

2022 Annual Report to the School Community

School Name: Kallista Primary School (3993)



- 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 09 March 2023 at 02:56 PM by Christine Finighan (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 23 March 2023 at 06:40 PM by Nadia Watson (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

Kallista Primary School is nestled in Sherbrooke Forest in the beautiful Dandenong Ranges National Park. Our school community appreciates close proximity to the forest, and our children enjoy clean air, and open, interesting spaces in which to play. Echidnas, lyrebirds, kookaburras, parrots and cockatoos visit our grounds, and our students take walks in the forest to learn about the geography, flora and fauna of our local area. We are very lucky to enjoy such a unique natural environment, which enhances creative play, and nurtures happy, healthy children.

Our values underpin our relationships, policies, and curriculum delivery, and were identified by a whole school consultation process in 2016. Our values are: Trust, Respect, Compassion, Perseverance and Creativity.

The school oath, based on our school values, was created by our Kallista PS Student Representative Council in 2018 and is spoken at every school assembly, referred to by staff and students, and posted around the school.

KPS SCHOOL OATH:

We show COMPASSION by: Caring for others and understanding their feelings

We show TRUST by: Having confidence in the reliability of someone else

We show PERSEVERANCE by: Trying, pushing through challenges, and not giving up too quickly

We show CREATIVITY by: Letting our imaginations run free, and expanding our minds to new experiences

We show RESPECT by: Caring, understanding and accepting others for who they are.

Our facilities include:

- Spacious and attractive play areas, including an oval and hard court areas for ball sports. We have a mix of natural playscapes, using recycled and construction parts for creative and social play, and modern age appropriate play equipment.
- Beautiful and well-resourced kitchen and kitchen-garden for our Stephanie Alexander cooking program.
- A General Purpose Room, used for Before and After School Care, whole school assemblies, and Physical Education, Library, Computer Lab, Instrumental Music Rooms, Art Room with kiln, and a Sensory Room.

At KPS we provide a supportive and respectful learning environment, where our knowledgeable and dedicated teachers develop positive relationships with the children in their care. Our students are catered for in five classes from Foundation to Year 6. We have ten teachers, and six education support staff supporting student learning in classrooms, and also working in the office, and supervising our before and after school care program.

The most powerful way for students to learn is to provide them with the opportunity to discover and make connections for themselves. At Kallista Primary, our teachers provide explicit instruction, and help students develop independence and inquiry skills throughout all levels. From Foundation to Year 6 at KPS, our students develop knowledge, skills and confidence through a broad range of core primary curriculum including:

- Fundamental knowledge and skills in numeracy and literacy-- complemented our inquiry approach
- Kitchen-Garden Program
- Visual Arts
- Health and Physical Education
- Music and Performing Arts
- STEM- Science, Technology, Engineering and Mathematics
- Integrated inquiry and research in the Humanities, such as Geography , Indigenous Education, History and Science.

Our students use technologies to enhance learning. We have a large bank of networked computers and notebooks, both in our computer lab, and classrooms. Our students use iPads for particular learning tasks, and enjoy a range of exciting and engaging computer applications that enhance their ability to express their creativity, to research and publish, and to use coding and design. Coding, 3-D printing, robotics, clay animation, and film are just some of the ways our students use computer and information technologies at our school.

We warmly welcome parents to be active members of our school community and value the contribution of parents in supporting the learning environment in a number of ways.

- Friends of Kallista Primary School- our social and fundraising group

- School Council and Sub-Committees
- The Stephanie Alexander Kitchen-Garden program always needs parent helpers!
- Classroom helpers, such as listening to children read, providing specialist subject support in an area of your expertise (the Arts, Mathematics, Science, Computer Technologies)
- Uniform Shop
- Working bees
- School excursions, sports assistance and special activity days.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2020, our Numeracy Learning Specialist, Sonja Winkler, graduated from Primary Maths Specialist (PMMS) training, and continued throughout 2022 to coach our staff to build teacher instructional practice. Our aim across the school in that students will be deeply engaged in their Mathematics learning, and teachers will teach 'up', enriching and extending conceptual understandings, and building skills and accuracy.

