

KILSYTH PRIMARY SCHOOL

3645

**2008 Annual Report to the
School Community**

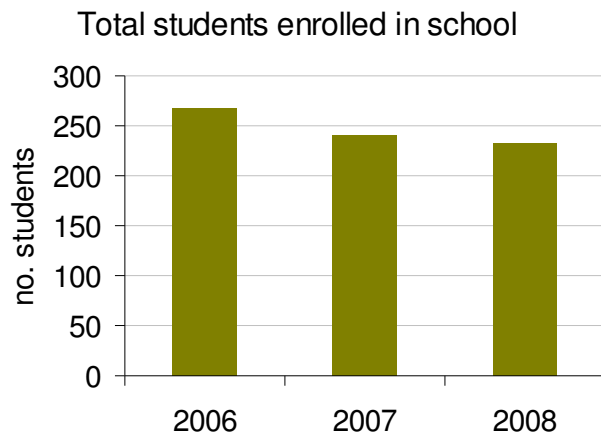


School Overview

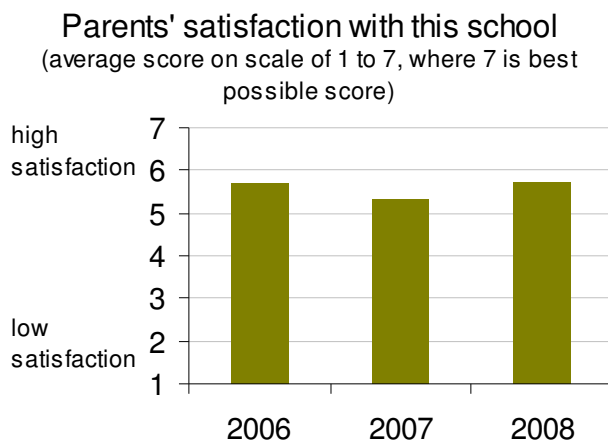
Kilsyth Primary School began in 1910. It is situated on Durham Road and has undergone a number of different building stages. The most recent was because of the fire which devastated the school on August 25 1997. This completely destroyed the school. Two years later the students moved into new school buildings. It has experienced steady growth over the last 10 years with enrolments beginning to stabilise. In 2008 Kilsyth's confirmed enrolment was 232 with 10 classes. It has been arranged in multi-age curriculum levels for the last 5 years. This approach has enabled it to develop and sustain different Professional Learning Teams of

teachers planning educational programs cohesively. Each Team has a Leader who represents them on the School Leadership Committee. This Committee also doubles as the School's Consultative Committee. During 2008 the School's enrolment was 232 and was made up of 2-Level One classes, 2-Level Two classes, 1 level Two-Three class, 2-Level Three classes and 3-Level Four classes. There were also 3 specialist teachers - Visual Arts, Performing Arts and Physical Education. Our Performing Arts teacher is also responsible for the School's Reading Recovery Program which has been very successful over many years. The Chaplain/Student Welfare Teacher is responsible for the welfare of our School community. The introduction of Restorative Practices and the training of all staff in the TRIBES philosophies have lead to immense change in our school culture and student engagement.

Student enrolments – Following are the school enrolments for the last 3 years.



Parent Satisfaction – this score has gradually improved over the last 3 years.



Commonwealth Requirements

- **Teacher Satisfaction** - The average score for teacher satisfaction (morale) at this school was 86.3 on a scale from 0 to 100 where 100 is the best possible score.
- **Teacher Absence** – As to the point where the Annual Report had to be submitted data for 2008 was not available to report in this area.

- **Teacher Retention** –

Of the 19 teaching service staff at June 2007 (including those on leave without pay), 15 or 79% were still at the school at June 2008. This figure across all Government schools was 84%.

Of the 17 ongoing teaching service staff at June 2007 (including those on leave without pay), 14 or 82% were still at the school at June 2008. This figure across all Government schools was 88%.

Teacher participation in professional learning

All teaching and non-teaching staff have participated in professional learning throughout the year, such as individual, team or whole school participation, leadership programs or Red Earth Innovations and Excellence Cluster initiatives. The Performance and Development Culture Accreditation process has enabled staff access to professional learning internally and externally.

