

2022 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 (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 of the previous calendar year 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 21 March 2023 at 03:31 PM by Susan Muir (Principal)

- This 2022 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 05 April 2023 at 08:44 AM by Emma Sirgiovanni (School Council President)

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
- 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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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

About Our School

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 classrooms, library/resource centre, Performing and Visual Arts spaces, a large gymnasium, 172 seat theatre space and 10 relocatable classrooms.

The school enrolment for 2022 was 307 students (154 female and 153 male) and within this, 4% identified as EAL (English as an Additional Language) and 3% ATSI (Aboriginal and Torres Strait Islander). Our School's Family Occupation and Education (SFOE) index is 0.34 and SFOE band value is: Low - Medium. There are 21.6 equivalent full-time staff, one of whom identifies as Aboriginal: Principal, 1 Assistant Principal, 2 Learning Specialists (in classrooms), 13 classroom teachers, 3 Specialist teachers, Tutor Learning Initiative tutor and 5 ES staff at various time fractions. The school does not have any overseas students.

Killara Primary School's vision sees all students and staff as being active leaders of their community who care for each other and the environment. As learners, students strive for resilience, independence and deep thought to solve problems collaboratively. As global citizens they will achieve excellence through the practice of growth mindset and inquiry to innovate, create and communicate preferred futures.

The school motto of 'Our Best- Every Child, Every Day' is at the heart of everything we do at Killara. We place a strong emphasis on working 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. The school embraces a student-centred approach to developing literate, numerate and curious learners with the delivery of an inclusive and differentiated curriculum. Our commitment to strengthening our ability to work as a Professional Learning Community, where we are all responsible for the growth, well-being and development of all students, is crucial and use of the Inquiry Improvement Cycle to analyse student data to determine individual learning needs has been pivotal in having a firm focus on excellence. Our teaching and learning is based on sound, researched-based pedagogical practices that support high quality and consistent instruction across the school. There is a shared language and a growing understanding amongst staff of what it is we do at our school that has the greatest impact on improving student learning outcomes. Each child's emotional, physical, social and cognitive/academic needs are supported in a safe, engaging, challenging and positive learning environment.

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

Respect:

- As a member of the Killara school community, we treat others the way we would want to be treated.

Accountability:

- At Killara, we live our motto of 'Our Best- Every Child, Every Day' by owning our behaviour and taking pride in our school.

Resilience:

- Killara PS community members display a growth mindset by acting on feedback, bouncing back from difficult situations, problem-solving and by accepting the decision of others.

To enrich student learning we offer comprehensive Specialist teaching programs in The Arts - both Performing and Visual Arts and Physical Education. We have continued to implement the Tutor Learning Initiative to address any learning gaps as a result of transitioning to remote & flexible learning during the pandemic. 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. 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 and tablets in the Prep-2 areas.

A new substantive Principal and Assistant Principal commenced at the beginning of 2022, and with this came a new organisational design of the school with a firm focus on improving student learning, wellbeing and engagement (student, staff and community).

Responses from the Parent 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 parent satisfaction factor was 78.7% (2021 - 42.7%) compared to the state 79.9%. The percentage of endorsement by staff on School Climate, as reported in the annual School Staff Survey was 73% (2021 - 62.9%) compared to the state 73.4%.

Our Annual Implementation Plan directed our Teaching and Learning programs, Meeting Schedule, and Professional Learning Plan. This alignment supported the staff in building their knowledge and skills in the areas of Literacy (Reading), Professional Learning Communities, High Impact Teaching Strategies (HITS) and Student Wellbeing & Engagement.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, we planned for the continuation of addressing the actions and activities in our SSP and AIP, which were aligned with the state-wide priorities, to build teacher capacity and excellence in the teaching of Literacy and Numeracy, (including refining the Tutor Learning Initiative), whilst further developing understandings and practices around student voice, agency and leadership.

