

2021 Annual Report to The School Community



School Name: Kalinda Primary School (5121)



- 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 2021 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 28 April 2022 at 10:12 AM by Shaun McClare (Principal)

- This 2021 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 05 May 2022 at 09:38 AM by Tom Keegan (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

School Vision: At Kalinda Primary School we are committed to developing the whole child and a lifelong love of learning.

School Values:

We are kind

We are resilient

We are respectful

Kalinda Primary School is located in the City of Ringwood in the eastern suburbs of Melbourne, approximately 40 kilometres from the Melbourne Central Business District. The school was founded in 1980 to serve the rapidly growing population. The 11 acres of school grounds include a range of purpose designed play areas, adjoining treed parkland and synthetic sporting surfaces including basketball courts. A stadium with full-sized basketball court, music room, large kitchen and multi use learning areas is well used by both the school and the wider community.

Kalinda Primary School is a dynamic learning environment where teachers work in teams, to deliver a guaranteed and viable curriculum utilising evidence-based best practices to ensure every students' individual learning needs are met. Our students acquire competencies needed for further education, the workplace of the future and to face the challenges of life. In 2021, Kalinda had 536 students enrolled, 27 classroom teachers, and 5 specialist teachers. Kalinda offers a broad curriculum with specialist programs including Performing Arts, Visual Arts, Physical Education and Japanese. Information technology is well-resourced and incorporated across the curriculum led by teachers with high levels of expertise. Our 1:1 iPad program in Grades 5 and 6, complementing our Challenge Based Learning program, has allowed students to work independently and collaboratively in inquiry learning tasks.

Framework for Improving Student Outcomes (FISO)

In addition to the 2021 Priority Goals ('Learning Catch up and extension priority', 'Happy active and healthy kids priority', and 'Connected schools priority'), we selected two FISO priorities:

1. 'Ensure effective resourcing to build staff capacity to enable consistent and accountable implementation across all classes'

Under this FISO dimension, our goal was to improve 'Literacy results with a focus on Writing'. We worked towards this goal throughout 2021, however, some of the associated Annual Implementation Plan actions and professional development plans were modified to suit remote learning. We reviewed and updated our Writing Instructional model, and developed teacher practice in writing pedagogy through ongoing professional learning sessions and engagement with an expert consultant.

2. 'Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning'

Under this FISO dimension, our goal was 'to improve Numeracy outcomes for all students. We worked towards this goal throughout 2021, however, some of the associated Annual Implementation Plan actions and professional development plans were modified to suit remote learning. Through ongoing professional learning we were able to monitor, model, and coach effective numeracy teaching practices.

Achievement

Our student achievement in 2021 demonstrated great improvement and was a result of the collaborative, evidence-based pedagogical approach that teachers at Kalinda have adopted. Both at school and throughout long periods of remote learning teachers differentiated learning tasks for students to ensure it was at their point of need as determined by high-quality formative assessment.

NAPLAN results demonstrate that our achievement in Year 3 Reading and Numeracy are significantly ahead of the State Average and Similar Schools. Year 5 Reading and Numeracy are significantly ahead of the State average and are equivalent to Similar Schools.

Learning Gain from Year 3 (2019) to Year 5 (2021) is significantly ahead of Similar schools in Reading, is at a very similar level to Similar schools in Numeracy, Spelling and Grammar and Punctuation, and is still below that of Similar schools in Writing. Throughout 2021 we were still in the process of refining and embedding our new Writing model and we are working towards significant improvements in this area.

Consistent learning progress by our students funded by the Program for Students with Disability was maintained throughout 2021. Significant modifications were made to support their work towards goals in Individual Learning Plans throughout time at school and during periods of Remote Learning.

Engagement

Student absences in 2021 were similar to the State average and above that of Similar schools. We were diligent with our messaging to stay away from school if unwell to minimise the transmission of COVID-19 and our school community was very responsive to this. Our challenge moving forward is to ensure that we maintain a high level of student engagement and connection to the school to ensure student absences (outside of being unwell) are minimised. Students attendance data is monitored closely and strategies are put in place for any student with regular unexplained absences.

A focus on continually improving student engagement through building student agency in both classroom and whole school decisions continues to be a major focus.

