate for Learning'.

Our FISO Improvement Initiatives are-
'Curriculum Planning and Assessment' and 'Empowering Students and Building School Pride'.

To develop teacher capacity in Curriculum Planning and Assessment in 2018, we utilised the student management system, Compass, to enable teachers to collect, monitor, and measure school based assessment data. In Literacy, teachers continued to focus on Writing instructional methods. Our Numeracy data improved over the year, with NAPLAN showing increases in learning growth from Year 3 to 5, and significantly increased numbers of students in the top two achievement bands.

In 2019, our school will continue to focus on excellence in teaching, learning and assessment in Numeracy and Literacy, through continuing to develop teacher capacity in data literacy, formative assessment and instructional practice. Alongside we will continue to develop with our students, a creative and stimulating learning environment, both in our specialist and classroom programs, and by continuing to build opportunities for student voice and student actions. The many leadership roles for our students, and an active SRC is the foundation for student agency. The Kallista's Got Talent Show at the end of 2018 was organised by the Student Representative Council (SRC), and is an excellent example of the way our students are supported to create the school in which they learn, play and develop.

2019 will be our year of review. The leadership team and teaching staff will be reviewing and analysing our student achievement, and student and staff wellbeing data, to determine goals and targets for school improvement in teaching, learning and engagement for the next four years at KPS.

Achievement

Since 2016, we have had a clear focus on the teaching of Numeracy, and we continued to implement inquiry learning and problem solving in Mathematics in the 2018 year. Teachers' professional learning and students' dedicated time-on-task in this curriculum area has enabled improved student outcomes in 2018 NAPLAN, with over 40 to 46% of students in Year 3 and Year 5 achieving in the top two bands. Significantly, the numbers of Year 5 students showing high growth between Year 3 to Year 5 has greatly increased, and numbers of students achieving low growth has also signifcantly decreased.Over 2018, along with our network of schools in the Dandenong Ranges, we have focused on building teachers' pedagogical knowledge and practice in the area of Writing. Last year's results in Year 3 have been outstanding, with 74% of students achieving learning outcomes in the top two bands. We will continue the strategic professional learning focus on Writing this year, extending it to Spelling and Punctuation, as a key part of the Writing process. Reading is a vitally important part of our curriculum focus at Kallista Primary School, and is also showing pleasing improvement in learning gains.

Our emphasis on differentiating teaching based on student learning needs, and the implementation of smart goals for students both in classroom learning routines, and in Individual Learning Plans, is supporting learning improvement for all students across our school. Our teachers follow the Victorian Curriulum Standards across all levels and in all subject areas, ensuring that our students' content knowledge, and developing skills and understandings, are tracking approprioately for a high quality primary education. Dedicated specialist teachers contribute to the breadth and depth of our educational program at Kallista Primary School. Extension is available to students within each classroom teaching and learning program, in specialist areas, and through Gateways.

Engagement

Our 2018 student engagement and wellbeing data was pleasing, and the attendance data is much improved from the beginning of the school's strategic planning cycle.

Our school values were decided upon through a community consultation process in 2016. They are: respect, compassion, trust, perseverance and creativity. We have continued to promote these values over 2018 through our newsletter and assemblies, in classrooms, and through the Student Representative Council.

The Kallista Student Representative Council- made up of two representatives from each class- met regularly to discuss student ideas, concerns and community issues.

The SRC was consulted in 2018, and a school oath has been developed, describing each of our values. This oath is a part of Friday assemblies. Values Education, School Wide Positive Behaviours and Respectful Relationships underpin our wellbeing approach, and provide greater clarity about the expectations and norms of our school community. We use these aligned approaches to set the pre-conditions for a calm, secure and happy classroom and playground environment at our school.

Over 2018, students were able to take part in many activities pertaining to the development of leadership and confidence, through activities and roles both within our school, and through partnerships with external agencies. Student voice is encouraged through 'Student Actions', where students and their families organise social and community fundraisers and collections to make a difference in our school or community. Student leadership in action is an important aspect of student engagement at our school.

Picnic Sports, Kallista Athletics and Ball Sports days involved Year 5 and 6 students in the opportunity to organise events and lead teams, and house meetings provide a sense of togetherness and fun. The monitor roles also provide children with authentic responsibilities for aspects of school management, for example, music, library, art, kitchen- garden, Kinder Connections, and office administration.

