

# 2025 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 \(VIT\)](#)
- 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 02 April 2026 at 04:01 PM by Aisha Shariat (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 02 April 2026 at 04:01 PM by Aisha Shariat (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

Kilberry Valley Primary School fosters a safe, supportive and well-ordered learning environment where every child is encouraged to reach their full potential. Our vision is to celebrate our rich diversity, empower students to succeed, and inspire a passion for excellence through high expectations and high-quality learning experiences.

Kilberry Valley Primary School is located in Hampton Park. In 2025, the school had a total enrolment of 404 students. 62% percent of students were identified as having English as an Additional Language, and 2% identified as Aboriginal or Torres Strait Islander. The school's Student Family Occupation and Education (SFOE) index is 0.5596.

Kilberry Valley Primary School staff include both full-time and part-time classroom teachers, as well as Education Support staff. The leadership team consists of one Principal, one Assistant Principal, a Leading Teacher for Wellbeing, a Leading Teacher for Engagement and Attendance, and a Leading Teacher for Teaching and Learning. In addition, the school has two Learning Specialists for Disability and Inclusion, one Learning Specialist for ICT and Operations, three Learning Improvement Leaders, an Intervention teacher and a Business Manager. The school also offers specialist programs in STEAM, Performing Arts, Physical Education, and Values Education.

The school's values are represented through Kilberry C.A.R.E.S., which stands for Cooperation – working together and supporting one another; Acceptance – embracing everyone and celebrating diversity; Respect – showing consideration for others and the environment; Engagement – being motivated and striving to achieve your best; and Safety – looking after ourselves and others. These values are central to the school's wellbeing program and guide expectations for behaviour and relationships across the school community.

Two Mental Health in Primary Schools (MHiPS) leaders have been appointed from the school's wellbeing team to lead the implementation of targeted wellbeing initiatives. These leaders coordinate and deliver evidence-based programs designed to support students with identified social, emotional and academic needs. This work strengthens the school's whole-school approach to wellbeing and helps create a supportive environment where all students can feel safe, connected and ready to learn.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

Kilberry Valley Primary School has continued to strengthen its implementation of the Instructional Model informed by the Gradual Release of Responsibility (GRoR), with a sustained focus on

explicit instruction, particularly live modelling (“I Do”) and Check for Understanding during the “We Do” phase. Weekly Tuesday professional learning sessions led by a Leading Teacher and Learning Specialists have supported this work, alongside PLC leadership meetings where research and evidence have been shared to build staff knowledge. Teams have analysed practice, discussed instructional approaches, and explored examples of effective pedagogy.

The school has also continued its work with OCHRE and Read2Learn slides as part of developing a more knowledge-rich curriculum. A key focus area has been reading. As part of novel studies, teachers read an at-level instructional text and plan explicit instruction at the vocabulary, sentence and paragraph levels, alongside targeted teaching of genre features. Fluency pairs have been introduced across the school, and student reading materials are now differentiated using DIBELS and PAT data to ensure alignment with class texts.

The school has also strengthened its intervention approach by allocating additional resources, including a 0.8 intervention teacher, two Learning Specialists (0.8 combined allocation for intervention), and four Education Support staff. Little Learners Love Literacy (LLLL) is implemented in Foundation to Year 2 and MacqLit delivered in Years 3–6. Education Support staff have been trained to deliver Heggerty to support phonemic awareness, improving consistency across tiers of support.

Kilberry Valley Primary School has continued to strengthen staff capability in developing and implementing sequential mathematics learning units aligned with the Mathematics 2.0 Victorian Curriculum. This work has focused on building teachers’ curriculum knowledge, strengthening assessment practices and embedding explicit teaching from Foundation to Year Six. Professional Learning Communities (PLCs) have actively engaged with the Mathematics 2.0 curriculum when planning lesson sequences, ensuring planning documents align with the KVPS Instructional Model, incorporate explicit teaching practices and clearly reference curriculum descriptors. Teachers collaboratively created and refined Common Assessment Tasks (CATs), used Victorian Curriculum 2.0 descriptors to guide expectations and deepened their understanding of assessment design and purpose. Mathematics planning continues to follow the KVPS Instructional Model, with OCHRE mathematics resources contextualised to support knowledge-rich and sequenced instruction. A consistent approach to teaching Number is being embedded from Foundation to Year 6 through frameworks such as Di Siemon’s Big Ideas in Number and the CPA approach.

