2025 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 (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 27 April 2026 at 09:33 PM by Robyn Mowat (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 27 April 2026 at 09:34 PM by Robyn Mowat (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

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

The ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school’s ‘Student Family Occupation and Education’ category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Kallista Primary School is nestled in the Sherbrooke Forest within the Dandenong Ranges National Park. Our students enjoy clean air, open spaces, and a rich natural environment where echidnas, lyrebirds, kookaburras, parrots, and cockatoos are regular visitors. Forest walks form part of the school curriculum which allow children to explore local geography, flora, and fauna, fostering creative play and nurturing happy, healthy students.

Our values—Trust, Respect, Compassion, Perseverance, and Creativity—were reviewed through a whole-school consultation in 2016 and underpin our relationships, policies, and curriculum. The Student Representative Council developed the school oath, which is spoken at every assembly and displayed throughout the school:

- **Compassion:** Caring for others and understanding their feelings.
- **Trust:** Having confidence in the reliability of someone else.
- **Perseverance:** Trying, pushing through challenges, and not giving up.
- **Creativity:** Letting imaginations run free and embracing new experiences.
- **Respect:** Caring for, understanding, and accepting others.

Our facilities include spacious play areas with an oval and undercover hard courts, natural and modern playscapes, a student kitchen and kitchen-garden established for the Stephanie Alexander cooking program, a General Purpose Room used for assemblies, PE, Before and After School Care, and as a Bushfire Shelter, plus a library, computer lab, instrumental music rooms, art room with kiln, and sensory room.

Kallista Primary offers a supportive, respectful learning environment with multi-aged classes from Foundation to Year 6. Eight teachers, including specialists in Art, Music/Performing Arts, PE, and Science, work alongside three education support staff. Leadership includes a Principal, a Leading Teacher, and Learning Specialists focusing on teaching and learning. Before and after school care is provided externally, giving families 5 days of care alongside holiday and curriculum day programs.

Supporting the whole child in their academic and social development remains a central guiding principle at Kallista. Learning is sequential, structured, and underpinned by explicit teaching practices, with a strong emphasis on Literacy and Numeracy alongside the development of personal and social capabilities and student wellbeing. The school implements the Victorian Curriculum, with a clear focus on English and Mathematics, while other learning areas are delivered through integrated Inquiry units and specialist programs. Technology is meaningfully embedded across the curriculum, with students using digital tools and applications to support creativity, research, coding, and design.

A strong connection to nature and the local environment is an integral component of teaching and learning at Kallista, enriching student experiences and fostering environmental awareness. In the junior school, investigative play is incorporated into daily practice, promoting creativity, encouraging exploration of individual interests, and supporting the development of social skills.

Our vibrant school community actively supports students and staff through: Friends of Kallista Primary (Parent Community Group), School Council, classroom helpers, Kitchen-Garden program volunteers, Uniform Shop, working bees, excursions, sports support, special activity days, and the Garden Club.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Kallista Primary School made significant progress toward its strategic goals, with a particular focus on improving student learning outcomes in Phonics and English.

Evidence shows strong teaching and learning at Kallista Primary School! In English, we began moving away from a balanced literacy approach to ensure our teaching practices were evidence-based, responding to both research and various data sets such as our phonological assessment data, NAPLAN and the number of students requiring literacy intervention. We began implementing the Science of Reading and learning principles in Prep to Year 2 and began exploring the best spelling strategies/programs in Years 3 to 6.

The teaching of Reading at our school is well resourced with newly purchased synthetic phonics/decodable readers and daily explicit teaching. At Kallista Primary School our experienced and knowledgeable primary teachers, approach the teaching of reading through an explicit teaching of

- phonics and the letter-sound relationships using Phonics Plus
- skills necessary to comprehend the meaning of a text;
- developing and increasing students' understanding of English vocabulary, including explorations into etymology and morphology
- and the development of fluency and expression, including developing a confidence and love of reading for pleasure.

Our NAPLAN results continue to reflect consistent improvement across the school. In Year 3, 92% of students achieved exceeding or strong growth in Reading, 91% in Writing, and 73% in Numeracy. Similarly, Year 5 students demonstrated strong progress, with 88% achieving exceeding or strong growth in Reading, 75% in Writing, and 80% in Numeracy.

