

# Principal's Reflections on 2020

Presented to the Annual General Meeting

on

Wednesday 28 April 2021 at 5:00pm

(also published on School Website & in Newsletter)

## Background to this Principal's Paper

The Department of Education and Training (DET) provides a template for the official 'Annual Report to the School Community'. This brief DET report format consists of a template with an accompanying financial summary.

Following the presentation of the report this evening, it is my pleasure to present an additional report.

Titled '*Principal's Reflections on 2020*', this paper expands upon the official Annual Report, providing a further snapshot of some of the 2020 achievements, improvements, challenges and highlights of the inaugural year of our school. **Phil Anthony, Principal**

## *The Journey So Far ...*

*Our beautiful new school officially opened its doors on the 28th January 2020 with an enrolment of 166 students, in 8 classes from Prep to Year 6 and a total of 18 teaching and non-teaching staff.*

*In an area once made up of market gardens and semi-rural properties, our school is a key part of the transformation of Keysborough South into a residential area, serving a steadily growing and culturally diverse community, with many of the residents born overseas.*

Built on a compact 2.2hectare footprint, the school design and layout provides buildings, car parking, play equipment, gardens, playing fields & passive play areas, to cater for enrolment growth to approximately 600 students. Early trends indicate this growth will occur over the next few years, by 2024/25.



**The 2020 school year began smoothly**, thanks to the dedication of the new teaching team, Business Manager and admin and education support staff, who spent a significant portion of their January school holiday period ensuring learning programs were in place, administrative infra-structures were organised, furniture was set up in our unique flexible spaces, and team plans were ready.

**With a strong focus on a smooth transition** for the **48** new prep students and **118** new students in Years 1 to 6 who transferred from other local schools, **our new school values** were discussed, highlighted and embedded into the year level 'Essential Agreements' over the first few weeks of the 2020 school year.

**The core values of Kindness, Empathy, Gratitude, Respect and Excellence** guide the daily interactions of all members of the Keysborough Gardens school community. *At Keysborough Gardens we:*

Model and demonstrate **kindness** and take every opportunity to help others who may be in need.

Show **Empathy** by considering and understanding how someone else is feeling, by "putting ourselves in someone else's shoes."

Demonstrate **Gratitude** by appreciating, valuing and acknowledging the people and things we have in our life.

**Respect** ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.

Strive for **Excellence**, by trying our hardest and doing our personal best. Individually. Collectively.



**Over the first 4 weeks of term 1 2020 students and staff** began to utilise the unique design of our school, experimenting with the best use of the flexible spaces within each Year Level Learning Centre. Professional learning sessions for staff focussed on student learning through inquiry, critical thinking and creativity, with a strong commitment to the use of a variety of Information and Communication Technologies across the curriculum.

**In an environment of new staff as well as new students,** the creation of a **cohesive teaching and non-teaching team** was an early core focus, as we began the exciting challenge of building a school culture where beliefs, pedagogy, and collective efficacy remained constant in a changing, growing, developing school environment.

**This crucial team building focus** began in October 2019 with a recruitment campaign which attracted many hundreds of applications. Below: the school background information provided to all prospective applicants.

**“The staffing profile** at Keysborough Gardens Primary School will be built upon the principles of a highly effective **Professional Learning Community,** recruiting educators with a range of teaching experience, backgrounds and expertise.

**Leaders and teachers** at Keysborough Gardens PS will demonstrate a passion for and strong commitment to **inquiry-based pedagogy,** grounded in evidence, informed by on-going assessment, and driven by individual student learning data.

They will demonstrate a strong passion for **collaborative planning and teaching within the state-of-the-art flexible learning spaces.** They will thrive on a culture of collective efficacy and collaboration and have a positive mindset.

They will enjoy the challenges that come with being part of a new school, & appreciate their vital role in overall school improvement.

**Leaders and teachers** at Keysborough Gardens PS will also be dedicated to the social, emotional as well as academic growth of every student. Underpinning everything they do will be an ability to remain focussed on student learning growth as well as their own growth as high quality teachers.

***If you have these qualities, we welcome your application.”***

**As we opened our new school, the world changed...**

As term 1 unfolded it became increasingly apparent that the inaugural year of education at Keysborough Gardens PS was going to be unique in more ways than anticipated, with **the global pandemic** adding an extra tangent to the experience of beginning at a new school for students, staff and the community. Indeed, Covid-19 added an extra tangent to lives, families and workplaces all over the world in many different ways.

The shift to a **Remote & Flexible Learning Program** at the commencement of term 2 proceeded smoothly, with teachers planning collaboratively over the term 1 break to deliver a blended model of live and offline lessons and tasks. To the enormous credit of the teachers and education support staff who adapted straight away to the circumstances, KGPS continued to deliver instruction with a focus on improving student outcomes through remote curriculum delivery.

Of equal importance, teachers **ensured a strong focus on the welfare and engagement of students,** guiding, supporting and caring for students and their parents as they adapted to the new mode of learning from their homes during the lockdowns. This included daily live on-line check ins with the whole class via Webex video conferencing, pre-recording lessons as well as providing live teaching and support, using online platforms such as Seesaw (Prep- year 2) and Google Classroom (Year 3-6).

**Parents became instrumental** in the continuity of learning, with the partnership between home and school taking on a brand new meaning. Parents, many working from home, juggled their work commitments whilst supporting their child’s learning at home also.

As detailed later in this paper, we should be collectively proud of the results of this partnership.

**Staffing**

At the commencement of 2020 the school structure consisted of 8 classes, with an average of 21 students in each class. In addition, specialist programs/teachers were provided in Performing Arts, Visual Arts, and Physical Education. Chinese Mandarin Language was introduced by classroom teacher Mr Peter Shen.

