

2024 Annual Report to the School Community

School Name: Keilor Heights Primary School (4877)



- 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 23 April 2025 at 08:28 AM by Victoria Graham (Principal)

- As executive officer of the school council, I attest that this 2024 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 April 2025 at 08:29 AM by Victoria Graham (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
- 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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Keilor Heights Primary School is located in the North-Western suburb of Keilor East, in the municipality of Moonee Valley, approximately 16km from Melbourne's CBD. It is situated within a quiet residential area, on an attractive tree lined site of approximately two hectares. The school has excellent facilities and learning spaces, including, a well resourced and furnished library, multi-purpose inquiry and STEM centre, Chillout room, gymnasium, Performing Arts room, Art room, onsite Before and After school care, canteen and classrooms. The spacious grounds provide students with ample room to play during recess and lunch, including the newly upgraded oval with a synthetic surface, to accommodate athletics, soccer and football. There is an outdoor amphitheatre, sensory garden, two fully lit netball courts, basketball courts and three different sized playgrounds, catering for different age groups. The school's Gardening club also have a significant role in maintaining and developing new gardens, including a vegetable garden and outdoor spaces around the school grounds. The vision of Keilor Heights Primary School (KHPS) is to create a happy, safe and supportive learning environment for all students which will challenge and help them to achieve their personal best. We focus on the 'whole child', which includes academic, social and emotional development. Our teaching approaches focus on developing critical thinkers and lifelong learners. The school motto of 'Aiming for Excellence' drives our daily agenda and ensures there is a strong partnership between home, school and the local community. For 2024, the school had an enrolment of 300 students, 153 female and 147 male. Fifteen percent of students had English as an additional language. The overall Socio-Economic Profile, which is based on Student Family Occupation and Education (SFOE) index was Low-Medium. During 2024, there were 31 staff members in total, consisting of 19 fulltime and 12 part-time staff. There were 12 classes (x 3 Foundation/Year 1, x2 Year 2, x3 Year 3/4 and x4 Year 5/6). Five Educational Support Teachers provided additional support across the school in the areas of literacy, numeracy, social and emotional and life skills. The School Leadership/Improvement Team consisted of the Principal, Assistant Principal, Learning Specialist and Cohort Team Leaders. The work of this team was to continue to build Middle Leadership and Data Literacy across the school. There was an increased focus to use data in planning meetings to ensure that the curriculum was differentiated and all students were being challenged to achieve their personal learning goals. It also promoted teachers having collective responsibility for all students, and the introduction of fluid groups in 2023, continued to strengthen. These groups supported students' learning, but also had a positive impact on students' social interactions with their peers from across the cohort and helped to strengthen positive relationships between students and teachers. The Literacy, Maths and Wellbeing Teams continued to develop and embed whole school approaches to teaching practices, with the focus being on implementing a new Maths Instructional Model. All staff participated in Professional Learning throughout the year with Maths expert, Margarita Breed, who also worked closely with the Maths Leader. Staff continued to build on their knowledge and practice for teaching Spelling, using a phonetic approach through the Soundwaves program. Having completed the School Review in Term 4 of 2023, the school entered the first year of their new Strategic Plan. The main focus was about embedding structures and practices that had been introduced during the previous Strategic Plan and enhancing documentation across the school. This included formalising the school's Classroom Observation Process for continuous improvement and introducing 'Learning Tasks' for writing in the transition to moving to an ongoing reporting system.

Progress towards strategic goals, student outcomes and student engagement

Learning

Keilor Heights Primary School 2024 Annual Implementation Plan focused on the Priorities Goal, 'to focus on student learning, with an increased focus on numeracy and student wellbeing', Goal 2, 'to improve the learning growth of every student in literacy and numeracy by focusing on the High Impact Teaching Strategies, Moderation Practices and triangulation of data' and Goal 3, 'to improve wellbeing and Inclusion through use of the High Impact Wellbeing Strategies'. In 2024, all Curriculum Professional Learning Teams, (Literacy, Maths and Wellbeing) regularly delivered Professional Learning to staff, directly related to the goals of the Annual Implementation Plan (AIP). The School Improvement Team undertook Professional Learning around the PLC model, to build capacity and to improve the effectiveness of Team Planning. They also participated in Classroom Observation Training and reviewed, developed and documented the whole school's Observation Process for greater consistency and developing teacher practice across the school. All PLTs agreed on a common focus and participated in one round of observations.

