

2022 Annual Report to the School Community

School Name: Keelonith Primary School (5412)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 May 2023 at 01:47 PM by Loren Peavey (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 May 2023 at 02:16 PM by Tulin Cayvarli (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Keelonith Primary School (KPS) - Learning without limits. Be curious/ Be caring/ Fly high/ Find joy KPS opened in January 2021 in Greenvale. The school looks out onto a beautiful open park space. The area immediately around the school is undergoing a transformation from rolling paddocks to urban housing retaining a country, open aesthetic. KPS is a Supported Inclusion School which provides inclusive education for all students, including those with disabilities within a mainstream school setting. KPS supports the principle that every student is able to attend their designated neighbourhood government school. As a Supported Inclusion School, we provide a safe, accessible and inclusive environment for every student who enrolls. The buildings are designed following Universal Design Principles, so that there are no physical barriers to a student with a physical or intellectual disability to attend the learning environment. the school can cater for up to 10% of students with an intellectual disability and can enroll children with an intellectual disability from outside of our zone.

The families in our community come from diverse cultural backgrounds and speak a number of different languages including Arabic, Turkish, Indian and Italian. Many of our families are first generation Australian with strong links to their cultural backgrounds. We are proud of the multi- cultural makeup of our school and know that it adds to the inclusiveness of our school culture. Families are our partners in guiding the student learning, as their children's first teachers, their input is not only valued but encouraged at all stages of the learning journey. KPS is a school which is focused on providing an environment which is universally designed for every learner to have every opportunity to lead a successful and fulfilling life. We encourage play and interactions with the natural world as well as value the importance of 21st Century technologies as tools for enhancing and expanding authentic learning opportunities. Learning is focused on each child's zone of proximal development. We believe that every child must have agency in their learning journey. The Literacy approach at the school is informed by the Science of Reading research base placing equal importance on the reading code (phonics) and that we read to make meaning of the world around us and to enable us to manage our own lives.

Vision: For every learner to have every opportunity to lead a successful and fulfilling life. Mission: KPS is a learning community where everyone is valued and celebrated and has the right to learn, excel and find joy in a safe, accessible and stimulating learning environment in which passion and curiosity are sparked through authentic experiences, nature, play, and inquiry. Enrolments at end of 2022- 263 students FTE end of 2022- teaching staff 19.4, including 1 Assistant Principal, 1 Learning Specialist and 1 Principal - ES 9.96 EFT including, 1 Business Manager, 1 front desk, 1 Speech Therapist and 6.69 Educational Support. 0 EFT Aboriginal Torres Strait Island staff

Progress towards strategic goals, student outcomes and student engagement

Learning

All data must be read in the first 7 years of the school with the understanding of the complexities of creating and growing a school from scratch. 2022 was the 2nd year of operation of KPS and the first full year with no impact from school lockdowns.

Teacher Judgement data in the areas of English and Mathematics shows an increase in the % of students above age expected standards from 2021, closing the gap between the school and similar schools and the state averages.

As 2022 was the 2nd year of the school a 4 year average for NAPLAN achievement has not been established. The report therefore only compares 2022 with 2021 cohort results, with 2022 showing a dip in the achievement. This data is impacted by the following factors:

- 2 years is not enough time to develop trend data
- data is only comparing 2022 Yr 3 and Yr 5 cohorts with 2021 cohorts.
- 2022 cohorts were larger than the 2021 cohorts.
- all students had been impacted in 2020 and 2021 by COVID interruptions.
- Yr3 and Yr 5 students had at most spent 18 months at KPS with 12 months of that impacted by lock downs.
- students have not had continuity of learning in KPS setting in the years leading up to NAPLAN
- all students in the Yr 2- 6 cohorts are new students who have transferred from their previous local schools, a number of these for a new/different and hopefully more positive school experience.

Leadership of Assistant Principal across all 4 neighbourhoods for supporting and guiding curriculum planning has been an important strategy to develop consistency in planning practices school wide to meet student need to address the needs of our learners.

Development of the KPS Pedagogical Play Book was also a key driver in progressing this work at KPS.

Prin and AP involvement in network professional learning focussed on developing teachers capacity to collaboratively plan to meet the needs of their mathematical learners in a newly opened school context, has also been a priority to support growth in learning.