The following staff formed the inaugural 2020 team:

<b>Leadership</b> Phil Anthony, Sherri Jenkins, Jacinta Conway	<b>Prep</b> Jacinda Hocking, Jaiden King, Molly Nugent	<b>Year 1/2</b> Kerrie Gentner, Phil Waugh
<b>Year 3-6</b> Peter Shen, Sanny Pillay, Blair Ippolito	<b>Specialist Teachers</b> Rebecca Williams, Fiona Grace, Trish Brewer	<b>Education Support Staff</b> Dee Smith, Deanne Barrie, Selen Asi, Caroline Bond, Alicia Cox

## At the end of the 2020 school year we said farewell to:

**Mr Peter Shen and Mrs Bec Williams**, who returned to their base schools; **Mr Phil Waugh**, who moved to South Gippsland and to a school in that area; **Ms Blair Ippolito, Miss Trish Brewer and Miss Kerrie Gentner**, who took up roles in new schools; & **Mr Wayne Knight**, handyman/gardener. We acknowledge the outstanding contribution these staff made to the establishment of our new school in a year like no other.

## ...And also briefly welcomed future new staff:

Miss Maddi Grandy and Mr Richard Hayward (PE specialist), both commencing their teaching careers at Keysborough Gardens PS; Mr Garin Sandler, from McKinnon PS; Mrs Rebecca Matlock, from Coral Park PS; Ms Vivian Phan, from Highvale PS; Mr Jack Cappicchiano, from Ormond PS; Mr Simon Gliddon, from Mordialloc Beach PS; Mr Steve Gammon, from Aspendale PS; Mr Kyle Moldrich from Kingswood PS; Ms Steph Anderson from Aspendale PS; Ms Jayne Setford, from Chatham PS (Performing Arts); Mr Tong Sha, from Kangaroo Flats PS in Bendigo (Mandarin), and Education Support staff Mrs Raffaella Lawson from Wallarano PS, Mrs Raheela Khan from NSW, Mrs Sharon McBean, commencing career as Teacher's Aide, and Mr Ken Sellers (handyman/gardener).

As the school grows in 2021 and beyond, the staffing profile will continue to evolve and expand with a diverse range of experience, backgrounds and interests, a reasonable gender balance, and most importantly, a strong commitment to collaborative teamwork, exemplary standards, and school improvement across all levels of the school.

## Collaborative teaching & learning in flexible spaces

The flexible design of learning spaces at KGPS facilitates a strong co-teaching pedagogy where teachers collaborate to plan and teach a program tailored to the range of abilities and learning styles within the learning community (Year level).

Students are allocated to a class and classroom teacher and have their own 'home group space'; however students work with all the teachers and students across the year level at different times depending on the learning intention. This approach fosters collaboration and the development of relationships between the children, teachers and Education Support Staff within the level. It allows the teacher to provide a consistent yet differentiated program that suits the needs of each individual child.

Throughout the 2020 year, teachers undertook a range of professional learning to develop their co-teaching approaches as well using the different learning zones to support the individual needs and learning styles of the students.

Learning zones were established and included spaces for small group explicit teaching sessions, independent learning, collaboration, teacher assistance and feedback as well as class/Learning Community meetings and gatherings.

## Student Achievement

Teacher judgement results were higher than both the state average and similar schools average and indicated that over 96% of our students were at or above the age expected standard in Maths and English.

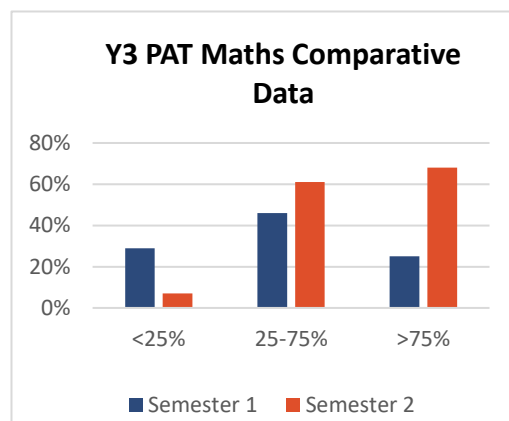
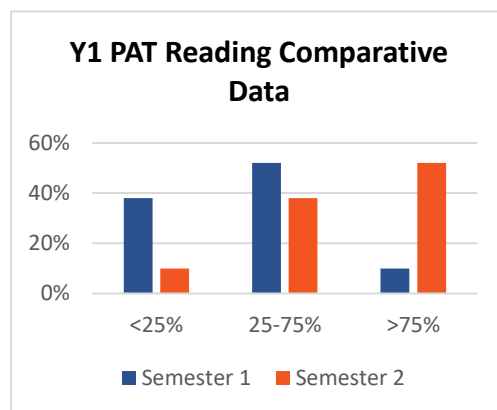
The school Assessment Schedule includes use of the *Progressive Achievement Tests (PAT)* using the Australian Council for Educational Research (ACER) online platform across the school. Data was collected and support was provided immediately for students who were working below the expected level, and/or were disengaged during remote learning. Being a new school, classroom teachers used data from the student's previous school, as well as using the PAT assessment data to make curriculum-based judgements on student achievement.

During the Remote and Flexible Learning phases 1 and 2, all teachers taught their students in small focus groups, ensuring they differentiated their teaching to suit the learning needs of the students.

The school collects and presents a range of assessment data in numerical tables as well as graphically, to inform planning as well as demonstrate and celebrate student achievement.

*The tables on this page represent the student achievement growth from Semester One to Semester Two, demonstrating the decreased number of students who achieved under the 25<sup>th</sup> percentile, to the growth of students who achieved above the 75<sup>th</sup> percentile at the end of the year. Further tables are provided later in this report.*

In a year like no other, this learning growth is most pleasing.



