

2022 Annual Report to the School Community

School Name: Kerrimuir Primary School (4816)



- 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 11 April 2023 at 02:29 PM by Michael Mclean (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 11 April 2023 at 02:38 PM by Duncan White (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

Kerrimuir Primary School is in the eastern suburbs of Melbourne with an enrolment in 2022 of 522 students divided into 4 classes of Foundation, 4 classes of Grade 1, 4 classes of Grade 2, 4 classes of Grade 3, 3 classes of Grade 4, 2 classes of Grade 5 and 2 classes of Grade 6. The school SFOE is 0.18. The staffing profile is made up of 1 Principal, 2 Assistant Principals, 2 Learning Specialists, 31 teachers (28.8 EFT), 18 Education Support Staff (8.8 EFT) and 1 Business Manager.

The school is located on spacious grounds with a stand-alone art room, computer laboratory, performing arts room and a library. The Before and After Care facility (currently run by Team Kids) shares a school building and is well used. The multi-cultural nature of the school enriches the educational and social experiences of all students. We have a well-balanced staff team in terms of experience and gender. Our staff is dedicated and committed to developing a learning environment, which maximises the overall educational needs of our students.

We employ staff with a high level of emotional maturity, and who are responsible and innovative in approach. Our cycle of continual improvement, using evidence based research and DET best practice, remains at the heart of everything we do. The school environment is warm and friendly – people enjoy working at Kerrimuir Primary School. We have high expectations of our students, both behaviourally and academically, and work with the students to set SMART goals. We expect staff and students to uphold respectful behaviours at all times, and for staff to work with children to ensure they behave appropriately. Student well-being is an important focus, and our aim is to provide a teaching and learning program of the highest quality, which continues to evolve. A positive approach to student management, and the development of positive relationships within our school community, are a critical part of our ethos. Our Literacy program is based upon extensive research using a phonemic approach, otherwise known as Synthetic Phonics. Our goal is to have all classroom teachers trained in the pedagogy of Orton Gillingham, which complements our Kerrimuir Primary School Instructional Model.

Our school values are: C.A.R.E. - Care for people and the environment, Achieve our best, Respect ourselves and others, Educating your child for the future. Staff uphold these values themselves, and ensure the students are also modelling these behaviours every day at school. We ask that staff model and explicitly teach these values throughout the year, and recognise they are teachers of all children at the school, not just those in their classrooms. As such, proactive intervention, as required, is a must do for all staff when seeing children in distress, misbehaving or acting in such a way that they, or other children, are not safe. This applies in a classroom, the school grounds, or anywhere that our students are representing Kerrimuir Primary school. We also have a detailed Code of Conduct for the whole school community.

We currently have specialist programs in Physical Education, Performing Arts, Visual Arts, Japanese and Robotics. Students are also able to receive tuition in musical instruments such as keyboard, guitar and drums, on campus, out of school hours. All students have the opportunity to participate in an intensive swimming program. Our camping program includes children from Grade 2 to Grade 6. We provide many and varied opportunities for students to develop their leadership skills, both formally and informally. We also run a number of programs aimed at further developing students' social skills and work habits. This includes an intensive 'Ready to Learn' program that prepares our Foundation students for their future learning. Extension and intervention programs run alongside our regular differentiated classroom environment to ensure children are supported at their point of need. We are fortunate to have a very active parent community, and an informed and proactive School Council. Parents support the school through involvement in classroom programs, fundraising, sports activities, camps and excursions, and numerous other activities.

Progress towards strategic goals, student outcomes and student engagement

Learning

Kerrimuir Primary School has continued to focus throughout 2022 on our Learning extension priority by ensuring the effective rollout of the small group and 1:1 intervention programs as outlined by the TLI. Extra measures, by way of our local Foundation program 'Ready to Learn', were continued to ensure all students entering our school developed the academic and social skills they needed to access the curriculum and foster a sense of learner capacity. During the course of 2022, Grades 1-6 students were tested, using Motif and PAT assessments, to determine suitability for learning support and extension programs (TLI and HAP). All students who participated in either HAP or TLI, demonstrated growth in either teacher judgement or PAT summative data (end of year results). All students who engaged in 1:1 interventions successfully transitioned out of this program by Term 3, and our specialist literacy ES member was re-deployed to help raise standards in Foundation for the latter part of the year. Our overarching 1.1 goal of 80% of students making 12 months growth in 12 months has been achieved as indicated by our teacher judgement data.