Wellbeing

At Kalinda student wellbeing is a major focus and we believe it has equal importance to academic learning. Building the well-being capacity of our staff provides our students with the opportunity to maximise their learning achievements and to flourish in life. We take a collaborative approach with schools in the Maroondah Network and with the Maroondah City Council to improve our well-being skills and understanding through our membership of the Maroondah Positive Education Network.

Wellbeing activities were a regular part of the daily curriculum in 2021, both on-site and during remote learning. Led by our HOPE (Heds of Positive Education) Leaders and embraced by all staff we took a pro-active approach to developing our students' capacity to build positive emotions, and positive relationships, celebrate their accomplishments and build their resilience. This was particularly crucial in a year that was very challenging for many families at the school.

Our School Counsellor continued to provide valuable support to students she worked with and we also utilised DET resources and called upon the expertise of Regional support staff to work on issues in relation to student wellbeing.

Student Attitude to School data was not collected in 2021 and we will be looking to this data in 2022 to monitor our achievement with student wellbeing.

Finance performance and position

A secure financial position has been preserved during 2021. Government funds and those raised through parent contributions and local fundraising were allocated to meet the needs of students consistent with the school's Strategic Plan and Annual Implementation Plan. A Net Operating Surplus of \$527,897 was achieved through careful management of school staffing and as a result of many maintenance and building priorities being delayed as a result of the pandemic. Property maintenance and development, as well as the provision of capital equipment in a modern technological learning environment, will require careful planning and the employment of appropriate prioritisation strategies. With management and the ongoing support of our school community, which values the provision of high-quality educational opportunities for children, the school is well-positioned to meet the challenges that lay ahead in 2022 and beyond.

For more detailed information regarding our school please visit our website at
<https://www.kalinda.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 536 students were enrolled at this school in 2021, 276 female and 260 male.

8 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).

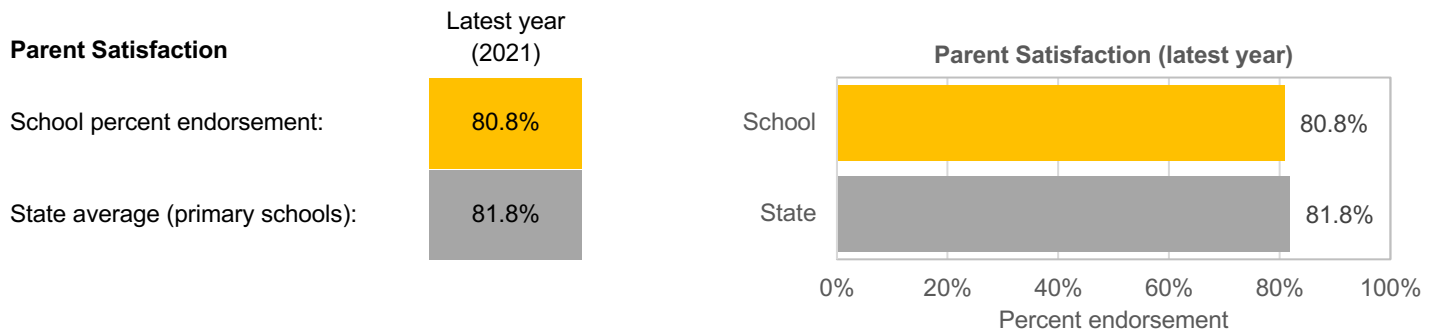
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

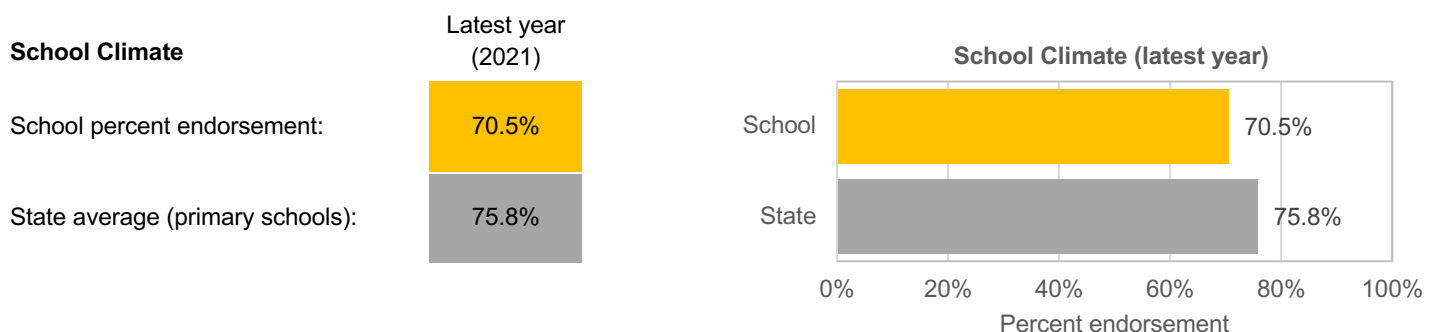


School Staff Survey

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.



