

# 2023 Annual Report to the School Community

School Name: Kialla West Primary School (1727)



- 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 17 March 2024 at 03:52 PM by Wesley Teague (Principal)

- This 2023 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 30 March 2024 at 05:05 PM by Jamie Gilbert (School Council President)

## How to read the Annual Report

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### 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.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### 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).

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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Kialla West Primary School is located in the growing Kialla area. The school is located 7km south of Shepparton and was established in 1876, on the Goulburn Valley Highway and opposite the Kialla West estate. Students attend KWPS from the fast-growing new estates of Kialla and farms to the south of the school.

The school has maintained a steady enrolment in recent years and had 197 students in 2023. KWPS had 14.1 equivalent full-time staff including: 1 Principal Class, 11 Teaching, 2.1 Educational Support and Social Worker.

Kialla West has a welcoming atmosphere and a caring student and community population. The community comprises of different cultures and has students from a variety of social and economic backgrounds. The school maintains a stable Student Family Occupation (SFOE).

The school's values of Pride, Excellence and Resilience are promoted throughout the school and community. Programs such as the Resilience Project, Respectful Relationships and the implementation of a consistent instructional teaching and learning model, are used to support independent student learning in the classrooms. Teachers support this independent learning by providing a supportive learning environment and assisting children to develop individual learning goals. The school community is supportive of the KWPS and the school in turn values its local community.

The school continues to upgrade facilities through grants and self-funded projects. In 2023 the school made improvements to the drainage and landscaping projects, through a grant provided by the Department of Education.

Specialist teachers provide the children with a tutoring program, intervention support, Physical Education, Italian, Science and Art lessons. The school provides an Outside School Hours Care program, consisting of before school, after school and a holiday program. Kialla West PS combines with neighbouring primary schools to assist parents to facilitate weekend sporting teams.

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

### Learning

In 2023, Kialla West Primary School continued to focus on improving student learning outcomes for all students in Literacy and Numeracy.

The Teacher Judgement results indicate the following: 91.3% of students at Kialla West Primary School achieved at or above the expected standards in English, this was above the similar schools average of 87.1%.

91.7% of students at Kialla West Primary School achieved at or above the expected standards in Mathematics, this was above the similar schools average of 87.0%.

NAPLAN data results indicate the following:

79.4% of Year 3 students were in the strong or exceeding range for Reading. 81.3% of Year 5 students were in the strong or exceeding range Reading.

76.5% of Year 3 were in the top strong or exceeding range for Numeracy. 69.7% of year 5 students were in the strong or exceeding for Numeracy.

These very positive results have been achieved through the extensive investment in enhancing staff knowledge using high quality professional learning. The school has consistent teaching practice and a common instructional model, staff continue to use formative assessment for differentiated teaching and learning. The implementation of the Victorian High Abilities Program has provided additional opportunities for high performing students.

### Wellbeing

KWPS places great importance on ensuring the children are supported and safe in a caring and welcoming environment. In the 2022 Attitudes to School Survey, the students Sense of Connectedness indicates a higher result than similar schools at 82.2% positive and the Management of Bullying is higher than similar schools at 78.7%.

Kialla West values the relationship between home and school and actively engages the community through events, newsletters, webpage, Compass, email, and Facebook.

The school maintains a proactive approach toward teaching social and emotional programs within the school. Students are explicitly taught social and emotional skills in class. These lessons occur on a weekly basis and focus on developing the social and emotional skills of the students. In 2023 Kialla West utilised the Resilience Project and Respectful Relationships curriculum to compliment the

social and emotional learning. The Resilience Project supports the students to develop Gratitude, Empathy and Mindfulness (GEM). The school has employed a social worker and Chaplain to support students and families.

All the grade 6 students are seen as school leaders. The grade 6 students apply for leadership positions within the school and a leadership team is developed to lead a specific area within the school. The school community is very proud of the student leaders and the student leaders are proud of the school.

The grade 4 students are involved in a Foundation buddy system. All the grade 4 children are buddy with a Foundation child to assist with the transition program.

The school also promotes and maintains a strong sense of family involvement through an active P&C, School Council, excursions, sporting teams and activity days. KWPS prides itself on being a positive and happy place to learn and play.

## Engagement

KWPS actively advocates the importance of having quality relationships between staff, students and their families. These attitudes are reflected in our attendance rates and our results from Student Attitudes to School and Parent Opinion surveys.

The school maintains a better attendance rate than the state average with all classes having an average attendance ranging from 90-94 per cent. In 2023 the absence rate of 16.3 days per student was below that of the state average and also below absences of schools with a similar profile. The majority of absences are for students who are sick or from families having extended holidays.

