

# 2021 Annual Report to The School Community



**School Name: Kilberry Valley Primary School (5350)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2021 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 04 April 2022 at 11:08 AM by Corey Fleming (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 04 April 2022 at 01:51 PM by Nathan Milburn (School Council President)

# How to read the Annual Report

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## 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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## 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

### Achievement

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

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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### School context

Kilberry Valley Primary School is a co-educational primary school located in Hampton Park, 41.7km south-east of Melbourne CBD. As an inclusive school our vision of 'Developing Responsible Learners For a Changing Society' is at the forefront of everything we do. Kilberry Valley Primary School's values are: Respect, Integrity, Accountability, Responsiveness, Impartiality, Leadership and Human Rights.

In 2021, the school had an enrolment of 574 students (271 female and 303 male) from Prep - Year 6 with a total of 24 classes and 5 Specialist Subjects (PE, Performing Arts, Visual Arts, Spanish & DigiTech). There were 6.28% (38.5) funded students and 53% students with an English as a second language, while 2% were Aboriginal or Torres Strait Islander. The school's SFOE band is in the 'Medium' range. The staffing profile was made up of a Principal; 2 eft Assistant Principals; 1.6 eft Leading Teachers, 2 eft Learning Specialists, 32.5 eft teaching staff, 21 eft education support staff and a business manager.

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### Framework for Improving Student Outcomes (FISO)

In 2021, Kilberry Valley Primary School's AIP focused on the implementation of key improvement strategies building differentiation and feedback consistency in classrooms; building capabilities of staff to develop and implement sequential learning units by expanding staff curriculum and assessment knowledge as a continuum of learning from foundation to year six; and building capabilities of all staff to embed the school instructional model including a school wide focus on high impact teaching strategies (HITS). However some of the associated AIP actions and professional development were modified to suit remote learning.

We did this by:

Implementation of consistent assessments across year levels through a whole school assessment schedule.

Analysis of data gathered from assessments using effective data protocol.

Using a differentiated teaching and learning approach for students working both remotely and onsite.

Using PLCs to focus on collaboration and data analysis.

Reviewing, using and reviewing individual educational plans with students who are vulnerable or PSD.

To support the implementation of these KIS, Learning tutors and EAL specialists were appointed. They focused on working with students in small group, targeted learning cycles. The success of this program has been evident by the increased student growth in the individual students who participated in this program. There was also evidence in the students achieving at or above the expected learning level in both Reading and Numeracy across almost all year levels.

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### Achievement

While reflecting upon our 2021 achievement data, it is essential that we recognise the context of the year. In 2021, the COVID-19 pandemic continued across the world and created another year of uncertainty and disruption. Schools were forced into a number of stints of remote and flexible learning throughout the year. Due to the remote and flexible learning model, it created challenges in accurately assessing students and monitoring their attendance. To improve accuracy, teachers used triangulated assessments. Our yearly focus continued to be on improving our reading and number achievements and teaching practices. Our results were as follows:

Year 3 Reading NAPLAN

School percent of students in top three bands was 63.1% in 2021 and the four year average was 66.9%, both are

slightly below similar schools and state.

#### Year 5 Reading NAPLAN

School percent of students in top three bands was 62.1% in 2021 and the four year average was 55.3%, which is slightly above similar schools and slightly below state.

Overall in English, 72.6% of our students were performing at or above the expected standard. This is slightly below similar schools and below state.

#### Year 3 Mathematics NAPLAN

School percent of students in top three bands was 45.3% in 2021 and the four year average was 59.7%, both are below similar schools and state.

#### Year 5 Mathematics NAPLAN

School percent of students in top three bands was 52.4% in 2021 and the four year average was 47.8%, which is slightly above similar schools and slightly below state.

Overall in Mathematics, 79.3% of our students were performing at or above the expected standard. This is slightly above similar schools and slightly below state.