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
(2021)

School percent of students at or above age expected standards:

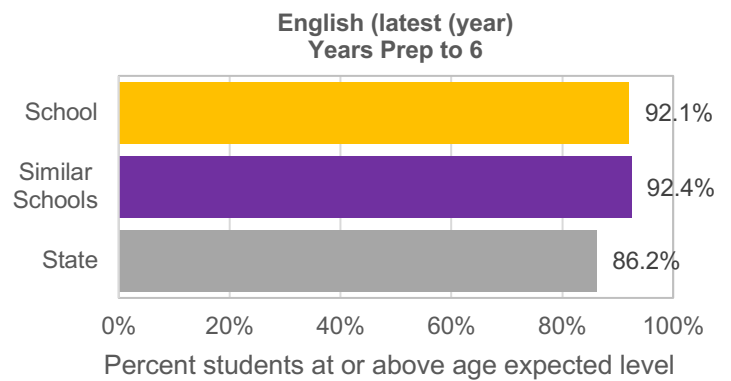
92.1%

Similar Schools average:

92.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

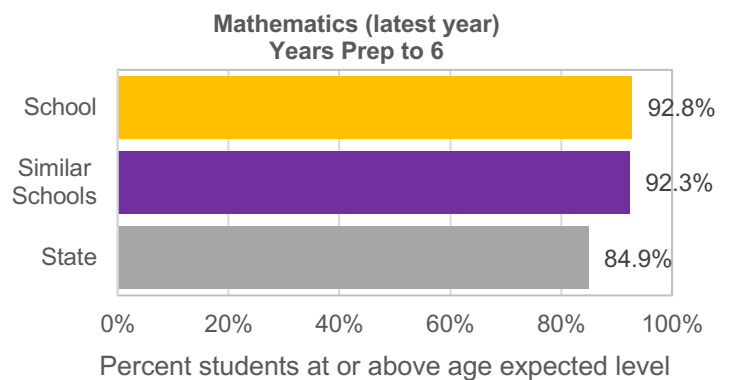
92.8%

Similar Schools average:

92.3%

State average:

84.9%



ACHIEVEMENT (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.

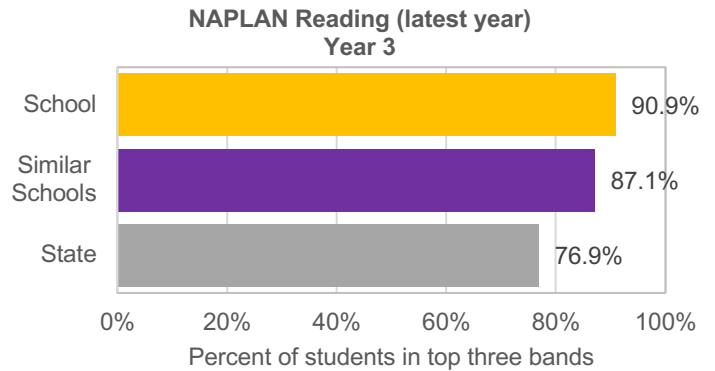
NAPLAN

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 2018, 2019 and 2021 data.

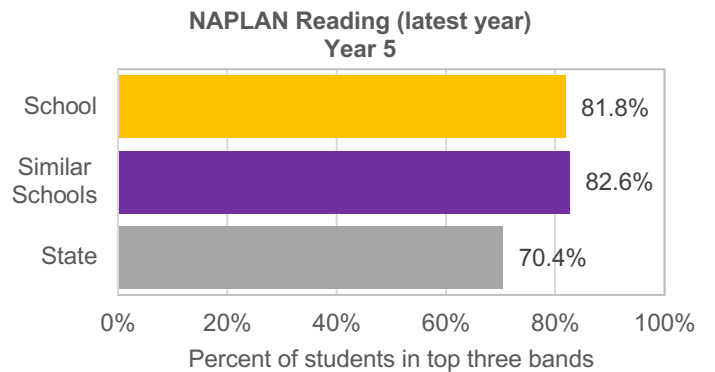
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.9%	87.6%
Similar Schools average:	87.1%	86.6%
State average:	76.9%	76.5%



