

ANNUAL REPORT 2025

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.

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.