After investigating various reporting systems in 2023, the shift to ongoing reporting was made by introducing Learning Tasks for writing. This was in response to feedback from families and students. Students, in particular, expressed how valuable they found sharing their work with their families and receiving specific written feedback about their work.

Another significant achievement during 2024, was the development of Whole School Moderation practices, which was achieved in each term for Reading, Writing and Maths. This achieved greater alignment with Teacher Judgement data and in turn, built stronger trust and consistency across the school. Teachers planned collaboratively in their teams, using cohort data to establish fluid groups for Spelling, Writing and Maths, ensuring work was differentiated and targeted towards learning goals.

During 2024, the school continued to perform extremely well in Reading, achieving 'Influence'.

Teacher Judgement data indicated that our students are achieving at or above Similar Schools and State average. Our NAPLAN data also showed improvement from previous years, indicating that the work and focus is having a positive impact on student learning outcomes.

Teacher Judgement Data: 86.4% of students in Years Foundation to Six are achieving at or above age expected standards in English 88.7% of students in Years Foundation to Six are achieving at or above standard age expected standards in Mathematics NAPLAN Data: Year 3 Reading – 80.0% of students achieving Strong or Exceeding Year 5 Reading – 73.7% of students achieving Strong or Exceeding Year 3 Numeracy – 65.0% achieving Strong or Exceeding Year 5 Numeracy – 61.4% achieving Strong or Exceeding

Wellbeing

During 2024, the school embedded our extensive Support and Extension program, which included a range of opportunities and experiences for all students across the school to promote wellbeing, inclusion and social skills development. Students had regular opportunities to participate in focus groups, where they were able to put forward their ideas with how the school could further support engagement and wellbeing. From the feedback received, the cooking and gardening program was extended across the school, lunch clubs included Lego, Coding, Drawing and Crochet. Students also came up with an alternate way to communicate their ideas and share any concerns they may have through class 'Communication Boxes'. This resulted in teams revising and refining the 'Start Up Program' which included the concept and introduction of 'Communication Boxes' in every classroom. Selected students in Years five and six participated in Peer Mediation and Play Leader training as part of our extended Student Leadership program.

Further staff participated in Berry Street Professional Learning and morning circles were embedded across the school. A Mental Health and Wellbeing Leader was appointed and led the Wellbeing Team who delivered ongoing Professional Learning to the whole staff about the Department's High Impact Wellbeing Strategies (HIWS).

The school engaged in several Disability Inclusion Profile Meetings as part of the Inclusion and Disability Reforms, which helped to improve consistency with how we document and show evidence of the supports provided to students with additional needs. This process strongly aligns with the school's philosophy of having a positive approach to Behaviour Management practices, through the implementation of the School Wide Positive Behaviours Model.

Engagement

Over the last three to four years, our whole Wellbeing and Engagement program has been aimed to also try and improve attendance. While we would still like to reduce the average number of absence days from 24.4 per year, we did see a positive response to practices that were put in place in 2023, such as calling home on the second day a student had been absent, introducing attendance goals where required and promotion through the school's newsletter. Students in Years 4-6 who participated in the Student Opinion Survey reported 70.3% positive endorsement for 'Sense of Connectedness' and 59.6% for 'Management of Bullying'. We listened to Student Feedback and continued to hold various whole school special days as mentioned in our Special Highlights section. We found these events and special days were always well attended and listed as highlights of the year by students and parents. Many of these days involved students being in their House Groups of mixed Year levels, which also promoted and supported our Buddy program. Older students would run many of these activities and were able to support and encourage younger students, strengthening school pride, connectedness and engagement.

Other highlights from the school year

2024 saw the first year of the new Strategic Plan and it was evident that the recent School Review helped to strengthen the whole school community and alignment of goals and priorities. There was a celebration and whole school event that occurred each term, including STEM Afternoon, Olympics Day, Italian Day and the End of School Concert, where the senior students organised and ran stalls and various entertainment for the school and local community. A group of students from Years 3-6 participated in the Victorian State Schools Spectacular by being part of the Mass Choir, along with 2000 other primary aged students throughout Victoria. This was a hugely successful event and helped to improve engagement and attendance for many students.

School Council and the Parents and Friends committees remained active bodies with fundraising events and submitting grant applications. Toward the end of 2024, the school received a grant to upgrade the Junior Toilet Block that will commence during 2025. As part of School Council's goal to continually improve communication throughout the school, a digital sign was purchased and installed to promote upcoming events, while also acknowledge various achievements and celebrations.

