

2025 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 19 March 2026 at 07:17 PM by Matthew Cook (Principal)

- As executive officer of the school council, I attest that this 2025 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 01 April 2026 at 08:11 AM by Matthew Cook (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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Keelonith Primary School (KPS) - Learning Without Limits Be Curious | Be Caring | Fly High | Find Joy

Our vision is for every learner to have every opportunity to lead a successful and fulfilling life. Our Five core values guide community life, teaching, and learning at Keelonith of Compassion, Honesty, Equity, Encouragement and Respect. These values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community.

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 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.

Keelonith Primary School has a reputation for its focus on an evidence-informed approach to teaching and learning. Teaching practices across the school are guided by explicit and systematic instruction, ensuring students build strong foundations in essential knowledge and skills that support deeper thinking and learning as they progress through the school. This work sits within the school's Multi-Tiered System of Support (MTSS) framework, which provides a preventative approach to supporting student learning and wellbeing. Within this framework, Tier 1 instruction is underpinned by explicit teaching practices and Rosenshine's Principles of Instruction, ensuring high-quality teaching for all students. Student learning is supported through universal screening, ongoing progress monitoring and the analysis of student data, allowing staff to identify needs early and provide appropriate support. Students requiring additional support may participate in targeted small group interventions through a Response to Intervention (RTI) approach, with progress carefully monitored. At Keelonith, we also draw on the principles of Universal Design for Learning (UDL) to ensure all students can access meaningful and appropriately challenging learning opportunities. Students who access support through the Disability Inclusion Profile are supported through targeted adjustments. Our wellbeing team, including our Assistant Principals and Social Worker, work closely with teachers and families to develop Individual Education Plans (IEPs), participate in Student Support Group (SSG) meetings, and support the accommodations and adjustments required for students to thrive.

In 2025, there were 353 students with a staffing profile that consisted of 21 teaching positions, which included five specialist teaching positions. There were three Principal Class Officers: a Principal and two Assistant Principals. There were two Learning Specialists to support Literacy and Numeracy. There was a Business Manager and three office staff. There was also a Social Worker and 14 ES Staff support across all classrooms.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, our school's Key Improvement Strategies in learning was 'In collaborative teams, engage in systematic inquiry into the impact of teaching practice on student learning in order to inform enhanced pedagogy across the whole school.'

We achieved this by increasing the understanding of EDI practices (VTLM 2.0 Explicit Teaching) in all areas of the curriculum and strengthening structures around systematic data driven inquiry processes. Throughout the year, a team of 5 teachers, including the Assistant Principal for Teaching & Learning, participated in the Momentum Project through La Trobe University to build understanding of Explicit Instruction and share learning widely with the rest of the school. It was the first year of the Essential Mathematics Program to support teaching and learning in Mathematics F-2 and along with access to Learning Through Doing mathematics resources to support teaching & learning in Mathematics 3-6. A new role was created for Tier 3 learning support for students requiring adjustments to access learning to build capacity of mentor teachers and Education support staff in removing barriers to learning.

Data:

- Our Teacher Judgement data shows that 83% of students are at or above the expected level in Reading, 88% in Speaking and Listening, and 81% in Writing. These results are above network averages.
- In Mathematics we had 78% of our students at or above age expected level, with 100% of our Prep students at or above age expected level.
- Our Relative Growth in NAPLAN Reading was pleasing with 81% of our students showing high and medium growth that is 6% higher than our similar schools and state.
- Our Relative Growth in NAPLAN Spelling also saw us make huge improvements compared to 2024 with 84% showing high and medium growth in 2025 and only 73% in 2024.

Wellbeing

In 2025, our school's Key Improvement Strategies in Wellbeing were 'Further embed the school's current models of practice in social/emotional learning across the whole school. Embed a whole school approach to social/emotional learning across the whole school.'

We achieved this by appointing a Behavioural Support Education Support staff member to work proactively within teams to support regulation of students. There was the development and distribution of the Wellbeing Playbook for 2025. The planning development of a PL sequence of learning with school based Allied Health team alongside Leadership that support staff capacity to implement Tier 1 Wellbeing strategies such as Zones of Regulation. We also continued the

implementation of a second Assistant Principal for Wellbeing to continue to develop MiPHs. The school continued to successfully implement Disability Inclusion Profile funding. This allowed us to continue to expand the Education Support team to support students and teachers. With this model, additional staff training occurred to ensure clear and consistent structures were in place for this to be successfully implemented. At the beginning the year the school also introduced consistent school wide expectations. These five expectations, saw staff become more consistent in languages across the school when referring to expected behaviours.

Staff Survey: KPS data is above Similar Schools, Network and State in both School Climate and School Leadership. Our 5-year trend data shows significant improvement in both of these modules. We are on an upward trajectory

Parent Survey: Our data showed a shift in Safety, over the last three years with a 9% increase of positive endorsement.

Engagement

During the year the school closely monitored student attendance and engagement data to identify students who required additional support. School leaders implemented a number of strategies to strengthen student engagement and re-engagement with learning. This included attending drop-in support sessions for students and families, increased collaboration with Student Support Services (SSS), and the development of targeted family re-engagement plans.

Professional learning was also provided to staff to strengthen understanding of SSS processes and referral pathways, ensuring that students requiring additional support were identified early and supported appropriately. Through the work led by Social Worker and the leadership team, the school strengthened its processes for developing and monitoring individual re-engagement plans for students experiencing attendance or engagement challenges.

