

2025 Annual Report to the School Community

School Name: Killara Primary School (5352)



- 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 24 April 2026 at 10:19 AM by Susan Muir (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 24 April 2026 at 10:21 AM by Susan Muir (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

Killara Primary School opened in 1993 and is located on the Northwest fringe of Sunbury. The school has extensive landscaped grounds and consists of 2 core buildings comprising of an administration area, 16 permanent classrooms, library/resource centre, Performing and Visual Arts spaces, a full-sized gymnasium, 172 seat theatre space and 10 relocatable classrooms. The school enrolment for 2025 was 311 students (150 female and 161 male) and within this, 6% identified as EAL (English as an Additional Language) and 6% ATSI (Aboriginal or Torres Strait Islander). Our School's Family Occupation and Education (SFOE) band value is: Low - Medium. There were 26.07 equivalent full-time staff in 2025, comprising - Principal, 1 Assistant Principal, 1 Leading Teacher (Teaching & Learning), 1 Learning Specialist (Mental Health in Primary Schools), 14 classroom teachers, 4 Specialist teachers, Tutor Learning Initiative tutor and 6 ES staff, and a School Chaplain, all at various time fractions.

Killara Primary School's vision is to develop caring, confident, resilient and curious learners who thrive on challenges and embrace opportunities. This vision was developed as part of the School Review process in 2023, where all stakeholders were consulted. The school fosters a positive and inclusive school culture where authentic partnerships between the school and home are valued. Killara Primary School is a place which promotes a strong sense of 'community', where all students are known, cared for and supported in all endeavours. There is an unwavering focus on improving student outcomes using evidence-based research consistently across the school to implement high impact learning and wellbeing programs. The school motto of 'Our Best- Every Child, Every Day' is at the heart of everything we do at Killara. A strong emphasis is placed on operating as a collaborative team and this is achieved through the lens of working and striving together to give 'our best' to ensure each individual student is given every opportunity to experience and produce 'their best' every day. Teachers work within Professional Learning Communities (PLCs) with a focus on improving student outcomes through collaborative practices, reflection and feedback. Within the Inquiry Improvement Cycle, teams analyse student data to diagnose student learning or wellbeing needs in order to effectively plan, implement, monitor and evaluate teaching responses to an identified problem of practice. PLCs at Killara Primary School are focused on continuous improvement by linking the learning or wellbeing needs of students with the professional learning and practices of teachers.

The school embraces a student-centred approach to developing literate, numerate and curious learners with the delivery of an inclusive and differentiated curriculum. Our teaching and learning is based on sound, researched-based pedagogical practices to develop consistent instruction and responsive teaching across the school. The school has continued to engage external literacy and numeracy consultants to further build teacher capacity by mentoring and coaching classroom teachers in evidence-based best practices, with an increasing focus on the VTLM 2.0 - Elements of Learning and Elements of Teaching. The Leading Teacher's role value adds to the coaching program to build capacity, consistency and collective efficacy during collaborative planning, in classroom modelling and instructional coaching. There is a shared language and a growing understanding amongst staff of what high-level explicit teaching practices look like in every classroom, every day. In 2025, the school employed a Learning Specialist (0.6EFT) with a specific focus on Mental Health & Wellbeing, including MHIPS. The successful applicant brings a wealth of knowledge to Killara in this area, having completed a Master of Inclusive Education and helps lead our school efforts in shaping inclusive learning for all.

To enrich student learning we offer comprehensive Specialist teaching programs in The Arts - both Performing and Visual Arts, Physical Education and S.T.E.M, all of which make use of the school's outstanding facilities. We have continued to implement the Tutor Learning Initiative (Literacy and/or Numeracy Intervention Program)

to address any learning gaps as identified by NAPLAN data, and provide intervention where applicable, for students with gaps in Reading in the early years.

2025 saw the school begin the transition from PSD to Disability Inclusion. Students on the PSD program and those identified as being at risk in their learning or in need of extension are further supported through the development of Individual Education Plans and regular Student Support Group meetings or Care Team Meetings. Student learning and engagement is also enhanced through embedding technology in every classroom, including a 1:1 laptop program from Grades 3-6 and sets of netbooks in the Prep-2 areas.