As the year commenced, the decision was made to streamline our efforts and direct our energies and resources towards embedding key AIP strategies in a coherent and meaningful way:

- TLI (Levelled Literacy Intervention - LLI)
- Professional Learning Communities (PLCs)
- Workshop instructional model and practices in Reading

This approach allowed for a sharp and narrow focus using evidence-based research to inform the planned professional learning and prioritising time and resources towards improvement in the above areas. It would also put the spotlight on reducing the variability between teacher practices and building high quality teaching and learning with increased consistency, in all classrooms. We joined with the North Western Victoria Region's professional learning community (PLC) team and a PLC Coach from Cambridge Education to work specifically with our PLC leaders. We also worked further on scaffolding and monitoring the continued implementation of PLCs across the whole school, using the Inquiry Improvement Cycle, with greater rigour and accountability - including building teacher data literacy skills. In addition, we engaged an external Literacy consultant to deliver professional learning and instructional coaching to teachers, in the form of two Curriculum Days and in-classroom modelling with teams of teachers on aspects of the instructional model. Furthermore, a Learning (Curriculum) team was established, led by the principal, and comprised teachers from all cohorts to review the whole school curriculum plan and ensure a consistent language was used across all cohorts, with particular reference to Reading. All of these actions were built into the Meeting Schedule/Professional Learning Plan.

As identified in the School Staff Survey, (Professional Learning module), staff indicated an overall 74% positive response, which was above the state average and a drastic increase from 47% in 2018. In the factor 'Applicability of Professional Learning', there was a 92% positive response, with 89% positive response in the 'Cohesion' factor compared with the state average of 78%. This indicates that staff felt that the decision to concentrate on a narrower focus (Reading) which was explicitly and intrinsically connected to the other actions (PLCs and LLI) was a valued and valid pathway towards meeting our AIP goals.

Teacher judgement of student achievement as measured against the Victorian Curriculum standards and identified in the Performance Summary report, showed the percentage of students in Years Prep to Six working at or above expected standards in English were slightly below similar schools (83.4%) and in Mathematics (90.8%) above similar schools (88.1%) and also above the state (85.9%). Whole school data walls tracking Victorian Curriculum teacher judgements over time were introduced and will assist in professional dialogue (individual student growth), collaborative planning, triangulation of data and making consistent judgements across the school.

The percentage of students in the top three bands of testing in NAPLAN Reading for Year 3 as identified in the Performance Summary report, was 70.0%, below both similar schools and the state median of all other government schools (76.6%), whilst the percentage of Year 5 students in the top three bands in NAPLAN Reading was 64.6%,

which was below similar schools and below the state median of all other government schools (70.2%). Year 3 NAPLAN Numeracy identified that 63.2% students were in the top three bands, as compared to similar schools (65.9%) and the state median for all other government schools (64.0%). The percentage of Year 5 students in the top three bands in Numeracy was 48.9%, below similar schools (54.9%) and below the state (54.2%).

The 2022 NAPLAN results indicate that whilst there is slight movement, the need for a dedicated and targeted approach to building teacher capacity, including curriculum knowledge, high impact instructional practices and building data literacies is critical for consistency across the school and improving student learning outcomes.

The Tutor Learning Initiative (TLI) continued with the same tutor as in the previous year (0.4EFT), using Fountas & Pinnell's Levelled Literacy Intervention (LLI) program with a commitment to ensuring students in the Year 1/2 area of the school whose data identified gaps in their Reading achievement as a result of the impact of remote learning were prioritised. Students were eager to participate in LLI sessions and classroom teachers were supportive of students, providing additional classroom time where required to complete LLI tasks. The TLI tutor worked with small groups (1:2 or 1:3) intervention sessions. Students accessing TLI were as follows:

- Year 1 - 10 students
- Year 2 - 19 students

End of year LLI data identified positive learning growth with 95% of students participating in LLI growing between 1 – 9 F&P levels. Access by Aboriginal and Torres Strait Islander students equated to 1 student (modified 1:1 program working with the tutor).

The time spent by students on the LLI program ranged from 3 weeks to 9 months. Students exited the program when they either reached the end of the program sequence or reached expected reading level (catch-up). Students showed an average reading level growth of 3 reading levels, with individual growth ranging from 1 level (those who only needed to 'catch-up' 1 level, or those who began the program mid-way through term 4) to 9 levels (3 months on program).

Overall, the TLI using the Levelled Literacy Intervention program, is a proven approach to providing targeted intervention with growth being shown by all students. This was measured in academic outcomes as well as increased student confidence, attendance and class participation. The greatest barrier in 2022, was the tutor reducing her hours during the year as a result of securing a Visiting Teacher position and the subsequent workforce shortage and inability to appoint additional teachers to that role.

