

2023 Annual Report to the School Community

School Name: Kingsbury Primary School (4845)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 07 March 2024 at 12:04 PM by Brett Millott (Principal)

- This 2023 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

To be attested by 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Overview Kingsbury Primary School proudly presents our 2023 Annual Report. 2023 continued to provide challenges and required flexibility and a capacity to adapt especially in the area of staffing. However as this report shows, the partnerships and collaborations between students, teachers, and parents enabled us to maintain a supportive and nurturing educational environment whilst looking after the wellbeing of students and families. About Kingsbury Kingsbury Primary School is situated within Melbourne's northeast, a short walk from La Trobe University. This means that we have students whose parents are staff and local students at the university. Many of our students are also part of the International Student Program—their parents are international students at La Trobe University. Students from these and other backgrounds work together seamlessly in a school which places a high value on inclusivity, diversity, and equity. Inclusivity, Diversity, and Equity Inclusivity for us means that we provide all students with the opportunity to thrive through academic, social and emotional support, regardless of disability or additional needs. Diversity for us means that we celebrate difference. And equity means that we maintain a range of programs and strategies to ensure students to come to school each day 'Ready to Learn'. Inclusivity, diversity, and equity are brought together through our goals of 'Aspire, Aim and Achieve'. We encourage students to work to their personal best, regardless of the challenges that life presents. The values of our school are; Learning, Safety, Respect, Teamwork and Collaboration and Friendship. Students are encourage to live and breathe these values each day through their actions and behaviors. Community Engagement Generally, Kingsbury provides students with many opportunities to interact with community groups. The 2/14 Battalion, Berry Street, Darebin Council, Sporting Schools and STOMP, are just some of the services who provide our students with rich educational and wellbeing experiences that provide additional support and strategies throughout their schooling. The development of personal attributes, self-esteem and leadership qualities are paramount to becoming well rounded students and members of society. Kingsbury Students in 2023 121 students were enrolled at census 2023. However throughout the year as more International Students enrolled the numbers fluctuated up to 128 at its highest point. Younger students were grouped into a Foundation to Year Two while older students were grouped into Years Three to Six. Dividing the student population like this enabled teachers and students work collaboratively in classroom, team and whole school groups, depending on the learning activity The Student Family Occupation and Education (SFOE) index of the school was Low Medium and there were 9.2 Full Time Equivalent teaching staff and 5.0 non-teaching staff. None of these staff members identified as Aboriginal or Torres Strait Islander. The teachers and Education Support staff are strongly connected to the school, the students and their families, with all of them being highly experienced practitioners whose dedication to this school goes back many, many years. Our School Climate is strong and positive with our school satisfaction rating through the Parent Opinion Survey above 95% Our Staff Climate survey has the school slightly above state mean.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student Learning in 2023 had improved results from 2022 especially in the area of Numeracy which was one of the two system wide goals Teacher Judgement overall placed the school in a similar position to State averages in both Literacy and Numeracy and above the results achieved by like -schools. NAPLAN results generally followed this trend with the school achieving significantly better results to Like Schools means in both Grade 3 and Grade 5 Numeracy, similar to like schools in Grade 5 Reading and below like schools in Grade 3. Changes to the way NAPLAN was reported to schools in 2023 meant that growth data is not available at this time.

It would be fair to say that our TIL impact was linked strongly to teacher capacity with our Numeracy tutor being a highly effective practitioner. The Professional Learning we completed with MAV in March saw a much greater emphasis on open ended maths tasks which ran parallel with our very strong NAPLAN Numeracy results. Staff worked hard to rewrite our Numeracy Guaranteed and Viable Curriculum so that it aligns with the new mathematics framework. This puts the school in a position to implement the new content from the start of 2024.

The introduction of Little Learners Love Literacy was evident in the junior school, and this will be extended into 2024 so that all of the P-2 team will be implementing LLLL in a consistent way from the start of the new school year. We were able to make changes to our personnel for Literacy TIL for 2023 brought about improved outcomes for our targeted students, which included students from Indigenous backgrounds. The complementary nature of our whole school spelling program (which is based on synthetic phonics) means that there is attention to decoding all the way through the school. Kingsbury Primary School has welcomed Regional support with Reading Comprehension which was delivered in the 3-6 area in Semester 2 of 2023. Student Agency was an area that was not as strongly endorsed as we would have liked in our attitudes to School Survey. As a result, this will be a focus for 2024 which will be

led directly by the Principal. Prior to the end of 2023, agreed protocols were established that will be implemented at the start of the new year. Accountability for these will be ensured through peer observation and feedback as well as through professional learning activities throughout the year.

