

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 15 April 2025 at 11:15 AM by Loren Peavey (Principal)

- As executive officer of the school council, I attest that this 2024 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 15 April 2025 at 11:15 AM by Loren Peavey (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the ‘Performance Summary’ in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

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

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years’ worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



About Our School

School context

Keelonith Primary School (KPS) - Learning Without Limits

Be Curious | Be Caring | Fly High | Find Joy

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, teach, excel and find joy in a safe, accessible and stimulating learning environment in which passion and curiosity are sparked and supported.

Keelonith Primary School (KPS) opened its doors in January 2021 in Greenvale, with a clear focus on fostering a vibrant, inclusive, and inspiring learning environment for all students. 2024 was our 4th full year of operation.

Our school is located in a beautiful setting, overlooking expansive open parkland. The surrounding area is evolving from rolling paddocks to a thriving urban community, while maintaining its tranquil, open aesthetic.

As a **Supported Inclusion School**, KPS is committed to providing inclusive education for all students guided by our department provided Enrolment Policy enabling us to accommodate up to 10% of students with intellectual disabilities, including those from outside our school zone.

Inclusive Education at KPS

At KPS, we are proud to be a school that welcomes every child from the neighbourhood into our mainstream environment, based on the family's choice. Our curriculum and facilities are created with Universal Design Principles, ensuring that all students have equal access to learning.

Diverse Community

Our school community is richly diverse, with families from various cultural backgrounds. Many of our families speak languages other than English such as Arabic, Turkish, Indian, and Italian, and many are first-generation Australians with strong cultural ties. We celebrate the multicultural makeup of our school, which contributes to the inclusivity and richness of our school culture.

We recognise that families are our partners in guiding student learning. As the first teachers of their children, their input is not only valued but actively encouraged throughout the educational journey. We work closely with families to ensure that every child's learning needs are met and that each student is supported in reaching their potential.

Teaching Approach

KPS operates under the philosophy of Multiple Tiered System of Support (MTSS). MTSS is defined as a three-tier preventative system, that aims to provide high-quality instruction and interventions matched to student needs. The framework identifies needs through the analysis of screening and progress-monitoring data. MTSS underpins decision making for teaching and learning and student wellbeing across the school.

At KPS, we follow the MTSS framework to provide support for all students. This includes:

- Universal screening and monitoring
- Prioritising students for small group intervention based on screening processes
- Response to Intervention program (RTI) for identified students
- Regular progress monitoring

- Rosenshine’s Principles underpinning Tier 1 instruction
- Utilising the principles of Universal Design for Learning (UDL) to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

At KPS, we are dedicated to creating a universally designed learning environment. This means that we provide access to education at levels that suit each individual learner’s needs.

Students who require support through the **Disability Inclusion Profile** benefit from our highly skilled and resourceful wellbeing team. This team includes school-based allied health professionals who collaborate closely with teachers to develop Individual Education Plans (IEPs). They also support accommodations and adjustments, attend Student Support Group (SSG) meetings, and ensure that all students receive the necessary resources to thrive.

Staffing and Enrolments

Enrolments at end of 2024- 365 students FTE end of 2024- teaching staff 19.2 and 1 Assistant Principal Curriculum and 1 Assistant Principal Wellbeing, 2 Learning Specialists and 1 Principal - ES 19.5 EFT and 1 Business Manager, 1.2 Office, 4.1 Speech Therapist, .4 ES maintenance, 1.0 Educational DI Support, 1.0 Social Worker and .3 Occupational Therapist. Psychologist (.65), 0 EFT Aboriginal Torres Strait Island staff.

Looking Ahead

As we continue to grow and evolve, Keelonith Primary School remains focused on providing an environment where all students are supported, celebrated, and empowered. We are committed to creating an inclusive and nurturing community where every learner can thrive.

Progress towards strategic goals, student outcomes and student engagement

Learning

All data must be considered within the context of the first seven years of the school’s development, understanding the complexities involved in creating and growing a school from scratch. 2024 marked the 4th year of operation for KPS and the 3rd full year without the impact of school lockdowns. It was also a year of challenges, particularly in securing coverage for absent teachers. To support learning, we developed and utilised the School Speech Team to be part of the RTI program.