## Learning Enhancement Specialist

In term 1 2020 the school advertised for a Leading Teacher who specialises in assessment and learning interventions. At the commencement of term 2 Mrs Jacinta Conway, the successful applicant, began in her role as Learning Support Specialist teacher and Leader. Mrs Conway's vast experience in this area arrived at a perfect time, when she 'hit the ground running' supporting both teachers and students with strategies for remote targeted teaching, differentiated programs and individual learning plans. This work included the implementation of screening and assessment of students, enabling data-driven decisions to be made regarding teaching and learning practices, allocation of resources and referral of students for further assessment and intervention.

## Learning Lab in Term 4

When late in term 3 2020 it became apparent that students would be returning to on-site teaching in term 4, Learning Enhancement leader Mrs Conway led the way with the setting up of our very own 'Learning Lab' which utilised trained community volunteers, Masters candidates (Intervention) by special arrangement with Monash University, education support staff, and all teaching staff, in blocks of highly coordinated, targeted intensive catch-up teaching sessions for identified (approximately 44%) students. These intensive sessions proved highly effective and have continued into 2021, incorporating the Education Department's Tutoring Initiative.

## Student Wellbeing & Engagement

Our core values underpin our proactive, multi-faceted approach to student wellbeing. Over term 1 students focused on the school value of **Respect**, establishing Essential Agreements that outlined expected behaviours at KGPS. We celebrated Harmony Day with a cultural dress up day and a range of activities that highlighted respect, friendship and celebrated diversity.

**Kindness and Gratitude** were explored both during remote learning and at school. Upon returning to school from each remote learning period the students participated in 'soft starts' which assisted with the re-establishment of friendships through games and activities. Lunch time clubs were also on offer to assist with social skills and settling back into school routines.



The 'Zones of Regulation', (ZoR) is a systematic, cognitive-behavioural approach used to teach us how to recognise and regulate our feelings, energy and sensory needs in order to meet the demands of everyday interactions. This was a focus with teachers and Education Support staff attending a Professional Development session with Julie Liptak, Speech Pathologist and expert in individual needs. The ZoR approach was consistently used throughout the year to assist students with regulating their feelings and to establish positive social connections.

A **buddy program** also ran during term 1 and term 4. Our 5/6 students were paired up with our Preps and our 3/4 students were paired up with our 1/2 students.

Our **Student of the Week Awards** were a feature of our weekly assemblies (online assemblies too!), with recipients being recognised for demonstrating an action related to our school values.

## Student Leadership Program



*Student Leadership speeches*

Year 6 students applied for the various leadership roles on offer in 2020.

All Year 6 students were appointed to a leadership role with 2 School Captains, 4 House Captains, Peers Leaders, Environment Leaders and ICT Leaders making up the Year 6 leadership team.

Whilst the year was disrupted our Year 6 Leaders were still able to fulfil some of their leadership responsibilities. This included assisting with virtual and on-site assemblies, setting up our recycling program, planning a whole school PJ Day to raise money for The Pyjama Foundation who provide assistance to Foster Care Children, planning a Prep to 6 House Cup and participating in the Dandenong Council Children's Advisory Group.



*Inaugural House Cup 2020- Yingabeal the winners!*



*Kindness Garden- created by the buddies*



*PJ Day fundraiser*

## Curriculum Development

At the beginning of 2020 the school developed an inquiry-based curriculum which aligned with our vision and mission to develop the whole child- socially, emotionally and academically. Units of Inquiry that related to student interest, real life and addressed the Victorian Curriculum were delivered throughout the year (remotely and at school).

The school also began the process to apply to become an **International Baccalaureate PYP candidate school**. Due to COVID and a delay seeking official DET approval the application will now be submitted in early 2021.

The school had a strong focus on the fundamental literacy and numeracy skills. Our English Curriculum Development team focused on reading and developing systemic phonics instruction. A range of resources were purchased including class reading sets, decodable readers and texts to support older students with reading difficulties.

Our Maths Curriculum Development team focused on the structure of a Maths lessons with an emphasis on number fluency and differentiation. A large range of 'hands-on' resources as well as teacher resources were purchased to support our Maths program.

In 2021, we will continue to provide an engaging, high quality teaching and learning program that not only builds on literacy and numeracy skills but the development of 'real life' skills, knowledge and understanding of all areas of the curriculum. Developing student agency and encouraging our students to become active participants in their learning through inquiry, goal setting and taking positive action within our community will be a focus for 2021.

## Specialist and Co-Curricular Programs (Enrichment Clubs and activities)

Students at Keysborough Gardens Primary School were provided with opportunities to be involved in a great variety of co-curricular programs to give further breadth to their learning in 2020.

A variety of lunch clubs were held throughout the year, providing different year levels the opportunity to gain from new experiences. Some of these clubs included Lego, drawing, gardening, construction, and lunchtime sport and art. Student's problem-solved and practised teamwork skills while constructing.

Led by Mr Phil Waugh in Y1/2, children learned about gardening, planting seeds and continued to care for them throughout the year. Our library at lunch became a place for children to socialise and participate in quiet activities. The older students read to the younger students in the school, whilst others played Lego.



Our 3/4 teacher, Mr Shen, also led **Chinese Mandarin lessons** across the school. During Remote and Flexible Learning, dressed in traditional Chinese costumes, he read traditional tales to the children. On site learning saw students working with their buddies to create Chinese Lanterns.



Our **Physical Education program** also continued during Remote and Flexible Learning, with a range of fitness challenges and wellbeing challenges created. Back on site, the children participated in a range of sports at varying levels.