In addition to closing the gaps for learners as part of the TLI, during the year we had thirteen students from Grade 5/6 identified by DET to participate in the Victorian High Ability Program facilitated online by Virtual Schools Victoria in Literacy (Writing) or Numeracy. A co-ordinator / supervisor (Principal Class) supported these students & oversaw the organisation of the VHAP program.

The Assessment Schedule was revised in 2022, as the school implemented structures and systems conducive to continual improvement, academic emphasis and a shared understanding of how assessment data can inform the work of PLCs and collaborative planning, to meet the needs of the individual student. The use of a range of evidence to provide feedback on teaching practice and student learning, included using PAT-Reading and PAT-Number testing for the first time. This supported teachers in being able to triangulate student data with greater effectiveness, as well as developing clear and consistent understandings around student achievement and the next steps.

Killara PS will continue to communicate high expectations from all stakeholders as we dive deeper into a continuous learning and improvement cycle with a focus on developing outstanding teachers who have a strong grasp of the practices that have the greatest impact on improving student learning, including curriculum knowledge, pedagogical practices (HITS), collaborative planning, assessment and data analysis and feedback. This will continue to be dependent on further implementing consistent school-wide structures and processes, documentation of learning sequences and non-negotiable expectations in all curriculum areas for all classrooms with greater rigour and a sharper lens. The early focus in 2023 will be continuing to invest in using external expertise in Literacy and PLCs to embed the Workshop Instructional Model in every classroom with an elevated degree of consistency, where teachers are committed and challenged to improving their practice and where they actively seek feedback and support from each other during PLCs.

Wellbeing

It was with great excitement that we saw the full return to onsite learning in 2022 and the first year of uninterrupted learning for our students. Gauging the impact the extensive periods of remote & flexible learning in 2021 and 2020 had on our students, staff and wider school community's mental health and wellbeing was at the forefront of our thinking and identifying the key improvement strategies in our AIP (aligned with state-wide priorities). The school, including the Department's Student Support Services (SSS), play an important role in ensuring that students have a readiness disposition for learning by having attendance, health matters and family issues followed up so that students are able to focus and maximise their learning time. In order for our students to learn, they need to feel safe, feel cared for, have a voice and be healthy.

Our united approach in 2022 was to move away from outdated practices in student behaviour management and to provide all stakeholders with the tools or strategies required to uphold our school values of:

- Respect
- Resilience
- Accountability

We successfully and effectively mobilised all available resources, including allocating the new substantive Assistant Principal to the role of Wellbeing co-ordinator to support all students and families, but particularly our most vulnerable students, and enabling staff to access the relevant support services.

The school continued to partner with DFFH (formerly DHHS) and other outside agencies to support the wellbeing of students, including holding regular Student Support Group (SSGs) meetings and Care Team meetings. In 2022, Killara PS had five students on the Program for Students with Disability (PSD) which funded additional support in the form of Education Support Staff (ES) both in the classroom and outside in the yard during recess and lunch time for students.

The Department template for Individual Education Plans (IEPs) was introduced and the Assistant Principal led the learning for all staff related to completing these for those students who met the criteria, to ensure that the short-term goals set were SMART (specific, measurable, agreed/achievable, relevant and time-bound) and communicated with parents, carers and Education Support Staff working with particular students.

Our school continued to deliver collaboratively planned lessons across each cohort in relation to social and emotional wellbeing following the Aristotle program, whilst the Principal Class began liaising with the Respectful Relationships Team at Region with the view of accessing this next year. The School Wide Positive Behaviours' (SWPB) framework continued to be refined and reviewed under the guidance of the Assistant Principal and through the establishment of a Wellbeing team (comprising teachers from every cohort). A full Curriculum Day was devoted to building a shared understanding of the principles of SWPB and how the practices can assist schools to improve the social, emotional, behavioural and academic outcomes for students. When SWPB is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance.

A positive outcome from the Curriculum Day held in Term 2 and the subsequent work of the Wellbeing team during after-school professional learning sessions, was reviewing the SWPB Matrix. The matrix supports staff and students in using a common language to discuss behaviour, with a distinctly defined set of expected behaviours that apply at all times in different school settings (e.g. in classroom, in yard etc.) and which are presented as positive examples of the behaviours expected at Killara. Just as with introducing new concepts in other curriculum areas, teaching teams established procedures for explicitly teaching and practising these expected behaviours with their students. The next stage of the SWPB framework for next year is to develop the reward system that accompanies the matrix when identifying students' positive behaviours, including community involvement.