Teacher judgment data in English and Mathematics shows an increase in the percentage of students performing above age-expected standards compared to 2023, narrowing the gap between KPS and similar schools, as well as the state averages, which have both declined. In English, the gap with similar schools decreased from 9.9% in 2023 to 4% in 2024, and in Mathematics, it decreased from 12.8% in 2023 to 5.3% in 2024.

Since NAPLAN was revised in 2023, trends can only be analysed over a two-year average, and growth data will not be available until 2025 when growth data for Year 3 students will be accessible.

The Year 3 2024 results are encouraging, particularly in the Strong or Exceeding bands. For Reading, students who have been at our school since its opening year (Prep) showed a decrease in the gap with similar schools, from a 10% gap in 2023 to 7.4% in 2024, even as similar schools

also improved. In Numeracy, Year 3 students outperformed similar schools by 4.5%, representing a 14.7% improvement from 2023. This data is especially promising, as it reflects the progress of students who have spent their entire schooling at KPS. It also highlights the effectiveness of the curriculum and pedagogy we are embedding in the school. This cohort also boasts the best attendance rate at the school.

In contrast, the Year 5 data is less promising. This group of students joined the school during its early years, having transferred from other local schools, often due to ongoing challenges in the previous settings. In Reading, the percentage of students in the Strong and eEceeding bands decreased by 12%, while numeracy showed a positive turnaround of 12.4%.

In 2024, the leadership team, alongside staff, successfully documented the pedagogical approach to Numeracy, complementing the Literacy documentation developed in the first three years of the school. This documentation, along with accompanying professional learning, is supporting the development of consistent teaching practices across the school, resulting in improvements in student learning.

The trends in Mathematics and Reading are positive, and in 2025, the focus will be on maintaining and embedding these areas of progress. Work will continue on further developing teachers' understanding and application of the EDI lesson structure. Literacy RTI has been successfully established, and in 2025, it will evolve to meet the needs of small groups of learners following the success of 2024. 2025 will see us involved in the LaTrobe University Momentum Project assisting our teachers in linking with and learning alongside schools that have successfully adopted EDI.

Overall, the progress in 2024 has been positive. We have made significant strides in implementing our Key Improvement Strategies from our Strategic Plan and are excited to continue building on these gains.

Wellbeing

All data should be considered within the context of the first seven years of the school's operation, understanding the complexities involved in creating and growing a school from the ground up. 2024 marked the 4th year of operation for KPS.

To enhance student and family connectedness, as well as overall safety at school, an Assistant Principal for Wellbeing was appointed. This role has focused on developing a Wellbeing Playbook, which supports the consolidation of consistent language and practices around high and consistent behavioral expectations and routines, and the effective recognition of respectful behaviour.

The data included in the wellbeing section of the Annual Report was collected prior to the installation of the walls at Keelonith Primary School. We believe this important physical change will have a positive impact on overall learning behaviors at KPS. Alongside this physical change, the documentation, implementation, and adherence to strong, consistent behavioral expectations and routines across the school are expected to yield more positive results in the 2025 data.

The School remains an active member of the Supported Inclusion School (SIS) Community of Practice, working alongside other SIS to support an effective school framework which supports all learners in our schools.

Engagement

All data should be viewed within the context of the first seven years of the school's operation, considering the complexities involved in building and growing a school from scratch.

2024 marked the 4th year of operation for KPS and the 3rd full year without the impact of school lockdowns. During this year, there was a slight increase in absenteeism at KPS. On average our students miss .6 of a day of learning per week. This equates to 1 year in every 10 years of school. The data continues to be highly influenced by families taking extended holidays, particularly for overseas travel. Families also remained cautious about sending children to school when they exhibited cold or flu-like symptoms due to ongoing concerns related to COVID-19. Additionally, students were often removed from school for birthdays, cultural events, and shopping trips.

In 2024, we continued to monitor absenteeism closely and confirm illness with families. We communicated regularly with families via the newsletter, emphasizing the importance of consistent school attendance. A significant portion of our school community has strong overseas ties, leading to extended visits of four or more weeks at a time. These visits hold cultural and personal significance for many families.