We have continued with our commitment to happy, active and healthy kids. At Kerrimuir, our commitment to extra curriculum activities remains strong. Our school supports a variety of lunchtime clubs that engage all kinds of student interests, ranging from sport based to crafts, STEM to performances. All students partake in 50 minutes of Physical Education or PMP per week, with a focus on ensuring all kinds of sporting abilities and interests are met. Our healthy eating policy has been solidified, and we remain committed to awareness of what constitutes healthy eating with regular classroom discussions. Additionally, we continue to be committed to lifestyle and mental health wellbeing practices for all students, and ensure we are providing a culturally safe, supportive and inclusive culture for everyone. During remote and flexible learning times, staff allocated one wellbeing check in with students daily, and our onsite cohort were reflective of students whose wellbeing needed further school support. We are a school that proactively seeks to have a connected community. Over the past year several events were run to ensure connectedness to community remains strong, for example, community movie events, a whole school colour run and inviting regular feedback from our families to how best meet the community needs. PLC processes have been embedded as part of every team culture, and we have refined and reflected upon our practice during the course of 2022. We have engaged with regional staff to support our PLC capacity development, and worked closely with EILS and PLC link schools, to help support our learning regarding PLC data cycles. Data cycles are tied to our assessment schedules to provide a meaningful framework for staff to focus their inquiry. Our ACER PAT testing data for Reading and Numeracy has improved across the board since 2019. In Reading, our data reflects steady increases in all percentile rankings. The top performing students have shown an overall increase in raw scores from 126 to 150 over the past four years. Mid range and 25th percentile data has also improved significantly, reflecting our dedication to ensuring all students achieve success at whatever point they are at in their learning. In Numeracy we have achieved similar gains. The 25th percentile raw score increased significantly from an average of 104.6 (2019) to 111.1 (2022). Students who ranked in the 75th and 95th percentile bands also increased, in line with the school wide trends. In 2022, the graduating Grade 6 students ranked higher on all percentiles than the 'Australian norms' group. As reflective of our NAPLAN data, PAT test results showed increasingly positive trends for all students across the school.

Wellbeing

Wellbeing has continued to remain a critical focus at Kerrimuir Primary School. Being a Respectful Relationships school, the Resilience, Rights and Respectful Relationships teaching resources provided opportunities for all students to experience an evidence-based social and emotional learning curriculum. Working with leading experts in their fields, staff undertook professional learning to further develop strategies and approaches to engage students. Our multi-tiered system of support has enabled us to provide academic and wellbeing supports for classes, targeted groups and individual students. Social skills programs for identified students across year levels have featured strongly throughout 2022, in response to the limited social interactions of children throughout 2021 lockdowns. This will continue to remain a focus across the school in 2023. Student Leadership was enhanced to address student wellbeing. Initiatives led or facilitated by students included online assemblies and student awards. Ongoing professional learning also supports our interactions and relationships with all students and positively impacts their wellbeing and academic growth.

Engagement

The school continued its commitment to Engagement throughout 2022. Student voice continues to develop, with students enjoying opportunities to provide feedback, make choices, and contribute to their own learning. The use of iPads from Grade 3 to Grade 6 has continued to be a valuable program through the periods of onsite and remote learning, allowing students to access the curriculum in both settings, and helping them learn to work collaboratively. Chrome books and iPads were also an invaluable tool for junior students, during the challenges of remote learning in 2022, keeping them in touch with their teachers, and fellow classmates. The KPS house structure continues to create opportunities for students to engage with each other across many areas of the curriculum. Ongoing house challenges contributed to keeping school connections alive during remote learning. During 2022, Robotics and Technology continued as a specialist subject for all Grades 1 to 6 students. Foundation students participated in our 'Ready To Learn' program at the beginning of Term 1, which encompassed fine and gross motor, organisational, and safe play skill development. Non attendance at Kerrimuir has been minimised with the use of the following programs: proactive staff:parent:student relationships (including SSGs and Return to School plans), the Navigator program, VSONline, and also the Regional Key Wellbeing and Engagement Officers. KESOs and KECs were engaged in the previous year with students at risk of non attendance and assisted the formulation of return to school plans for Koori students.