The building blocks for our school's School Wide Positive Behaviour Support Program is through our school's values of:

- Respect
- Accountability
- Resilience

Responses from the 2025 Parent/Caregiver/Guardian Opinion Survey as outlined in the Performance Summary report indicated that the percentage of positive responses from parents who responded to the survey in the General School Satisfaction factor was 88.7% in 2025 (State average 82.0%), which has continued to grow from 85.7% in 2024 (State average 81.6%) and from 80.9% in 2023, 78.7% in 2022 and 42.7% in 2021. The percentage of positive endorsement by staff on School Climate, as reported in the annual School Staff Survey was 72.0% in 2025, compared to 60.7% in 2024 and 66.2% positive endorsement in 2023. The 2023 - 2027 School Strategic Plan and 2025 Annual Implementation Plan, provided the school with clearly defined short and long-term goals, mapped out the key improvement strategies and actions to implement, with a continued emphasis on building teacher capacity and improving student learning outcomes in literacy, numeracy and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Killara Primary School continued with its sharp and narrow focus on building teacher capacity by providing all staff with high quality professional learning and utilising the expertise of literacy and numeracy consultants.

With the Workshop Instructional Model embedded across all cohorts, the focus in literacy centered around consolidating understandings and instructional practices related to the Word Work (phonics), particularly in the Prep - Year 2 classes, as an essential component of the daily Literacy block. The external literacy consultant, Mardi Gorman, collaborated with the school's Leading Teacher to model the explicit instruction and appropriate pacing of Word Work. This coaching model included ongoing check-ins, data analysis, and classroom observations to ensure the program was delivered as intended, with students actively engaged and instruction was responsive to student learning needs. Where possible, the School Improvement Team (SIT) met regularly with the literacy consultant to gather feedback on the fidelity of Word Work implementation and to plan next steps for instruction.

The school committed to engaging numeracy consultant, Nicole Thompson, with greater regularity in 2025. The principal, together with the numeracy consultant, presented the Term 1 Curriculum Day on the VTLM 2.0, with an emphasis and focus on how students learn (Elements of Learning) and cognitive load theory, as well as

explicit teaching (Elements of Teaching). Following the Term 1 Curriculum Day, the numeracy consultant worked with all teaching staff on strengthening the explicit teaching component of lessons, ensuring that instruction consistently included revisiting, retrieval and connecting prior knowledge to new learning, as well as using a variety of visual supports, such as worked examples or number lines to scaffold the learning. Building teacher knowledge and practices around Checking for Understanding (CFU) also became a core component of professional learning and classroom coaching, with teachers more frequently asking themselves the critical question of, “*Are my students actually learning what I’m teaching right now?*” The numeracy consultant, together with the Leading Teacher worked with teachers during coaching on developing their understanding that CFU is the ongoing process of gathering evidence about what students know, understand, and can do *during* a lesson, so that they can adjust their teaching in real time. During coaching, the numeracy consultant began modelling and utilising a number of tools or strategies to check for understanding (CFU) frequently during the lesson, such as ‘Show Me Boards’, thumbs up / sideways / down, think-pair-share and exit tickets and provided the classroom teachers with appropriate feedback.

As identified in the 2025 Performance Summary Report, ‘Teacher Judgement’ of student achievement as measured against the Victorian Curriculum standards, showed the percentage of students in Years Prep to 6 working at or above expected standards in English was 88.1% which was above the 2024 average of (85.9%) and also above both similar schools (87.3%) and above the state (86.3%). In Mathematics, the percentage of students from Years Prep to 6 working at or above expected standards was 89.6%. This was also well above both similar schools (86.8%) and above the state (84.2%).

These pleasing outcomes can be attributed to strengthening teacher content knowledge through the school’s coaching program and participation in Professional Learning Communities (PLCs) in both Reading and Numeracy. This has been further supported by collaborative planning with the Leading Teacher and a more rigorous use of student data to inform differentiated instruction, which have all contributed to increasingly informed and consistent teacher judgements. In addition, whole-school data walls, which track Victorian Curriculum teacher judgements over time, are also utilised to support professional dialogue focused on individual student growth, and promote consistency of judgement across the school.