Teacher Qualifications –

The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241

Principal's Report

2008 began with many initiatives in mind. ICT has continued to hold great prominence in our thinking. On the Teaching and Learning front Kilsyth was to receive a Teaching and Learning Coach under a new State Government whole school development initiative. This was to prove

a very important influence on our staff professional growth throughout the year.

Unfortunately our coach wasn't appointed until late May and so quite a deal of the year had been lost. Enrolments had firmed and stable at 232 and 10 classes. The school continued to be organised in Levels with a Professional Learning Team Leader in charge of each. All Levels contained new members and so there was an enormous amount of energy used to form cohesive, smooth running teams.

To continue the improvement in our learning culture the entire staff were trained in the Tribes philosophies of creating co-operative learning environments in each classroom and the school overall. This was a commitment by staff to attend 24 hours of professional development during Semester 1 and I appreciated the 'one in, all in' approach of the staff. The Tribes philosophies go hand in hand with the Restorative Practices already entrenched at Kilsyth. It is also making a huge contribution to the whole school community in helping parents use consistent language and approaches at home.

Kilsyth's values were also reviewed and improved using our past values as a starting point.

They were altered to:

At Kilsyth We Value:

- Excellence in Learning
- Caring
- Responsibility
- Positive Attitude

'BE THE BEST YOU CAN BE'

Each Level had the task of continuing the development of Kilsyth's learning culture and reviewing the Integrated Units of learning for each term. The physical aspects of the school continued to be developed with the newly constructed oval looking great, a new cricket pitch in place and new asphalt playing areas completed. The play ground markings were renewed and gave the school a terrific new look. As the year went on a new initiative in the ICT area was the planning being carried out for the introduction of Hitachi Interactive Starboards. A business partnership was being formed and the planning had begun to apply for a Government Guaranteed Loan through the Victorian Teacher Credit Union. A Co-operative had to be formed for the purposes of applying for the loan and this process was to take the best part of 4 months to complete. These will prove a tremendous Teaching and Learning innovation in to the future. They are the future of education. The School Community continued to show tremendous support for our school in all aspects of its running and has become a community which is tremendously proud of its school. Staff strives incredibly hard to maintain our standing in the community and are also incredibly proud of the constant improvement sought by all teams in an effort to improve all student outcomes.