Our Social Worker, who is responsible for tracking and following up on high absence rates, has been working closely with families to address attendance issues. This role also involves connecting families with external and community support services to promote improved school attendance.

Other highlights from the school year

The 4th Fly High Community Evening was a huge success!

The camping program involved all year levels:

- Prep: Breakfast
- Year 1: School disco and dinner
- Year 2: Long Day excursion to Sovereign Hill.
- Year 3/4 and Year 5/6: Camps

The School Community Association (SCA) led a variety of events throughout the year, including a very successful Colour Run as an end of year celebration activity.

Parent and Carer volunteer training took place, empowering families to assist across the school.

Across the year, every Learning Neighbourhood held an expo to share their learning with other grade levels and families.

A Mini Art Display and Book Fair complemented our 3-Way Conference Day.

The responsibilities of School Leaders grew, with Student School Leaders taking charge of leading School Assemblies.

Teacher stability remains strong, and the enthusiasm to continue being part of the Keelonith team is vibrant and positive.

Financial performance

The deficit of approximately \$168,000 in 2024 resulted from several key factors related to staffing and operational changes. A significant portion of the deficit was due to the employment of a strong Wellbeing Team, which includes Speech Therapists (4.2 FTE), a Social Worker (1.0 FTE), and a Psychologist (0.8 FTE), all led by a full-time Assistant Principal for Wellbeing. These staff members were hired to address the high needs of our students, as indicated by the data discussed earlier in this report.

Additionally, the school employed Education Support staff to assist both learners and teachers who were facing challenges in the open learning environment that had been in place since the school's opening. In Term 3, renovations were made to the school, to rectify this situation , creating more flexible classrooms with walls and acoustic glass to better support learning. The Department of Education also reduced the base number of students in each learning neighbourhood from 112.5 to 75, which has positively impacted the learning environment and will result in a reduction of Education Support staff in those spaces. In the long term this will result in less ES being employed per learning space.

The Department also reduced government-provided DET grants by \$80,000, which further contributed to the deficit. Utilities costs increased by \$30,000, largely due to higher energy prices. Despite the number of students enrolled not increasing significantly, this 50% rise in utility costs was driven by higher energy expenses.

The school also increased its spending on assets, such as interactive whiteboards, screens, and other resources, to support the delivery of an impactful an up to date curriculum.

In summary, the combination of these major expenditure areas—staffing for wellbeing, the provision of Education Support, and increased operational costs—accounts for the deficit at the end of 2024.

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 358 students were enrolled at this school in 2024, 157 female and 201 male.

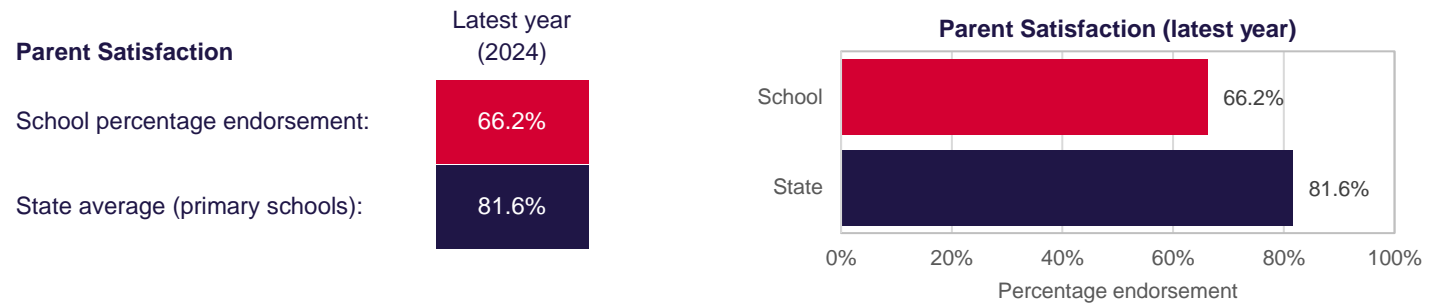
38 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is: **Low - Medium**