The school’s NAPLAN results in 2025 as identified in the Performance Summary Report, indicated a slight decline in some areas. The percentage of students in the Strong or Exceeding proficiency levels in NAPLAN Reading for Year 3, was 70.0%, which was just below similar schools (71.0%) but above the state average (69.5%), whilst the percentage of Year 5 students in the Strong or Exceeding proficiency levels in NAPLAN Reading was 75.0% which was above the 2024 percentage of 71.7%. The Year 5 NAPLAN Reading was also above similar schools (73.4%) and above the state (73.9%). Year 3 NAPLAN Numeracy identified that 65.0% students were in the Strong or Exceeding proficiency levels, as compared to similar schools (67.4%) and the state average (66.2%). The percentage of Year 5 students in the Strong or Exceeding proficiency levels in Numeracy was 72.2%, which was above 2024 (71.7%) and also well above both similar schools (69.1%) and above the state (69.1%).

The school has maintained a deliberate and tightly aligned focus on building teacher capacity, prioritising evidence-based practices that directly impact student learning outcomes without deviation. This is validated by the 3-year averages (2025 – 2023) of students in the Strong or Exceeding proficiency levels in almost all of the NAPLAN areas, as identified in the 2025 Performance Summary Report:

- Reading Year 3: Killara (72.5%), similar schools (70.3%), state (69.3%)
- Numeracy Year 3: Killara (69.4%), similar schools (66.7%), state (66.4%)
- Numeracy Year 5: Killara (72.6%), similar schools (67.8%), state (68.1%)

The NAPLAN Relative Growth data measuring the percentage of students in the High or Medium relative growth categories, identified Reading Year 3 - Year 5 growth 80.0%, compared to similar schools 73.0% and state 74.7% and Numeracy Year 3 – Year 5 growth 82.4%, compared to similar schools 68.9% and state 74.0% respectively. This NAPLAN Relative Growth data indicates Killara Primary School's strong capacity to value add to student learning between Year 3 and Year 5.

Wellbeing

At Killara Primary School, student wellbeing practices have been deliberately and consistently strengthened over time. Guided by the Framework for Improving Student Outcomes (FISO 2.0), the school recognises the integral connection between student wellbeing and learning. A clear understanding of students' learning and wellbeing needs enables the school to identify effective strategies and prioritise areas for continuous improvement.

The school acknowledges that effective learning is optimised when students feel safe, are physically and emotionally healthy, and have a sound sense of belonging. To support this, Killara Primary School promotes a positive and inclusive school culture, strengthened by authentic partnerships between school and home. A strong community ethos ensures that all students are known, supported, and cared for across all aspects of their development.

Student social and emotional wellbeing is further supported through a range of targeted programs, access to external health professionals and community organisations, and the implementation of evidence-based approaches and Department initiatives, including School-Wide Positive Behaviour Support and Resilience, Rights and Respectful Relationships (RRRR).

The Respectful Relationships framework is the key reference point during collaborative planning, with teachers using this resource as the basis for our school's Social and Emotional Learning program (SEL). The school values of Respect, Resilience, and Accountability underpin all aspects of practice and are explicitly introduced and unpacked through the 'Start-Up' program at the beginning of the school year, with ongoing reinforcement and revisiting throughout the year.

During 2025, there were several key improvement measures put in place, including the employment of a Learning Specialist (0.6EFT) to take over the Mental Health & Wellbeing Leader (MHWL) role and to further implement and drive sound mental health & wellbeing practices throughout the school. The Learning Specialist appointed has a Master of Inclusive Education and has brought a wealth of knowledge regarding inclusive practices to Killara. In addition we engaged a school chaplain who is also a registered teacher and has a wealth of experience in student counselling. Many of our Killara families gave consent for the chaplain to work with individuals or small groups of students based on social, emotional or behavioural needs, such as anxiety, school refusal, social groups / friendships and self-regulation. Both staff and parent feedback have been extremely positive.