**In Performing Arts**, in addition to the weekly program, both on-line and on-site, a School Band and School Choirs were established, with students practicing at lunch times and, in the afternoons, as well as performing at assemblies. A broad co-curricula music program was also offered and many students took up the opportunity to learn an instrument including violin, guitar, piano and flute.



**The 2020 Visual Arts** program highlighted the achievements of our students in many wonderful displays around the school. In addition to the weekly program, both online and on-site, an Art Club was established. The Year 6 Graduation Legacy Project was a major highlight with project, where the Year 6 students created birds with messages to the students of KGPS now on permanent display in the Learning gallery.

## E-Learning/ICT

As a new school, significant funds were invested in the leasing of a range of Information & Communication Technology (ICT) tools and devices. This included the latest version of Interactive Whiteboards for each class. iPads were purchased for Prep-Year 2, with a ratio of 1 device to 2 students. Chromebooks were purchased for students in Year 3-6, with a ratio of 1 device to 2 students in Year 3/4 and 1:1 use for students in 5/6. 2 interactive Webex boards which were also allocated to the library and the 3-6 learning centre.



Over 2020 the ICT skills of students and staff ICT improved exponentially! With the move to remote learning, platforms such as Google Classroom and Seesaw were used to deliver a high-quality learning program. The variety of digital tools, delivery of teaching and small group/individual live teaching sessions allowed staff to differentiate in different ways to that of the classroom. Students also had access to a range on online education support programs such as A-Z Reading, Mathletics, Maths Seeds, Reading Eggs, Nessy, Study Ladder and Epic. WebEx was used as the video conferencing platform.

## Transition Programs

An extensive Transition program was implemented in term 4 2019 for all students transitioning into KGPS in 2020. The future 2020 Preps attended 3 transition sessions, culminating in a teddy bear's picnic. Students received a special commemorative bear and sang and danced with our Principal Mr Anthony.

New students for Year 1- 6 were invited to two transition sessions to assist with familiarising themselves with the learning area, the school, peers and teachers. Their parents also joined in one of these visits.

Parent Information sessions were conducted in 2019 and a **Parent Curriculum Information session** was conducted at the beginning of 2020, shortly before Covid-19 restrictions.

**Parent-teacher introductory** meetings were also held over term 1. This gave parents the opportunity to share vital information to the classroom teacher about the social, emotional and academic needs of their child.

In term 4 2020 the **Kinder-Prep transition** program was modified due to Covid-19 restrictions, with small groups of 2021 Preps permitted to attend for one short session. Our online Prep Parent Information session was well attended, with welcome letters and information booklets posted home.

Students in Prep to Year 5 participated in a **KGPS 'Up Day'** late in the year. This provided students with an opportunity to spend a short time in their 2021 learning centre, be involved in some activities relating to their 2021 year level, meet new students arriving in 2021 and meet their future classroom teachers where possible.



**Prep Transition program- Teddy Bear's Picnic**

## Facilities & Grounds

**Background: Oct 2019 to January 2020:** The building of our \$19.8 mil 2 storey state of the art 'flexible spaces' designed school was completed ahead of schedule. The buildings and grounds were officially handed over and occupied from early October 2019 by myself and Mrs Sherri Jenkins, as the inaugural Principal team, and Mrs Dee Smith, newly appointed Business Manager. Soon after taking occupancy, and prior to the official opening, the following projects were identified as requiring urgent attention:

1. Two 1.8m high expansive, locked fencing compounds in the centre of the schoolgrounds, around 2 trees, were removed, along with the 2 trees, opening up approx. a further 15% of the playing grounds on the compact site for student use.
2. The library area was renovated to open up a valuable 25% more floor space for student use.\*
3. A glass wall with sliding doors was installed to separate an open entry/ thoroughfare from a learning centre. \*
4. Three separate walls, all with large attractive windows and glass doors, were added on the ground level, between the kitchen/prep area and the Prep/Year 1 areas, to zone off large open spaces into separate Prep and Year 1 Learning Centres, providing more suitable separate spaces for each Year level whilst retaining the integrity of the flexible spaces design *within* each year level.
5. A wet area within the Prep Learning Centre was carpeted to create a separate but open 'home group' space. \*
6. A large wall was removed from within the Prep Learning Centre, creating more space for flexible pedagogy at this level and the future option to accommodate 4 prep classes in a safe and secure environment as the school grows.\*

*\* These additions and alterations were carefully planned to match existing structures & colors, & funded directly from the local school budget.*

7. Air conditioning was installed in the Performing Arts room, with thanks to the new OSHC provider, Big Childcare.
8. In addition to the above issues, plans were initiated and negotiated with the VSBA (Victorian School Building Authority) to address the following concerns:
  - a) The absence of playground equipment.
  - b) The lack of vehicular access onto the grounds.
  - c) The lack of Air Conditioning throughout the school.
  - d) The state of the playing grounds, effectively left in a 'paddock-like' state: uneven surfaces, poor grass coverage, building debris embedded in sections of the many clay areas.

The 'post-handover' but 'pre-opening' phase, Oct 2019 – January 2020, became an unexpected time of pedagogy-linked renovations, negotiations with the VSBA, and subsequent planning, procurement of contractors and management of buildings and grounds projects. **Whilst unexpected, these projects did not impede the processes involved in setting up a new school**, such as registration of the school with the VRQA, recruitment of staff, furnishing of spaces, enrolment and transition of students, communications with a new school community and the setting up of all learning programs, and more.

### **2020 Facilities & Grounds Projects**

2020 began with the ongoing involvement of the VSBA, who contracted the original landscapers to rectify the state of the grounds, This began in late 2019 and continued through to March 2020.

Unfortunately, these attempts failed\* and by April 2020 Covid-19 and Remote Teaching and Learning became the main focus for all, with most projects plans for 2020 put aside. Essential improvement and rectification projects to our new school, required post hand-over & prior to the official opening, will continue to be funded by a combination of additional funding requests to the VSBA and via the local school budget.