Attendance data: Compared to other schools, the KPS attendance data for students with 95% or higher attendance was 18%, The average attendance rate for students in Years Prep-6 in 2024 was 87%, 0.5% less than the previous year.

Other highlights from the school year

Fly High Community Evening continues to be our most successful and a wonderful celebration of our school community.

Our camp programs are always a great addition to our students learning. To support our students into the big camp in year 5/6 we run the following.

- Prep: Breakfast morning, PJ Day and an early start to the day at 8:00am. Students also prepared their own lunch on the day.
- Year 1: School disco and shared dinner from 5:00–7:00pm.
- Year 2: A long-day excursion to Sovereign Hill.

- Year 3: A long-day excursion to Lake Dewar.
- Year 4: A long-day excursion to Lady Northcote
- Year 5/6: Camp Kookaburra

The School Community Association (SCA) continued to play an important role in strengthening community connections throughout the year, organising a range of events including a very successful Colour Run to celebrate the end of the school year.

Students were also involved in a range of whole-school activities including Book Week celebrations, Mini Athletics (Prep–2), the whole school Athletics Day, and Cross Country.

The Student Representative Council (SRC) and School Captains took on an important role supporting school events, including assisting leadership initiatives and representing the voice of students across the school.

Parent and carer volunteer training was provided, empowering families to support learning and activities across the school. Throughout the year, each Learning Neighbourhood hosted an Expo, providing opportunities for students to share their learning with other classes and families.

Another highlight was our 3-Way Conference Day, which strengthened the partnership between students, teachers and families in supporting student learning.

Finally, teacher stability remains strong at Keelonith, with staff continuing to demonstrate enthusiasm and commitment to being part of the Keelonith team and community.

Financial performance

In 2025, the school recorded an operating deficit of \$47,877, which represents a significant improvement of \$120,123 compared to the 2024 deficit of \$168,000.

This improved financial position reflects a number of strategic decisions, while still maintaining targeted investment in staffing and student wellbeing supports.

A key contributing factor to the deficit was the implementation of excess staffing procedures, which included a Occupational Therapist, a Speech Pathologist, and a Psychologist.

There were also changes within the Education Support (ES) workforce, with a number of staff departures during the year, resulting in a reduction of approximately two ES positions, which contributed to a partial offset in staffing expenditure.

The school continued to strengthen external partnerships and revenue streams as a new canteen and before and after school provider (Schools Out) were placed under a two-year contract, with the potential for a further one-year extension.

Use of the school gymnasium by a community basketball provider continued across both weekdays and weekends. A revised agreement was negotiated, increasing the hire fee from \$50 to \$60 per hour, providing an improved income stream for the school.

The SCA also used fundraising money to lease of 30 iPads to support classroom learning, ensuring students have access to contemporary digital technologies to enhance teaching and learning programs.

The school also secured a grant to replace a broken shade sail for the senior play ground.

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 366 students were enrolled at this school in 2025, 167 female and 199 male. 36% had English as an additional language and NDP 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	74.0%	
	Similar schools	82.5%	
	State	82.0%	

School Staff Survey

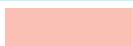
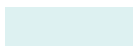
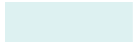
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	79.9%	
	Similar schools	79.5%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	84.1%	
	Similar schools	85.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	78.2%	
	Similar schools	83.3%	
	State	84.2%	

NAPLAN

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

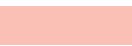
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	58.6%		59.1%
	Similar schools	69.3%		69.1%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	61.5%		60.9%
	Similar schools	73.6%		74.7%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	61.4%		61.3%
	Similar schools	64.8%		63.9%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	47.4%		43.3%
	Similar schools	67.2%		66.8%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

			2025
Reading Year 3 to 5 % of students High or Medium relative growth	School	81.2%	
	Similar schools	74.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	87.1%	
	Similar schools	75.5%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	64.3%		67.0%
	Similar schools	78.1%		78.0%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	64.5%		64.0%
	Similar schools	78.4%		76.3%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	25.8	25.6
	Similar schools	21.6	22.2
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	88.4%	
Year 1	School	87.1%	
Year 2	School	88.1%	
Year 3	School	85.2%	
Year 4	School	88.1%	
Year 5	School	86.5%	
Year 6	School	84.4%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,848,965
Government Provided DET Grants	\$348,483
Government Grants Commonwealth	\$11,120
Government Grants State	\$0
Revenue Other	\$29,349
Locally Raised Funds	\$225,730
Capital Grants	\$0
Total Operating Revenue	\$5,463,648

Equity	Actual
Equity (Social Disadvantage)	\$49,149
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$49,149

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$4,890,884
Adjustments	\$0
Books & Publications	\$8,961
Camps/Excursions/Activities	\$95,063
Communication Costs	\$8,183
Consumables	\$113,006
Miscellaneous Expenses ²	\$21,026
Agency Staff	\$108,974
Professional Development	\$11,577
Equipment/Maintenance/Hire	\$8,235
Property Services	\$67,100
Salaries & Allowances ³	\$19,334
Support Services	\$16,590

Expenditure	Actual
Trading & Fundraising	\$9,196
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$85,761
Total Operating Expenditure	\$5,463,891
Net Operating Surplus/-Deficit	(\$243)
Asset Acquisitions	\$24,116

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$242,683
Official Account	\$11,399
Other Accounts	\$9,703
Total Funds Available	\$263,784

Financial Commitments	Actual
Operating Reserve	\$95,501
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$8,190
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$21,247
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	\$124,938

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.