Our approach to remote and flexible learning was adapted from the classroom teaching practice to an online platform, with a few small improvements from 2020. We delivered our teaching using a combination of Seesaw and WebEx lessons, using our KVPS Teaching and Learning model as our consistent approach, Seesaw tasks were uploaded on a daily basis for all students to complete - reading, writing, maths, wellbeing and physical activities and live Webex classes were delivered on a minimum of 4 days per week. Staff continued with regular PLC and staff meetings with opportunities for professional development through free webinars and collegial discussions in PLCs. Staff developed their skills in using technology rapidly to teach in a different way and sharing their learning together. This model for learning was well received by our school community and this reflected with our student engagement levels.

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## Engagement

Kilberry Valley Primary School students are engaged and connected to the the school we are proud of the programs which support the students in their engagement, resilience, social skills and inclusive skills.

This year we focused on the KIS- Student Wellbeing To develop resilient students, staff and school community members who display growth mindsets and behaviours and attitudes that reflect the school values. The work in this area has been ongoing and in 2021, it included programs, such as Bully Stoppers, Respectful Relationships, Student School Leaders, Transition programs with local kinders and secondary schools. We began to implement a number of opportunities to promote student voice and agency within the school, including student leaders, SRC and student surveys. Students also participated and engaged as stakeholders in our school review in term 2 by using student focus groups and surveys.

The school had a focus on improving Stimulating Learning and student motivation. We were able to meet the targets by increasing our percentages from 87% to 89% in student motivation and stimulated learning from 82% to 86%.

In 2021, due the COVID safe restrictions, it was more difficult to have families involved in learning programs, however we continued to work closely with families to ensure that students were engaged in the remote learning program or onsite at school. We continued to notify families of unexplained absences via SMS and used our KVPS absence process to follow up any unexplained absences. Our school wellbeing team worked closely with the re-engagement officer to support chronic absences and return to the school processes.

Our attendance for 2021 was similar to our like schools and during remote learning it was similar to our attendance while onsite.

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## Wellbeing

Over the past 2 years, we have maintained our wellbeing program during both onsite and offsite learning. This was reflected in our Attitudes to school survey and our parent opinion survey. The majority of our results remain in the 4th quartile, maintaining positive results.

Student wellbeing continues to be a focus of the school and works closely with our inclusion and students with disabilities programs too. In 2020, we developed a school wide engagement, attendance and wellbeing approach due to remote learning. In 2021 we continued to build and improve these approaches within the school. We continued to develop the Wellbeing Centre as a place to improve student wellbeing, mindfulness and to help students with restorative conversations.

In our Parent opinion survey, our management of bullying increased from 81% to 84% and our non-experience of bullying improved from 51% to 60% positive responses.

Our staff opinion survey results remained quite positive, falling within the 50% of all Victorian schools.

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### Finance performance and position

In 2021, Kilberry Valley Primary School maintained a sound financial position, despite a deficit of \$200,431 in our SRP. The school strategic plan along with the 2021 annual implementation plan work was well supported by our current budgets and allowed us to focus on the targets and priorities.

The financial performance and position report shows an end of year deficit of \$141,865 overall. This deficit was a result of decreased enrolments and an excess of experienced, high level staffing. The budget was well-managed and targeted 2021 to minimise the overall impact of this deficit. The majority of our equity funds were spent in maintaining high quality staff to support our students, including the most vulnerable and students with additional needs.

**For more detailed information regarding our school please visit our website at**  
<https://www.kilberryps.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.

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 574 students were enrolled at this school in 2021, 271 female and 303 male.

53 percent of students had English as an additional language and 2 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).