Our School-Wide Positive Behaviour Support (SWPBS) team has continued to engage in professional learning and work closely with the NWVR SWPBS coach, with a particular focus on developing a consistent whole-school understanding of Tier 1 universal supports. These school-wide approaches promote positive behaviour and proactively prevent issues by establishing clear expectations, consistent routines, and evidence-based strategies that support a safe, respectful, and inclusive learning environment for all students. A significant achievement in 2025 was the school being awarded the Silver Award in recognition of its commitment to the SWPBS framework. Another key milestone was the full implementation of the acknowledgement system through the use of Bunjil Bucks. Students are able to accumulate Bunjil Bucks and redeem them at the Bunjil Shop for rewards. This system has proven effective in reinforcing the positive behaviours outlined in our behaviour matrix and aligns with our school values of Respect, Resilience, and Accountability. As evidenced in

'Pulse' data, the positive impact of earning a Bunjil Buck can be attributed towards the decline in Compass chronicles identifying inappropriate behaviour, particularly outside at lunch or recess.

Education Consultant, Deborah Patterson, led the Term 3 Curriculum Day on 'Managing Student Behaviours in a Changing World', including introducing staff to the Department's newly released resource, 'Positive Classroom Management Strategies' (PCMS). Following this, teachers participated in Professional Learning Communities (PLCs) during Term 4 focussing on the PCMS (Practice 4) of 'Discouraging Inappropriate Behaviour'. This enabled staff to deep dive into the PCMS 'Getting Started Guide' and build a shared understanding of what constituted minor or major inappropriate behaviours, together with techniques (both direct and indirect) to address minor inappropriate behaviours. PLCs were also able to gain a greater insight into what fair and logical consequences were and how appropriate consequences invite the student to take responsibility for their behaviour and be part of the solution. There is still significant work to be done around this notion, and to ensure consistency and fidelity amongst all teaching and Education Support Staff.

The opening of the Wellbeing Hub provided a safe space for students to regulate and manage their emotions, by offering a range of targeted resources and equipment such as sensory items. Education Support Staff were able to access the Wellbeing Hub during the day if a student was dysregulated or required a brain break from their classroom. The Wellbeing Hub was also used by students during lunchtimes for activities such as Yoga, lego or colouring in. The success of the Wellbeing Hub has been powerful in building a proactive behaviour management approach for students experiencing sensory overload or emotional distress.

The 2025 Student Attitudes to School Survey (as outlined in the Performance Summary report) indicated a decline in the Sense of Connectedness factor for students in Years 4–6, with a positive endorsement rate of 62.3%. This is still below similar schools (75.1%) and the state (77.1%). This result is consistent with the 2023 and 2022 data, whilst the 87.1% positive endorsement recorded in 2024 is notably different or can be seen as an outlier. This is an area for further investigation, as when students are asked during non-survey time to provide feedback, they are able to articulate how connected to their school they feel.

The percentage of positive endorsement on Management of Bullying factor, as reported in the Attitude to School Survey indicated 64.1% positive responses from students in Years 4 to 6. This is still below similar schools average 76.1%. As we dive deeper into School-Wide Positive Behaviours and Positive Classroom Management Strategies (PCMS), this is an area we will address moving forward next year, including the language used around 'bullying' and what it is and what it isn't.

Engagement

At Killara Primary School, the intentional development of strong, collaborative relationships with all stakeholders is seen as a key strength. The school is committed to fostering a supportive and inclusive environment in which students, parents, staff, and the broader school community feel welcome, safe, connected, valued, empowered, and meaningfully engaged. This commitment is grounded in the core values and principles that underpin the school's identity and practice. Student engagement remains a priority at Killara Primary School, supported by a range of improvement strategies, including the intentional practice of making learning visible through a consistent instructional model across all areas and the use of clearly articulated Learning Intentions and Success Criteria. Within this model, students have greater clarity about what they are learning, why they are learning it, and how success will be measured.

In 2025, this was further strengthened by students learning how to 'own their own learning' and making sense of what they were learning, through retrieval practice and explicitly linking prior knowledge to new learning. This practice helped students stay engaged because they were not passively receiving information, but were actively thinking, recalling, and making connections throughout the lesson. In Word Work, all classes are actively

engaged in the learning process, with students using mini whiteboards, or 'Show Me Boards', to demonstrate their understanding and receive immediate, responsive feedback from the teacher.