Financial performance

Keilor Heights maintained a sound financial position throughout 2024 with a surplus in our High Yield of \$711,129. Money had been included in the budget to upgrade asphalt areas, playgrounds and a toilet block, however receiving the grant will mean the surplus will be carried into 2025. Further money will continue to be allocated towards achieving school priorities, including Inclusion and Wellbeing, maintaining and expanding current programs, such as STEM, Student Voice and Agency and developing our school buildings and grounds. Careful consideration will need to be given to decreasing enrolments, as higher numbers are exiting in Year Six than what are entering in Foundation. This has been experienced across the network and is not a reflection on the teaching and learning programs and experiences that Keilor Heights Primary School offers students and families.

**For more detailed information regarding our school please visit our website at
www.kheights.vic.gov.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 300 students were enrolled at this school in 2024, 153 female and 147 male.

15 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).

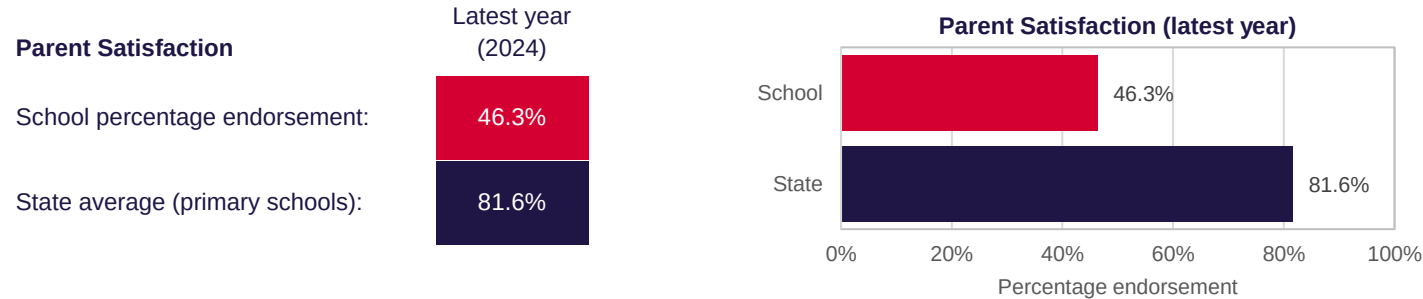
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

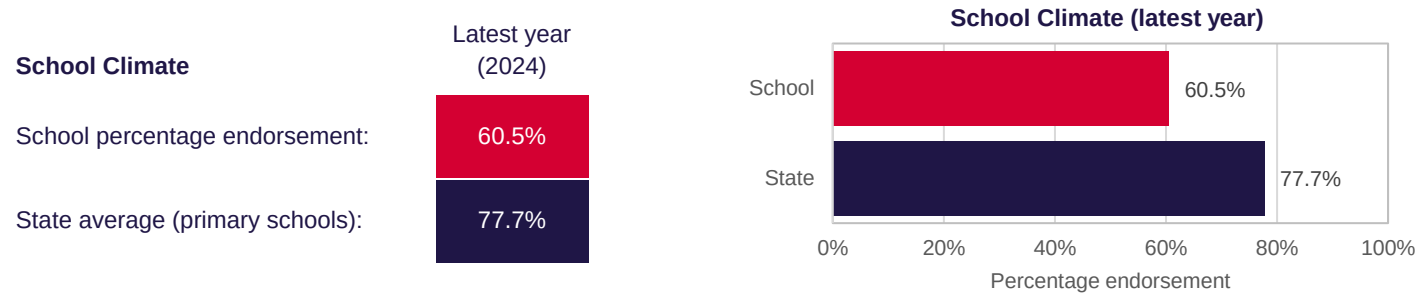


School Staff Survey

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.