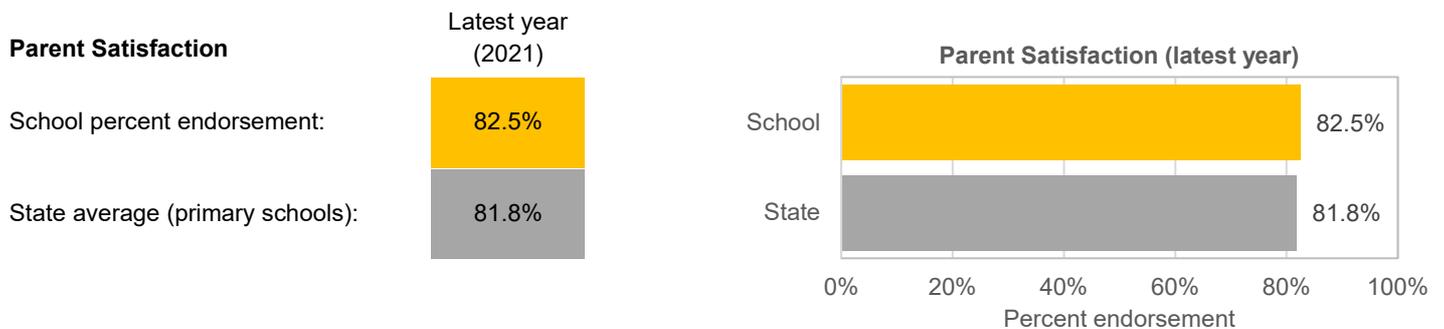
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

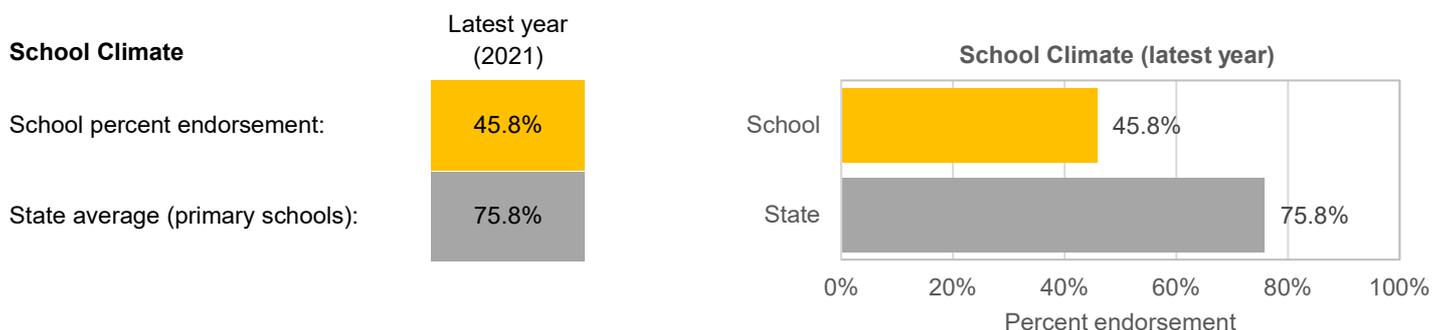


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2021)

School percent of students at or above age expected standards:

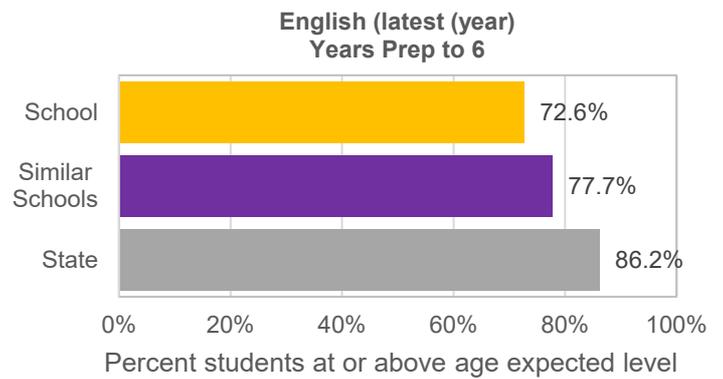
72.6%

Similar Schools average:

77.7%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

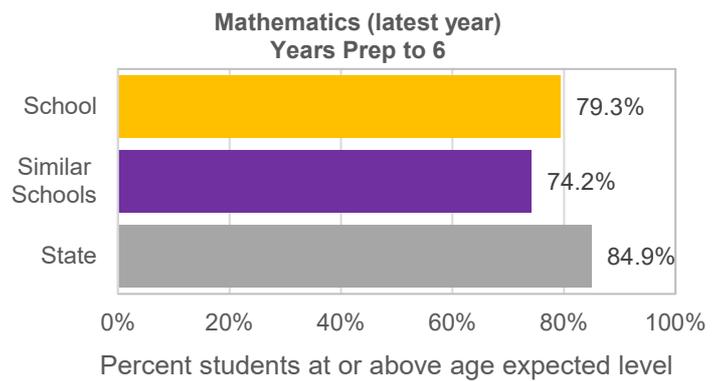
79.3%

Similar Schools average:

74.2%

State average:

84.9%



**ACHIEVEMENT (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.

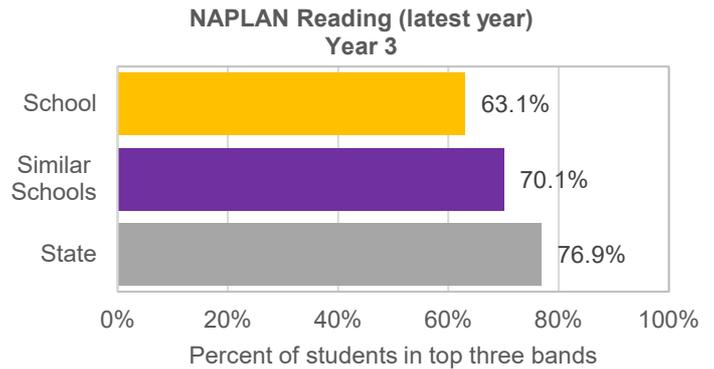
**NAPLAN**

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 2018, 2019 and 2021 data.

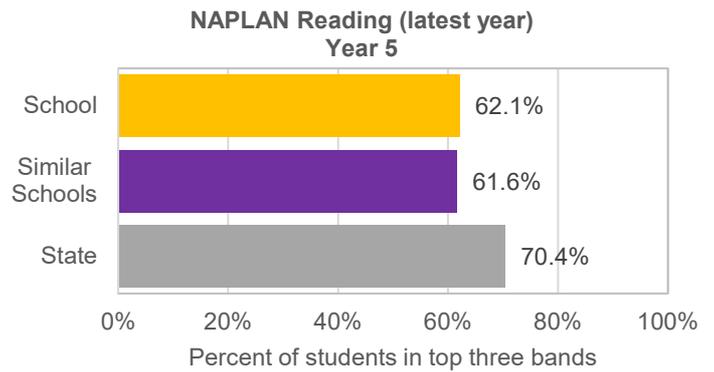
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.1%	66.9%
Similar Schools average:	70.1%	69.3%
State average:	76.9%	76.5%



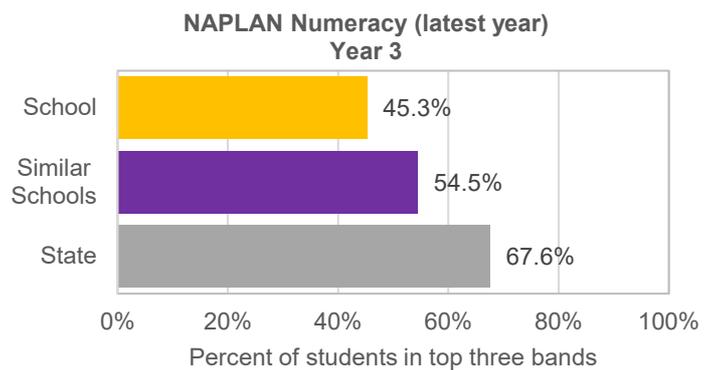
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.1%	55.3%
Similar Schools average:	61.6%	58.4%
State average:	70.4%	67.7%



