

2020 Annual Report to The School Community



School Name: Keilor Views Primary School (5539)



- 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 16 March 2021 at 10:33 AM by Matthew Borg (Principal)

The 2020 Annual Report to the school community:

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

Attested on 22 April 2021 at 02:51 PM by Evstratios Kalaitzoglou (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

At Keilor Views Primary School, 'we empower every learner with the skills and dispositions to flourish'. We celebrate our school wide values of Respect, Responsible and Safe and hold high expectations of all students and stakeholders in the learning process, with a strong emphasis on activating authentic student agency. Keilor Views Primary School is situated in the Victorian suburb of Keilor Downs within the City of Brimbank. Located approximately 25 km from the Melbourne Central Business District. Keilor Views Primary School officially opened in 2010 as a result of a school merger and is located on the former Keilor Downs Primary School site. Our committed educators work together in Professional Learning Teams and Communities of Practice, to build educator capacity, and improve student learning growth. A total of 432 students were enrolled at Keilor Views Primary School in 2020, with 107 students having English as an additional language (EAL). During the 2020 school year we had one 'International Student Enrolled'. In 2020, 25 students accessed the PSD funding Program and accessed our inclusive school initiative. The school has a SFOE index of 0.459 which places us in the medium band. In 2020, the staffing profile comprised of 40.7 equivalent full-time staff including two Learning Specialists, a leading teacher (wellbeing), an Assistant Principal and Principal. We are a highly supportive learning community that is focused on empowering learners. Our team utilises every single day to take the opportunity to make a positive impact on our classrooms, our school, and on those around us. As educators we don't miss a single chance to make a difference and have a positive impact on those we serve. Our team trusts each other. We all are all intrinsically motivated to bring our whole and best self to our learning environment, and lead learning with our whole hearts.

Keilor Views Primary School provides a curriculum framework differentiated to meet student needs. Classroom programs are supported by Specialist programs which include: Physical Education, Visual Arts, Italian, and STEM. The creation of a fourth specialist hour has allowed for Year Level teams to collaborate in highly effective Professional Learning Teams.

Our academic, social and extra-curricular activities create opportunities for all students to participate and engage in learning within a respectful and safe learning environment. Our school experienced the successes and challenges that arose during remote and flexible learning. As a community, we pulled together to ensure that our learners had the best possible learning experiences during this unprecedented time. Our students, educators and parents faced the steep learning curve together that had been placed upon us. We galvanised as a community and put the health and safety of our community members at the forefront of our work. During this time we ensured that students were given the consistency of using technology, in our case iPads to transform our face to face learning experiences into remote ones. Educators were supported with targeted bespoke wellbeing strategies that were developed by our Positive Psychology Expert, Consultant, Chris Egan. Chris partnered with our Executive Leadership Team to co-construct evidence informed wellbeing practices for our staff. This initiative was in the form of daily, online wellbeing activities for all staff called, The Daily Dose. This initiative was extremely impactful, as evidenced in our 2020 School Staff Survey, which surged from well below state averages, to well above, the state average. (95% positive endorsement compared to 78% statewide).

As noted in our School Strategic Plan, in 2020 we have in consultation with the community, forged a school wide vision and established our school values. We have focused efforts in the evolvement of leadership and have made a significant investment in the leadership knowledge capital of educators. We have planned for the 2021 school year to be a journey of leadership discovery in which every educator is empowered to lead from the position in which they hold.

Our continued focus is to enhance student wellbeing through partnering with Parents and Carers and utilise evidence based practices and programs which; engage all students socially, emotionally and academically, are embedded into our everyday teaching and learning, and are an intrinsic part of our school culture. We have made significant in roads in partnerships with parents in 2020, particularly during the lockdown/remote periods.