A range of initiatives have been implemented over time to strengthen connection and engagement across the school community. The 'Celebration of Learning' afternoons, held each term, provide students with the opportunity to share artefacts and demonstrate their learning from Inquiry units (Humanities or Science). These events support families to develop a deeper understanding of classroom learning while also providing a valuable opportunity to celebrate student achievement. The 'Celebration of Learning' has become a highlight on the school calendar, with dates communicated well in advance to ensure families can attend and participate.

Students across all year levels are encouraged to actively engage in school life through participation in a variety of community and inter-school opportunities. These include inter-school sporting competitions, the school choir, and performances at community events such as *Battle of the Choirs*, the Sunbury ANZAC Day Commemorative Service, the Sunbury Show, and Sunbury's Carols by Candlelight. Students also contribute artworks for exhibition at the annual Sunbury Show. Participation in programs such as Lego League have provided our senior students with opportunities to develop skills in coding and robotics while representing the school in external settings.

Student leadership has also been a significant focus, with structures in place to empower students to have a voice and agency within the school. Leadership opportunities have contributed to a stronger sense of school pride, connectedness, and engagement, with increasing numbers of students expressing interest in leadership roles each year. In 2025, the school supported the Student Leadership Team to attend the annual National Young Leaders Day at the Melbourne Convention Centre, where students were inspired by and engaged with presentations delivered by leaders from fields such as sport, science, the arts, media, and business.

The school has a dedicated teacher responsible for overseeing and coordinating the Student Leadership Team, which plays an active role in the life of the school. Students contribute by leading weekly assemblies, supporting house groups at sporting events, and organising whole-school initiatives such as Footy Day and the Food Bank Drive. These responsibilities provide meaningful opportunities for students to engage in the planning, coordination, and delivery of events, further developing and strengthening their leadership capacity.

In addition, lunchtime activities have contributed significantly to fostering student connectedness and engagement across Prep to Grade 6. Staff facilitate these opportunities through additional supervision, with large numbers of students regularly participating in the popular lunchtime activities each week.

To further enhance engagement with families, the school has implemented a number of community-focused initiatives, including parent coffee mornings, Mother's Day and Father's Day card-making evenings, Easter celebrations, and the end-of-year concert and family picnic. These events have been strongly supported by the school community and continue to play an important role in strengthening relationships and fostering a sense of belonging.

The Performance Summary report indicated that the average number of days students from Prep to Year 6 were absent in 2025 was 22.9 days, which was slightly more than the 2024 absence data. We continued to follow-up student absences at an administration level and again finished the year with very few unexplained absences. An SMS message is sent to parents if there is an unexplained absence and teachers were also proactive in contacting parents to check-in on a student if there was an unexplained absence of more than two days. The attendance rate, which is the average proportion of formal school days students in each year level attended for 2025, indicated that the greatest rate of attendance was in Prep at 90.6%, followed by Year 2 at 90.2%. The lowest rate of attendance occurred in the Year 6 cohort with 84.2%.

We have a strong belief at Killara that every day counts, and that we cannot work towards improving student learning and wellbeing outcomes if our students, particularly, the most vulnerable are not here. It is also concerning that the number of late arrivals and early departures continues to increase despite articles in the newsletters. The impact of this is significant and greatly affects school operations, classroom routines, instruction clarity and students' social interactions. In the future, it will be important to work closely with School

Council, the Leadership and Wellbeing Teams to continue to innovate and refine areas for engagement, particularly, with parent involvement with leading school fundraising efforts, and improving attendance rates.

Other highlights from the school year

Killara Primary School is proud to reflect on a successful 2025 school year, marked by strong community connections, a clear strategic focus, and a continued commitment to student-centred practice. Positive feedback from students, families, and the wider community highlights the strength of relationships built across the school and the collective commitment to ensuring every student is supported to thrive.

The connection between learning and wellbeing remains central to our vision of developing happy, healthy, caring, resilient, and capable lifelong learners. In 2025, our focus on student wellbeing was further strengthened as we began preparation for Disability Inclusion. This became the Assistant Principal's leadership role and staff were led through a number of professional learning opportunities and a Curriculum Day to build their capacity in this area. In addition, the school appointed a part-time Learning Specialist to take over the Mental Health & Wellbeing Leader (MHWL) role which was previously led by the Assistant Principal. Together with the School Chaplain, and our School-Side Positive Behaviour team, Killara Primary School is building a knowledgeable, compassionate and dedicated Wellbeing Team to support our students and their families.