The tutor learning initiative continued in 2022, and ongoing assessment showed effective learning growth amongst students attending. This program will continue in 2023 with a focus on numeracy achievement. We used Smart Spelling and continued to implement a balanced approach to the teaching of reading, incorporating phonics, reading for meaning, vocabulary, fluency, expression, and comprehension.

Our 2022 NAPLAN results were very pleasing, with excellent results in the areas of reading and spelling in both Year 3 and Year 5. Over 90% of students in Year 3 and over 70% of students in Year 5 achieved in the top two bands of Reading in NAPLAN. Year 3 NAPLAN showed overall high achievement levels in all curriculum areas with zero students in the bottom two bands. In Numeracy across the school, zero students achieved in the bottom two bands of NAPLAN. This is pleasing, and it provides us with the important challenge of extending our middle learners even further.

Wellbeing

Student wellbeing is central to our purpose at KPS. Ways that we support the wellbeing of students at our school include:

- Caring and dedicated teachers
- Values education and the provision of a safe and secure learning environment, based on School Wide Positive Behaviour Support (SWPBS)
- Student leadership programs across the whole school, including Student Representative Council, Prep to Year 6
- Adherence to the Child Safe Standards, Respectful Relationships, and requirements of the VRQA
- Provision of Student Support Services: DET psychologist, social worker, and speech pathologist support available
- Trauma informed and a restorative approach

In 2022, the SWPBS approach was used to help us have conversations with students about positive behaviours that make our experience at school secure, happy and safe. We undertook social-emotional learning activities that helped us have a sense of belonging and security to support a positive re-entry into school life, after a disrupted two years. Our teachers identified individuals and cohorts of students with wellbeing needs and we used Tier 2 Disability Funding to provide a range of supports such as play therapy sessions, human development workshops, increased teacher aide support in investigations Prep to Year 2, Cool Kids with Kate Wilde across our school, and ICAN sessions. All staff have completed the Respectful Relationships training on disclosure, and staff are using the Respectful Relationships curriculum to support social-emotional development of skills and understandings. We had a student led art club, games club, and assemblies, in 2022, which further supported student wellbeing. The school's highly engaging Stephanie Alexander Kitchen Garden program operates in an in-depth way, linking the school's garden and kitchen through student ownership of food preparation from garden to plate.

A secure and successful transition from kindergarten, and to secondary school, is supported by our school through a range of transition activities that enable children to become familiar with their new settings, before they begin the new year.

Students, staff and parents enjoy our school's strong sense of community. Our collective mission is to create an environment where every child learns to their full potential, and is happy and healthy. Kallista Primary School- a place where everyone learns!

Engagement

Students were able to engage in clubs and student led activities in 2022. A student led art club and games club increased students sense of ownership and agency at school. Springing from the student-led Art Club, was a beautiful new Wurundjeri indigenous calendar created for our indigenous garden. Other social emotional learning activities undertaken in classrooms such as Move-For-Mind and Cool Kids supported students to engage back into school, reconnect with each other, and build social connections and emotional understandings of self and others.

Our parent engagement continued over 2022, and our parents club, Friends of Kallista Primary School, raised over \$14000. Thank you for your efforts everyone! School Council continued its important school governance role over the year. Our Reconciliation Action planning group continued, as they did over Covid, and our RAP was finally published and put on our website with a celebratory assembly and picnic at end of year in December. Our School Council president acquired State government Positive Start to School funding so our students could enjoy free access to Melbourne museum, and to see Baker Boy in Hamer Hall. We also had a Tennis in Schools program for our whole school! We were able to successfully apply for school holiday program funding for 2023/24 through parent help.

Although the school year was far less disrupted in 2022, attendance continued to be impacted for some students due to illness. This resulted in our absence levels being higher than usual. On a more positive note, however, another contributing factor to absence from school was that a number of our families took their children on extended holidays, either overseas and interstate, to reconnect with family. This was very special for all concerned and a boost for mental health and wellbeing.