Wellbeing

Over 2025, student wellbeing remained central to our purpose at Kallista Primary School. We recognise that strong wellbeing underpins academic success, and we successfully and

intentionally implemented initiatives that promote positive mental health and emotional resilience for all students. For example:

We relauched and fine tuned the implementation of the School-Wide Positive Behaviour in Schools (SWPBS) framework, refining the KPS Positive Behaviour Matrix, implementing daily morning circle sessions, and continuing to deliver the Respectful Relationships curriculum. These structures provide a consistent and supportive environment where students feel safe, valued, and ready to learn.

We also continued to engage with Department of Education initiatives, including support from an Education Improvement Leader (EIL-DI) and an Inclusion Outreach Coach with extensive expertise in inclusive education. This partnership strengthened our whole-school approach to inclusion, with a particular focus on building staff capacity to support neurodiverse students. Key strategies included the introduction of sensory supports in every classroom, the use of Brain Breaks, and access to a dedicated Sensory Room. Staff professional learning was further enhanced through targeted training, peer observations, and individual coaching.

Through our Investigations Program, Foundation to Year 2 students were provided with rich opportunities to develop problem-solving skills, independence, and a sense of responsibility. This program also supports a smooth transition from preschool to school by building on prior learning experiences in a purposeful and engaging way.

Additional supports and opportunities that contribute to student wellbeing at our school include:

- Caring staff, small classes, and engaging extracurricular programs
- Student leadership opportunities from Years 1–6
- Inclusion of private Allied Health services to provide therapy at the school to support students individual goals
- Targeted support through Tier 2 and Tier 3 Disability Inclusion funding
- Stephanie Alexander Kitchen Garden Program (garden to plate learning)
- Skilled Educational Support Staff supporting in the classrooms
- Catch up through the Tutor initiative program

Engagement

At Kallista Primary School, we place a strong emphasis on student engagement as a key driver of learning and success.

Throughout 2025, we took active and strategic steps to strengthen our communication practices. This included the introduction of regular Sunday afternoon updates, refining Compass posts to improve clarity, streamlining consent processes within Compass, continuing our monthly *Miniscope* newsletters, and consistently sharing school events and achievements via our Facebook page.

Students were provided with a wide range of opportunities to engage in clubs and student-led activities throughout 2025. These included a student-led games club, choir, chess club, garden

club, recorder group, and regular forest walks. An active Student Representative Council further strengthened student voice, agency, and leadership across the school by canvassing student perspectives and organising special events, including the *Biggest Morning Tea*, Teacher Appreciation Day, and fundraising initiatives for external organisations.

Our specialist program continued to enrich student learning, with all students participating in Auslan, Physical Education, Visual Arts, Science, and Music. These were complemented by additional programs such as the Kitchen Garden program, providing hands-on, real-world learning experiences.Health and Physical Education remained a priority, with students participating in a whole-school swimming program, camps program, and a range of inter-school sporting opportunities.

Connection to the local environment is an integral part of student learning at Kallista Primary School. Students regularly engage with the natural surroundings through walks at Grants Picnic Ground, using the environment as a context for inquiry, observation, and reflection. Learning also incorporates Indigenous perspectives, fostering respect for First Nations cultures and deepening understanding of Country. Through programs such as the Kitchen Garden, students are actively involved in growing, harvesting, and preparing their own produce, promoting sustainability, responsibility, and hands-on learning.

Student attendance data was pleasing in 2025, with 18% of students achieving over 95% attendance and 80% attending more than 80% of the time.

Parent engagement remained a strength of our school community being dedicated to creating opportunities for connection.. Families actively contributed through working bees and fundraising initiatives, supporting the upkeep of school grounds and enhancing student experiences. Events such as discos, sports days, and lantern-making activities provided further opportunities for community connection. School Council continued to play a vital role in the governance and strategic direction of the school.