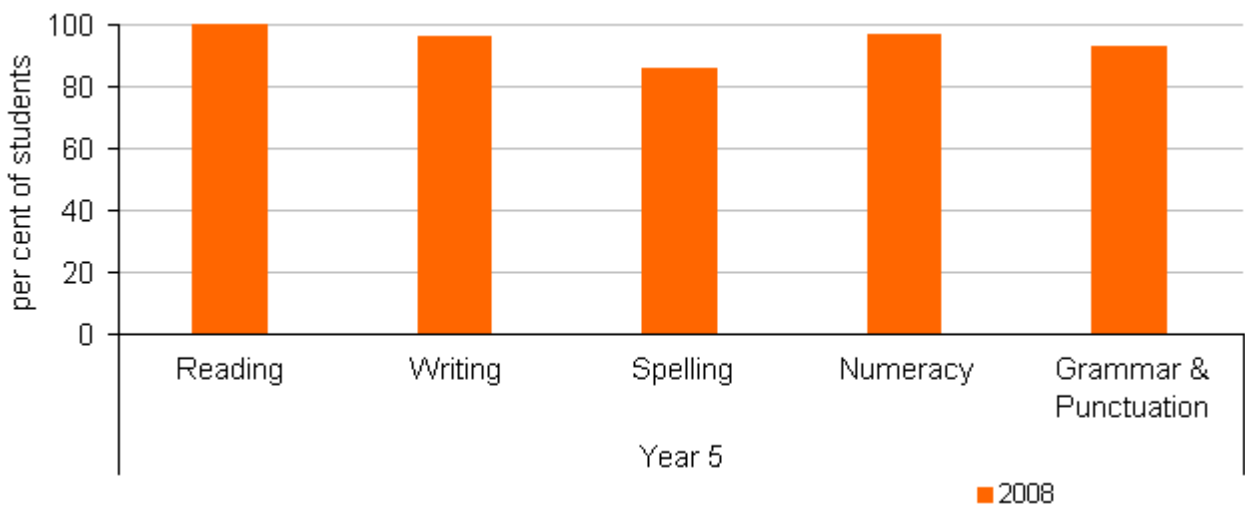
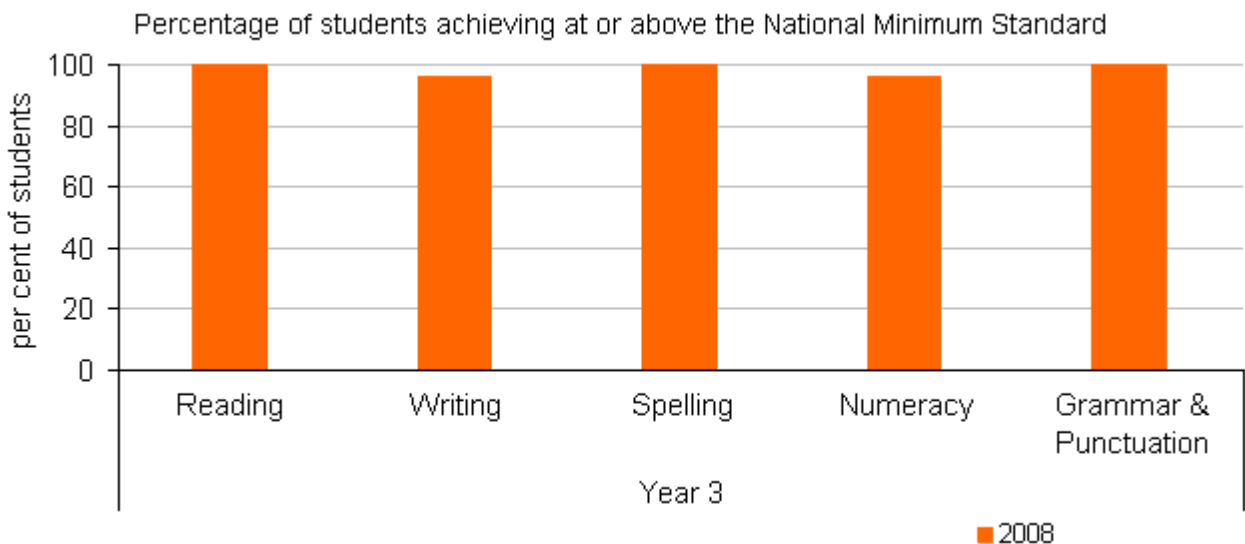
School Council President's Report

In my second year as School Council President I continued to place an emphasis on developing Kilsyth's educational and parent programs. Kilsyth started the year with all Council positions filled at its Annual General Meeting. It has formed a cohesive Council working hard to keep Kilsyth Primary School doing its best for its students. During the year there was the resignation and successful reappointment of our Principal Allan Thatcher. This provides important continuity of all aspects of the schools running into the next 5 years. Allan also travelled overseas to the UK to study ICT sustainability under a Departmental High Performing Principal Program. This brought back to Kilsyth important educational

innovations from overseas that could be introduced into Kilsyth’s Teaching and Learning culture. Our Parents as Tutors program continued to help many parents particularly in Levels 1 and 2 to develop successful strategies on helping the children learn successfully at home. Whole school activities such as Bedtime Stories, Grandparents Afternoon, Open Nights, Kilsyth Cup, Carols Evening, Book character dressing up days and our Commonwealth games were fantastic community building activities in which many participated. Kilsyth’s Council has begun planning for the introduction of a major educational innovation in the Hitachi Interactive Starboards. They will prove an incredibly powerful new teaching and learning tool at Kilsyth. It continues our development of ICT facilities at Kilsyth to a very high standard and provide our children with the best digital learning opportunities and resources possible.

