

# 2020 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 2020 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 30 April 2021 at 09:01 AM by Corey Fleming (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 09:11 AM by Nabisat Abbas (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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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).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

## About Our School

### School context

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 2020, the school had an enrolment of 616 students from Prep - Year 6 with a total of 26 classes and 5 Specialist Subjects (PE, Performing Arts, Visual Arts, Spanish & DigiTech). There were 6.28% (38.5) funded students and 54% students with an English as a second language, while 2% were Aboriginal or Torres Strait Islander. The schools SFOE is 0.4840. The staffing profile is made up of a Principal; 2 Assistant Principals; 1.6 Leading Teachers, 2 Learning Specialists, 34.37 eft teaching staff, 22.56 eft education support staff and a business manager.

### Framework for Improving Student Outcomes (FISO)

At Kilberry Valley Primary School delivered the KVPS Teaching and Learning Model. This was created by our teachers in a number of staff meetings and developed a deeper understanding of what the model would look like for both teachers and students. We designed and created a graphic design of the teaching and learning with staff and is now being displayed around the school and on our website. This has some further detailed pages attached which outline each area of the model for teachers. Throughout the year, professional development was provided for the model on Learning Intentions and Success Criteria and Explicit teaching within the model. The model has been implemented through literacy and caters for independent reading and guided reading.

Weekly meetings involving our DSSI teaching partners have been focused on staff development in implementing the teaching and learning model.

PLC leaders have developed their leadership skills in working through the PLC cycle.

A consistent, whole school planning document has been created and reflects the stages of the teaching and learning model.

The evidence of teachers using and understanding the model is reflected in the work of the PLCs and the planning documents being used across the school by all teams.

Due to covid the observation/ feedback and learning walks weren't possible to achieve. We were able to reflect our model into our online teaching platform (SeeSaw) and provided lessons with a consistent format to our model. This helped provide some continuity for our students and teachers.

### Achievement

While reflecting upon our 2020 achievement data, it is essential that we recognise the context of the year. In 2020, a worldwide pandemic created a year of uncertainty and disruption. Schools were forced into a remote and flexible learning model for most of term 2 and then again in all of term 3.

As a result, NAPLAN was cancelled for 2020 and therefore there are no results to report against. Furthermore, due to the remote and flexible learning model, it was difficult to accurately assess students. In Semester 1, there was no teacher judgements made towards achievement.

In Semester 2, our main focus was to accurately identify where students were at using triangulated assessments. Our yearly focus continued to be on improving our reading and number achievements and teaching practices. Our results were as follows:

Reading	Prep.	Year 1.	Year 2	Year 3.	Year 4.	Year 5.	Year 6
Above.	30%.	12%.	18%	9%.	4%.	14%.	37%
At.	33%.	44%.	34%.	44%.	32%.	30%.	24%
Below.	38%.	46%.	48%.	47%.	64%.	56%.	39%

Overall in English, 72.2% of our students were performing at or above the expected standard. This is slightly below similar schools and state.

Number	Prep.	Year 1.	Year 2	Year 3.	Year 4.	Year 5.	Year 6
Above.	0%.	1%.	4%.	0%.	3%.	11%.	21%
At.	84%.	46%.	42%.	47%.	17%.	10%.	21%
Below	16%.	53%.	54%.	53%.	80%.	79%.	58%

Overall in Mathematics, 80% 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. We delivered our teaching using a combination of Seesaw and WebEx, 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 3 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.

### Engagement

In 2020, Kilberry Valley Primary School students remained engaged and connected to our school despite the fact that many students were working remotely for long periods of 2020. Our school continues to offer programs that are engaging, building upon previous skills, bullying prevention, respectful relationships and social capacity.

While working remotely in Terms 2 and 3 we managed to build our student engagement and connectedness from 75% (term 2) to over 90% (term 3) of our students using seesaw, Webex meetings and telephone calls. We were very proud of our efforts in the remote and flexible learning and this was supported in our parent feedback.