*\*A submission for funding to address this issue was successful in late 2020, with this work taking place during 2021.*

#### **Playground No. 1**

Two playgrounds were removed from the new school building project near completion. Urgent negotiations with the VSBA soon after hand-over led to funding (70%) in term 1 2020 for this crucial addition to the new school.

School leadership then proceeded with the planning & implementation of stage 1 of this project, (one playground), completed by June 2020. Stage 2 of this project- a **second playground** in the junior area and **shade sails for both**- will be funded at by further grant submissions in 2022, locally acquired sponsorship, and some community fundraising activities might support this also.



#### **Sandpit**

The Buildings & Grounds School Council sub-committee, led by parent Pablo Rodriguez and supported by a team of parents, managed to complete this valuable project at a working bee later in 2020, when it became possible to do so. We look forward to holding **Working Bees again in 2021**, providing an opportunity for parents and families to not only contribute to the maintenance and further development of an attractive, orderly learning environment for students, but to also build that sense of community that comes from these type of school activities.

Near end of term 4 2020, further alterations were made to improve the functionality of the flexible spaces.

#### **Chinese Mandarin teaching space**

Over the latter part of 2020 we continued to think creatively about the best use of our flexible school facilities. With the pending introduction in 2021 of a Specialist Chinese Mandarin program & teacher, a large section to the side of the foyer in the Gym building was renovated over the 2020 holiday period, to become a teaching space. It has since proven to be a highly effective teaching space for classes with Mr Tong Sha in 2021.

#### **Library**

The library was moved upstairs during the 2020 holiday break, into one of the many available flexible spaces on level 1, where the Years 3 to 6 Learning Centres are housed. This decision was made in conjunction with the decision to create straight classes at each of the Prep, Year 1 and Year 2 levels on the ground floor. The previous library space is now working extremely well as the Year 2 Learning Centre in 2021, with the separate Prep, Year 1 and Year 2 Learning Centres all at ground level and within close proximity for flexible teaching and learning.

#### **Teacher offices converted to learning spaces- 'Best of Both Worlds'.**

Our new school was designed and built with large teacher offices at both ground level and level 1. In our collaborative culture teachers utilise shared times to plan their teaching program together, often when students are at specialists' classes, or before/after the learning day of 9am -3:30pm. This planning takes place in various locations around the Learning Centres, in the staffroom and in conference rooms.

The large glassed 'teacher offices', added to the other glassed rooms already provided in every learning centre, are now utilised as teaching spaces, adding further physical options to our 'best of both worlds' flexible spaces pedagogy. That is, the **open, flexible learning zones** provide for collaborative teaching and learning, both independently and in large or small groups. The **many small and large glassed rooms** provide quiet, closed (but transparent) zones for small group/individual teaching and working times; for those students who enjoy the opportunity to withdraw into smaller enclosed zones at times; for groups to discuss, present, together in a separate location at times.

\*\*\*\*\*

**The tables and summaries below provide additional information to the school community regarding current school performance at Keysborough Gardens Primary School.**

### Student Enrolments

The confirmed enrolment on Census Day, February 28, 2020, was **166.4**. By December 2020 enrolments had increased to **178**. It is noted that enrolments on February 28 2021 (Census day) have increased to **260**. This growth trend is expected to continue over the next 3 to 4 years, seeing enrolments move into the mid to high 500's.

Year	Total School Enrolments (February)	Total School Enrolments (December)
<b>2021</b>	<b>260</b>	<b>n/a</b>
2020	166.4	178

### Parent Satisfaction

Parent endorsement indicates the percent of positive responses (strongly agree or agree) to the variable about level of satisfaction. 87.3% endorsement is above the state mean and demonstrates a pleasing level of parent support over a challenging Covid-19 year.

Year	KGPS General Satisfaction-	State Mean
<b>2020</b>	<b>87.3%</b>	<b>81.2%</b>

### Staff Satisfaction (School Climate)

Staff endorsement indicates the percent of positive responses (strongly agree or agree) to the variable about level of satisfaction. 85.1% endorsement in staff satisfaction is at a high level and well above state means. This is most pleasing and a reflection on the strong school staff team environment.

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Year	KGPS General Satisfaction	State Mean
<b>2020</b>	<b>85.1%</b>	<b>77.8%</b>

### Student Engagement

In 2020, 46 students in Years 4, 5 and 6 completed the annual 'Student Attitudes to School' Survey. The results were most pleasing. The 'Advocate at School' factor at 89%, 'Attitudes to Attendance' factor at 91% and the 'Respect for Diversity' factor at 87%. Some other survey topics are shown below.

#### School Connectedness

Year	School mean	State mean
<b>2020</b>	<b>88.2</b>	79.2%
<b>2021</b>		

#### Student Motivation and Interest

Year	School mean	State mean
<b>2020</b>	<b>87%</b>	n/a
<b>2021</b>		

#### Managing Bullying

Year	School mean	State mean
<b>2020</b>	<b>82.8%</b>	78%
<b>2021</b>		

### Student Absence

### Student Transition to Secondary Schools

- Year 6 to Year 7 -

Calendar Year	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average	Similar Schools Average	State Average
<b>2020</b>	94%	93%	93%	96%	94%	89%	95%	<b>12.4 days</b>	14.5days	13.8days
<b>2021</b>										

This table shows the level of **attendance** at each year level by percentage and the average number of days of absence across the school.

At KGPS, the average number of **days of absence per student in 2020** was **12.4**, below both state average and the average of 'similar' schools.