In 2023 the AIP will continue to focus on documenting and embedding consistent pedagogical practice across the school as the school teaching team increases each year to meet the growing number of students in the school.

Wellbeing

All data must be read in the first 7 years of the school with the understanding of the complexities of creating and growing a school from scratch. 2022 was the 2nd year of operation of KPS and the first full year with no impact from remote learning environments. Wellbeing data is perspective data and will be susceptible to the impact of the "honeymoon" period. With this in mind KPS was still sitting above the state and similar schools in sense of connectedness to school and management of bullying, with a slight decrease from 2021.

In 2023 the school will continue to build on our Tier 1 Positive Behaviour Support practices and developing means of knowing with fidelity. In 2023 the staff will complete Days 3 and 4 of Berry St Training after completing Days 1 and 2 successfully in 2021. The school is also an active member of the Supported Inclusion Schools (SIS), Community of Practice (COP) and will continue to work to develop and document consistent inclusive practices across KPS and SI Schools.

Engagement

All data must be read in the first 7 years of the school with the understanding of the complexities of creating and growing a school from scratch. 2022 was the 2nd year of operation of KPS and the first full year with no impact from school lockdowns. 2022 saw an increase in the absences of children across the state of Victoria and at KPS. The data increase has impacted by many families taking extended holidays after the lifting of restrictions, especially for overseas travel. Families were also more tentative to send children to school with cold and flu like symptoms due to COVID. After a long period of lock down immunity of children and staff was low and the number of absences due to illness was higher than in previous years. In 2023 we continue to monitor absences and confirm illness with families. Through the newsletter we do communicate with families about the importance of being at school. We do have a high proportion of families with strong overseas family ties which results in extended homeland visits of 4 or more weeks at a time. These visits are an important part of some of our families culture and beliefs.

Other highlights from the school year

Highlights for 2022

- The very first School Review was completed in 2022. This was an affirming process for the school community and has set the direction for the next 4 years.
- 2nd Fly High Community evening was a huge success
- The first Art Show and Science Evening were held for the school and both were very well attended by family and friends.
- The first Yr 3/4 and Yr 5/6 camps took place with all participants reporting they were fun and valuable experiences for all involved.

Financial performance

The school opened in 2021. The surplus is appropriate considering the unpredictability of the expansion in numbers in the upcoming years. The \$150,000 surplus at the end of 2022 is intended to mitigate the cost of trainee ES staff which is funded through the cash budget and to top up the CRT budget in anticipation of the need for casual teachers as we work to fill ongoing positions during the recruitment crisis in 2023.

Equity funding was all acquitted to provide additional learning support. Locally raised funds were used to provide additional resources for the library and learning neighbourhoods. The cash budget was expended leaving a small amount \$15,000 Operating Reserve to take the school into 2023 year.

For more detailed information regarding our school please visit our website at
<https://keelonithps.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 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 251 students were enrolled at this school in 2022, 109 female and 142 male.

39 percent of students had English as an additional language and 0 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).

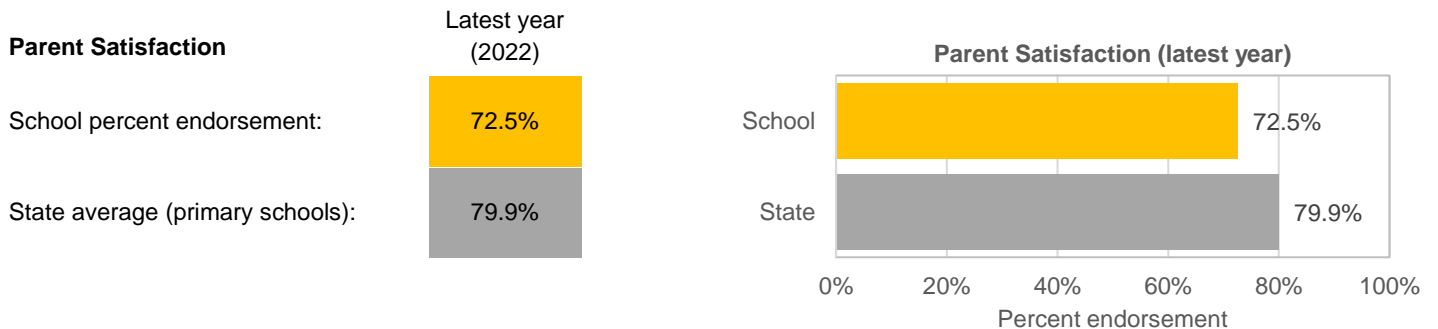
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