Framework for Improving Student Outcomes (FISO)

During the 2020 school year we faced a school year like no other, we continued to follow the FISO to ensure we were meeting the learning needs of our community and serving our community. We began the restructure of middle-level leadership to drive the work in our PLC's. During the first term, we re-invested in the professional development of our leadership team to reflect the notion of 'we are all learners' and 'we are all leaders of learning'. During our first 'all in learning day' (curriculum day) we analysed school data paying particular attention to collective efficacy of staff. We then, throughout the term co-constructed a belief of what collective efficacy is and how it can impact on serving our community. We established, through community consultation, the vision of at Keilor Views Primary School we are all empowered to lead from whatever position we hold. We endeavour to facilitate a distributed leadership structure, where all voices are heard, and considered. As a staff, have developed the shared belief that, no one voice is more powerful than that of the collective. And we all lead to empower every learner with the skills and dispositions to flourish. Our shared understanding is that the executive leadership team are defined as 'Learning Influencers', leaders that influence learning and relentlessly live our school vision and leverage our school values of respect, safety, and responsibility.

During 2020, despite the challenges we have faced due to the pandemic we continued to implement professional learning to drive consistency of PLCs across the school. We have revised our PLC structure and time to ensure that our PLCs are efficient, productive and purposeful. We have also developed the KVPS PLC inquiry cycle, and have begun to implement the model school-wide and embed the model into our induction process and school vernacular. The KVPS PLC inquiry cycle has now been established and co-constructed by our educators. We began the year with a particular focus on maintaining the top two bands and made some heavy investment in putting faces to this data and identify students' needs for future learning to ensure the attainment of the top two bands in NAPLAN reading. We partnered and collaborated with the community to empower the work. Unfortunately, the cancellation of NAPLAN in 2020 and the school shutdown and transition to remote learning put a halt to this work. We endeavour to use the same established process during the 2021 school year.

Achievement

Students responded well to self-directed and project-based learning tasks during the remote learning period. In 2021, we plan to incorporate more project-based learning into our curriculum and the use of amplifying learning and communication through the use of technology.

During Remote Learning, most students were active participants in the daily morning meet, small reading groups and individual conferences. They were eager to join meets and connect with the teacher and their peers. They accepted their role in the various communications, presenting learning in the morning and reading during small group and individual conferences. We found that during the remote learning periods, students who fully participated have returned to face to face learning and continued the momentum of their learning. Across the school we have only seen a very minor increase (8%) in the amount of students reading level being one or more years below the standard. We have developed a school wide initiative that meets the needs, our LIFE (Learning Intervention For Essentials) initiative is to empower and expedite the learning in literacy, numeracy, and social emotional learning needs to ensure that every student has the opportunity to flourish. This initiative, designed by the executive leadership team in collaboration with educators, is a response to the DET tutoring program and provides a research-based approach to meeting the needs of missed learning and provides a scaffold to achieve maximum growth. The LIFE initiative has evolved to further develop data literacy of teachers and education support staff, to improve the understanding of student needs and progress, as well as identifying students requiring additional support. We have embedded and maintained PLC structures to support teacher collaboration and reflection to strengthen teaching practice and reduce instructional variance but elicit differentiation. We also collaborated to prioritise curriculum 'essentials': mathematics, reading, writing and science and ensured these revisited across wider curriculum subjects -audit the curriculum to ensure ownership from staff.

Our school wide observations of the period of remote learning is as follows:

Greater advantage during Remote Learning (Positives):

- * One on one time with teacher
- * Parents taking time to read with students

- * Quiet learning space
- * Development of ICT skills and ability to communicate through ICT
- * Time management has improved - explicitly taught by teachers
- * Teachers still covered the curriculum, students have not missed out on essential learning
- * Students were more independent and responsible
- * Improved ability to independently problem solve and independence in general
- * Increased resilience
- * Relationships with teachers increased, as both student and teacher were more venerable
- * Relationships with peers improved, students missed their friends and appreciate each other more
- * Greater control of emotional regulation due to being at home in familiar environments
- * Ability to independently and responsibly contact their teacher, particularly if they required support with the learning

Disadvantages:

- * Lack of social and cooperative learning
- * Students who did not participate in remote learning had a lack of communication with peers
- * Students missed turn and talk and interacting with their peers
- * Evidence of students who parents did everything for them

Students that did not participate in Remote Learning:

- * Inability to problem solve
- * Resilience has regressed
- * Emotional regulation decreased
- * Organisational skills
- * Struggling to participate and follow in known routines
- * Ability to focus and interact with others appropriately in and outside of the classroom
- * Regression academically
- * Regression in personal and social development

Our overall achievement as evidenced in, 'The teacher judgement of Student Achievement, demonstrated that our schools performance in both English and Mathematics were slightly below or above the performance of similar schools. In English, Years Prep to 6, our schools percent of students at or above age expected standards was 78.4% and similar schools were at 78.5%. In Mathematics, Years Prep to 6, our schools percent of students at or above age expected standards was 76.9% and similar schools were at 75.8%.