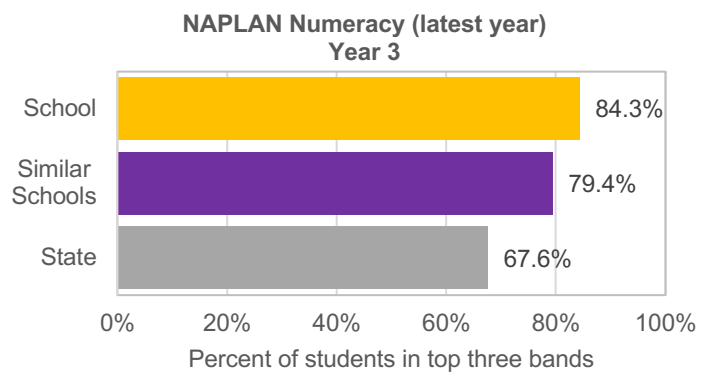
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.8%	79.5%
Similar Schools average:	82.6%	79.5%
State average:	70.4%	67.7%



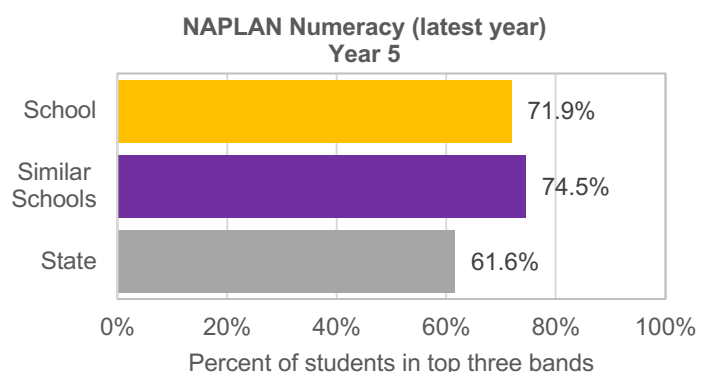
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.3%	82.5%
Similar Schools average:	79.4%	81.3%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.9%	67.3%
Similar Schools average:	74.5%	72.3%
State average:	61.6%	60.0%



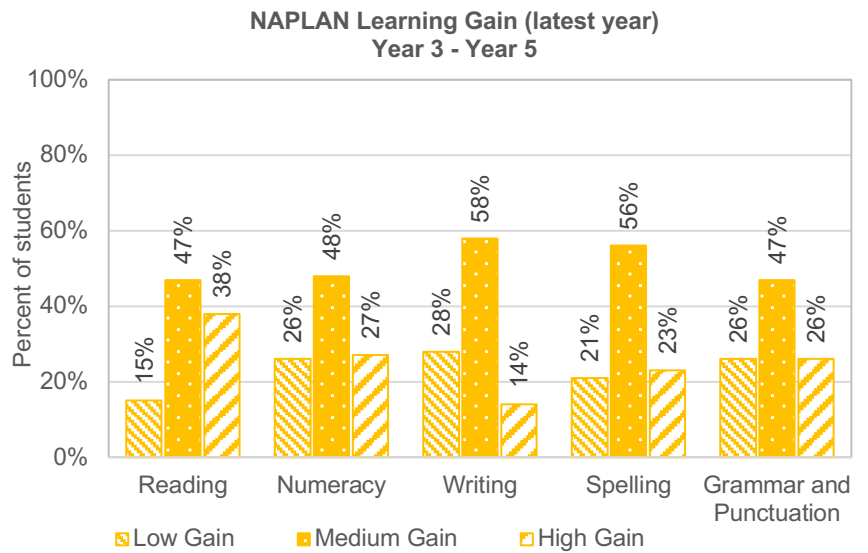
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	15%	47%	38%	28%
Numeracy:	26%	48%	27%	26%
Writing:	28%	58%	14%	28%
Spelling:	21%	56%	23%	23%
Grammar and Punctuation:	26%	47%	26%	25%