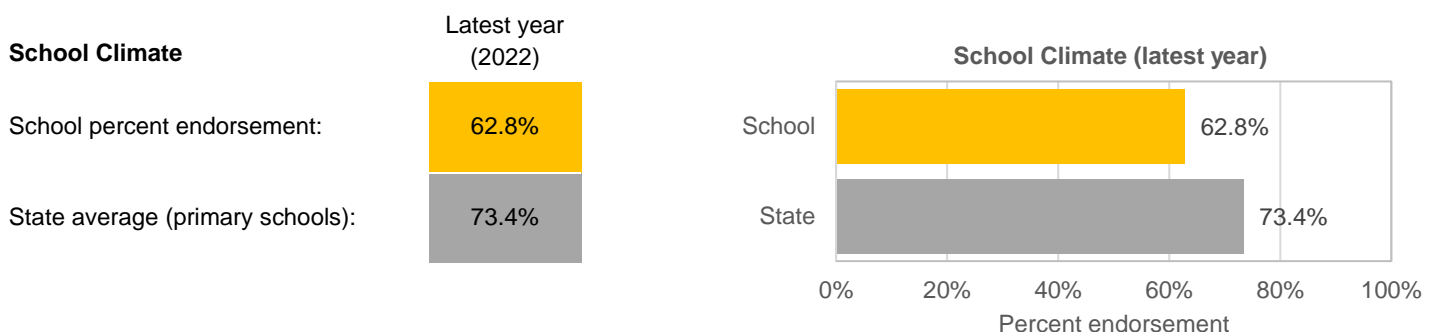


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

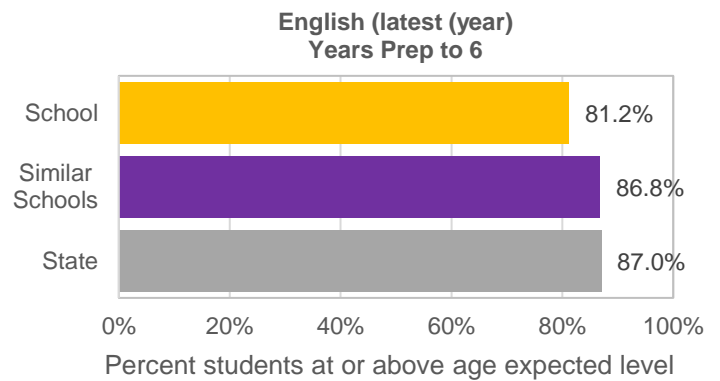
81.2%

Similar Schools average:

86.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

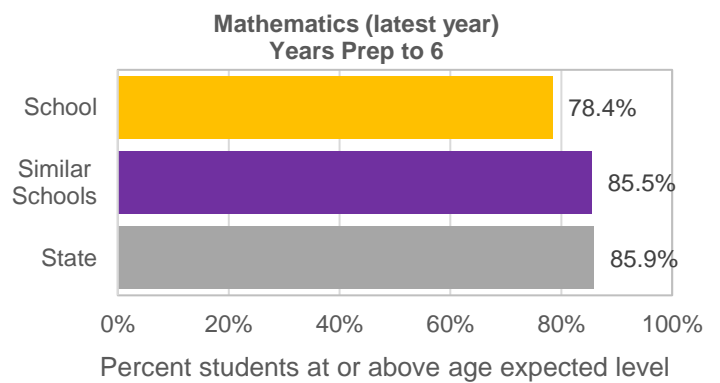
78.4%

Similar Schools average:

85.5%

State average:

85.9%



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.