We have experienced no issues with student socialisation upon returning to school and face to face learning, as we had provided students had ways and means to communicate outside of remote learning, if anything we have observed an increase in online socialising during and outside of class time. During remote learning, staff were able to gain professional learning opportunities and utilise online resources for curriculum -delivery and assessment this consequently supported the develop new ways of differentiating learning for students.

Engagement

To support student engagement during the transition back to onsite learning, our school worked tirelessly to ensure that students and families were participating in remote learning. Our online communication tool, Xuno was introduced to the community in 2020 and the implementation was expedited by the executive leadership team to ensure the tool was up and running school wide prior to the lockdowns. The work implementing Xuno paid great dividends during remote learning as it enabled two way Communications between parents/carers and the school. Xuno was used to send work to student and families during remote learning as well as used for communication of learning progress. Parents and carers have complimented the school in the way we have approached the unprecedented times that we experienced during the victorian lockdowns. They also commented on our support of student engagement during the transition back to onsite learning. The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey demonstrated that parents felt the school supported them and their children evidenced by the results being 80.6% of the parents surveyed reporting positive responses (the state average for 2020, 81.2%).

Wellbeing

The impact of the pandemic on the mental health and wellbeing of our community was always at the forefront in our thinking during and post 2020. The highest priority in 2020 was the wellbeing, particularly the mental health, of every student and member of staff. We successfully and effectively mobilised all available resources to support our most vulnerable students and enabling staff to access the relevant support services. Health and wellbeing supports such as the ongoing care during the lockdown of 'at risk' and essential worker families were implemented during the lockdown period. The school continued to parent with DHHS and other outside agencies to support the wellbeing of students. Point of need initiatives prioritised for staff, students and their families during and after the lockdown periods.

Our school modified the delivery of health and wellbeing supports to students and their families, by using communication tools such as Microsoft Teams and Zoom to facilitate learning, check ins and hold Student Support Group (SSG's) meetings.

During 2020, our school, collaborated with the community, and demonstrated, that we as a community, can be flexible and adaptable in responding to the challenges of the COVID-19 pandemic. Moving forward we will continue to meet student needs as we look towards the year and ahead in 2021. WE EMPOWER.

Financial performance and position

Keilor Views Primary School maintained a sound financial position throughout 2020. The 2019-2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. There has been no major works completed within the school during 2020 due to Victorian lockdowns. The Financial Performance and Position report shows an end of year surplus of \$326,214. This surplus occurred due to staffing variations and unexpected staffing stresses due to the COVID-19 pandemic. The school received Equity Funding, which contributed towards the employment of Educational Specialists and the schools literacy, mathematics and LLI program.

For more detailed information regarding our school please visit our website at
<https://www.kvps.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 431 students were enrolled at this school in 2020, 199 female and 232 male.

36 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

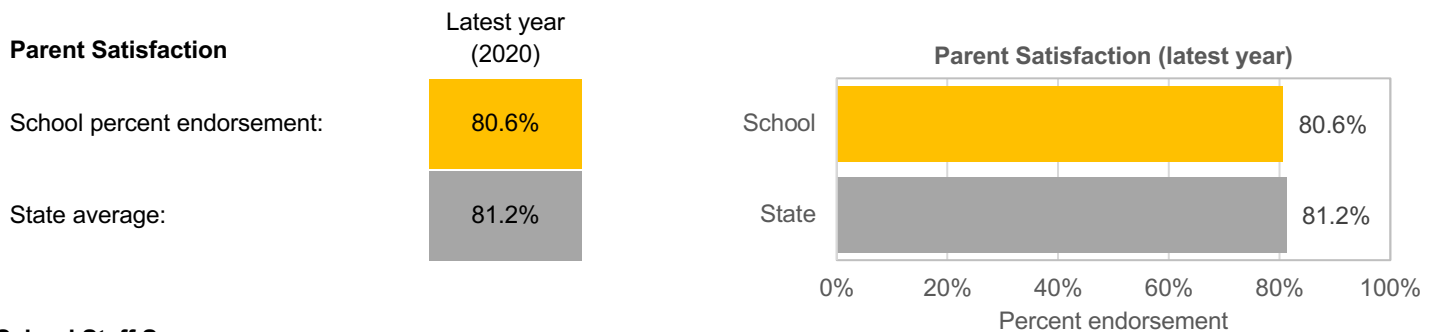
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