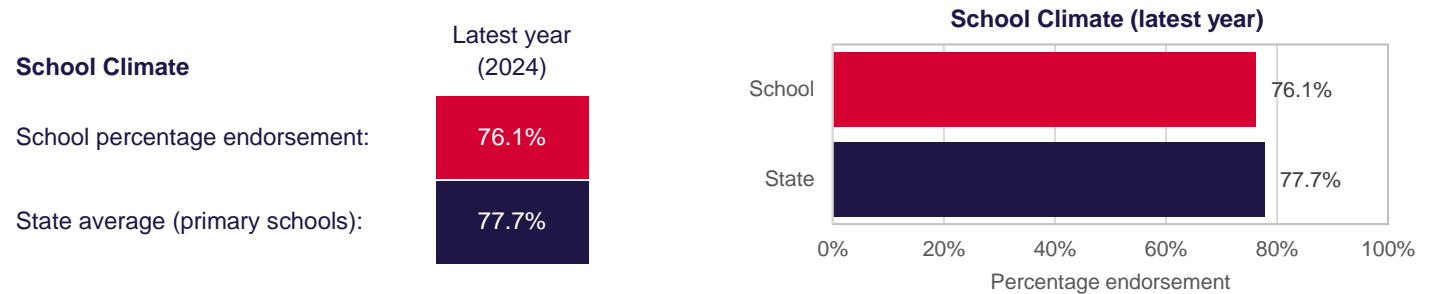
Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey. Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

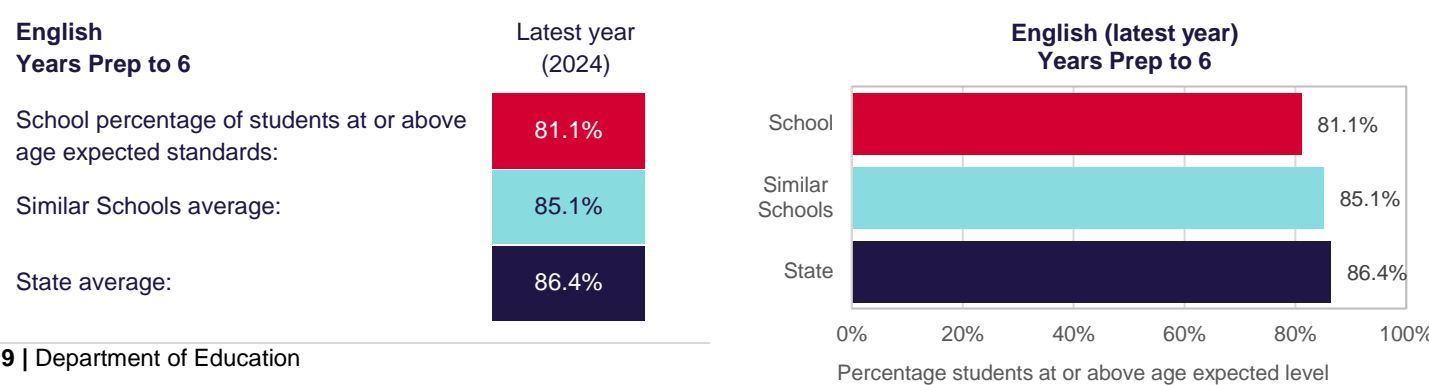


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



Mathematics
Years Prep to 6

School percentage of students at or above
age expected standards:

Latest year
(2024)

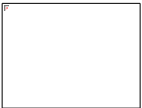
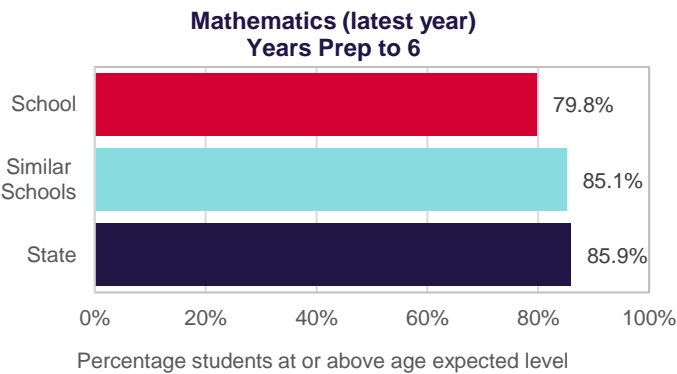
79.8%

Similar Schools average:

85.1%

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.