The 2022 Student Attitudes to School Survey (as described in the Performance Summary report) showed that the Sense of Connectedness factor for students in Year 4 to 6 had increased from the previous year from 51% to 55.5% in 2022. This was still well below similar schools (75.3%) and the state (78.1%). The school did not meet the aspirational 12-month target set in the AIP of 68%. The results from the Attitude to School Survey were unpacked with all teachers to analyse why students may have responded this way, when during other opportunities for feedback and student voice, including the PIVOT survey, students indicated how much they enjoy being at school and how well they felt connected to their teachers and friends. This is an area for further investigation next year, as the AToSS (Attitudes to School Survey) results did not correspond with staff or parent survey results.

Engagement

The newly appointed leadership team worked tirelessly to build solid relationships with all stakeholders and to create a supportive and inclusive environment where students, parents, staff and the wider school community felt safe, connected, valued, empowered and engaged. The Principal class and staff were visible, available and motivated to build opportunities to develop strong and authentic partnerships with students, parents and the community.

The focus early in the school year with staff was to revisit school culture, whereby all teachers had the opportunity to articulate 'Why are we here?' and 'What is the fundamental purpose of being an educator at Killara PS?'

We know that building genuine and respectful relationships with our school community strengthens and enhances student engagement in their learning and students' sense of belonging, and this was a key focus and improvement measure in 2022. Coffee mornings were held for parents to meet with the Principal class and share their visions for our school. A small group of new parents joined the 'Community Events & Fundraising Group' and School Council and, through their enthusiasm and efforts, helped reignite community engagement in our school – whether through fundraising efforts, attendance at school events such as the Easter celebration or the End of Year concert and picnic. These opportunities for engagement always had our students at the centre of all we do. After two years of remote learning and the impact of the pandemic, events held during 2022 were designed to engage, motivate, connect our students with each other, with their teachers and with families, as well as building a sense of pride in our school. Activities such as the 'Colour Run 4 Fun' or the 'Buskers' morning, were other avenues to bring our school community together.

The introduction of the 'Celebration of Learning' afternoon at the end of each term, enabled a genuine opportunity for home-school partnerships centred around the learning. Students would showcase an artefact or product from their learning during the term in Inquiry and parents would join in, building an understanding of not only the learning that had occurred but also an opportunity to connect and celebrate achievement.

The student leadership team was another area where students were empowered, with voice and agency. The school funded the student leadership team to attend the annual 'National Young Leader's Day' at the Melbourne Convention Centre, and they were inspired through presentations about leadership or workshops from notable leaders from the fields of Sport, Science, The Arts, Media or Business. The student leadership team took over the responsibilities of conducting the weekly assembly, leading their 'House' group at sporting events and conducting activities such as 'Footy Day' where they were responsible for the planning, organisation and delivery for the whole school.

In the 'Parent Community Engagement' module, as reported in the annual Parent Opinion Survey, parents felt there was a stronger sense of parent/community involvement and participation with 77% positive endorsement by the parents surveyed. This was the highest percentage of endorsement reported over the five years of records reported on and above the state average (76%) and the network average (66%). Parents also identified a 92% positive response to the 'student connectedness' factor in the Parent Opinion Survey – again, above the state (89%). The School Staff Survey indicated a 73% positive endorsement in the 'School Climate' module, the most positive response in over five years (2018 – 45%), whilst the 'School leadership module' (Parent and community involvement, engagement and outreach factor) identified an 87% positive endorsement.

The Performance Summary report indicates that the average number of days students from Prep to Grade 6 were absent in 2022 was 24.6 days, as opposed to the 'similar schools' average of 22.4 days. We continued to follow up student absences at an administration level, and again finished the year with very few unexplained absences. Teachers were also pro-active in contacting parents to check-in on a student if they were absent for more than a few days. It is worth noting that a number of families had extended family holidays of one week or more during the year, as

a result of being in lockdown for extensive periods of time over the previous two years and not being able to travel. Non-attendance at school also included students absent due to COVID-19 and isolating at home, as per the mandate at the time.