College/High Schools	2020
Keysborough College – Acacia	3
Wellington Secondary College	2
Mordialloc Secondary College	2
Parkdale Secondary College	1
Glen Waverley Secondary College	1
<b>Independent Secondary Schools:</b>	
Killester College	1
Nazareth College	1
Casey Grammar	1
Sirius College	1
<b>TOTAL</b>	<b>13</b>



## Student Learning

Whilst the administration of NAPLAN tests was suspended in 2020, teachers continued to use a range of formal and informal assessment tools and strategies to monitor and track student learning.

Below are some snapshots of whole school data.

### Student Achievement Data based on PAT Results

#### READING

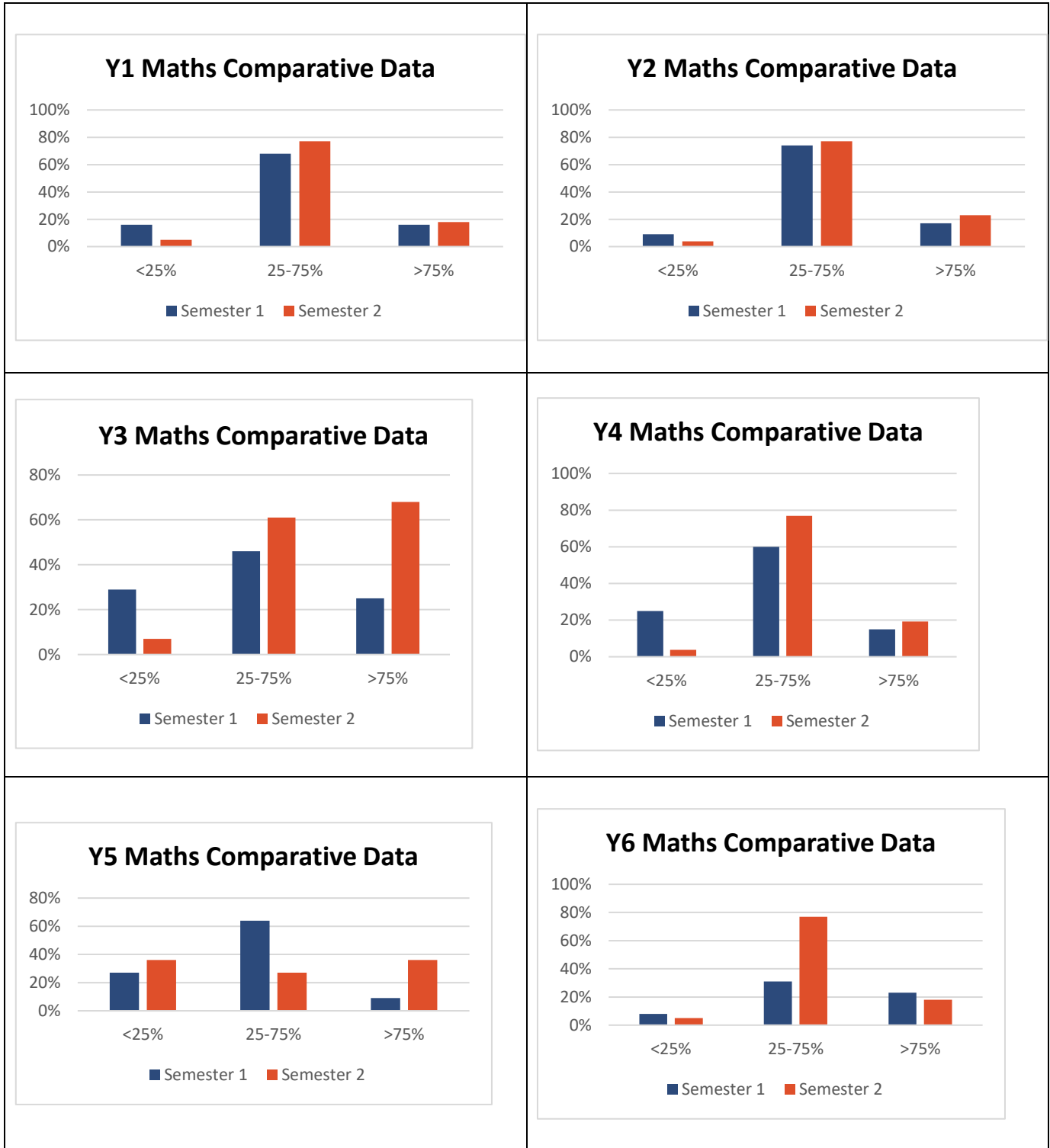
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**Student Achievement Data based on PAT Results**

**MATHEMATICS**

The table below represents the student achievement from Semester One to Semester Two, demonstrating the decreased number of students who achieved under the 25<sup>th</sup> percentile, to the growth of students who achieved above the 75<sup>th</sup> percentile at the end of the year. Overall, pleasing progress, with some areas identified for focussed improvement in 2021.



The chart below is an example of the **school-designed student achievement data management system**.

Student learning progress and achievement is tracked, recorded and shared at individual level, class level, year level and whole school level, informing on-going planning and teaching. This high level example summarises 2020 student achievement growth against the Victorian Curriculum Progression Points at whole school level.

