

## 1. Executive Summary and Context

Attractively located in a quiet, suburban enclave of Karingal, close to the city of Frankston, Karingal Heights PS was first opened in 1976.

The Student Family Occupation (SFO) Index has risen from 0.6623 to 0.7097 from 2011 to 2014. Pupil transience is relatively moderate. Many parents are recipients of the Education Maintenance Allowance (EMA). The current school enrolment is 131 students, with projected enrolment numbers of 105 students in 2015 and declining further to 79 in 2017.

Many families suffer from social and or financial distress. Part-time employment is relatively common although there are a number of local families at various ends of the socio-economic spectrum. Most students travel short distances to school. A number of children bypass Karingal Heights PS for other local schools. There is no evidence of significant multiculturalism, although several students of Aboriginal descent are currently part of the school population.

Several students qualify for additional support through the Program for Students with Disabilities (PSD) for their specific learning difficulties Student behaviour at some levels is a challenge for the school.

The grounds and buildings are well maintained and present as quite attractive. Due to the decline in enrolments there are under-utilised classrooms. Maintenance and cleaning therefore is an issue. The new Building the Education Revolution Program (BER Program) facility is an excellent but somewhat under-utilised facility. Information Communication Technology (ICT) provision is adequate and the computer laboratory is well maintained. The local Karingal Heights Pre-School adjoins the school site.

The staffing profile comprises a substantive school Principal who has led the school for two years, 8.1 Equivalent Full Time (EFT) teaching staff and 3.0 EFT non-teaching staff deployed to manage the school office and PSD support. Some volunteers also work regularly in the school. There are four multi-age classes from Prep to Year 4 and two Year 5 and 6 classes.

The school's mission statement expects students to be lifelong learners and promotes the values of respect, honesty, trust, compassion, individuality, commitment and integrity.

Literacy and Numeracy occupy the morning programs with some interruption. Library/Art Craft is offered as a specialist program. Language Other Than English (LOTE) Indonesian, Physical Education and Music have been reduced or not offered this term due to staffing issues.

The school Principal is quite well connected with other local school leaders. The local kindergarten Director is also part of the School Council. A consultant has been working with the school on teaching and learning enhancements for the life of the School Strategic Plan (SSP).

The purpose of this report is to provide a diagnosis for the school and Department of Education and Early Childhood Development (DEECD) based on current Threshold and Headline data issues.

The Effective Schools Model (ESM) was used as a framework for this process and final school diagnosis. The review process was facilitated by a professionally supportive and transparent leadership team. School data sets indicate a real concern with student opinion data, (particularly Safety and Discipline and School Connectedness) as well as parent perceptions of the school (especially Student Behavioural issues, Safety, School Climate and Student Motivation).

Student Performance levels based on National Assessment Program – Literacy and Numeracy (NAPLAN) tests are below threshold standards, as are the teacher judgements in English and Mathematics.

Student absence levels are well above State means, particularly the unexplained absence levels.

Discussions with all stakeholders reveal that Karingal Heights Primary School (Karingal Heights PS) lacks a shared understanding of the School Mission, Vision, and Values to inform the strategic planning processes at the school. Many school policies and programs have not been reviewed in some time.

A clear, concise school teaching and learning instructional model is not yet evident.

Data is not used strategically in order to provide personalised learning, differentiated curriculum and informative school planning.

The school's leadership acknowledges that there has been a shift away from improving teacher capacity in order to deal with student welfare and behavioural issues.

Many staff at Karingal Heights PS work diligently and have a passion for the school and its students but this is not consistent across all year levels.