The substantive principal returned to school at end April, 2022. On returning, the principal decided in consultation with the SEIL, to formalise some distributed leadership. A new Business Manager was appointed, along with a Disability Coordinator, and a Numeracy Learning Specialist. These people have played a key role in establishing a focus on delivering better outcomes in planning, administration, student achievement and staff development. This is continuing on into 2023.

Other highlights from the school year

We thank the Friends of Kallista Primary School, our Parents Association, which held many social and fundraising activities, and raised over fourteen thousand dollars for our school. They organised a wonderful end of year barbeque picnic to celebrate our coming together for the presentation of our Reconciliation Action Plan (RAP). Our RAP outlines our commitment to work, teach and learn at our school, in ways that recognise, and honour First Nations' people, their strength, knowledge, history, culture and language. The actions in our RAP provide a guiding light for teaching and learning at our school. An essential and intrinsic aspect of our RAP process is to continue to develop our inclusive practice through partnerships that build trust and respect with First Peoples. In particular, we will nurture our relationship with Wurundjeri Elders and community members to deepen our understanding of their unique history, knowledge and perspectives.

Financial performance

In 2022 we employed classroom teachers over five classes and four specialist areas across the primary curriculum—including Music, Art, Physical Education, and Kitchen-Garden. We funded salaries, equipment, and consumables for the Stephanie Alexander Kitchen-Garden, which is not funded as part of the core Victorian Curriculum, but is an extremely valued component of learning and engagement at our school. The parent community has supported this program with extra funding through voluntary contributions to help us keep this amazing program running, and we thank them.

In Our Student Resource Package, we received \$3,995 for our swimming program, which we added to swimming funds carried over from 2021. This meant that we were able to fund all of our students to engage in the October 2022 swimming program free of

charge. We also received \$18,729 of Bushfire Vegetation Clearance funds that were spent on clearing and maintaining the school property, arborist and tree works, and other essential fire safety measures such as inspecting roof safety points, completing evacuation plans, and undertaking gutter clearance.

The State Government provided over \$500,000 for refurbishment of the lower court back in 2021- that work was finally begun in 2022 and as I write this report in March 2023, the lower court is almost finished! The delays were due to building staff shortages, and supply chain disruptions. We received \$25,000 for a new shade sail, which will be completed in 2023.

We finished the year with only a very small deficit. Although there were salary impacts due to Covid, the Department provided \$29,276 to partially cover the salary expense of an extra staff member in Semester One. The Out of School Hours care has made money sufficient to cover the cost of the Supervisor's salary also- which is very pleasing and something School Council has been working towards for many years.

For more detailed information regarding our school please visit our website at
<https://kallistaps.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 117 students were enrolled at this school in 2022, 63 female and 54 male.

0 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).

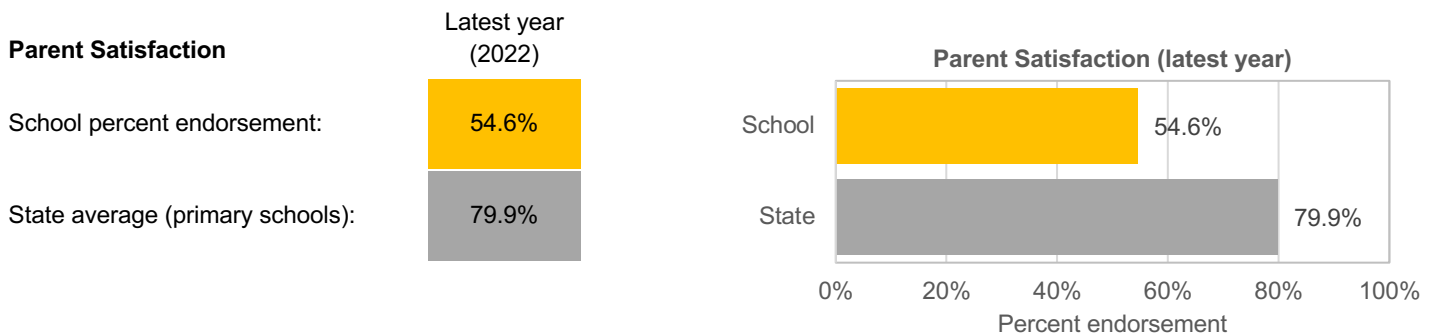
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