Other highlights from the school year

As our students and community returned to onsite attendance in late 2021, and through to the beginning of 2022, Kerrimuir made an extra effort to re-engage and support as need be. The community Movie Night was held again in early March, along with our Foundation to Grade 4 Springtime Spectacular concert, and a Festival of the Arts in November. Fundraising community events, sports days and volunteer activities have ensured that our community have been welcomed back onsite and feel engaged in our school. Our Parent Opinion Survey indicates that overall satisfaction in our community is very high.

Students attended a range of camping opportunities including a Grade 2 sleep over, the Grade 3&4 camp to Arrabri Lodge and the Grade 5&6 camp to Cave Hill Creek, as well as many sporting carnivals and excursions aimed at supporting the curriculum taught within their classrooms.

Financial performance

The school continues to be in a comfortable financial position by careful planning and prioritising of needs. At the end of 2022, the surplus was in line with what was expected in the School's Final Budget. There was an appropriate amount in our bank accounts above the Operating Reserve. Additional reading material was purchased to support student learning and the school playgrounds were further improved. School Council has worked to improve the operating efficiencies of the school by installing Solar Panels. The parent community continues to successfully fundraise for the benefit of the school. These monies will be used in 2023 to enhance the playgrounds. Beyond the Operating Reserve, the finances are committed to dealing with the completion of Play Spaces and adjoining Civil Works, investment in technologies, and continuing to develop curriculum understandings of the teaching and support staff. The school received a grant to reclad the junior building late in 2020, which was completed in November 2022, and additional funds to design and construct a Competition Grade Basketball Stadium.

For more detailed information regarding our school please visit our website at
www.kerrimuirps.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 522 students were enrolled at this school in 2022, 238 female and 284 male.

49 percent of students had English as an additional language and NDP 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).

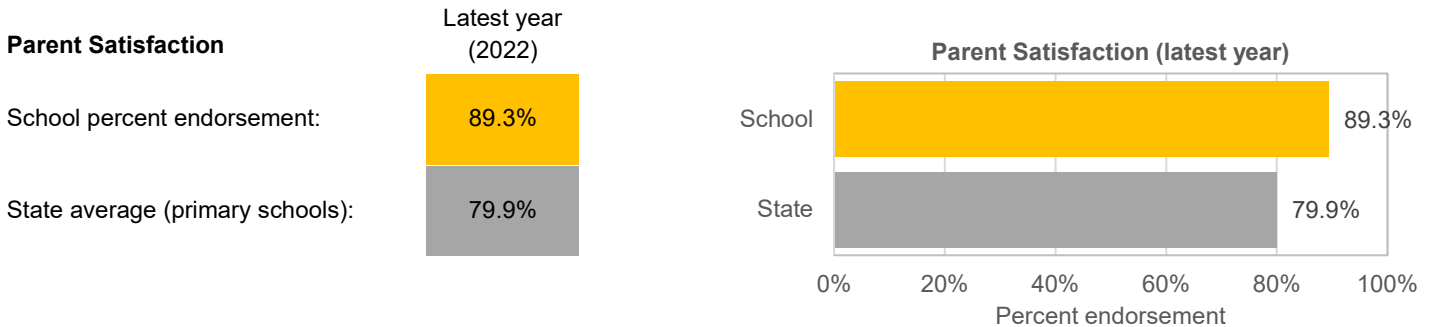
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