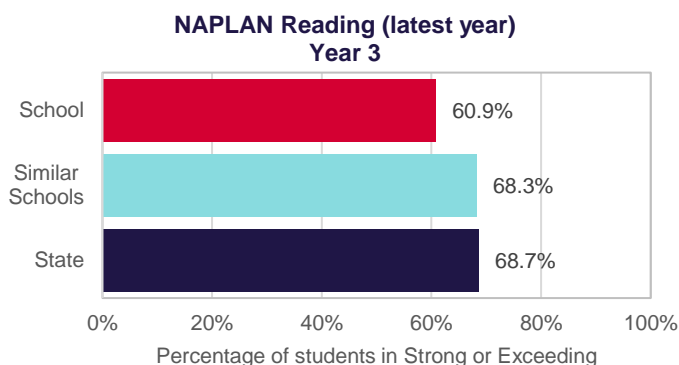
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

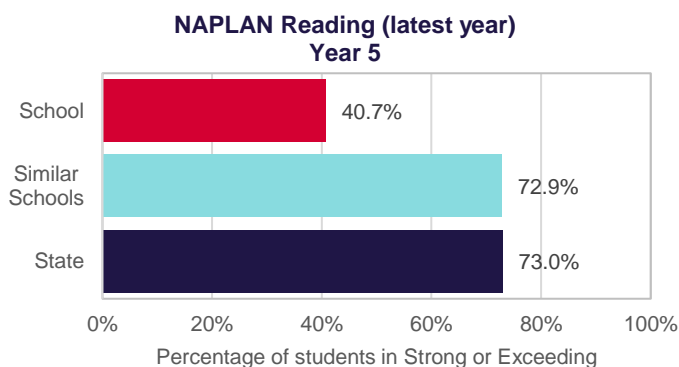
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.9%	59.5%
Similar Schools average:	68.3%	69.0%
State average:	68.7%	69.2%



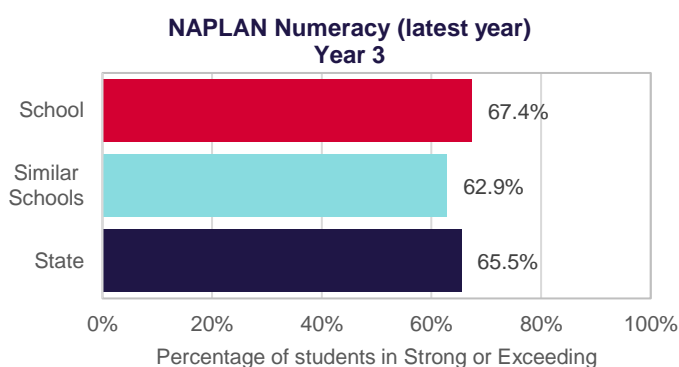
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.7%	60.4%
Similar Schools average:	72.9%	75.3%
State average:	73.0%	75.0%



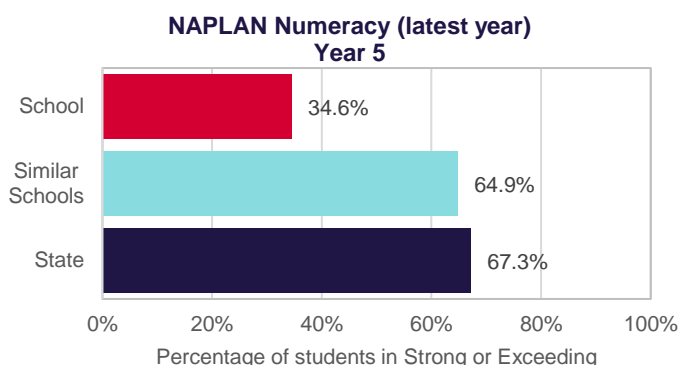
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.4%	61.3%
Similar Schools average:	62.9%	63.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	34.6%	40.4%
Similar Schools average:	64.9%	66.6%
State average:	67.3%	67.6%