Wellbeing

Wellbeing Kingsbury Primary School continues to make significant progress in student wellbeing as we 'Empower students and build school pride'. Our students generally, feel connected to school and our Attitudes to School data reflects this with a Sense of Connectedness score of 91% compared to a State Average of 77%. We believe that students who feel happy, safe and connected to school will attend more, engage better with their learning and develop the intrinsic motivation to be successful at school. Teachers have high expectations so that students are consistently challenged in their learning. We implement the Learning to Learn program which revolves around the School Values and this is used to establish classroom behaviour protocols.

The Berry Street Education Model is an initiative based on proven positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth. Kingsbury Primary School is proud to call itself a leader in Inclusive Education across Victoria. Our teachers and students understand that we all have a place here, regardless of ability and they think of others before themselves. Inclusive Education requires the whole school working together – for Kingsbury Primary School, it involved a cultural shift within the school itself. Put simply, every student deserves a chance to thrive and grow, to realize their potential and to broaden their horizons, regardless of background and personal circumstance. Data across the key indicator area of Management of Bullying continues to be better than State means, and we will seek to improve our Tier 2 and 3 interventions in 2024 through working with support agencies, NDIS providers and running small group sessions. In 2023 we followed up our Berry Street refresher course through Berry Street by discussing and sharing organisational practices that free up cognitive load to enable a focus on learning. It will be our intention to continue our lunchtime clubs program such as Visual Arts, Technology and sports activities to build stronger connections between students.

They overall Attitudes to School Data (which has Kingsbury exceeding Network in every category) is evidence that the coherent and comprehensive approach that we have adopted is having positive result.

Engagement

Kingsbury Primary School continues to record more absences than the state average. Again, we explain this due to the large number of International families who take extended holidays. However we have noted a small number of students that recording significant absences. Our approach in 2023 (which will continue in 2024) will be to use the North Eastern Melbourne Area attendance protocols. These have had an impact on a number of students. We have a continued focus on encouraging parents to explain student absence adequately and to notify us promptly. We will also seek to ensure that families are acutely aware of the importance of learning continuity. Much of this work will be in the remit of our Student Engagement and Well-Being Coordinator which will have a higher time fraction allocation than in 2023. Student Attendance remains an issue for the school to learn more about and to bring about improved results in 2024.

The Attitudes to School Survey indicates that Student Agency has moved to State Levels, however our school leaders are confident that we can build on this result through improved feedback and developing a more personalised learning approach. The six-week blocks of tutoring sessions meant that a wide range of students had access to small group support and we are developing a model which provides greater links between tutoring groups and classroom programs. This approach will be continued at the start of 2024, however we are conscious of the program remaining agile and responding to learning data.

This has been enabled by the work done on GVC documents and the use of 'I can' statements which are a means of communicating content to students and families. They have strengthened the link between system content requirements and activities and learning in the classroom. The school has invested a significant level of resourcing to both our Performing Arts and our Visual Arts Program. It was observed that our very positive ATSS results coincided with this particular emphasis. At the Tier 2 level we also invested in the provision of a Collaborative Arts program which was funded through Commonwealth and State Government resources. This program supported students experiencing difficulty with peer connection by providing an environment that promotes conversation and collaboration.

Financial performance

For 2023, Kingsbury Primary School recorded a net operating deficit outlined in the spread sheet of \$6614, this was mainly due to Essential capital Works such as the repair of asphalt, electrical work in the BER and shade sail repair. Locally raised funds made up a significant proportion of the schools income and this was largely attributable to the influx of International Fee paying students and

the change of OSHC arrangements. In 2023 the School Council and Their Care entered into an agreement which resulted in a net income gain to the school rather than the a loss (which was the result prior to the new arrangements) . During 2023, student support and well-being continued to be a strong focus for Kingsbury Primary School with additional education support staff provided for students at risk. Tutor Learning Initiative funds were utilised to support targeted learning and intervention, and the decision was taken to extend our TLI program beyond the level funded by the Department.