Student Progress & Achievements

Student Learning



In 2008 the Core School Performance Indicators show that Year 3 results have improved in students achieving at or above the National Minimum Standard expected in Reading, with an

approximate 10% increase from the 2007 results. The Numeracy data shows an increase of approximately 5% from the 2007 results. In Writing, the Year 3 2008 results show a slight decline of approximately 4% compared to 2007 results.

There has been a significant increase in the Year 5 Reading results for the period 2007 to 2008, moving from 75% to 100% achieving at or above the National Minimum Standard expected in Reading. Similarly, results for Year 5 Numeracy have shown great improvement, moving from 70% to 96% achieving at or above the National Minimum Standard. In Writing, the Year 5 2008 result shows a slight decline of approximately 4% compared to 2007 results.

Student Progress and Achievement

The 2008 data for Prep and Year One indicates a decrease in the number of students reaching the state benchmark for Reading and a slight decrease in Year Two results. The number of 'at risk' Prep students in 2008 has increased from zero in 2007 to three in 2008. Similarly, there has been a slight increase in 'at risk' students in Year Two. Year One 'at risk' students remain unchanged at 0%.

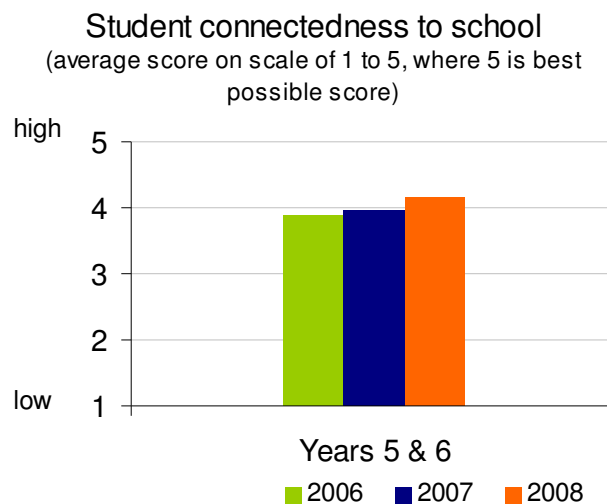
With many new team members in Levels 1 and 2 in 2009, Kilsyth Primary School will re-visit the foundations of Early Years Literacy and examine how these basic understandings are being translated into classroom practice and ensure consistency across all levels.

Student Engagement and Wellbeing

School Connectedness

At Kilsyth Primary School we strive to create a supportive environment in which positive relationships form the foundation for every aspect of school life. We aim to develop the whole person as a committed life long learner who is socially responsible, resilient and independent.

Data from the Student Attitudes to Schools Survey shows a vast improvement to student connectedness to school in the past 3 years. Students in Years 5 are asked to what extent they agree with each of five statements (I feel good about being a student at this school, I feel I belong at this school, I look forward to going to school, I am happy to be at this school and I like school) on a scale where 1= strongly disagree and 5= strongly agree. The average score was above 4.



Kilsyth Primary School continues to provide students with a caring and friendly environment promoting self esteem with an emphasis on building relationships. Focussing on what we value (Excellence in Learning, Caring, Responsibility and a Positive Attitude) and our motto, 'Be the Best You Can Be' enables students to develop a positive approach to their learning and a sense of belonging and connectedness to the learning environment at Kilsyth.

The programs that support Student Wellbeing and connectedness at Kilsyth Primary School include:

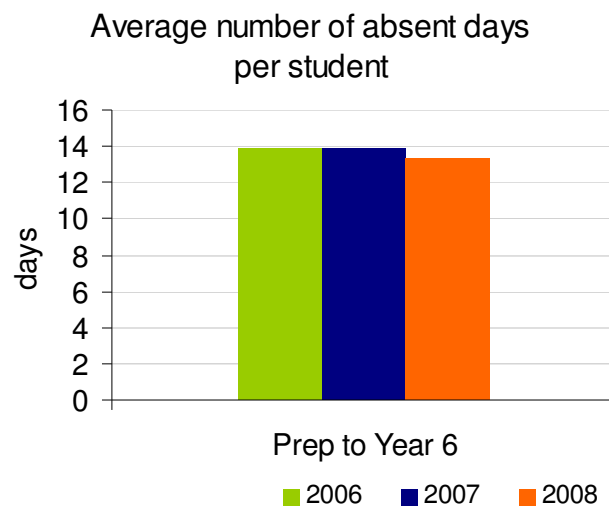
- TRIBES
- Restorative Practices
- Student Leadership
- Mpower and Revved Up
- Peer Support Program
- Transition Programs (Kindergarten/Prep & Year 6/ Year 7)
- Student Wellbeing Teacher

- Extra Curricula activities – such as Whole School Disco.
- Information Nights

Average number of absent days per student

In 2008, student attendance was monitored by School Support Staff and parents were contacted when students were absent by a phone call. If they cannot be contacted, a letter asking why the absence has occurred is sent home.

Data shows that there has been a slight decrease in the average number of absent days of 13.4 days in 2008. This number is equal to the 2007 state benchmark.



Student Pathways and Transitions

Kindergarten to Primary School Transition

Kilsyth Primary School has a well established Kindergarten to School transition program. The pre-school students have many opportunities to attend our school in a variety of settings. These programs are organised throughout the year which enables the children to become familiar with the school environment prior to their entry to school. The programs include:

- Ready-Set-Go
- Library Story-time
- Open Morning
- Education Week activities
- State wide Orientation Day

We will continue to develop our relationship with the local kindergartens through network meetings and contact with the teachers throughout the year. We also invite the kindergarten teachers to visit past students and view them in their new environment at Kilsyth Primary School.

We have seen a slight increase in enrolments in 2008 and expect them to be consistent in 2009.

Year 6 to Secondary School Transition

Kilsyth Primary School has strong links with the local Secondary Colleges and every opportunity is given for Year 6 students to participate in Secondary School Transition programs. Kilsyth Primary School is involved in the Red Earth Cluster group of four Primary Schools and one Secondary College. This Cluster works collaboratively to provide opportunities for the Year 6 students to participate in programs which will give them insight into the Secondary College curriculum.

Because of the large number of invitations we receive, we try to limit ourselves to one visit per Secondary College and where possible, choose visits that involve the students in a typical day at a secondary college. We also welcome visits to Kilsyth Primary School from secondary college groups.

Year 6 students are provided with all information received with regards to Open Nights, tours and events at local Secondary Colleges. Parents are encouraged to begin investigating the choices of available secondary colleges when their child is in Year 5.

Student Pathways

Classes at Kilsyth Primary School are organised into Levels – Preps are Level 1 classes, Years One and Two are Level 2 classes and so on. Students tend to remain with the same class teacher for their 2 years in each level. This allows for class teachers and other Professional Learning Team members to build strong relationships and a deeper knowledge of each student. When students move from one level to the next, procedures are in place for teachers to share relevant information to share the acquired knowledge and make the transition from one level to the next as smooth as possible.

Future Directions

All students are entitled to an excellent education and genuine opportunity to succeed.

At Kilsyth Primary School, programs and initiatives have been developed that create and maintain positive and productive partnerships between teachers, staff, students, parents and the wider community.

The importance of staff Professional Learning Teams will remain strong and vital for the future culture of Kilsyth Primary School. We will continue to ensure a consistency of approach across the school in all areas to support future improvement. The Teaching and Learning Coach will continue to support staff in the development of our Learning and Teaching Programs in Mathematics; staff will re-visit the foundations of Early Years Literacy and examine how these basic understandings are being translated into classroom practice, again looking for consistency across all levels.

Kilsyth Primary School will continue building on the current foundations of improvement in Learning and Teaching within the school, focussing on the use of relevant school based data to improve program development and student learning outcomes, particularly in Maths and Literacy.

Kilsyth Primary School will continue to nurture our school culture which is inclusive and allows all students to experience success and develop their abilities to the fullest extent. Kilsyth has further developed the peer coaching model for staff to improve their teaching and the Leadership Team will be investigating ways this program may be continued into the future as it will form an important part of teacher professional development and self improvement.