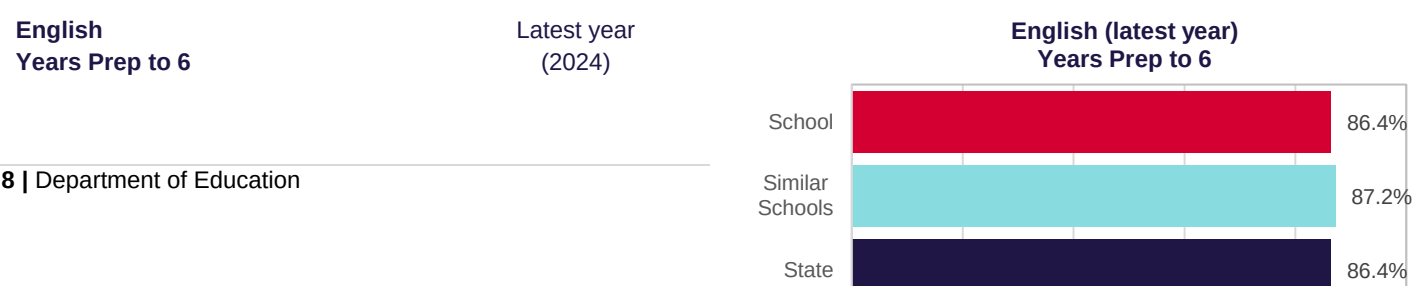


LEARNING

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.*

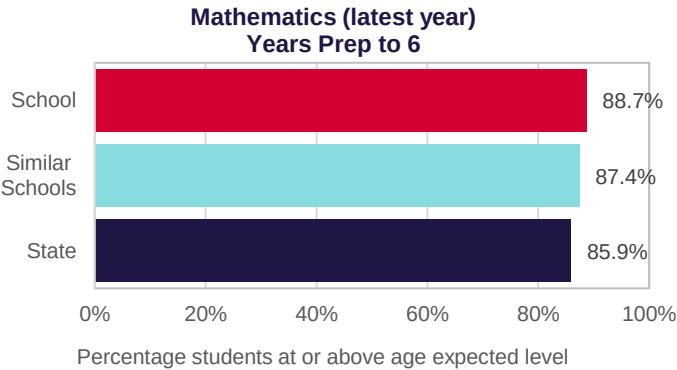
Teacher Judgement of student achievement against the Victorian Curriculum

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



School percentage of students at or above age expected standards:	86.4%
Similar Schools average:	87.2%
State average:	86.4%

Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	88.7%
Similar Schools average:	87.4%
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.

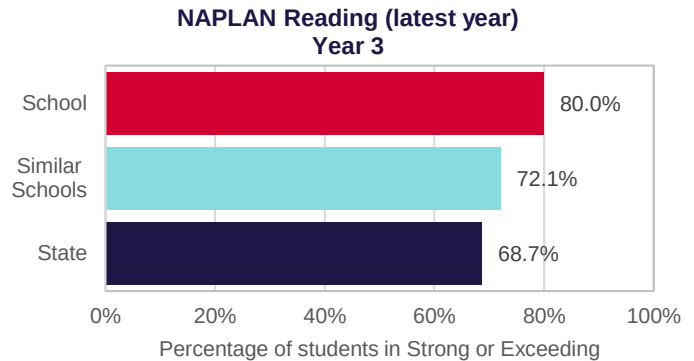
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

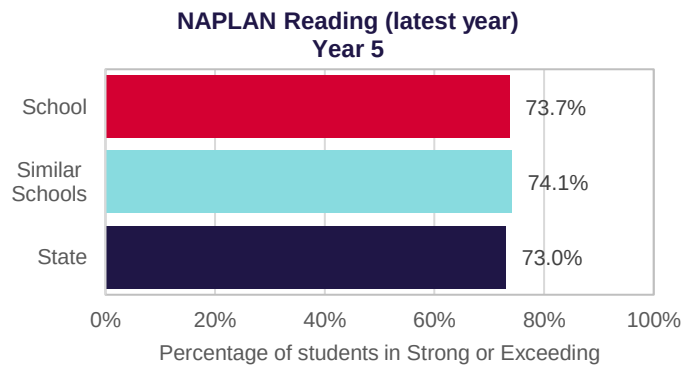
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.0%	76.8%
Similar Schools average:	72.1%	72.0%
State average:	68.7%	69.2%



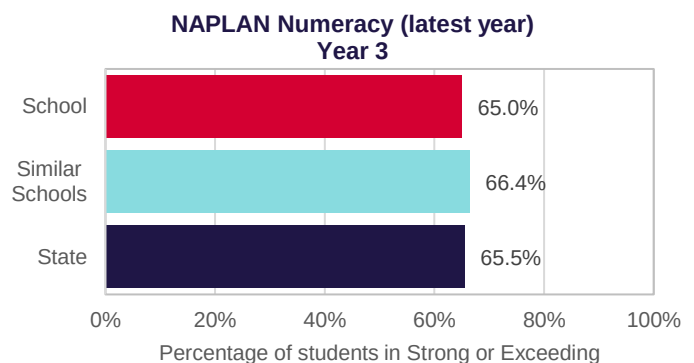
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.7%	76.4%
Similar Schools average:	74.1%	77.3%
State average:	73.0%	75.0%