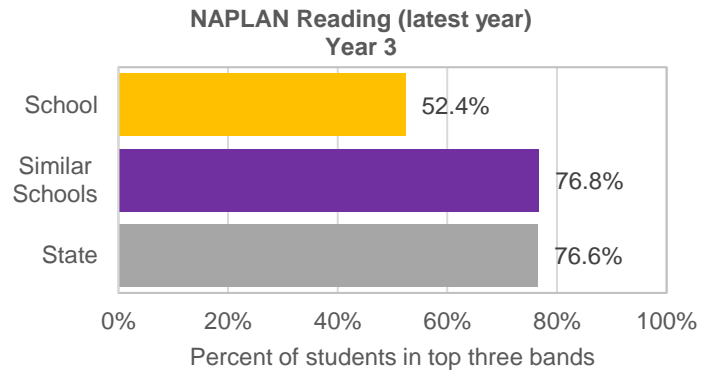
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

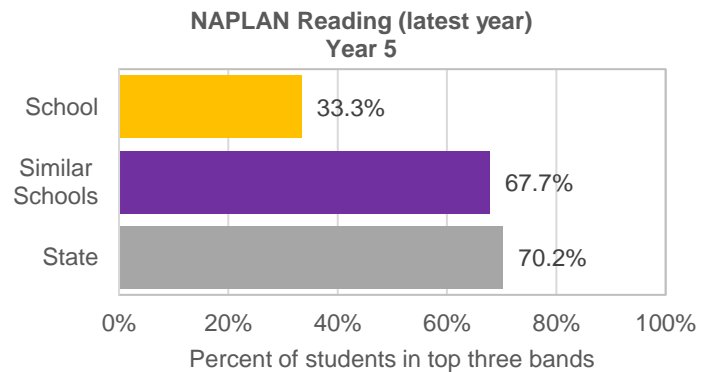
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.4%	57.1%
Similar Schools average:	76.8%	75.5%
State average:	76.6%	76.6%



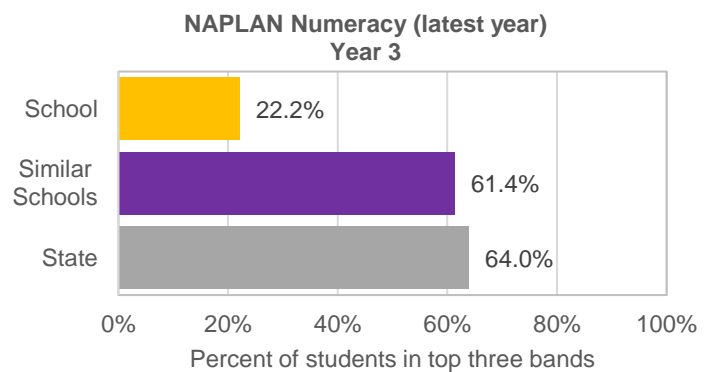
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	47.5%
Similar Schools average:	67.7%	67.1%
State average:	70.2%	69.5%



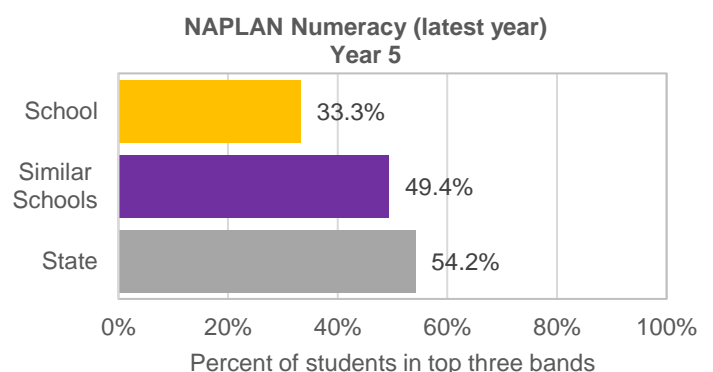
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	22.2%	41.0%
Similar Schools average:	61.4%	63.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	37.5%
Similar Schools average:	49.4%	56.0%
State average:	54.2%	58.8%