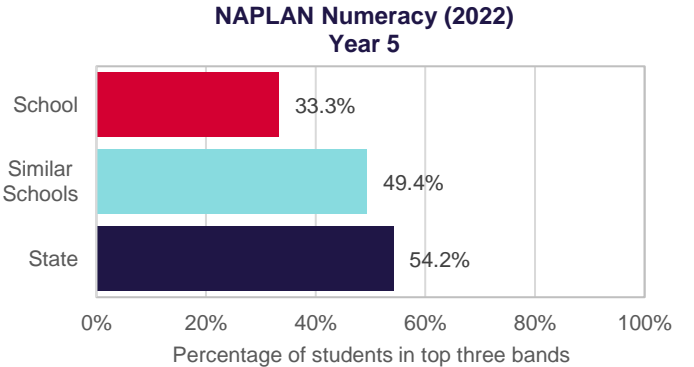
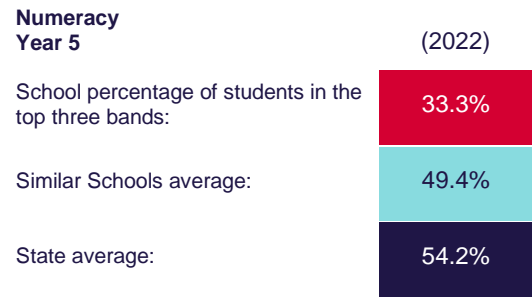
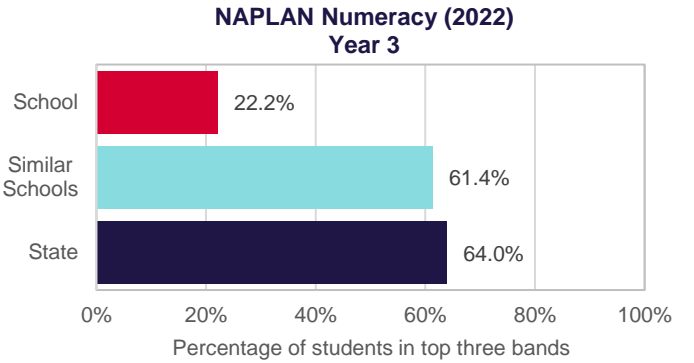
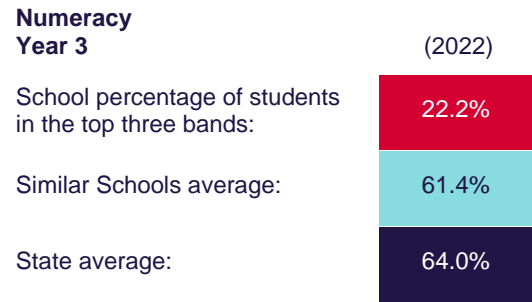
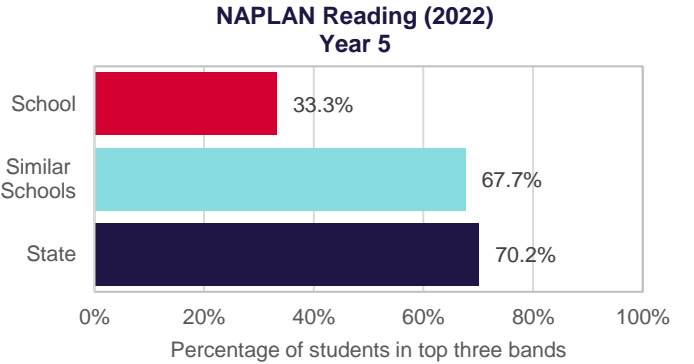
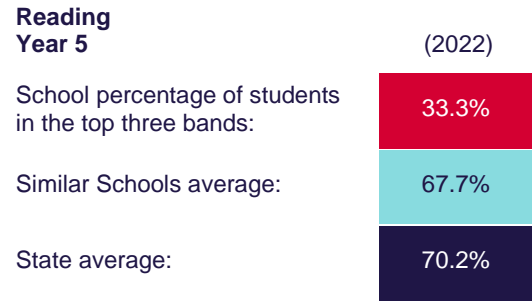
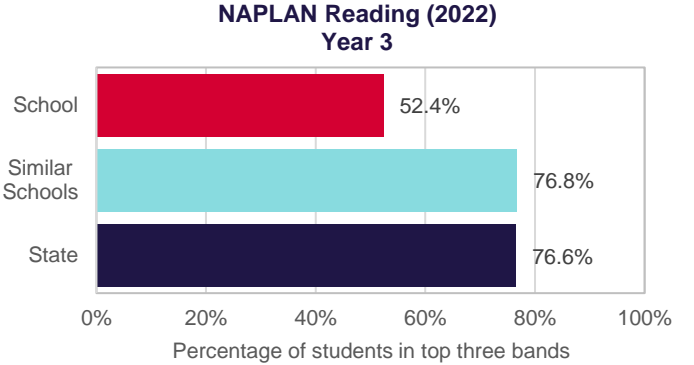
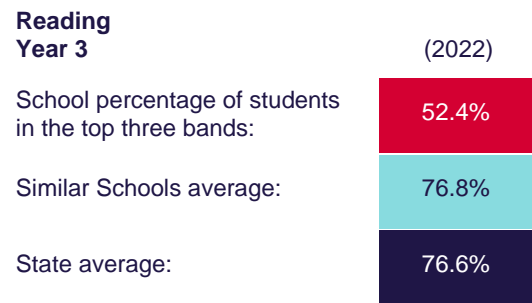