ENGAGEMENT

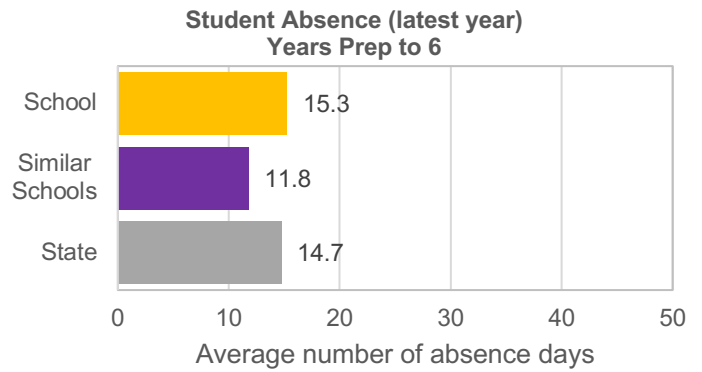
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.3	15.9
Similar Schools average:	11.8	12.6
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	93%	93%	91%	92%	93%	91%

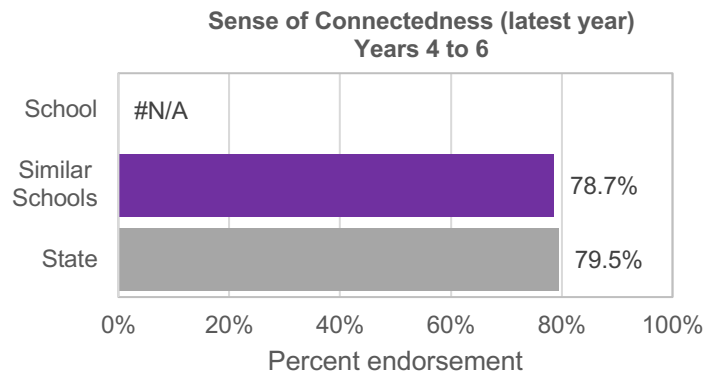
WELLBEING

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 (2021)	4-year average
School percent endorsement:	NDA	82.0%
Similar Schools average:	78.7%	80.2%
State average:	79.5%	80.4%

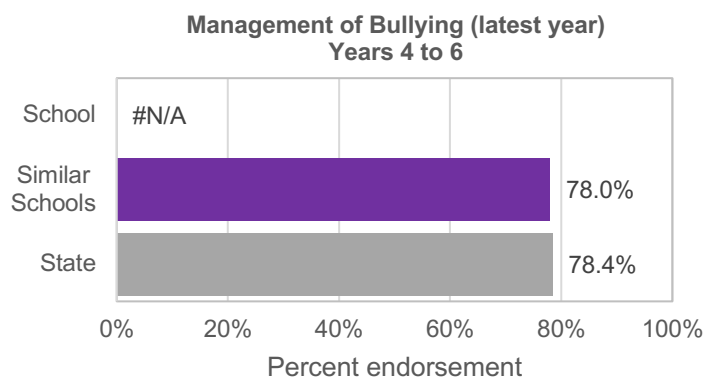


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	NDA	82.1%
Similar Schools average:	78.0%	79.8%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,842,089
Government Provided DET Grants	\$443,163
Government Grants Commonwealth	\$9,813
Government Grants State	\$0
Revenue Other	\$9,236
Locally Raised Funds	\$476,291
Capital Grants	\$0
Total Operating Revenue	\$5,780,591

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,409
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,409

Expenditure	Actual
Student Resource Package ²	\$4,449,113
Adjustments	\$0
Books & Publications	\$12,156
Camps/Excursions/Activities	\$76,724
Communication Costs	\$4,251
Consumables	\$88,199
Miscellaneous Expense ³	\$16,204
Professional Development	\$10,195
Equipment/Maintenance/Hire	\$116,099
Property Services	\$73,259
Salaries & Allowances ⁴	\$203,003
Support Services	\$138,545
Trading & Fundraising	\$29,754
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,191
Total Operating Expenditure	\$5,252,694
Net Operating Surplus/-Deficit	\$527,897
Asset Acquisitions	\$13,450

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,436,355
Official Account	\$25,313
Other Accounts	\$123,695
Total Funds Available	\$1,585,363

Financial Commitments	Actual
Operating Reserve	\$124,536
Other Recurrent Expenditure	\$7,622
Provision Accounts	\$3,568
Funds Received in Advance	\$44,596
School Based Programs	\$132,312
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$12,123
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$1,105,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,439,757

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.