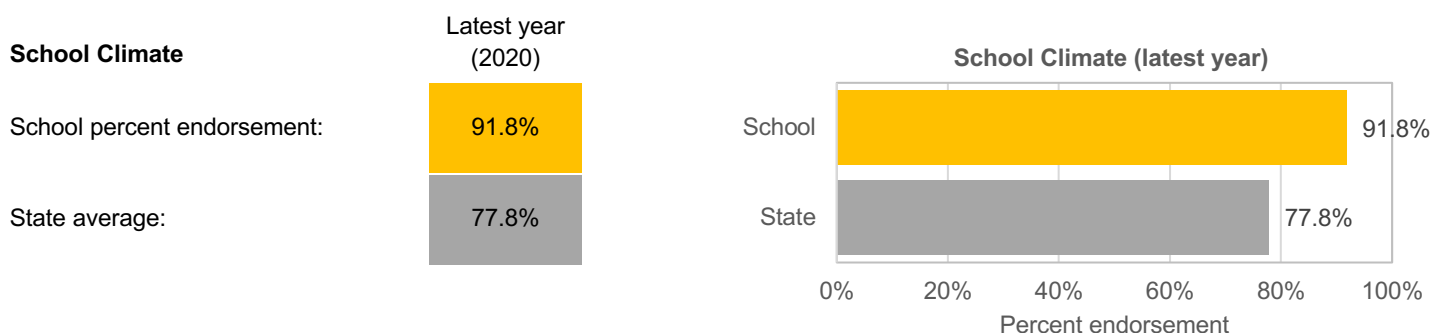


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

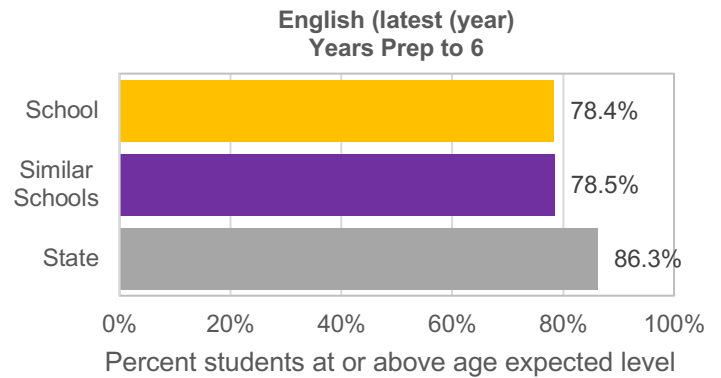
78.4%

Similar Schools average:

78.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

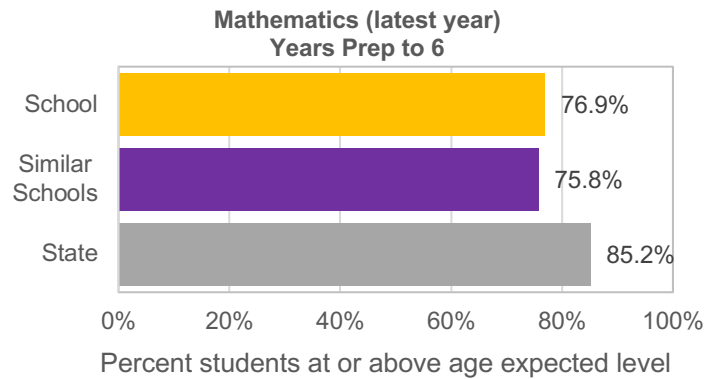
76.9%

Similar Schools average:

75.8%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

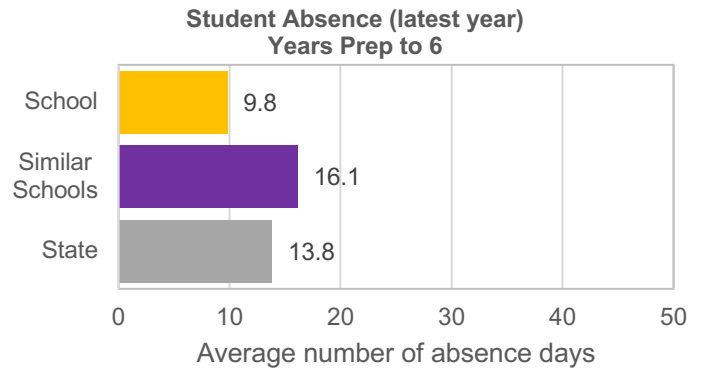
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.8	14.0
Similar Schools average:	16.1	17.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	93%	94%	95%	95%	96%	96%

WELLBEING

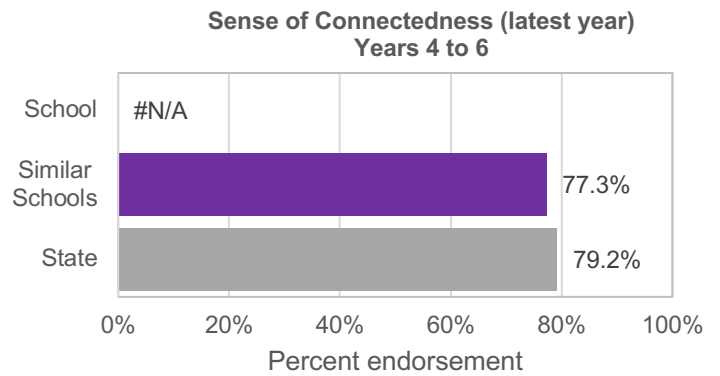
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.8%
Similar Schools average:	77.3%	79.1%
State average:	79.2%	81.0%



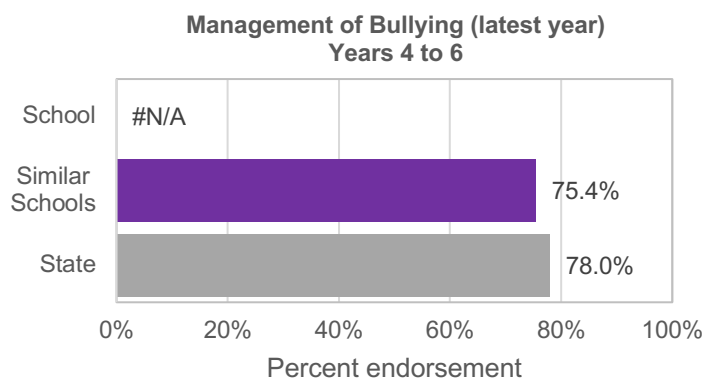
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.3%
Similar Schools average:	75.4%	78.4%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,320,511
Government Provided DET Grants	\$696,571
Government Grants Commonwealth	\$3,400
Government Grants State	NDA
Revenue Other	\$20,769
Locally Raised Funds	\$66,269
Capital Grants	NDA
Total Operating Revenue	\$5,107,520

Equity ¹	Actual
Equity (Social Disadvantage)	\$399,880
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$399,880

Expenditure	Actual
Student Resource Package ²	\$4,259,655
Adjustments	NDA
Books & Publications	\$2,661
Camps/Excursions/Activities	\$17,843
Communication Costs	\$14,974
Consumables	\$43,187
Miscellaneous Expense ³	\$42,247
Professional Development	\$13,137
Equipment/Maintenance/Hire	\$128,389
Property Services	\$57,926
Salaries & Allowances ⁴	\$77,290
Support Services	\$31,857
Trading & Fundraising	\$46,789
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$45,352
Total Operating Expenditure	\$4,781,306
Net Operating Surplus/-Deficit	\$326,214
Asset Acquisitions	\$8,800

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$553,369
Official Account	\$27,199
Other Accounts	NDA
Total Funds Available	\$580,567

Financial Commitments	Actual
Operating Reserve	\$79,914
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$49,062
School Based Programs	\$102,627
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$115,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$233,964
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$580,567

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.