## Wellbeing

KVPS has continued to be a SWPBS school which has been led by the Leading Teacher Engagement and attendance. The Leading Teacher applied for the SWPBS Silver Award at the end of 2025. All SWPBS team members completed the Classroom Systems training which focused on using data for school improvement. The previously developed action plan was reviewed, adapted and expanded to support the goals outlined in the AIP. The school values and Matrix of Expectations have continued to be implemented in classrooms and in the school yard.

The Ready to Learn program was implemented in Term 1 during the first two weeks to establish clear expectations and classroom routines. From Terms 2 to 4, the program was revisited on the first day of each term to refresh and reinforce expectations across all classes. Positive classroom management lesson plans were developed and implemented as part of the Ready to Learn program and reinforced throughout the year.

Whole-staff professional learning in Positive Classroom Management Strategies was also delivered and implemented from Term 1 to Term 4.

All classes have explicitly taught School Wide Positive Behaviour Support (SWPBS) lessons linked directly to the Matrix of Expectations at the beginning of RRRR sessions. Each lesson follows the model of **Show, Tell, Practice** to support consistent understanding and application of expected behaviours.

The Teaching and Learning Team, Wellbeing team and Performing Arts teacher collaborated to develop videos demonstrating expected procedures and routines. SRC students and Year 6 leaders were involved in the creation of these videos, which were shared with staff, students and the wider school community.

Lunch and recess clubs continued in 2025 with excellent attendance. Clubs included Lego, Drawing, Computer, Coding, Gardening and Storytelling.

## Engagement

In 2025, to support a reduction in explained absences, attendance data has been incorporated into whole-school collaborative planning. The absence process has been reviewed and updated to improve consistency. This includes the administration team contacting families daily regarding unexplained absences, followed by teacher follow-up and, where required, further support from the Leading Teacher.

The *Cool to Be at School* program continued in 2025, providing reward incentives to encourage high attendance across all year levels. This included recognition for students achieving 100% weekly and termly attendance such as free zooper doopers and pizza parties, as well as special reward days for all students.

Student attendance at the end of the year was 39% of students with 20 + absences. This was similar to network schools (39%) and 1% lower than similar schools (40%) and 1% higher than the state (38%).

The school continues to promote student voice and leadership through a structured Student Leadership Program. This program includes School Captains, House Captains, Values Captains and Student Representative Council (SRC) members, who play an active role in representing student perspectives and contributing to school initiatives. Student leaders support whole-school events and promote the school values.

## Other highlights from the school year

The Grade 5/6 students again participated in a three-day activity program held at the school. This program was highly successful, with strong engagement from the student cohort. Students worked collaboratively in groups to complete a range of activities, such as strategy-based games. These activities supported the development of teamwork, resilience and cooperation, while also

strengthening relationships among students. Feedback from students indicated that the program was highly engaging and something they wish to continue.

The whole-school musical was very well attended by the school community and was held at Bunjil Place for the first time. The production was held on one night and because of the size of the theatre it allowed for all our families to attend. The production provided students with the opportunity to develop and showcase their acting, singing and dancing skills. Performing on stage allowed students to demonstrate their learning and performing arts talents to their families, who were excited to see the outcomes of their hard work. The Grade 6 students, who were in the major roles, were able to demonstrate their dedication, confidence and performance skills to the wider school community. Parents provided overwhelmingly positive feedback about both the quality of the performance, the change of venue and the opportunity to see the whole school perform on the one night.

The whole school were given the opportunity to attend productions in the city through the successful grant provided by the MSO and the students were also treated to a musical performance by one of our local secondary colleges.

Many sporting events were held through the year with great success. There was Interschool sport, Athletics, Cross Country, Colour Fun Run and Hoops competition. These events provided opportunities for students to be part of a team and to showcase their sporting skills. The Hoops team also attended the State Competition which was a terrific achievement. The school was successful in achieving a number of grants through Sporting Schools where students were given the opportunity to participate in a variety of sports such as golf.