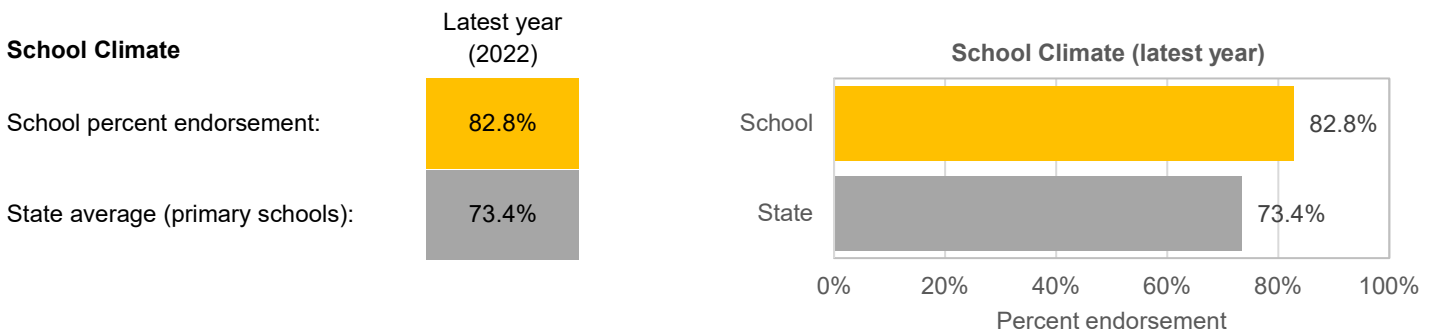


School Staff Survey

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:

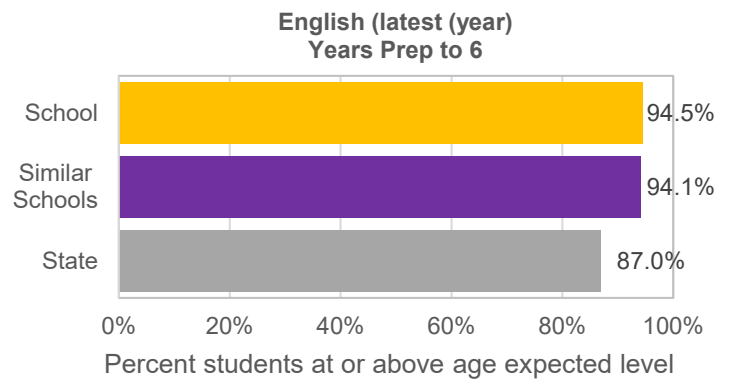
94.5%

Similar Schools average:

94.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

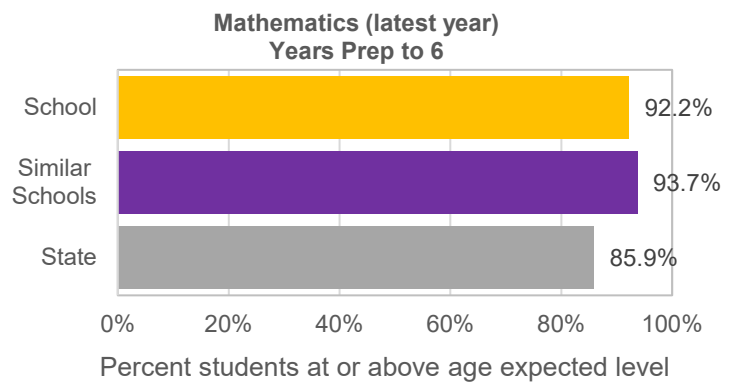
92.2%

Similar Schools average:

93.7%

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.