Student engagement flourished through a broad range of enriching experiences. Students across all year levels participated in a variety of extra-curricula activities, with some of the 2025 highlights including:

- 'Bike-Ed' program
- Sporting Schools grant to conduct a 'Golf Education' program
- National Young Leaders Conference at the Melbourne Convention centre attended by our Student Leadership Team
- an invitation for our student leaders to attend a tour of the Metro Tunnel prior to its opening with the Premier of Victoria, Treasurer, Minister for Education and our local Sunbury MP
- participation in FIRST Lego League (a global robotics challenge)
- Dance Curriculum
- Book Week celebrations with author visit from Morris Gleitzman
- Brainstorm Productions (Student Wellbeing, Empowerment & Anti-Bullying Theatre)
- Excursions or incursions aligned to each year level's Inquiry (Science & Humanities) curriculum units of work, such as Scienceworks, Melbourne Museum, Billy Carts etc.

Our school's 'Camping Program' is an integral part of building connectedness and student independence and consists of; Prep 'Breakfast at School', a special evening program for Year 1 students, a sleepover for Year 2 students, and well-attended camps for Years 3–6. This year's Year 5/6 camp was to Sovereign Hill, early in the school year. Feedback from all those who attended was extremely positive and the links with the Inquiry curriculum on 'Colonial Australia' provided students with hands-on experiences to enhance their understandings of what that period in Australia's history was really like.

Students also demonstrated enthusiasm and school pride through participation in inter-school sport and House competitions in Athletics and Cross Country. The House system remains an area for further development, alongside consolidating the structured lunchtime activities to help support and strengthen student engagement.

As the year progressed, the fundraising efforts and organisation of events was primarily left to our administration staff. Parent volunteers assisted with events such as the Mother's Day and Father's Day stalls and their contributions were greatly appreciated. However, the need to expand this group and attract parent volunteers to lead our fundraising efforts, particularly in the planning and implementation stages, will be a priority moving forward. The standout highlight of fundraising in 2025 was the 'Glow in the Dark Disco' held at night. The evening was conducted by staff and divided into a junior school event and then a senior school event. Attendance at the disco was over 80% of all students and all proceeds raised were directed towards replacing our external drinking taps. Opportunities outside of normal school hours, such as the disco or our annual end of year school concert (which is hugely supported by our school community) helps to strengthen students' and their families' connections with our school and foster a sense of belonging.

Partnerships with local early learning providers also continued to grow and strengthen. Ongoing collaboration with Complete Kids Early Learning Centre, supported positive transitions to school. Regular visits, shared use of facilities, and engagement activities led by school leadership have further strengthened these ties.

The school also embraced opportunities to engage with and contribute to the wider community. Student artwork was showcased at the Sunbury Agricultural Show, the school choir performed at Sunbury's Battle of the Choirs, as part of SunFest and also at Carols by Candlelight. Strong partnerships with community organisations, including the RSL and WRAAC, were maintained through active participation in ANZAC Day and Remembrance Day ceremonies. Student leaders proudly represented the school at local commemorative events, reinforcing the importance of active citizenship and community connection.

Our refurbishment program involving buildings, grounds, facilities or equipment has continued, with the completion of external painting to the main building, new laptops for our 1:1 program in the senior school and the purchase of new external drinking taps and water bottle refill stations. It is hoped that next year, we will be able to complete the refurbishment of the remaining classrooms in the main building.

These achievements reflect Killara Primary School's ongoing commitment to continuous improvement, strong partnerships, and providing a rich and supportive learning environment for all students.