The importance of good attendance is promoted in the school newsletter and classrooms. Parents are contacted if a student has a high number of absences and Student Support Services provide support where required.

Student engagement is enhanced through having consistent teaching practice across the school and students experiencing success in achieving individual learning goals. The school has targeted highly regarded educational consultants who have provided professional learning to develop engaging and meaningful Literacy and Numeracy teaching strategies.

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## Other highlights from the school year

The school provided camps and excursions to all the students, the grade three and four children attended Alexandra Adventure Resort and the grade five and six children went to Queenscliff for a seaside camp. The students in Foundation to grade two participated in a sleep over at school. These experiences assist in developing the confidence and independence skills of the students. The end of year school concert was a wonderful way to celebrate the end of the school year, all the students participated in this event and the whole school community were able to attend. The school continues to promote and celebrate student learning and engagement. During the year the school conducted a writing celebration evening and a maths challenge night. These nights were a wonderful opportunity to involve the parents in their child's learning. The students are provided with an excellent sporting program including a range of sports where the school maintains high levels of participation rates and the opportunity for highly skilled students to compete at state level.

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## Financial performance

KWPS completed the year with a total of available funds of \$555 100.00.

All financial decisions are based on the desire to provide the very best educational experience for all students who attend the school. To ensure that resources are allocated strategically, a budget outlining expenditure for the year is presented to School Council for approval. When developing this budget the school's goals, as outlined in the Annual Implementation Plan, guide resource allocation decisions.

Some of the key decisions that have been made through this process include:

- Investing in comprehensive Professional Learning for school staff. The focus in 2023 was enhance the numeracy instructional model and implementation of the Resilience Project to support the social and emotional learning of the students.
- The purchase of additional texts for children to enjoy in classroom libraries and take-home books as part of the reading program.
- The installation of new drainage and concrete paths was completed in the quiet area.
- The installation of a new water filtration system and chilled drinking fountain.

For more detailed information regarding our school please visit our website at  
<http://www.kiallawestps.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 197 students were enrolled at this school in 2023, 101 female and 96 male.

6 percent of students had English as an additional language and NDP 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).

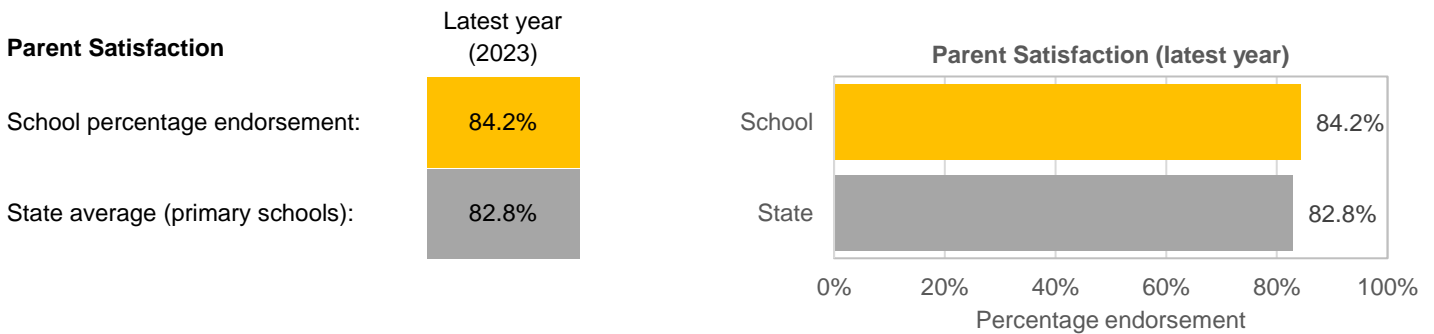
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The 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.