Other highlights from the school year

In addition, students enjoyed special events throughout the year, including:

- School disco evening
- Kinder Connections Program
- End-of-year whole-school Christmas concert
- Whole-school end-of-year forest walk and movie
- Year 3–6 school camp
- Whole-school two-week swimming program
- Annual Sports Day and Picnic Sports Day
- 100 Days of Prep celebration
- Student led assemblies with special class presentations
- Forest experiences to enhance learning

- Student Led Indigenous Water Tank Design and creation
- Independent music lesson with showcase performances
- Choir Concerts
- Lantern making and parade community event
- 100 years of Kallista
- Easter hat making and Parade community event
- Year P & Yr 5 and Yr 1 & Yr 6 Buddy Program
- Teddy Bears Picnic

Financial performance

In 2025, we employed classroom teachers across five classes and four specialist areas of the primary curriculum, including Music and Performing Arts, Visual Arts, Physical Education, and the Kitchen Garden program. Auslan was funded as our Language Other Than English program and delivered by classroom teachers, supported through a combination of online and physical resources.

The Kitchen Garden Program, is supported through voluntary parent contributions, which play a vital role in ensuring the ongoing success and sustainability of this program, and we sincerely thank our parent community for their continued support. It remains a highly valued component of learning and engagement at our school.

Income generated from our Outside School Hours Care provider, OSHC Club. The school also received grants supporting our bushfire prevention program, to ensure our grounds remain well cared for.

In addition, the Parent Community Group (Friends of Kallista) coordinated a range of successful events throughout the year, raising funds to support school priorities such as sports equipment, Chromebook leasing, Kitchen Garden consumables, and art supplies.

Throughout 2025, the school's finances and facilities were carefully managed. The year concluded in a deficit position, due in part to legacy financial commitments and the additional costs associated with replacing a classroom teacher at short notice for two terms. In response, a clear, strategic, and well-developed plan has been established to address and rectify this financial position moving forward.

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 98 students were enrolled at this school in 2025, 43 female and 55 male. NDP had English as an additional language and NDP 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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**78.8%**
	Similar schools	80.5%
	State	82.0%

School Staff Survey

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

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**NDP**
	Similar schools	80.3%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**94.8%**
	Similar schools	91.9%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**93.3%**
	Similar schools	90.5%
	State	84.2%

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**92.3%**	**91.1%**
	Similar schools	80.7%	80.9%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**87.5%**	**92.3%**
	Similar schools	87.4%	87.7%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**72.7%**	**81.4%**
	Similar schools	78.0%	78.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**80.0%**	**77.8%**
	Similar schools	81.4%	79.5%
	State	69.1%	68.1%

NAPLAN relative growth

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

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

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

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**43.8%**
	Similar schools	78.8%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**46.7%**
	Similar schools	76.2%
	State	74.0%

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**62.6%**		**68.1%**
	Similar schools	75.5%		75.1%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**64.0%**		**68.8%**
	Similar schools	75.5%		74.7%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	**School**	**25.7**	**24.5**
	Similar schools	19.4	20.0
	State	21.5	21.7

Attendance rate

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

		2025
Prep	**School**	**84.7%**
Year 1	**School**	**92.6%**
Year 2	**School**	**84.1%**
Year 3	**School**	**88.0%**
Year 4	**School**	**86.3%**
Year 5	**School**	**90.9%**
Year 6	**School**	**78.6%**

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$1,207,271
Government Provided DET Grants	$118,182
Government Grants Commonwealth	$0
Government Grants State	$0
Revenue Other	$8,533
Locally Raised Funds	$100,086
Capital Grants	$0
Total Operating Revenue	**$1,434,072**

Equity	Actual
Equity (Social Disadvantage)	$5,000
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$5,000**

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

Expenditure	Actual
Student Resource Package[1]	$1,241,495
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$36,643
Communication Costs	$2,988
Consumables	$16,959
Miscellaneous Expenses[2]	$41,159
Agency Staff	$72,305
Professional Development	$458
Equipment/Maintenance/Hire	$9,374
Property Services	$25,432
Salaries & Allowances[3]	$25,571
Support Services	$8,040

Expenditure	Actual
Trading & Fundraising	$13,235
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$28,081
Total Operating Expenditure	**$1,521,739**
Net Operating Surplus/-Deficit	**($87,667)**
Asset Acquisitions	**$0**

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

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

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$55,038
Official Account	$25,928
Other Accounts	$0
Total Funds Available	**$80,967**

Financial Commitments	Actual
Operating Reserve	$46,707
Other Recurrent Expenditure	$1,192
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$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
Total Financial Commitments	**$47,899**

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.