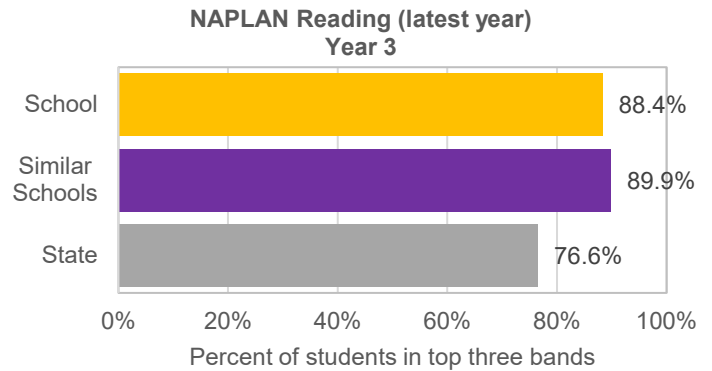
NAPLAN

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.

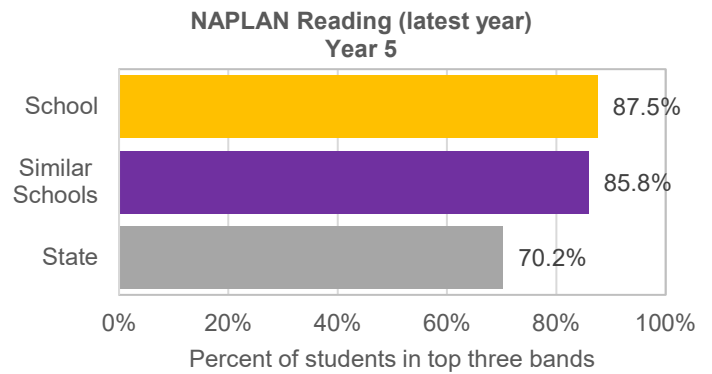
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.4%	85.3%
Similar Schools average:	89.9%	89.2%
State average:	76.6%	76.6%



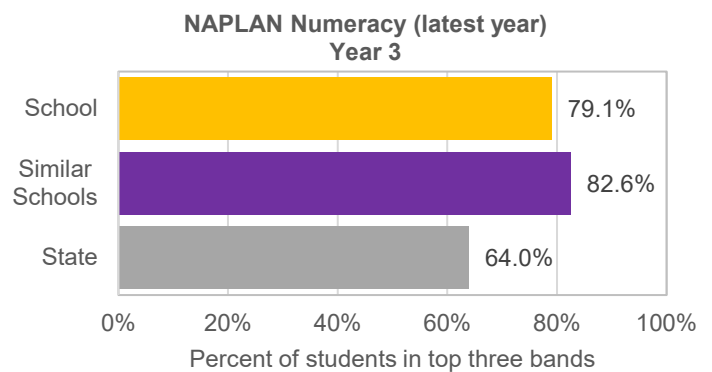
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	82.6%
Similar Schools average:	85.8%	84.1%
State average:	70.2%	69.5%



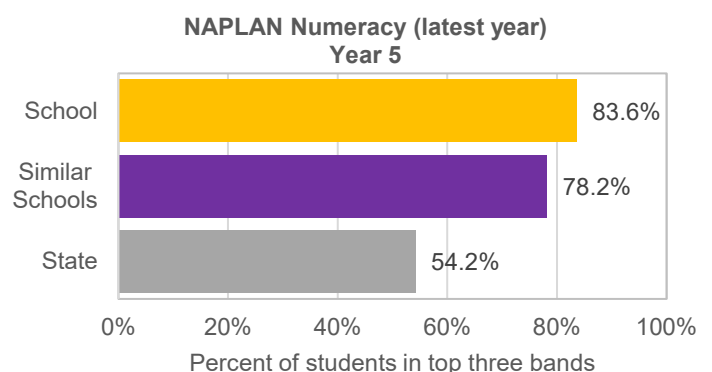
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.1%	82.5%
Similar Schools average:	82.6%	83.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.6%	80.4%
Similar Schools average:	78.2%	79.5%
State average:	54.2%	58.8%