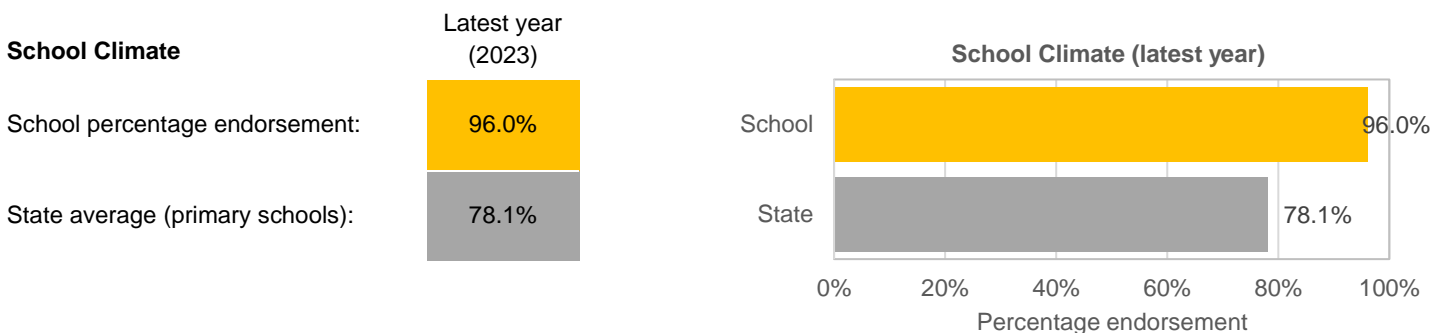


### School Staff Survey

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.



## 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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

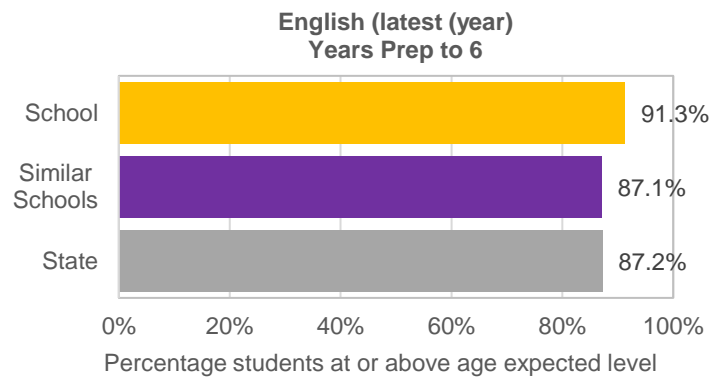
91.3%

Similar Schools average:

87.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

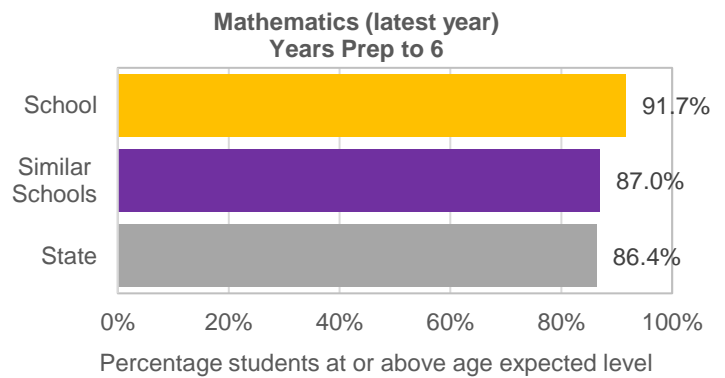
91.7%

Similar Schools average:

87.0%

State average:

86.4%





## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.4%

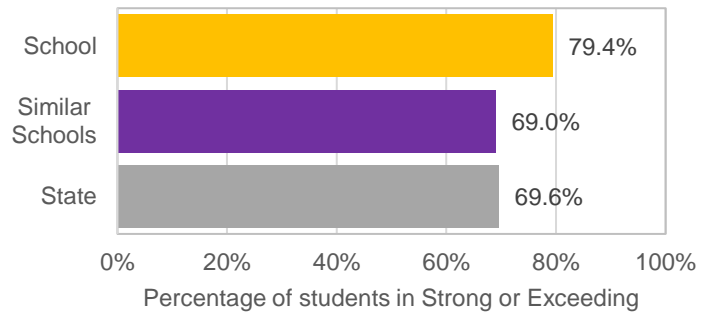
Similar Schools average:

69.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.3%

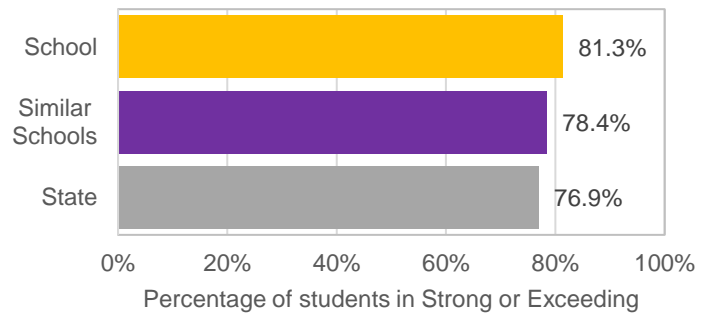
Similar Schools average:

78.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.5%

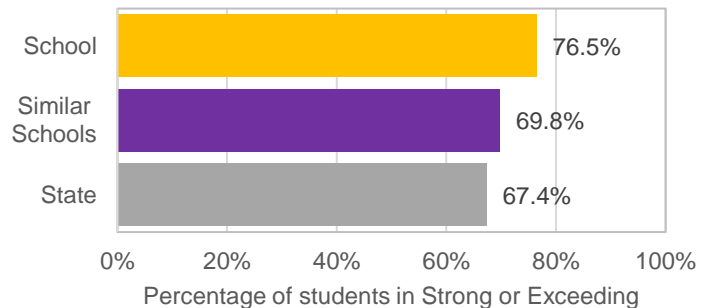
Similar Schools average:

69.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.7%

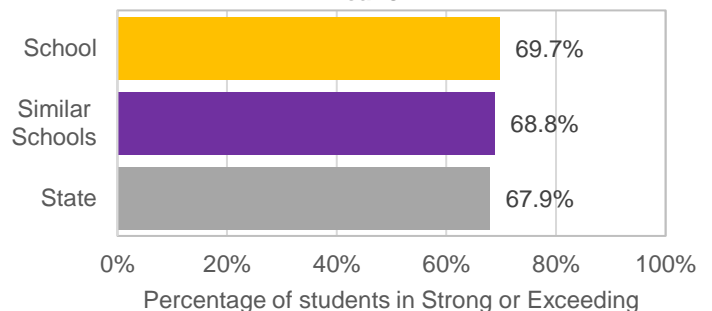
Similar Schools average:

68.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



## 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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

83.3%

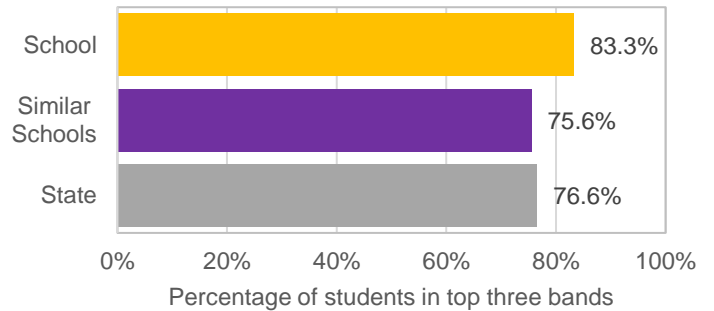
Similar Schools average:

75.6%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

82.8%

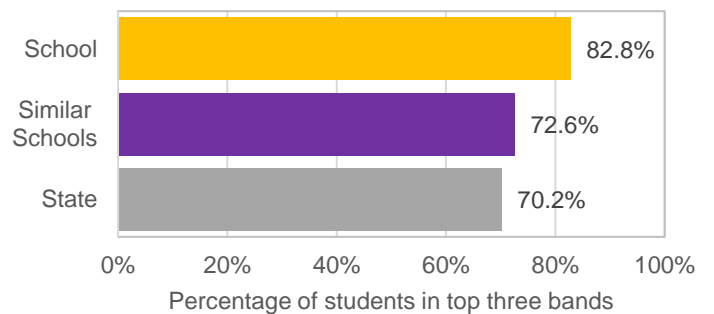
Similar Schools average:

72.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

80.0%

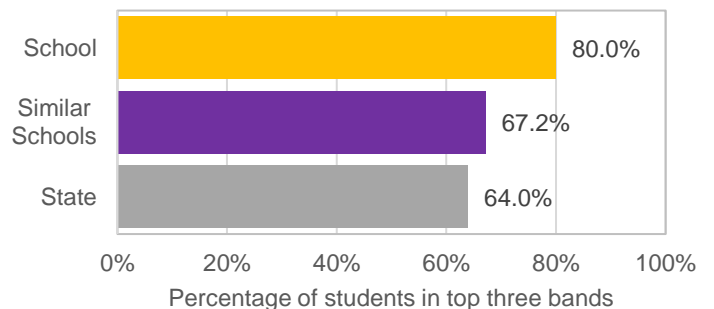
Similar Schools average:

67.2%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

57.1%

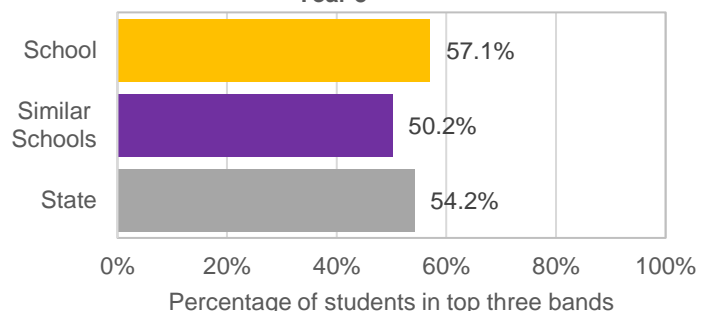
Similar Schools average:

50.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

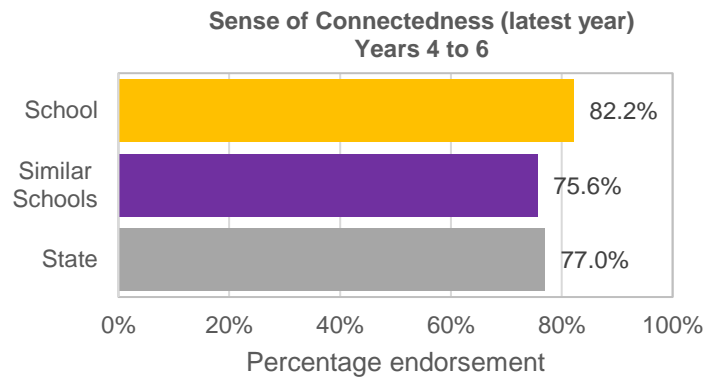
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	82.2%	80.8%
Similar Schools average:	75.6%	76.2%
State average:	77.0%	78.5%

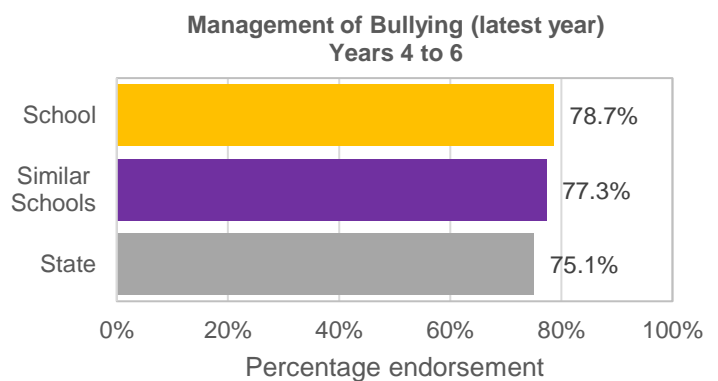


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	78.7%	77.1%
Similar Schools average:	77.3%	77.6%
State average:	75.1%	76.9%



## ENGAGEMENT

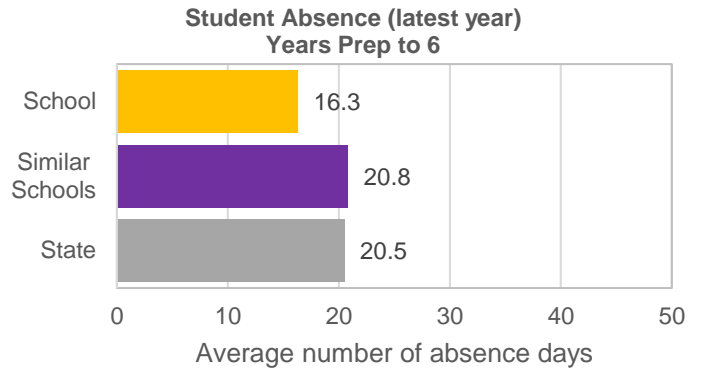
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	16.3	14.3
Similar Schools average:	20.8	18.1
State average:	20.5	18.1



### 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 (2023):	91%	94%	92%	91%	90%	93%	91%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,864,491
Government Provided DET Grants	\$350,670
Government Grants Commonwealth	\$76,604
Government Grants State	\$26,979
Revenue Other	\$56,204
Locally Raised Funds	\$259,157
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,634,105</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$19,702
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$19,702</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,775,889
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$74,971
Communication Costs	\$11,108
Consumables	\$79,983
Miscellaneous Expense <sup>3</sup>	\$42,890
Professional Development	\$14,676
Equipment/Maintenance/Hire	\$40,305
Property Services	\$237,800
Salaries & Allowances <sup>4</sup>	\$192,840
Support Services	\$0
Trading & Fundraising	\$78,846
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,417
<b>Total Operating Expenditure</b>	<b>\$2,556,725</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$77,380</b>
<b>Asset Acquisitions</b>	<b>\$8,877</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$521,806
Official Account	\$33,294
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$555,100</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$98,864
Other Recurrent Expenditure	\$26,541
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$403,153
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$528,558</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*