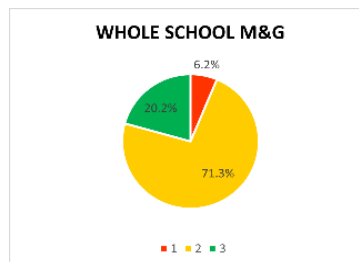
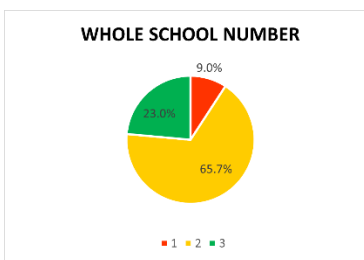
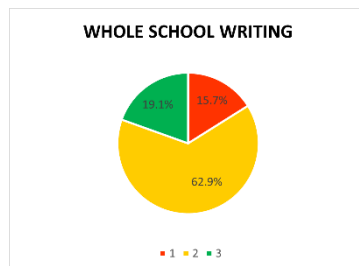
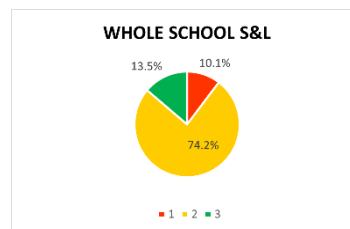
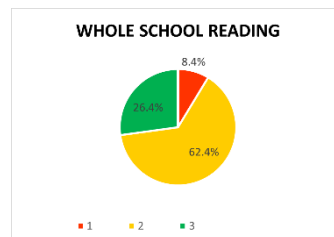
YEAR LEVEL VELs PROGRESSION REPORT							DECEMBER 2020			
WHOLE SCHOOL DATA ACHIEVEMENT GROWTH										
NUMBER IN CLASS	STUDENTS BELOW EXPECTED RATE	STUDENTS AT EXPECTED RATE	STUDENTS ABOVE EXPECTED RATE	ACTUAL FEBRUARY CLASS MEAN	DECEMBER COHORT GROWTH	Expected Minimum Class Mean Target?				
<b>READING</b>				<b>DECEMBER GROWTH</b>						
<b>WHOLE SCHOOL</b>	<b>178</b>	<b>15</b>	<b>8.4%</b>	<b>111</b>	<b>62.4%</b>	<b>47</b>	<b>26.4%</b>	<b>1.14</b>	<b>1.11</b>	<b>YES</b>
FOUNDATION	49	10	20.4%	26	53.1%	12	24.5%	-1.00	1.02	YES
YEAR 1	23	1	4.3%	16	69.6%	6	26.1%	-0.04	1.13	YES
YEAR 2	25	0	0.0%	15	60.0%	9	36.0%	0.90	1.21	YES
YEAR 3	29	2	6.9%	14	48.3%	12	41.4%	1.98	1.21	YES
YEAR 4	26	2	7.7%	18	69.2%	6	23.1%	2.67	1.12	YES
YEAR 5	13	0	0.0%	11	84.6%	0	0.0%	3.86	1.00	YES
YEAR 6	13	0	0.0%	11	84.6%	2	15.4%	4.31	1.12	YES
<b>SPEAKING &amp; LISTENING</b>				<b>DECEMBER GROWTH</b>						
<b>WHOLE SCHOOL</b>	<b>178</b>	<b>18</b>	<b>10.1%</b>	<b>132</b>	<b>74.2%</b>	<b>24</b>	<b>13.5%</b>	<b>1.08</b>	<b>1.01</b>	<b>YES</b>
FOUNDATION	49	10	20.4%	34	69.4%	4	8.2%	-1.00	0.93	NO
YEAR 1	23	2	8.7%	20	87.0%	1	4.3%	-0.07	0.98	NO
YEAR 2	25	2	8.0%	19	76.0%	3	12.0%	0.94	1.02	YES
YEAR 3	29	1	3.4%	23	79.3%	5	17.2%	1.86	1.07	YES
YEAR 4	26	2	7.7%	18	69.2%	6	23.1%	2.58	1.08	YES
YEAR 5	13	1	7.7%	8	61.5%	2	15.4%	3.77	1.05	YES
YEAR 6	13	0	0.0%	10	76.9%	3	23.1%	4.23	1.12	YES
<b>WRITING</b>				<b>DECEMBER GROWTH</b>						
<b>WHOLE SCHOOL</b>	<b>178</b>	<b>28</b>	<b>15.7%</b>	<b>112</b>	<b>62.9%</b>	<b>34</b>	<b>19.1%</b>	<b>1.10</b>	<b>1.02</b>	<b>YES</b>
FOUNDATION	49	11	22.4%	28	57.1%	9	18.4%	-1.00	0.97	NO
YEAR 1	23	3	13.0%	12	52.2%	8	34.8%	-0.13	1.15	YES
YEAR 2	25	7	28.0%	10	40.0%	7	28.0%	0.98	0.98	NO
YEAR 3	29	1	3.4%	27	93.1%	1	3.4%	2.03	0.98	NO
YEAR 4	26	4	15.4%	18	69.2%	4	15.4%	2.60	1.00	YES
YEAR 5	13	2	15.4%	8	61.5%	1	7.7%	3.73	0.91	NO
YEAR 6	13	0	0.0%	9	69.2%	4	30.8%	4.12	1.27	YES
<b>NUMBER</b>				<b>DECEMBER GROWTH</b>						
<b>WHOLE SCHOOL</b>	<b>178</b>	<b>16</b>	<b>9.0%</b>	<b>117</b>	<b>65.7%</b>	<b>41</b>	<b>23.0%</b>	<b>1.28</b>	<b>1.09</b>	<b>YES</b>
FOUNDATION	49	4	8.2%	34	69.4%	10	20.4%	-1.00	1.07	YES
YEAR 1	23	1	4.3%	20	87.0%	2	8.7%	-0.09	1.02	YES
YEAR 2	25	1	4.0%	16	64.0%	7	28.0%	1.00	1.17	YES
YEAR 3	29	2	6.9%	23	79.3%	4	13.8%	2.28	1.03	YES
YEAR 4	26	1	3.8%	16	61.5%	9	34.6%	2.90	1.15	YES
YEAR 5	13	3	23.1%	4	30.8%	4	30.8%	4.09	1.14	YES
YEAR 6	13	4	30.8%	4	30.8%	5	38.5%	5.00	1.12	YES
<b>MEASUREMENT &amp; GEOMETRY</b>				<b>DECEMBER GROWTH</b>						
<b>WHOLE SCHOOL</b>	<b>178</b>	<b>11</b>	<b>6.2%</b>	<b>127</b>	<b>71.3%</b>	<b>36</b>	<b>20.2%</b>	<b>1.26</b>	<b>1.08</b>	<b>YES</b>
FOUNDATION	49	4	8.2%	35	71.4%	9	18.4%	-1.00	1.04	YES
YEAR 1	23	0	0.0%	18	78.3%	5	21.7%	-0.09	1.13	YES
YEAR 2	25	1	4.0%	15	60.0%	8	32.0%	1.00	1.19	YES
YEAR 3	29	4	13.8%	19	65.5%	6	20.7%	2.28	1.03	YES
YEAR 4	26	2	7.7%	17	65.4%	7	26.9%	2.92	1.10	YES
YEAR 5	13	0	0.0%	11	84.6%	0	0.0%	4.00	1.00	YES
YEAR 6	13	0	0.0%	12	92.3%	1	7.7%	4.73	1.04	YES