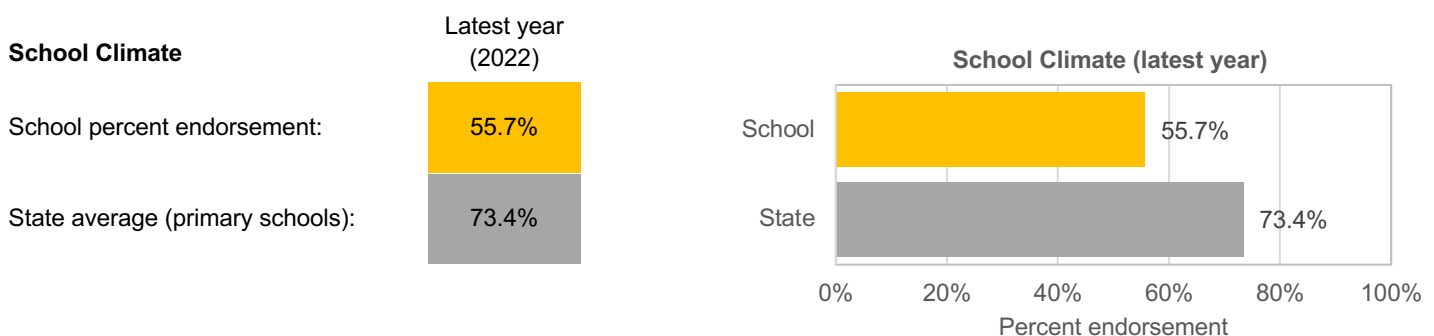


School Staff Survey

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.



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:

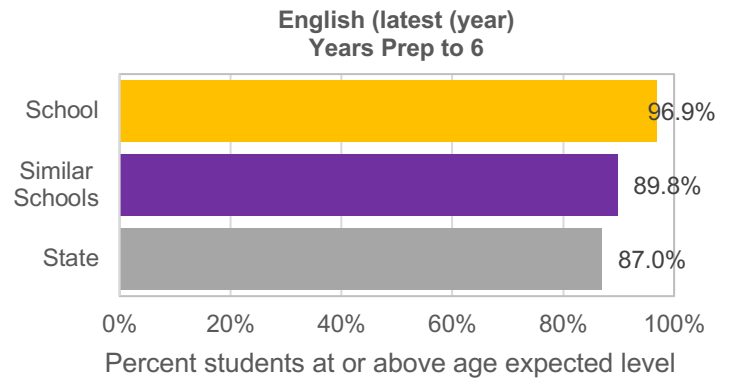
96.9%

Similar Schools average:

89.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

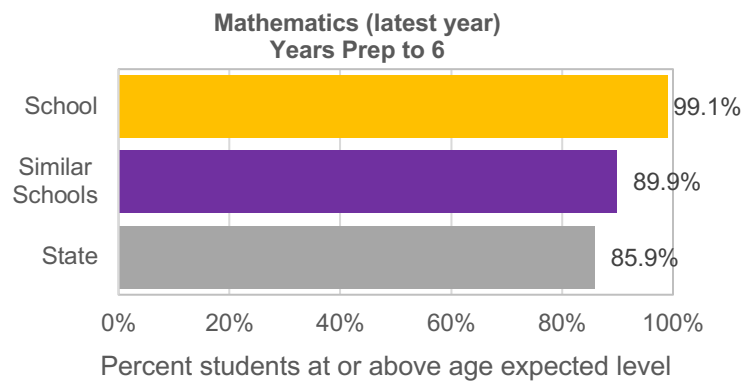
99.1%

Similar Schools average:

89.9%

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.