KVPS provided many different events through the year such as Mother's Day Walk and Father's Day open classrooms, Hat parade, Harmony Day, 100 days of Preps celebration, Footy Day, Book Week and the introduction of a Halloween dress up day were highlights that brought the school community together to celebrate the students and parents. We also introduced many other cultural days such as Lunar New Year, Reconciliation week and Eid.

## Financial performance

A summary of the financial performance of the school at the end of 2025 shows a surplus carried forward from 2025 of \$268,908.00. This surplus was a result of managing the following:

Maintaining teacher time allowance as per the 2022 Victorian Government Schools Agreement (VGSA).

Replacing staff on long term leave with current leading teachers.

Leadership who was previously out of a classroom fulltime were allocated to classes.

Staff who were on a temporary transfer to other schools were mainly top of scale teachers and the successful candidates to these positions were at a lower pay level.

As of 31st December 2025, our bank accounts were:

- High Yield Investment Account - \$844,584.35
- KVPS Council Official Account - \$128,034.79

Previous years surplus was transferred from credit to cash. These funds have been used to address issues from the previous rolling facilities and upgrade facilities as required by the RFE report. All classrooms have been painted, new carpets installed and new furniture was purchased.

The school received Federal funding of \$1,000,000.00 to upgrade the toilet facilities around the school. This project will be managed by the VGSA in conjunction with the school. Consultation happened throughout 2025 with works starting in term 2 2026.

**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 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 399 students were enrolled at this school in 2025, 179 female and 220 male. 63% had English as an additional language and 2% 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 **High**.


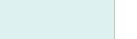

### Parent Satisfaction Summary

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	96.2%	
	Similar schools	88.0%	
	State	82.0%	

### School Staff Survey

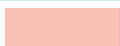
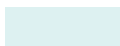


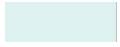

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	75.5%	
	Similar schools	74.9%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>74.7%</b>	
	Similar schools	77.2%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>73.0%</b>	
	Similar schools	72.5%	
	State	84.2%	

## NAPLAN

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




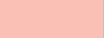


		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>56.3%</b>	<b>54.8%</b>
	Similar schools	56.9%	56.0%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>58.6%</b>	<b>62.0%</b>
	Similar schools	61.5%	61.4%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>57.7%</b>	<b>49.0%</b>
	Similar schools	49.4%	48.5%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>54.4%</b>	<b>48.2%</b>
	Similar schools	53.9%	52.8%
	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	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>80.0%</b>	
	Similar schools	73.6%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>66.7%</b>	
	Similar schools	75.8%	
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>97.5%</b>		<b>83.3%</b>
	Similar schools	78.7%		78.1%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>99.2%</b>		<b>84.3%</b>
	Similar schools	78.3%		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	20.1	22.1
	Similar schools	22.9	23.3
	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	88.5%	
Year 1	School	88.5%	
Year 2	School	91.2%	
Year 3	School	90.8%	
Year 4	School	89.6%	
Year 5	School	89.3%	
Year 6	School	90.6%	

## 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	\$5,093,347
Government Provided DET Grants	\$1,091,047
Government Grants Commonwealth	\$9,616
Government Grants State	\$0
Revenue Other	\$35,012
Locally Raised Funds	\$161,350
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,390,371</b>

Equity	Actual
Equity (Social Disadvantage)	\$546,710
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$546,710</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$5,047,902
Adjustments	\$0
Books & Publications	\$353
Camps/Excursions/Activities	\$54,655
Communication Costs	\$4,149
Consumables	\$47,584
Miscellaneous Expenses <sup>2</sup>	\$25,488
Agency Staff	\$107,655
Professional Development	\$5,216
Equipment/Maintenance/Hire	\$30,461
Property Services	\$435,318
Salaries & Allowances <sup>3</sup>	\$22,324
Support Services	\$13,498

Expenditure	Actual
Trading & Fundraising	\$8,521
Motor Vehicle Expenses	\$506
Travel & Subsistence	\$0
Utilities	\$67,003
<b>Total Operating Expenditure</b>	<b>\$5,870,633</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$519,738</b>
<b>Asset Acquisitions</b>	<b>\$127,917</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$844,584
Official Account	\$128,035
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$972,619</b>

Financial Commitments	Actual
Operating Reserve	\$137,122
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$128,867
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$765,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,030,988</b>

*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.*