Students need and must experience positive interaction with adults every day.

Role modelling is a major part of the educator's behaviour at Kilsyth Primary School. How we behave sets the benchmark for everyone in the Kilsyth community.

At Kilsyth, we value:

- Excellence in Learning – “BE THE BEST YOU CAN BE.”
- Caring
- Responsibility
- Positive Attitude

Kilsyth Primary School is a Tribes school. We will continue to develop our learning community by focussing on the main Tribes agreements of:

- Attentive Listening
- Mutual Respect
- Participation – Right to Pass
- Appreciations – No Put Downs

These Tribes agreements allow students to develop a sense of trust and belonging within their classroom community – the learning environment will continue to be enhanced and enriched by building inclusion and acceptance through the Tribes agreements

Student welfare and mental health is a very important area for Kilsyth as the provision of student psychological and speech pathological services decline in real terms. This is placing more pressure on our student welfare teacher and the chaplain in 2008. The School Chaplain will continue to assist the school community as a whole by catering for student wellbeing and developing strategies to deal with situations they meet within the school environment.

Restorative Practices within different school forums remains the cornerstone of improving and restoring the important relationships between students in situations that provide personal challenges at school. Continuing to develop and improve communication practices with the School Community also remains a priority.

Schools and teachers can and do make a difference.

Consistent, high quality teaching can deliver dramatic improvements in student learning. At Kilsyth, we recognise the increasing importance of digital literacy in everyday life and we are continuing to integrate digital learning within all our educational programs. We will make a further commitment to the ICT infrastructure with the installation of Interactive Whiteboards in all classrooms in 2009 to enable students to have access to relevant and appropriate digital learning experiences during their time at Kilsyth.

An attractive school environment encourages students to take pride in their surroundings.

A very real emphasis has been placed on providing a safe, secure and attractive physical environment to assist students to be active engaged learners. The grounds have been improved and the physical facilities are continually being upgraded to ensure a bright, safe and stimulating learning and teaching environment for the Kilsyth community.

Financial Performance and Position

The following is a summary of the school's financial position for 2008.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	223306
Commonwealth Government Grants	13561
State Government Grants	9390
Other	16142
Locally Raised Funds	188867
Total Operating Revenue	451266
Expenditure	
Salaries and Allowances	74835
Bank Charges	5396
Consumables	51498
Books and Publications	653
Communication Costs	14481
Furniture and Equipment	55807
Utilities	11921
Property Services	156103
Travel and Subsistence	0
Motor Vehicle Expenses	0
Administration	9678
Health and Personal Development	750
Professional Development	18543
Trading and Fundraising	33742
Support/Service	29397
Miscellaneous	47690
Total Operating Expenditure	510494
Net Operating Surplus/- Deficit	-59228
Capital Expenditure	14162
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	14782
Official Account	4820
Other Bank Accounts(listed individually)	0
<i>(insert)</i>	0
<i>(insert)</i>	0
Total Funds Available	19602
Financial Commitments	2008 Actual
School Operating Reserve	0
Co-operative Bank Account	0
Assets or Equipment Replacement < 12 months	28938
Revenue Received in Advance	35309
Building/Grounds including SMS < 12 months	0
Region /Clusters Funds/School Based Programs < 12 months	1180
Provision Accounts < 12 months	3000
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	34325
Assets or Equipment Replacement > 12 months	0
Building/Grounds including SMS > 12 months	0
Region /Clusters Funds/School Based Programs > 12 months	0
Provision Accounts > 12 months	2000
Co-operative loan >12 months	0
Beneficiary/Memorial Accounts	0
Total Financial Commitments	104752

School Contact Information

Address:	Durham Road, Kilsyth 3137
Principal:	Allan Thatcher
School Council President:	Kerrie Hunter
Telephone:	03 9725 4320
Email:	Kilsyth.ps@edumail.vic.gov.au
Web site:	www.kilsythps.vic.edu.au/

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Allan Thatcher using the above contact details.