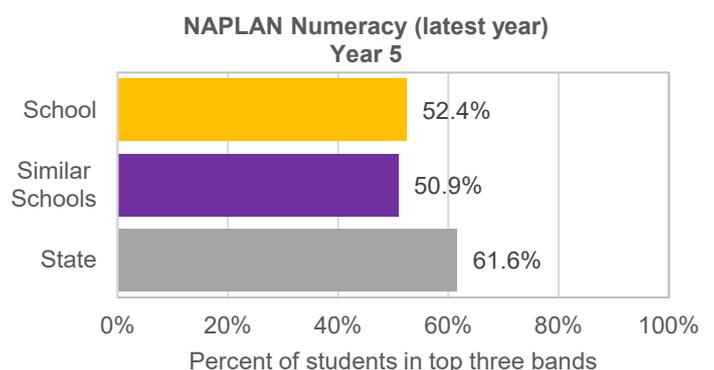
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.3%	59.7%
Similar Schools average:	54.5%	56.9%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	52.4%	47.8%
Similar Schools average:	50.9%	49.6%
State average:	61.6%	60.0%



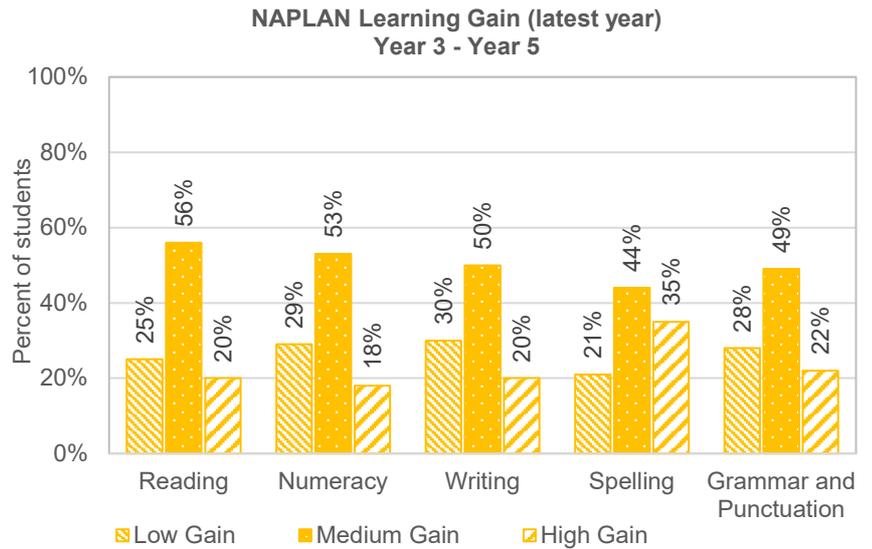
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain 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'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	56%	20%	22%
Numeracy:	29%	53%	18%	23%
Writing:	30%	50%	20%	23%
Spelling:	21%	44%	35%	27%
Grammar and Punctuation:	28%	49%	22%	26%



## ENGAGEMENT

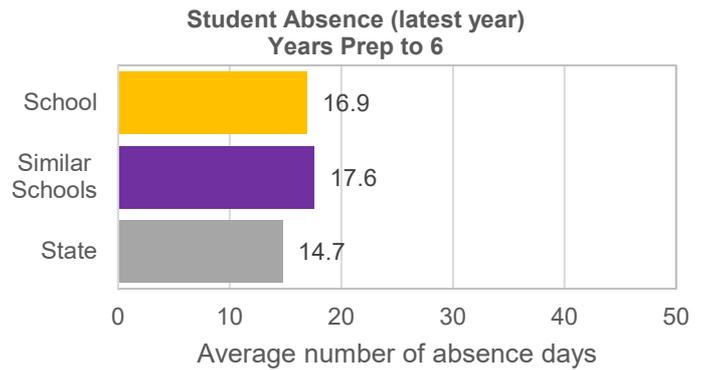
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.9	17.2
Similar Schools average:	17.6	17.7
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	90%	90%	95%	90%	92%	92%