Our Student absences were slightly below our similar schools however were slightly above state level with 15.7 days average. Furthermore we did see a decline in our student absences through out the year with their being less students absent in terms 3 & 4 compared with the first half of the year.

In our attitudes to schools survey, we saw significant increases in almost all areas. Our main focus was on motivation and interest 52.6%, now at 83.3%, sense of connectedness 39.1%, now at 75.1% and Managing bullying 44.5%, now at 78.2%.

In 2021 we are relaunching our Respectful Relationships Program and building consistent practice of this with classroom observation and feedback. We will continue to monitor student attendance and follow up on non-attendance through our use of seesaw, sentral and our wellbeing team. Furthermore we are tracking our student behaviour through our yellow and green card initiatives.

### Wellbeing

Over the past 12 months we have made a significant improvement in our wellbeing area and supports. With the introduction of our Wellbeing centre, Respectful Relationships Program, Bully stoppers and education support team, we are able to continue to grow in this area. This was very evident in our Attitudes to Schools Survey results in 2020 where we showed significant improvement in almost all areas.

Student and staff wellbeing continues to be a key focus area of Kilberry Valley Primary School. In 2020, our school focused on the KIS of 'Building school pride through a culture of respectful challenge among staff, students and the school community'. This is an ongoing area of focus for our school. However to enhance our work in this, we introduced the Respectful Relationships Program (RRRR), we embedded our Bully Stoppers program, created

consistent practice around our behaviour management skills and the use of the golden rules/six steps worked with our student leaders. We asked our students to provide ideas around our playground designs, vegetable gardens and where to focus our fundraising profits.

Parent satisfaction was at 73% in our Parent opinion survey, this is below our similar schools at 80% and state at 81%. However parents and staff commented that they felt more connected than in previous years.

Staff satisfaction was at 65% in our staff opinion survey, which is slightly lower than our similar schools at 70% and state at 78%, despite staff who commented that they felt their was extra support in 2020. We do believe the impact of remote learning and onsite supervision had an increased workload and impacted this significantly.

### **Financial performance and position**

In 2020, Kilberry Valley Primary School maintained a sound financial position, despite a deficit of \$99,242 in our SRP. The school strategic plan along with the 2020 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 surplus of \$60,235 overall. This surplus was a result of well-managed budgets and targeted teaching areas in 2020. 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. The remaining unspent equity funds from 2020 has been tagged to the 2021 budget to allow further improvements to our teaching and learning programs.

**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 616 students were enrolled at this school in 2020, 281 female and 335 male.

54 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) which takes into account parents' occupations and education.

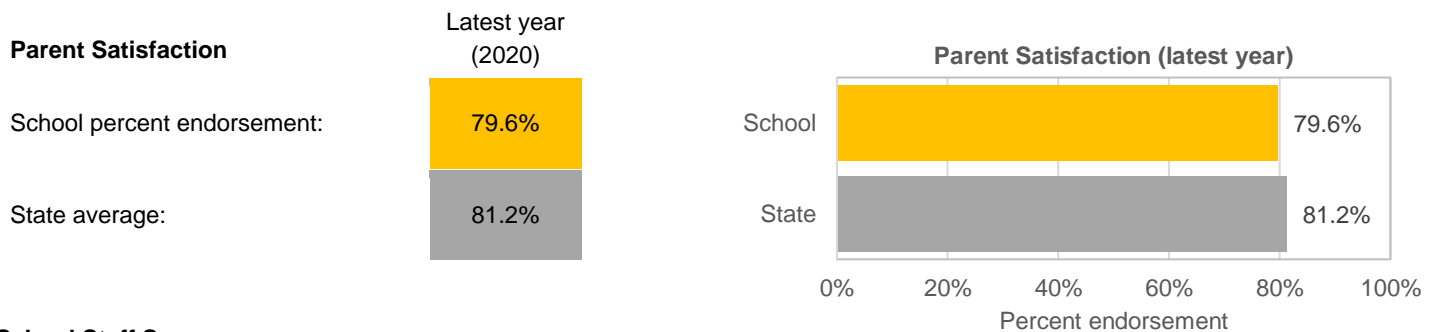
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