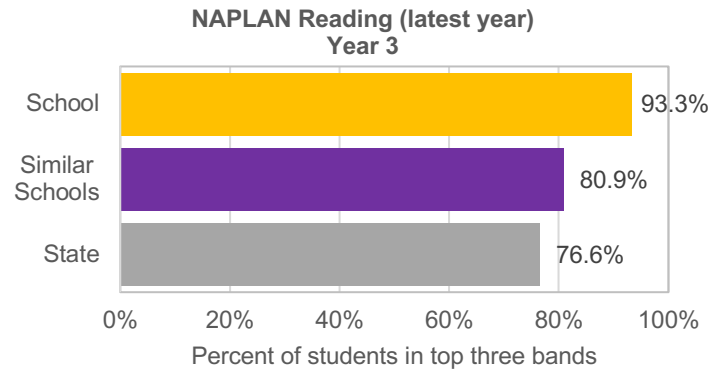
NAPLAN

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.

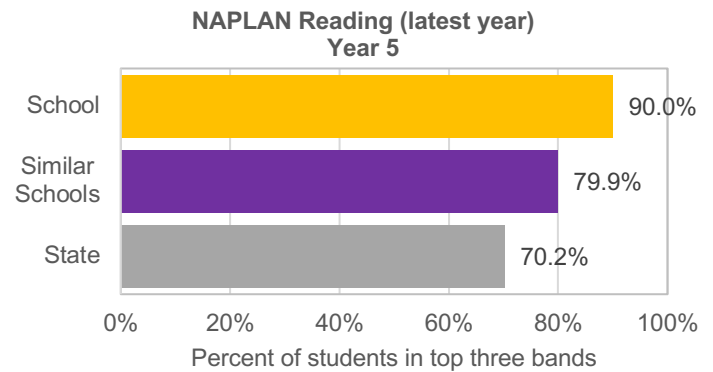
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.3%	79.6%
Similar Schools average:	80.9%	83.3%
State average:	76.6%	76.6%



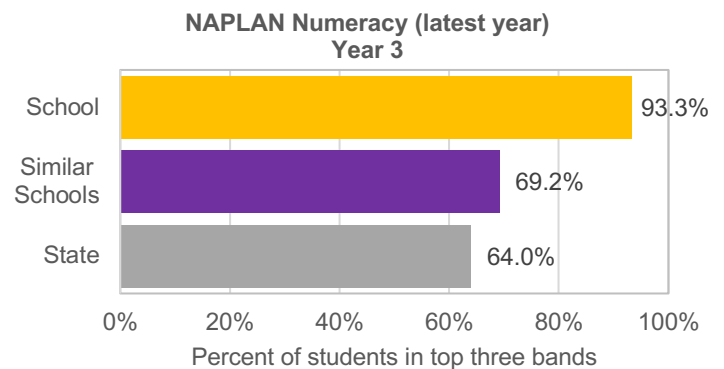
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.0%	75.5%
Similar Schools average:	79.9%	77.7%
State average:	70.2%	69.5%



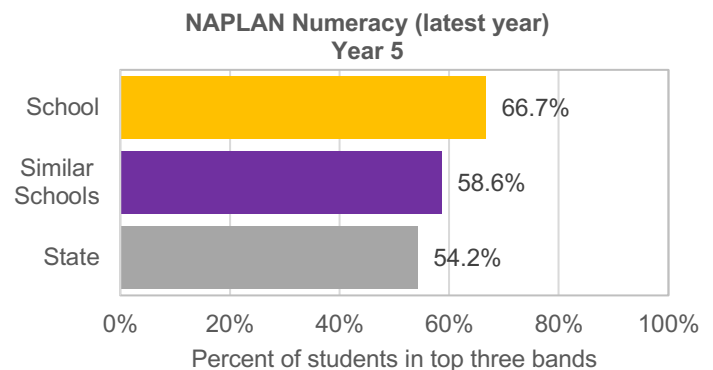
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.3%	68.0%
Similar Schools average:	69.2%	73.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	70.8%
Similar Schools average:	58.6%	64.3%
State average:	54.2%	58.8%