WELLBEING

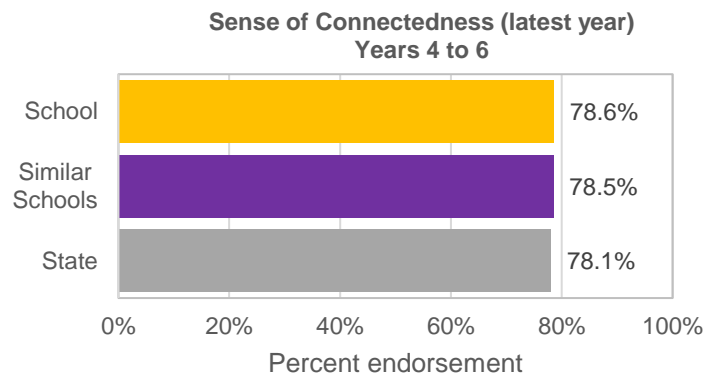
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	78.6%	80.4%
Similar Schools average:	78.5%	80.5%
State average:	78.1%	79.5%

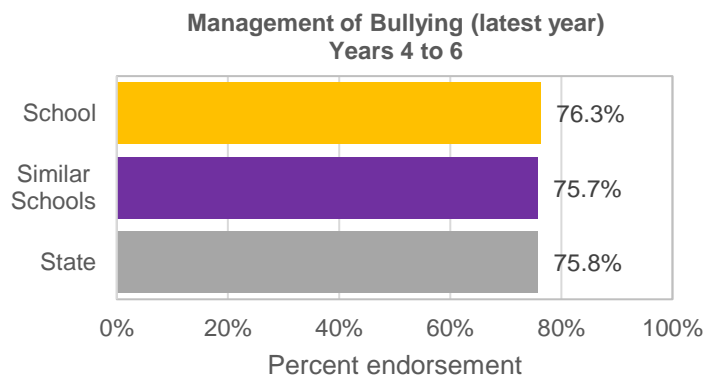


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.3%	79.0%
Similar Schools average:	75.7%	78.7%
State average:	75.8%	78.3%



ENGAGEMENT

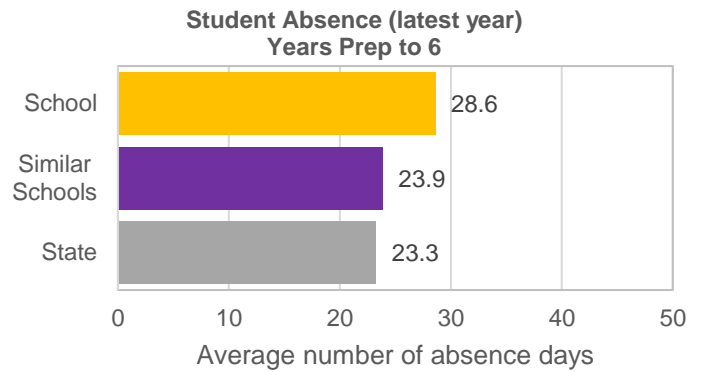
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	28.6	22.8
Similar Schools average:	23.9	17.8
State average:	23.3	17.0



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 (2022):	85%	86%	85%	87%	86%	83%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,102,857
Government Provided DET Grants	\$304,128
Government Grants Commonwealth	\$14,223
Government Grants State	\$0
Revenue Other	\$12,007
Locally Raised Funds	\$134,989
Capital Grants	\$0
Total Operating Revenue	\$3,568,203

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,569
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$3,109
Equity Total	\$23,678

Expenditure	Actual
Student Resource Package ²	\$2,913,064
Adjustments	\$0
Books & Publications	\$6,661
Camps/Excursions/Activities	\$34,645
Communication Costs	\$8,335
Consumables	\$109,694
Miscellaneous Expense ³	\$17,706
Professional Development	\$17,324
Equipment/Maintenance/Hire	\$44,149
Property Services	\$63,893
Salaries & Allowances ⁴	\$66,355
Support Services	\$64,345
Trading & Fundraising	\$11,534
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$60,138
Total Operating Expenditure	\$3,417,844
Net Operating Surplus/-Deficit	\$150,359
Asset Acquisitions	\$41,236

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$10,263
Official Account	\$5,303
Other Accounts	\$5
Total Funds Available	\$15,571

Financial Commitments	Actual
Operating Reserve	\$15,571
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$3,400
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,042
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	\$24,013

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.