**KEY:**

**Below expected growth.**

**At the expected growth.**

**Above the expected growth.**



**YEAR LEVEL STUDENT ACHIEVEMENT DATA SUMMARIES- PREP to YEAR 6**

Whilst we plan and teach as PLC (Professional Learning Community) Teams at KGPS, ultimately we operate as one staff team and share responsibility for the progress and achievement of all Keysborough Gardens students.

All Year Level VELs Progression Summaries are therefore included in your class data folder for your confidential information and use in planning. The Class Teacher Reports add vital context and comment to this

\*Several students were absent in term 4 and have not been included in the final data set.

Over the year, 12 students also enrolled in various year levels across the school.

## Inaugural School Council

As with all new schools, it is initially the responsibility of the Principal team to directly nominate (request) parents to take up a position on the inaugural school Council in the months leading up to the official opening of the school, for the first 12 months. The following parents enthusiastically took up these roles, with this Council remaining in place for the period November 2019 to February 2021. In Term 1 2021 the usual election process was conducted.

### 2020 School Council Parent Members

<b>Sharna Woods</b>	<b>President</b> , Finance Committee, Community Engagement & Fundraising Committee
<b>Caitlin Ryan</b>	<b>Vice-President</b> , Education Committee
<b>Nina Kelly</b>	<b>Treasurer</b> , Finance Committee, Grants Committee, Community Engagement & Fundraising Committee
<b>Karen Vien</b>	Community Engagement & Fundraising Committee
<b>Emma Wei</b>	Community Engagement & Fundraising Committee
<b>Pablo Rodriguez</b>	B & G Committee (Convenor)

### 2020 School Council Staff Members

<b>Phil Anthony</b>	<b>Executive Officer</b> , Finance Committee (Convenor), B & G Committee.
<b>Sherri Jenkins</b>	Education Committee (Convenor), Grants Working Party, Finance Committee,
<b>Peter Shen</b>	Community Engagement & Fundraising Committee
<b>Dee Smith</b>	Minutes Secretary, Finance Committee

We are indebted to the parents who willingly took on these various roles on Council and Council sub-committees and maintained a strong connection and enthusiasm throughout the challenging 2020 year. I would like to add a special acknowledgement to **inaugural School Council President Mrs Sharna Woods**, for taking on this role, fulfilling it so capably, and also for providing invaluable support to myself and Mrs Jenkins, Assistant Principal, in our leadership roles. On behalf of the school community it is my pleasure to also thank **Mrs Emma Wei and Mrs Karen Vien** for your service to the Keysborough Gardens School Community as inaugural members of the School Council for the 2020 Council year.

## In Conclusion

*The inaugural year for our beautiful new school was certainly 'a year like other'. From early in term 1 our focus broadened considerably as together - teachers, students, parents, education support staff, leaders- we all adapted to a new way of learning and teaching via a remote and flexible model.*

*As a new school community in 2020 we should be especially proud of the way in which our new partnership worked so effectively over the year. Whilst focussed on the wellbeing of students and families during the long lockdown periods, teachers, leaders, all staff, also maintained a strong focus on academic progress. As mentioned earlier in this paper, the teachers at KGPS collaboratively planned and taught **a world-class remote learning program**, adapting their assessment strategies, narrowing their focus to reading and number at times as required, and continuing 1:1 teaching remotely with the invaluable support of education support staff.*

*Our very own term 4 'Learning Lab' provided targeted intensive catch-up teaching sessions for identified students, with assessment data demonstrating a high percentage of student learning to be at the expected levels by the end of the year. 2020 therefore finished on a high note.*

***Our values, our collective resilience, and the quality of the people in our school community, guided us through a year that will remain forever etched in our memories.***

*Whilst there remains on-going development in the area of buildings and grounds over these next 2-3 years, a high quality of teaching and learning and a broad and growing range of curriculum programs were well embedded in the inaugural year of Keysborough Gardens Primary School.*

*In finishing I would like to pay tribute to **the people** who provided the stability, drove the improvements and are responsible for the ultimate successes at Keysborough Gardens Primary School in 2020.*

***The admin team*** in the office who kept our new and rapidly growing school operating smoothly; ***the Education Support staff*** in the teaching spaces and around the school, who supported learning and teaching in so many, varied ways.

***And finally, the teaching team at KGPS***, whose talent, dedication and teamwork ensured not only a most pleasing level of student achievement during a Covid-19 year, but most importantly, provided such wonderful care and support for the wellbeing of our students and their families throughout the year.

*Thank you, one and all.*

*Roll on 2021.*

*Phil*

**Phil Anthony | Principal**

# 2020 - some pictures