Wellbeing

Student wellbeing is central to our purpose at KPS. Ways that we enhance the wellbeing of students at our school:
•	Caring and dedicated teachers
•	Values education and the provision of a safe and secure learning environment, based on School Wide Positive Behaviours
•	Student leadership programs across the whole school, including Student Representative Council, Prep to Year 6
•	Effective anti-bullying policy and restorative practices
•	Adherence to the Child Safe Standards, Respectful Relationships, and requirements of the VRQA
•	Provision of Student Support Services (school psychologist and speech pathologist available by referral)
•	Trauma informed teaching practice based on the principles and practice of the Berry Street Education Model

At Kallista Primary we value building educational connections with school communities from outside our local area. Our children have benefited from inter-cultural exchanges, and we have enjoyed having visitors from Japan and China over the year. We are proud to say that our students are polite, generous and caring hosts to all visitors to our school. We value Aboriginal education at our school and our relationship with Aboriginal elder Murrindindi, and our Northern territory sister-school at Yarralin. We have a sister 'music' school in Noble Park, and the children visited for a joint music workshop day during the year. We will continue these visits in 2019.

The school's highly engaging Stephanie Alexander Kitchen Garden program operates in an in-depth way, linking the school's garden and kitchen through student ownership of food preparation- from garden to plate.

A secure and successful transition from kindergarten, and to seconday school, is supported by our school through a range of transition activities that enable children to become familiar with their new settings, before they begin the new year.

Thanks to Jason Fox, through whose efforts we now have electronic 40kph signs outside our school, making local roads safer for our students and families.

Students, staff and parents enjoy our school's strong sense of community. Our collective mission is to create an

environment where every child learns to their full potential, and is happy and healthy.
Kallista Primary School- a place where everyone learns!

Financial performance and position

Kallista Primary School finished the 2018 year, with a small surplus of $21,839. We have carefully managed our finances in order to be able to have seven classes and to have a full range of teaching specialists across the primary curriculum—including Music, Art, Physical Education, Japanese, and Kitchen-Garden.
The $5476.00 Equity funding was absorbed into provision of education support for Toe by Toe and Quicksmart Maths. We received $9,800 Equipment and Inclusion Boost Funding from the Department of Education and Training, as a one off payment to support-
1)   inclusive teaching and learning interventions for students with special needs,
2)   and the professional learning for teaching staff in the area of disabilities and inclusive practices in teaching and learning, including legislation, rights and responsibilities.
The principal also applied for Special Stream Funding under this program through a team around the learner approach, and received over $9000 funding to provision resources supporting students with additional needs.
This funding was specifically for three students in the school who have additional needs, and also to provide evidence-based, targeted literacy learning programs for school-wide student cohorts in the area of dyslexia and dyspraxia.
Finally, we would like to acknowledge the marvellous work of the Kallista Primary School's parents association, FOKPS, who raised $15,919.02 in 2018. Also to one of our School Council parents Jo McIntosh, who acquired a Shire of Yarra Ranges grant of $5000 to fund a Lego after school club.

For more detailed information regarding our school please visit our website at
http://kallistaps.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.

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

SCHOOL PROFILE

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 161 students were enrolled at this school in 2018, 79 female and 82 male.

np percent of students had English as an additional language and np 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: High

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	73.4	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	51.9	77.7	66.6	86.7

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary year levels.*

"School Comparison" is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are 'Lower' (lower than expected), 'Similar' (as expected) or 'Higher' (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

•   English

•   Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	**Percent**	**Percent**	**Percent**	**Percent**	
English	93.4	90.1	82.6	95.3	Similar
Mathematics	97.0	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (latest year)	89.3	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	89.3	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	71.4	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	80.0	55.6	37.0	75.0	Higher

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (4 year average)	85.3	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	80.0	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	70.0	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	64.9	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	30.0	65.0	5.0
Numeracy	15.8	52.6	31.6
Writing	25.0	55.0	20.0
Spelling	25.0	60.0	15.0
Grammar and Punctuation	30.0	45.0	25.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.3	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	17.5	15.2	13.2	17.8	Lower

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	92	91	93	93	95	91

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	68.6	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	72.8	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	73.0	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	78.7	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	$1,213,259
Government Provided DET Grants	$178,927
Government Grants Commonwealth	$29,454
Government Grants State	$44,750
Revenue Other	$9,670
Locally Raised Funds	$186,692
Total Operating Revenue	**$1,662,753**

Equity [1]	Actual
Equity (Social Disadvantage)	$5,476
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$5,476**

Expenditure	Actual
Student Resource Package [2]	$1,191,419
Adjustments	$0
Books & Publications	$0
Communication Costs	$3,832
Consumables	$55,285
Miscellaneous Expense [3]	$156,515
Professional Development	$8,251
Property and Equipment Services	$101,598
Salaries & Allowances [4]	$52,012
Trading & Fundraising	$20,380
Travel & Subsistence	$103
Utilities	$23,336
Total Operating Expenditure	**$1,612,730**
Net Operating Surplus/-Deficit	**$50,022**
Asset Acquisitions	**$0**

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	$20,125
Official Account	$4,650
Other Accounts	$55,056
Total Funds Available	**$79,830**

Financial Commitments	Actual
Operating Reserve	$62,533
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$11,992
School Based Programs	$16,990
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$10,265
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$101,780

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 04 Mar 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, including:
    - 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) factors:
    - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').