In conjunction with the Mental Health & Wellbeing Leader's role, future work in this area will be to look at opportunities and strategies to reduce the absences across all year levels, as we know that absence from school can severely impact on students' learning and their social & emotional connections at school, as well as looking at how we can further minimise the number of late arrivals and early departures. The impact of this is significant and affects school operations, classroom routines, instruction clarity and students' social interactions.

Other highlights from the school year

We are extremely proud of the work accomplished in 2022 and all that was achieved. After returning to school onsite for a full year following two years of disrupted learning due to the pandemic, and with a new leadership team in place, there was a great sense of optimism and excitement. Building relationships and trust with all stakeholders was paramount to the success experienced in 2022 and ensuring that students were at the core of every decision and all that we do at Killara, was essential, including working towards students having greater voice and agency over their learning & wellbeing. Students were actively involved in the camping and excursion programs, with Preps celebrating with a 'Breakfast at School' morning, the Year 1/2s having dinner and a visiting artist, before the Year 2s slept at school, and our Grade 3/4 and Grade 5/6 camps were well attended. During collaborative planning, teachers also planned for incursions or excursions to support or enhance the skills, knowledge or understandings in Inquiry each term. Students were enthusiastic participants in inter-school sporting competitions and also in House competitions in Athletics and Cross-country. The House system is an area we will look to further build on and expand next year, so that it is also aligned with School-Wide Positive Behaviours.

Additional highlights in 2022, included the work of the School Improvement Team (SIT) which was made up of experienced instructional leaders, together with newly identified leaders, and together the SIT were able to track the key improvement strategies and actions described in the Annual Implementation Plan and plan for how to further build instructional knowledge and practices in teaching & learning across the school.

The work of the Community Events & Fundraising Group, consisting of a small but eager band of volunteer parents, played an important role in the success of the school year, in not only raising much needed funds for equipment and resources, but providing students with a variety of engaging activities and events which helped create strong bonds and a sense of belonging. It will be important in the future to build the number of volunteers to support this group.

In addition, our ties with Complete Kids saw the introduction of school visits, utilising school facilities for their four-year-old and three-year-old groups. It is hoped that next year, we will be able to expand this to a school hosted 'Storytime' session each week in the library. The school's relationship with the local RSL and WRAAC, who support our school in so many ways continued, particularly with supporting our ANZAC Day and Remembrance Day ceremonies.

Moving forward, the valuable relationships and partnerships our school has embraced with the community in 2022, will continue to be an essential component of our continuous school improvement journey.

Financial performance

Killara Primary School achieved a much stronger financial position than in previous years, 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 surplus of \$140,696. This result was enhanced due to careful financial management, strong community support, with significant locally raised funds generated by multiple fundraising events, gymnasium and theatre hire and other activities. Equity funding was directed towards building teacher capacity in Literacy, with a particular focus on Reading. This involved engaging a highly regarded external Literacy consultant to work with staff in both a coaching & modelling capacity in classrooms, as well as presenting two Curriculum Days during the year.

As part of our renewed maintenance plan, we directed funds towards the replacement of the lighting in the gymnasium to LED lights (\$5,000), in line with our sustainability policy. We have also engaged a maintenance person as required, to attend to general maintenance issues or repairs, including minor OH&S matters. Fundraising efforts were allocated to the purchase of new sandpit play equipment, as well the replacement of the soft fall in each of the four playgrounds (\$9,000). Fundraising was also allocated towards bookcases for classroom libraries, new reading materials for classroom libraries, big books, Guided Reading Sets and school library books.

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 307 students were enrolled at this school in 2022, 154 female and 153 male.

4 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

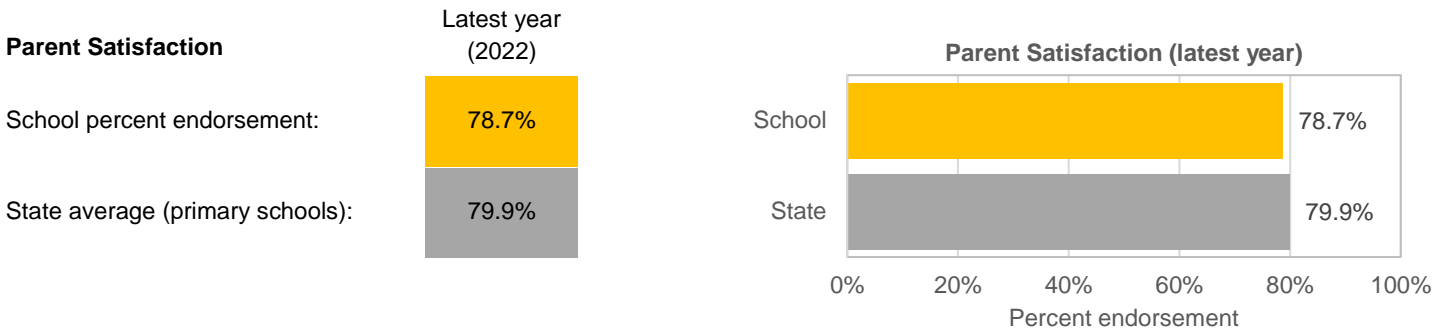
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