Financial performance

Killara Primary School continued to carefully manage school finances, with the Annual Implementation Plan continuing to provide the framework for the expenditure of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year net operating surplus of \$94,817. This result was due to careful financial management, strong community support, with locally raised funds generated by multiple fundraising events, gymnasium and theatre hire and other revenue ventures, such as Complete Kids OoSHC now conducting their Vacation Care program out of Killara during school holidays. Equity funding was directed towards building teacher capacity in both Literacy and Numeracy. This involved continuing our partnership with a highly regarded external Literacy consultant to work with staff in both a coaching & modelling capacity in classrooms, as well as presenting professional learning during the year, with a focus on Word Work. In addition, equity funding was directed towards extending our valued partnership with our external Numeracy consultant, who also worked in classrooms in a coaching capacity, supported teaching teams during collaborative planning sessions and conducted after-school professional learning and a Curriculum Day.

A very successful junior swimming program was delivered using Swimming in Schools funding for students in Prep, Year 1 and Year 2 and a number of students were identified to participate during the year in the Victorian High Abilities Program (VHAP), overseen by a school-based VHAP coordinator.

As part of our maintenance plan, we directed funds towards the external painting of the remainder of the main building, and replacing student laptops in the senior school. We continued to engage a maintenance person as required, to attend to general maintenance issues or repairs, including minor OH&S matters, as well as engaging a garden maintenance contractor. Fundraising efforts were allocated towards replacing the external drinking taps with environmentally recommended drinking taps and water bottle refill stations.

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

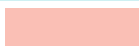


A total of 311 students were enrolled at this school in 2025, 150 female and 161 male. 3% had English as an additional language and 6% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - Medium**.

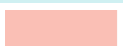
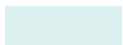

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	88.7%	
	Similar schools	81.0%	
	State	82.0%	

School Staff Survey


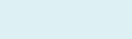


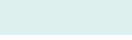

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	72.0%	
	Similar schools	77.2%	
	State	77.4%	

LEARNING




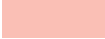
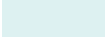


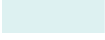


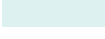

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	88.1%	
	Similar schools	87.3%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	89.6%	
	Similar schools	86.8%	
	State	84.2%	

NAPLAN

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


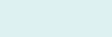


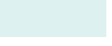

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	70.0%		72.5%
	Similar schools	71.0%		70.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	75.0%		72.0%
	Similar schools	73.4%		73.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	65.0%		69.4%
	Similar schools	67.4%		66.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	72.2%		72.6%
	Similar schools	69.1%		67.8%
	State	69.1%		68.1%

NAPLAN relative growth

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

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




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

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	80.0%	
	Similar schools	73.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	82.4%	
	Similar schools	68.9%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	62.3%		61.4%
	Similar schools	75.1%		75.2%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	64.1%		59.2%
	Similar schools	76.1%		75.6%
	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	22.9	22.7
	Similar schools	21.6	21.8
	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	90.6%	
Year 1	School	89.9%	
Year 2	School	90.2%	
Year 3	School	86.1%	
Year 4	School	88.7%	
Year 5	School	89.3%	
Year 6	School	84.2%	

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	\$3,178,960
Government Provided DET Grants	\$413,777
Government Grants Commonwealth	\$3,100
Government Grants State	\$0
Revenue Other	\$19,939
Locally Raised Funds	\$155,637
Capital Grants	\$0
Total Operating Revenue	\$3,771,412

Equity	Actual
Equity (Social Disadvantage)	\$47,704
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$47,704

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

Expenditure	Actual
Student Resource Package ¹	\$3,098,785
Adjustments	\$0
Books & Publications	\$6,471
Camps/Excursions/Activities	\$95,263
Communication Costs	\$6,184
Consumables	\$37,658
Miscellaneous Expenses ²	\$8,289
Agency Staff	\$89,913
Professional Development	\$4,267
Equipment/Maintenance/Hire	\$46,454
Property Services	\$98,599
Salaries & Allowances ³	\$47,978
Support Services	\$89,756

Expenditure	Actual
Trading & Fundraising	\$8,134
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,844
Total Operating Expenditure	\$3,676,596
Net Operating Surplus/-Deficit	\$94,817
Asset Acquisitions	\$0

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$364,997
Official Account	\$64,423
Other Accounts	\$0
Total Funds Available	\$429,420

Financial Commitments	Actual
Operating Reserve	\$96,302
Other Recurrent Expenditure	\$442
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$9,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$116,244

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.