The school is liaising with the Region to deliver a significant capital works program. These discussions were initiated in August 2023 and are continuing into Term 1 2024. School Council is keen to retain funds that may be required to support the program once scope has been identified by the Regional Office and the VSBA

Draft

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 118 students were enrolled at this school in 2023, 53 female and 65 male.

41 percent of students had English as an additional language and 4 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).

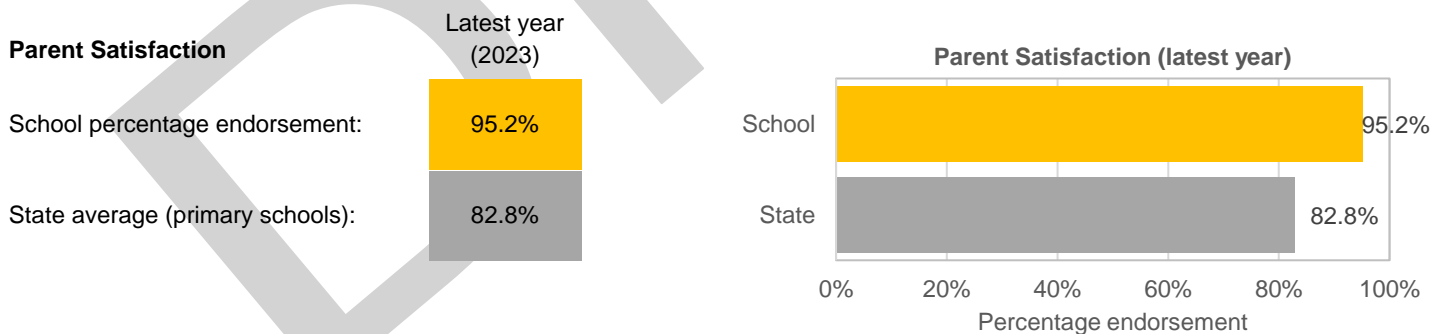
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

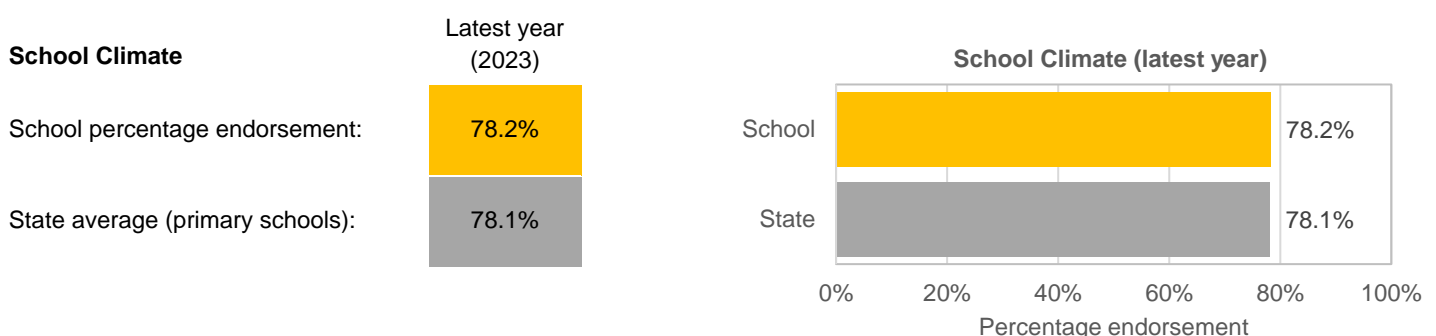


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

90.4%

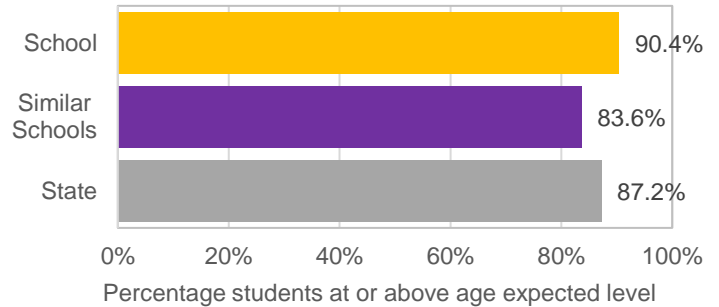
Similar Schools average:

83.6%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

92.5%

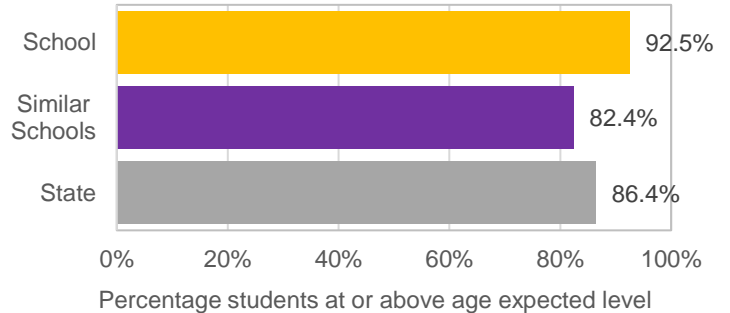
Similar Schools average:

82.4%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

54.5%

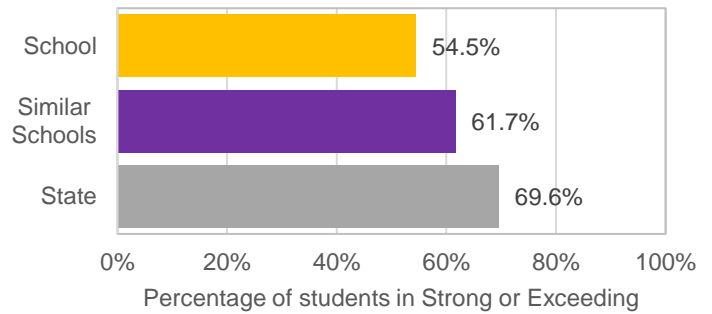
Similar Schools average:

61.7%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

73.7%

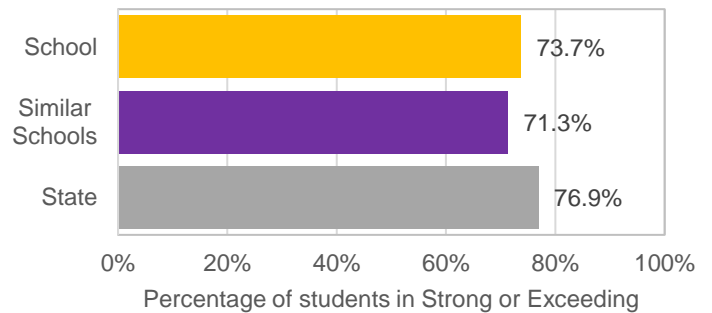
Similar Schools average:

71.3%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

70.0%

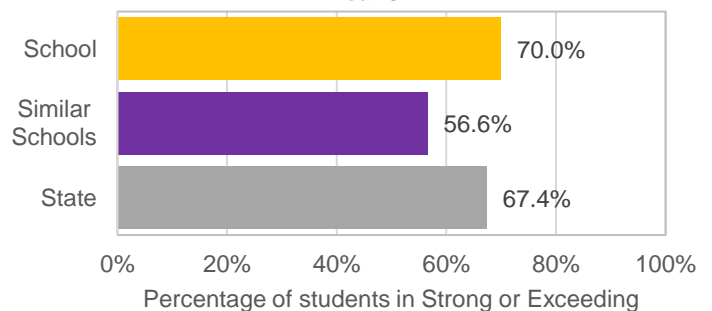
Similar Schools average:

56.6%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

83.3%

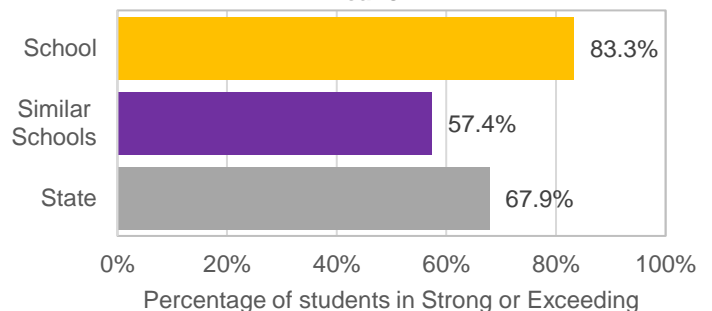
Similar Schools average:

57.4%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

76.9%

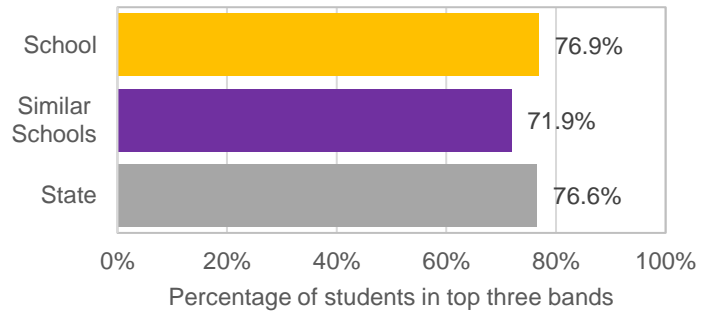
Similar Schools average:

71.9%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

41.7%

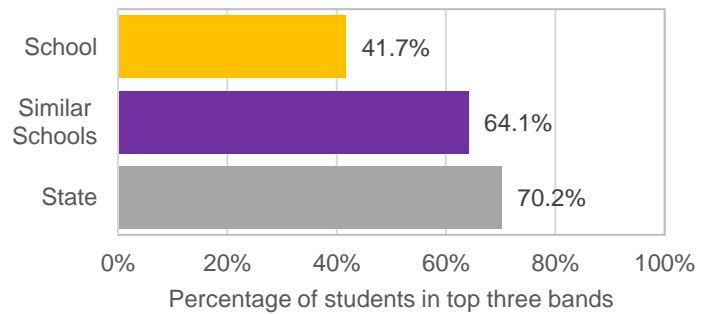
Similar Schools average:

64.1%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

53.8%

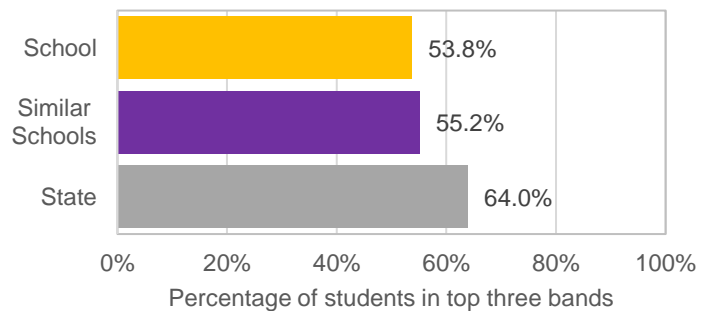
Similar Schools average:

55.2%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

25.0%

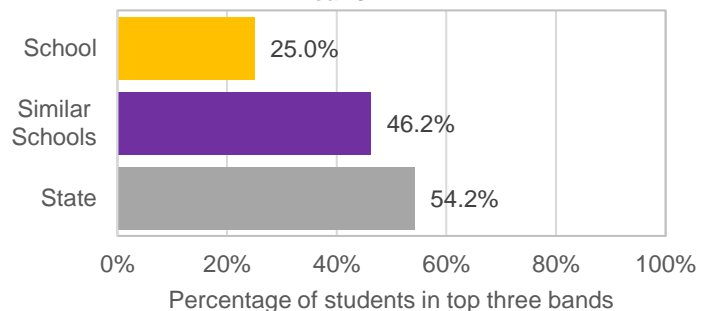
Similar Schools average:

46.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

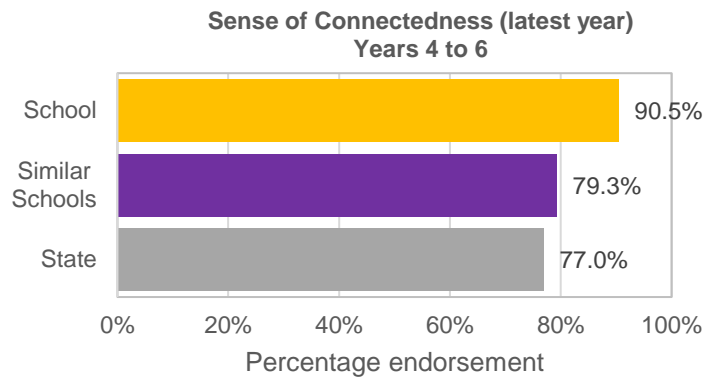
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	90.5%	91.4%
Similar Schools average:	79.3%	80.2%
State average:	77.0%	78.5%

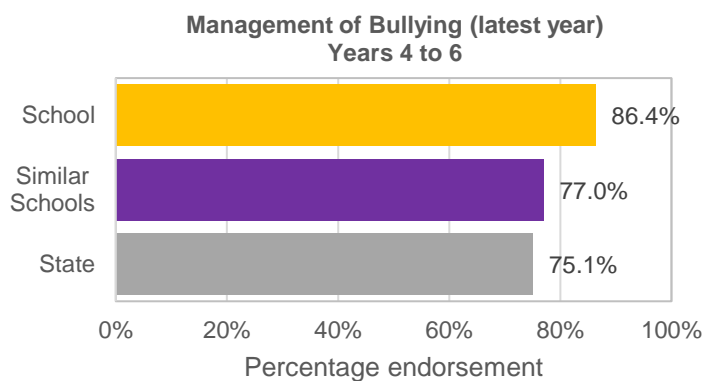


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	86.4%	88.0%
Similar Schools average:	77.0%	77.6%
State average:	75.1%	76.9%



ENGAGEMENT

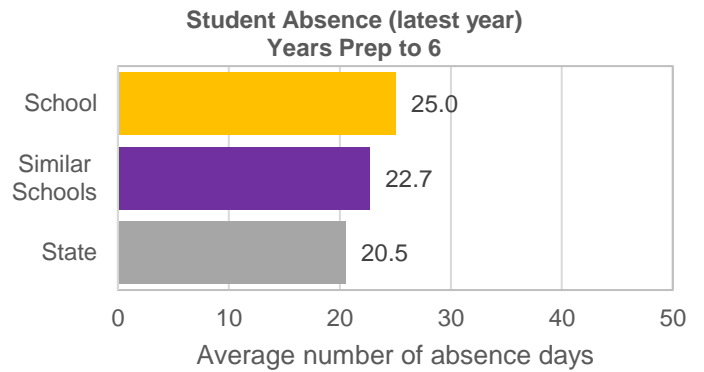
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	25.0	21.4
Similar Schools average:	22.7	20.9
State average:	20.5	18.1



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 (2023):	87%	85%	86%	84%	89%	91%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,516,457
Government Provided DET Grants	\$240,653
Government Grants Commonwealth	\$57,098
Government Grants State	\$0
Revenue Other	\$15,694
Locally Raised Funds	\$122,928
Capital Grants	\$0
Total Operating Revenue	\$1,952,829

Equity ¹	Actual
Equity (Social Disadvantage)	\$40,068
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$40,068

Expenditure	Actual
Student Resource Package ²	\$1,487,071
Adjustments	\$0
Books & Publications	\$213
Camps/Excursions/Activities	\$20,192
Communication Costs	\$1,032
Consumables	\$37,064
Miscellaneous Expense ³	\$6,936
Professional Development	\$5,129
Equipment/Maintenance/Hire	\$29,069
Property Services	\$66,588
Salaries & Allowances ⁴	\$211,854
Support Services	\$35,122
Trading & Fundraising	\$37,315
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,859
Total Operating Expenditure	\$1,959,443
Net Operating Surplus/-Deficit	(\$6,614)
Asset Acquisitions	\$7,863

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$294,629
Official Account	\$11,588
Other Accounts	\$0
Total Funds Available	\$306,216

Financial Commitments	Actual
Operating Reserve	\$70,318
Other Recurrent Expenditure	\$389
Provision Accounts	\$0
Funds Received in Advance	\$10,000
School Based Programs	\$16,700
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,026
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$100,433

All funds received from the Department of Education, 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.