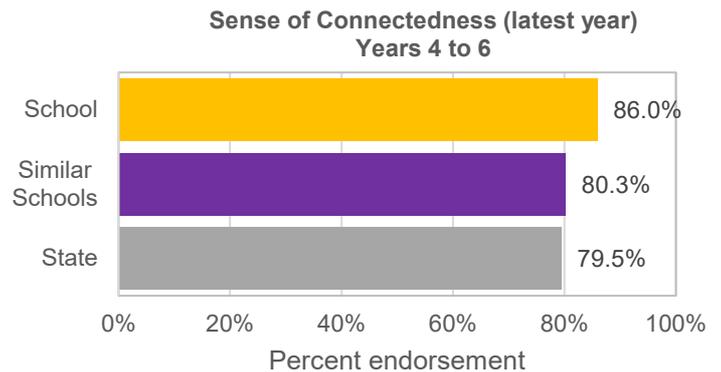
## WELLBEING

**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 (2021)	4-year average
School percent endorsement:	86.0%	82.4%
Similar Schools average:	80.3%	82.1%
State average:	79.5%	80.4%

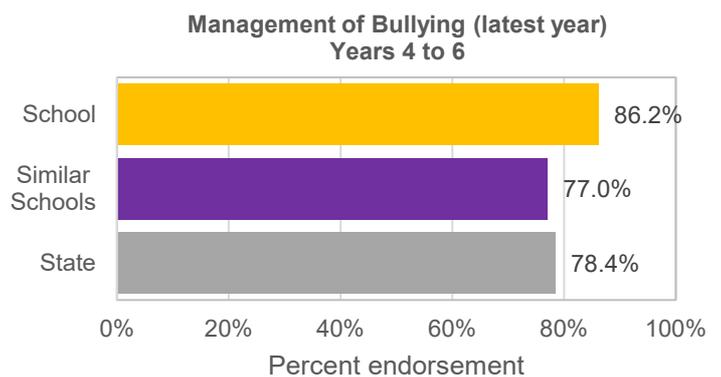


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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 (2021)	4-year average
School percent endorsement:	86.2%	82.7%
Similar Schools average:	77.0%	79.5%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$6,145,335
Government Provided DET Grants	\$665,529
Government Grants Commonwealth	\$4,500
Government Grants State	\$0
Revenue Other	\$10,963
Locally Raised Funds	\$193,774
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,020,102</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$510,581
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$510,581</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,345,352
Adjustments	\$0
Books & Publications	\$2,803
Camps/Excursions/Activities	\$88,095
Communication Costs	\$8,883
Consumables	\$124,437
Miscellaneous Expense <sup>3</sup>	\$11,681
Professional Development	\$11,759
Equipment/Maintenance/Hire	\$80,137
Property Services	\$104,282
Salaries & Allowances <sup>4</sup>	\$289,437
Support Services	\$12,902
Trading & Fundraising	\$8,429
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$73,769
<b>Total Operating Expenditure</b>	<b>\$7,161,966</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$141,865)</b>
<b>Asset Acquisitions</b>	<b>\$27,325</b>

- (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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$586,848
Official Account	\$61,033
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$647,881</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$121,853
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$83,261
School Based Programs	\$7,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$210,810
Asset/Equipment Replacement < 12 months	\$24,000
Capital - Buildings/Grounds < 12 months	\$40,000
Maintenance - Buildings/Grounds < 12 months	\$106,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$115,000
<b>Total Financial Commitments</b>	<b>\$708,424</b>

*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.*