WELLBEING

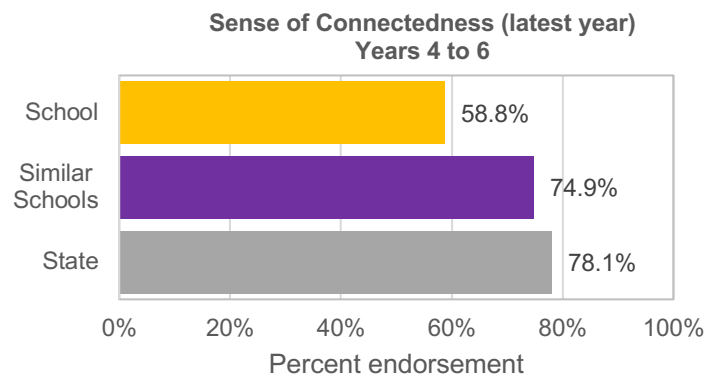
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	58.8%	69.5%
Similar Schools average:	74.9%	75.7%
State average:	78.1%	79.5%

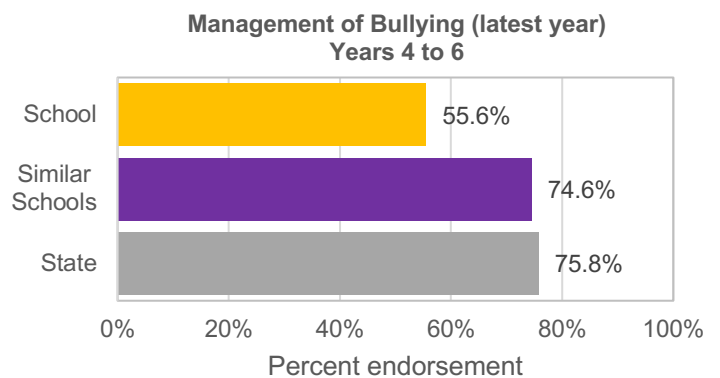


Student Attitudes to School – Management of Bullying

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:	55.6%	69.6%
Similar Schools average:	74.6%	76.7%
State average:	75.8%	78.3%



ENGAGEMENT

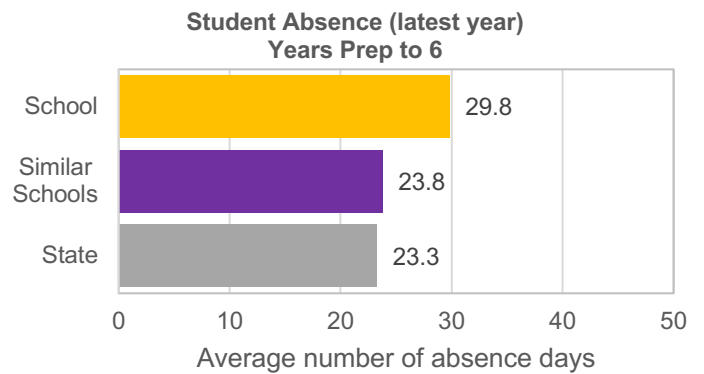
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	29.8	17.2
Similar Schools average:	23.8	16.6
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):	90%	83%	88%	86%	81%	83%	83%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,144,499
Government Provided DET Grants	\$208,373
Government Grants Commonwealth	\$34,488
Government Grants State	\$0
Revenue Other	\$5,221
Locally Raised Funds	\$144,420
Capital Grants	\$0
Total Operating Revenue	\$1,537,001

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,922
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,922

Expenditure	Actual
Student Resource Package ²	\$1,194,206
Adjustments	\$0
Books & Publications	\$261
Camps/Excursions/Activities	\$29,915
Communication Costs	\$1,951
Consumables	\$28,871
Miscellaneous Expense ³	\$6,059
Professional Development	\$2,480
Equipment/Maintenance/Hire	\$27,994
Property Services	\$48,349
Salaries & Allowances ⁴	\$42,828
Support Services	\$102,942
Trading & Fundraising	\$10,131
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,973
Total Operating Expenditure	\$1,523,961
Net Operating Surplus/-Deficit	\$13,040
Asset Acquisitions	\$17,786

- (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	\$242,154
Official Account	\$25,197
Other Accounts	\$0
Total Funds Available	\$267,351

Financial Commitments	Actual
Operating Reserve	\$50,118
Other Recurrent Expenditure	\$13,111
Provision Accounts	\$0
Funds Received in Advance	\$55,000
School Based Programs	\$25,555
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,307
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$51,300
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$202,391

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.