LEARNING (continued)

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

NAPLAN 2022

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

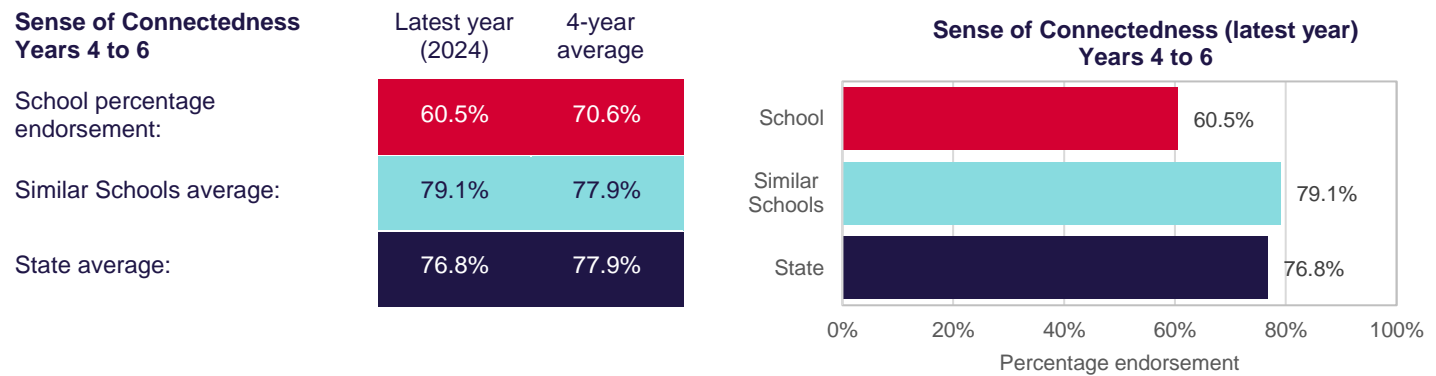


WELLBEING

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

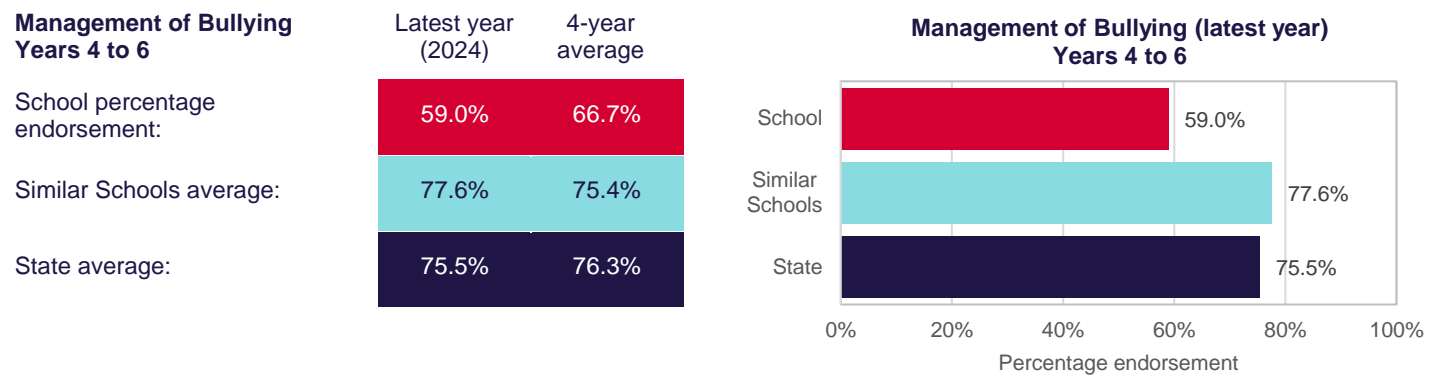
Student Attitudes to School – Sense of Connectedness

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



Student Attitudes to School – Management of Bullying

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

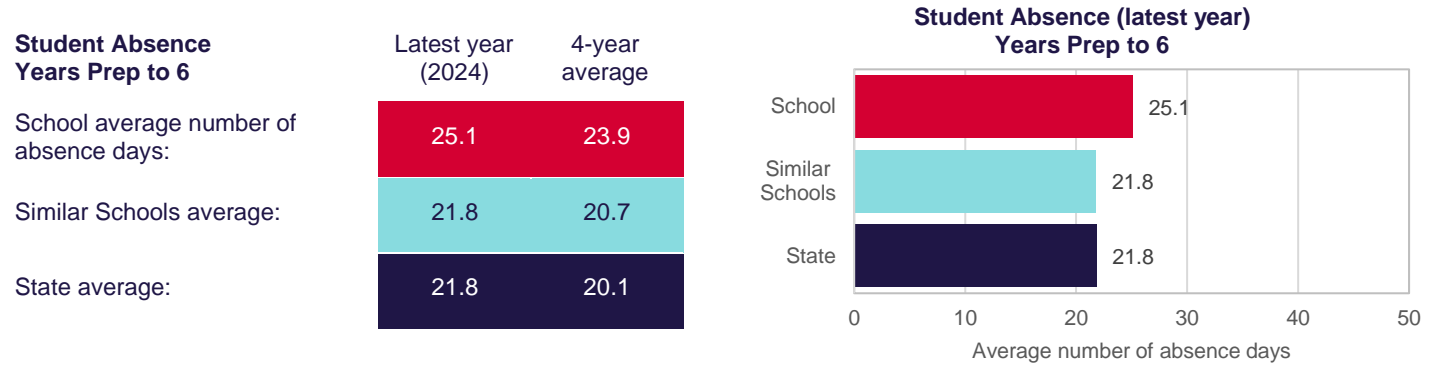


ENGAGEMENT

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.



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 (2024):	88%	88%	87%	89%	85%	88%	88%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,881,000
Government Provided DET Grants	\$611,555
Government Grants Commonwealth	\$7,198
Government Grants State	\$0
Revenue Other	\$13,520
Locally Raised Funds	\$202,386
Capital Grants	\$0
Total Operating Revenue	\$5,715,659

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,048
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$35,048

Expenditure	Actual
Student Resource Package ²	\$5,221,974
Adjustments	\$0
Books & Publications	\$4,876
Camps/Excursions/Activities	\$72,222
Communication Costs	\$9,173
Consumables	\$140,237
Miscellaneous Expense ³	\$27,266
Professional Development	\$17,910
Equipment/Maintenance/Hire	\$37,165
Property Services	\$46,174
Salaries & Allowances ⁴	\$27,428
Support Services	\$174,427
Trading & Fundraising	\$15,489
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$90,181
Total Operating Expenditure	\$5,884,524
Net Operating Surplus/-Deficit	(\$168,865)
Asset Acquisitions	\$62,087

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$321,242
Official Account	\$9,905
Other Accounts	\$11,776
Total Funds Available	\$342,922

Financial Commitments	Actual
Operating Reserve	\$111,471
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$11,775
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,907
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$11,620
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	\$160,773

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