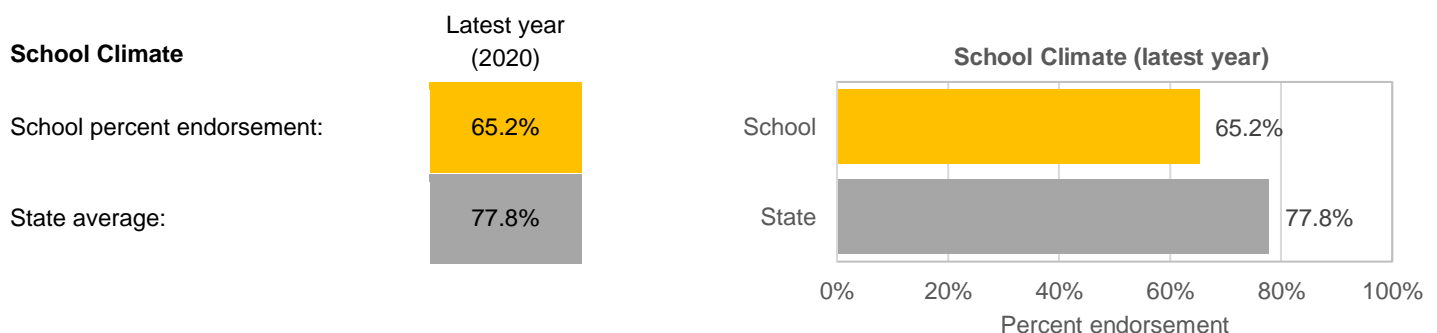


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

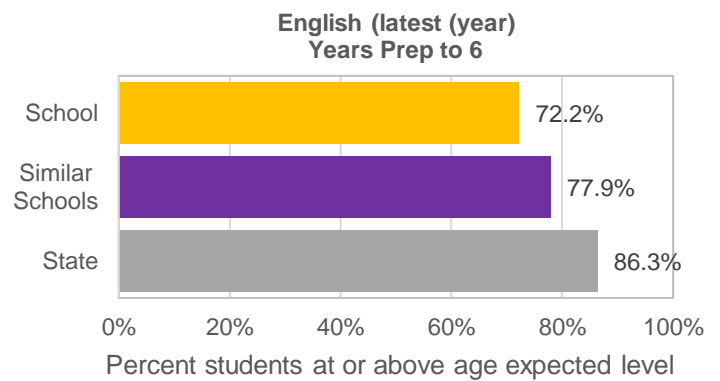
72.2%

Similar Schools average:

77.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

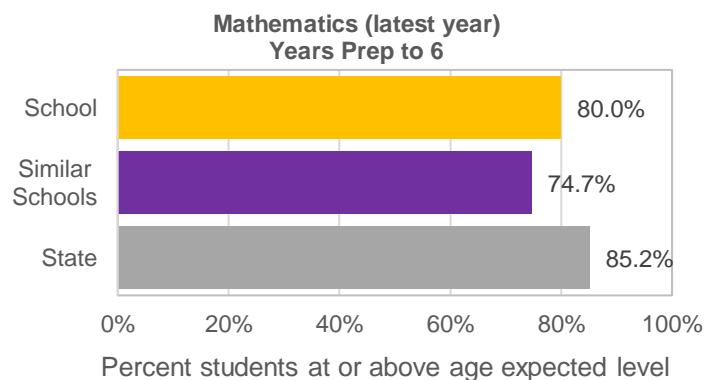
80.0%

Similar Schools average:

74.7%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

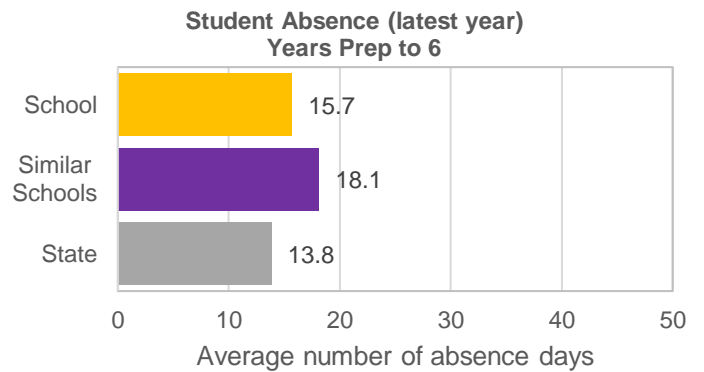
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.7	17.4
Similar Schools average:	18.1	17.7
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	89%	91%	92%	93%	93%	93%

## WELLBEING

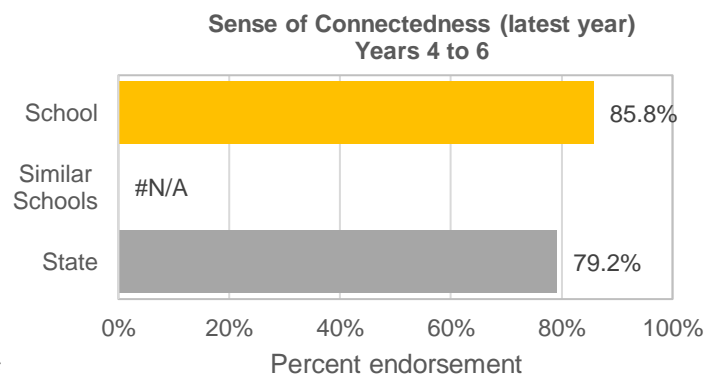
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	85.8%	81.4%
Similar Schools average:	NDP	82.9%
State average:	79.2%	81.0%



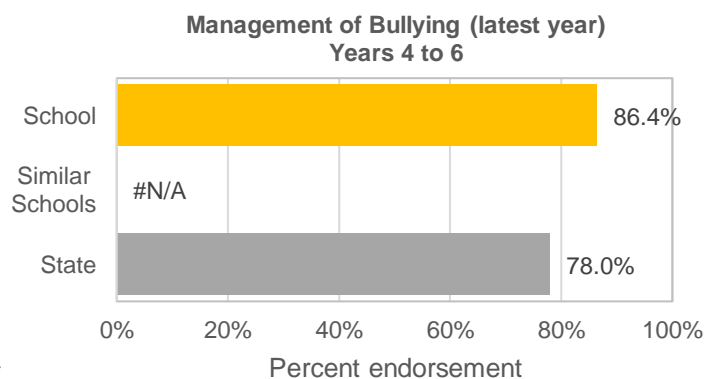
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	86.4%	80.5%
Similar Schools average:	NDP	80.4%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$6,421,628
Government Provided DET Grants	\$846,116
Government Grants Commonwealth	\$5,130
Government Grants State	NDA
Revenue Other	\$14,698
Locally Raised Funds	\$147,032
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$7,434,604</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$537,489
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$537,489</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,520,870
Adjustments	NDA
Books & Publications	\$27,090
Camps/Excursions/Activities	\$23,277
Communication Costs	\$8,673
Consumables	\$159,014
Miscellaneous Expense <sup>3</sup>	\$14,231
Professional Development	\$24,357
Equipment/Maintenance/Hire	\$78,662
Property Services	\$116,403
Salaries & Allowances <sup>4</sup>	\$284,264
Support Services	\$20,091
Trading & Fundraising	\$11,418
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$86,017
<b>Total Operating Expenditure</b>	<b>\$7,374,369</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$60,235</b>
<b>Asset Acquisitions</b>	<b>\$98,713</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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$606,867
Official Account	\$74,788
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$681,655</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$125,295
Other Recurrent Expenditure	\$508
Provision Accounts	NDA
Funds Received in Advance	\$147,888
School Based Programs	\$25,066
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$129,000
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$71,733
Asset/Equipment Replacement > 12 months	\$67,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$681,491</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.*