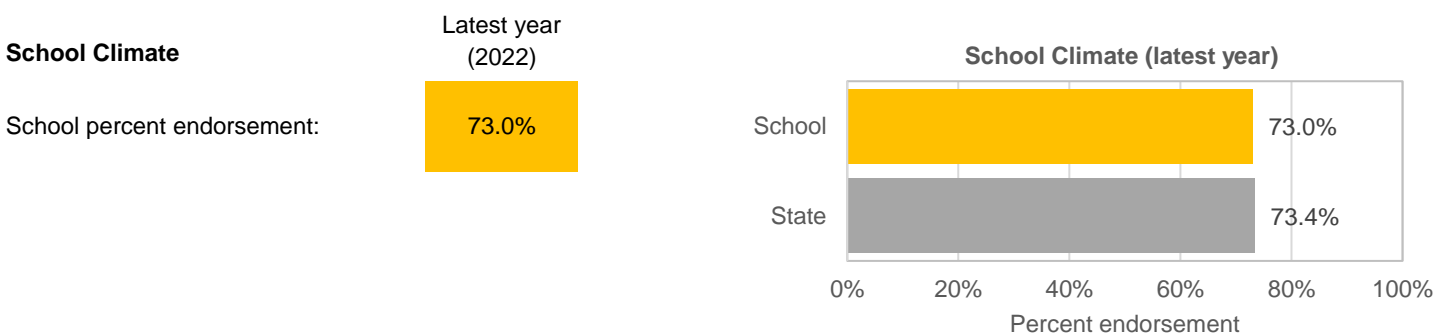


School Staff Survey

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.





Department
of Education

State average (primary schools):

73.4%

Killara Primary School

LEARNING

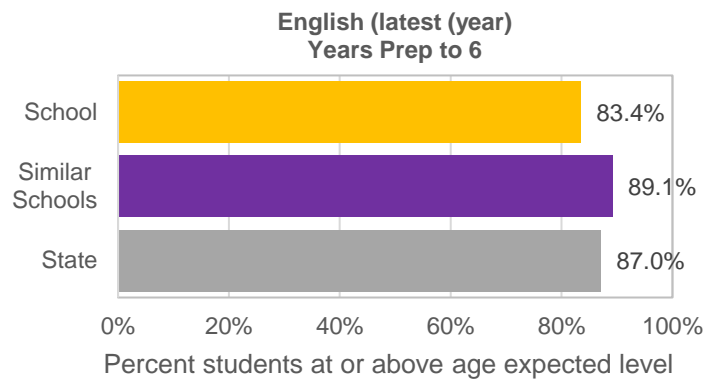
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

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

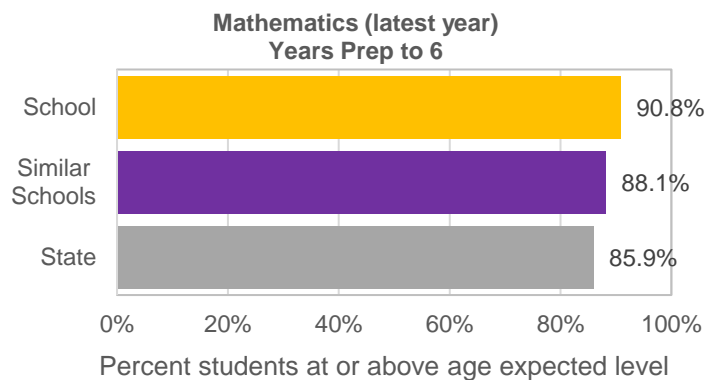
English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	83.4%
Similar Schools average:	89.1%
State average:	87.0%



Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	90.8%
Similar Schools average:	88.1%
State average:	85.9%



LEARNING (continued)

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

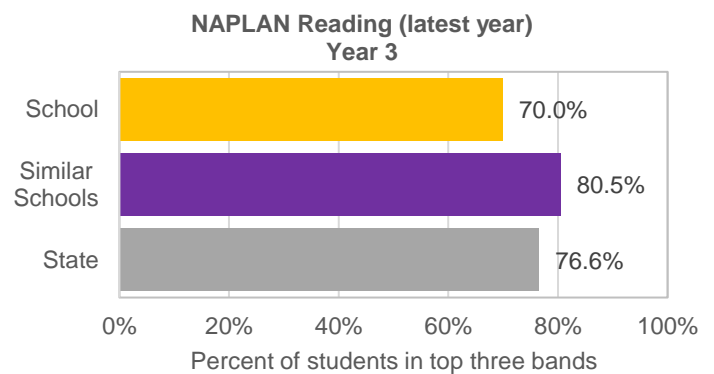
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

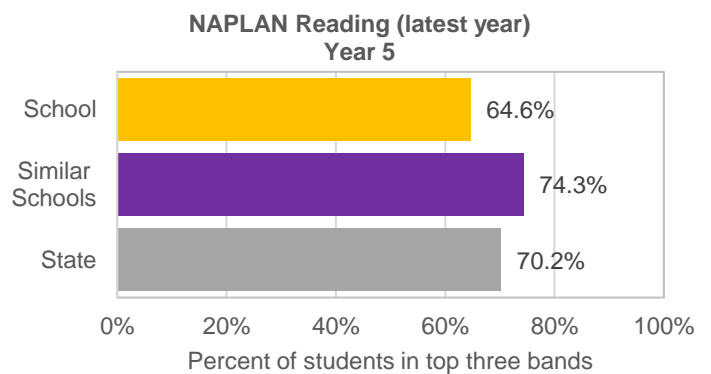
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.0%	77.4%
Similar Schools average:	80.5%	79.3%
State average:	76.6%	76.6%



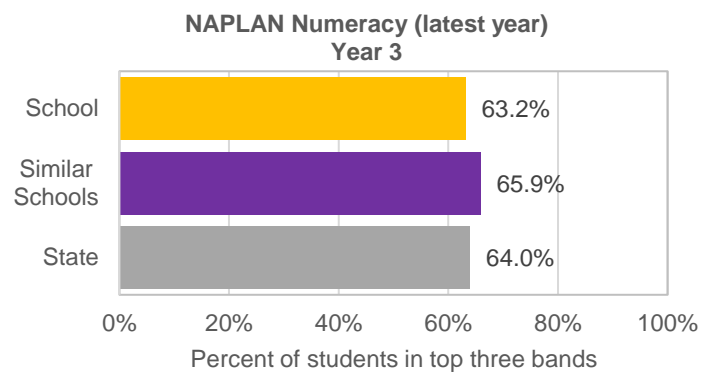
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.6%	70.4%
Similar Schools average:	74.3%	71.7%
State average:	70.2%	69.5%



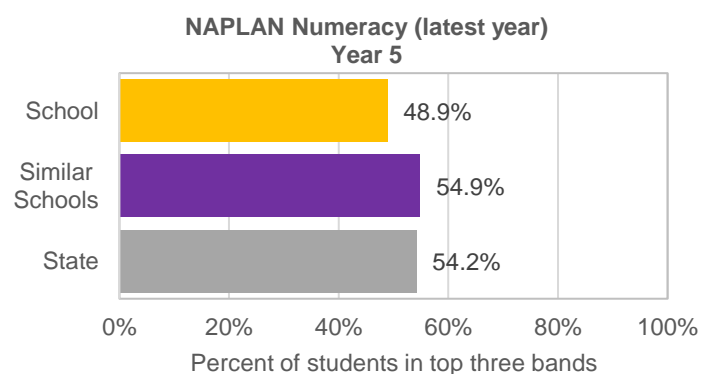
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.2%	66.7%
Similar Schools average:	65.9%	69.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.9%	48.6%
Similar Schools average:	54.9%	57.9%





Department
of Education

State average:

54.2%

58.8%

Killara Primary School

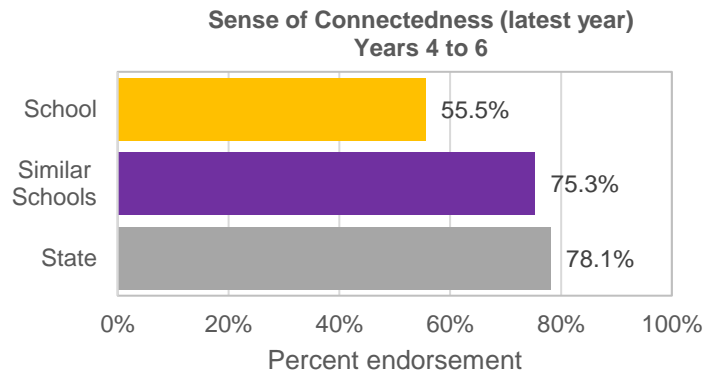
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

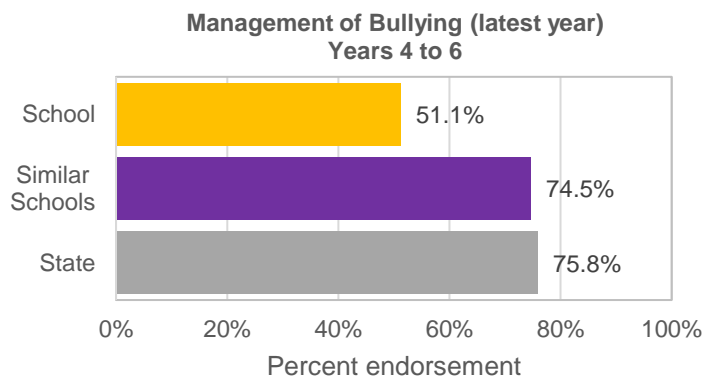
Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	55.5%	57.7%
Similar Schools average:	75.3%	77.3%
State average:	78.1%	79.5%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	51.1%	59.2%
Similar Schools average:	74.5%	77.5%
State average:	75.8%	78.3%



ENGAGEMENT

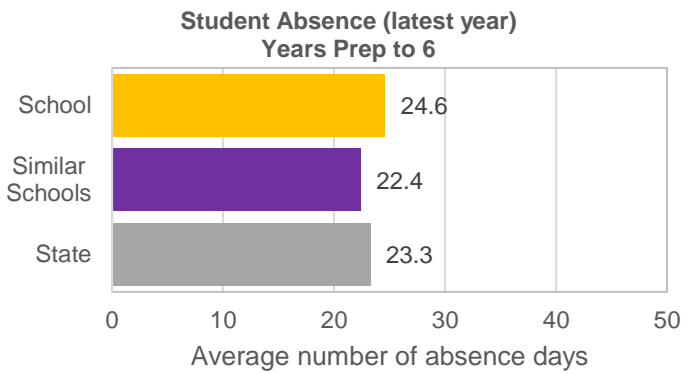
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.6	16.6
Similar Schools average:	22.4	16.4
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	89%	89%	89%	89%	86%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,699,201
Government Provided DET Grants	\$290,465
Government Grants Commonwealth	\$7,641
Government Grants State	\$0
Revenue Other	\$29,090
Locally Raised Funds	\$238,501
Capital Grants	\$0
Total Operating Revenue	\$3,264,899

Equity ¹	Actual
Equity (Social Disadvantage)	\$37,077
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$37,077

Expenditure	Actual
Student Resource Package ²	\$2,702,474
Adjustments	\$0
Books & Publications	\$117
Camps/Excursions/Activities	\$99,907
Communication Costs	\$3,773
Consumables	\$23,040
Miscellaneous Expense ³	\$9,217
Professional Development	\$10,814
Equipment/Maintenance/Hire	\$35,612
Property Services	\$86,621
Salaries & Allowances ⁴	\$29,712
Support Services	\$79,851
Trading & Fundraising	\$24,825
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,239
Total Operating Expenditure	\$3,124,203
Net Operating Surplus/-Deficit	\$140,696
Asset Acquisitions	\$0

(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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$334,074
Official Account	\$38,255
Other Accounts	\$0
Total Funds Available	\$372,329

Financial Commitments	Actual
Operating Reserve	\$60,625
Other Recurrent Expenditure	\$1,812
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$50,732
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$41,364
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$189,533

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