WELLBEING

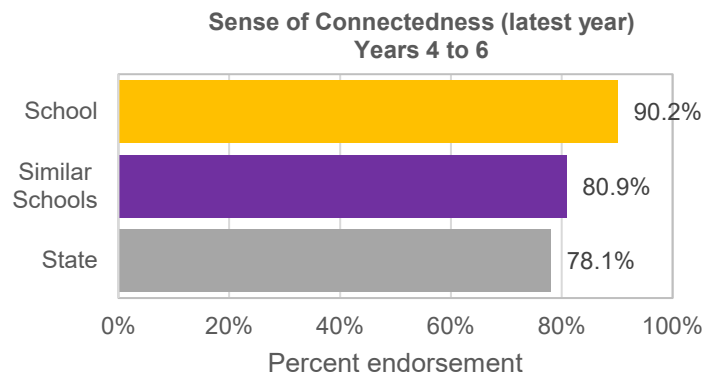
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	90.2%	89.6%
Similar Schools average:	80.9%	82.0%
State average:	78.1%	79.5%

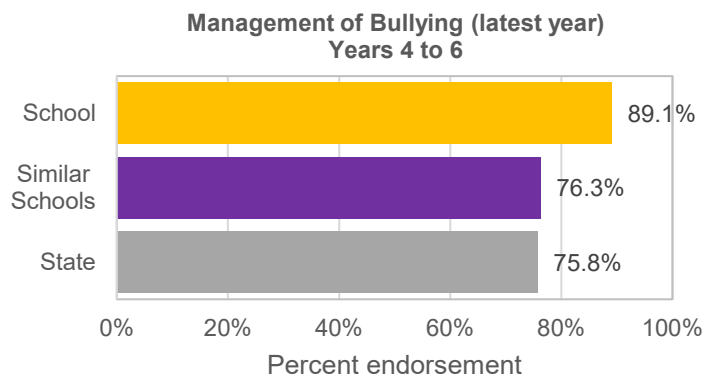


Student Attitudes to School – Management of Bullying

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:	89.1%	86.9%
Similar Schools average:	76.3%	79.0%
State average:	75.8%	78.3%



ENGAGEMENT

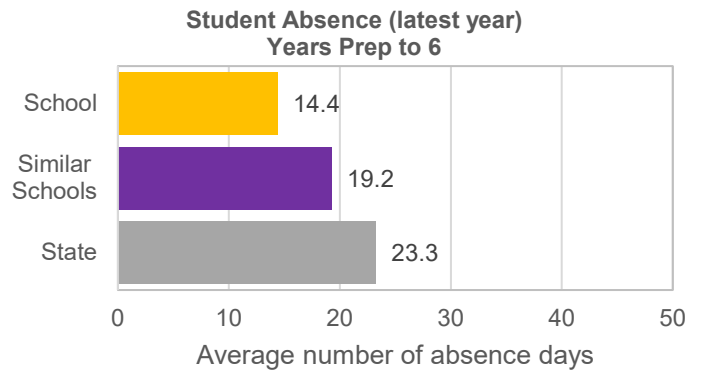
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	14.4	11.6
Similar Schools average:	19.2	14.0
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):	93%	93%	93%	93%	93%	92%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,591,085
Government Provided DET Grants	\$431,243
Government Grants Commonwealth	\$4,085
Government Grants State	\$0
Revenue Other	\$41,199
Locally Raised Funds	\$557,205
Capital Grants	\$0
Total Operating Revenue	\$5,624,818

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,462
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$32,462

Expenditure	Actual
Student Resource Package ²	\$4,310,336
Adjustments	\$0
Books & Publications	\$2,699
Camps/Excursions/Activities	\$214,821
Communication Costs	\$899
Consumables	\$98,444
Miscellaneous Expense ³	\$29,590
Professional Development	\$44,781
Equipment/Maintenance/Hire	\$35,642
Property Services	\$122,995
Salaries & Allowances ⁴	\$110,920
Support Services	\$91,281
Trading & Fundraising	\$30,569
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,130
Total Operating Expenditure	\$5,127,107
Net Operating Surplus/-Deficit	\$497,711
Asset Acquisitions	\$24,984

- (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	\$351,672
Official Account	\$11,253
Other Accounts	\$53,261
Total Funds Available	\$416,185

Financial Commitments	Actual
Operating Reserve	\$118,268
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,201
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$146,717
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$416,185

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.