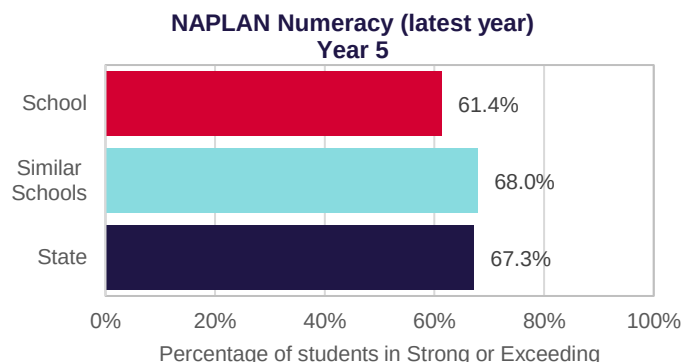
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.0%	61.3%
Similar Schools average:	66.4%	66.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.4%	63.1%
Similar Schools average:	68.0%	69.4%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

80.6%

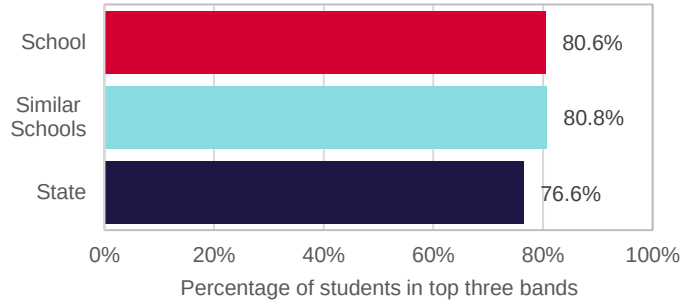
Similar Schools average:

80.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

73.2%

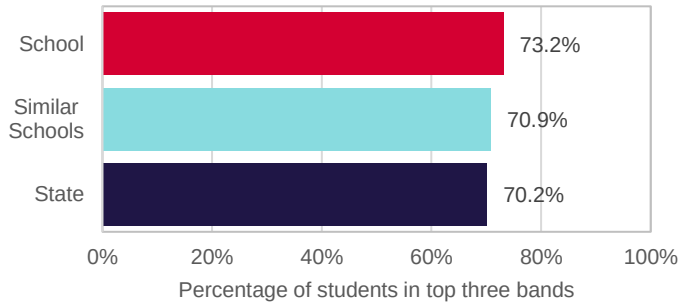
Similar Schools average:

70.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

59.0%

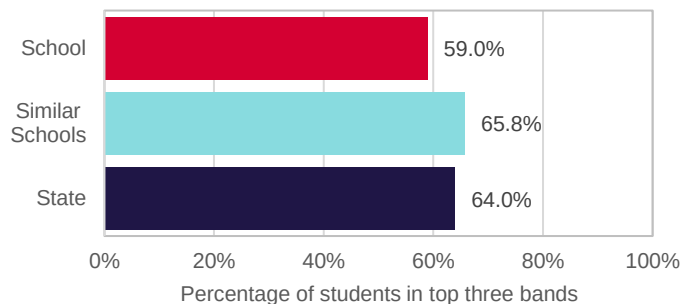
Similar Schools average:

65.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

43.9%

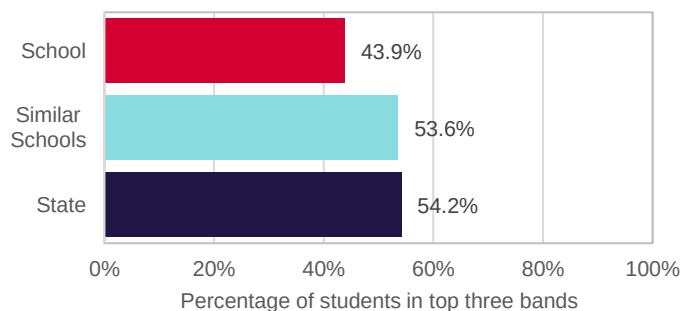
Similar Schools average:

53.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

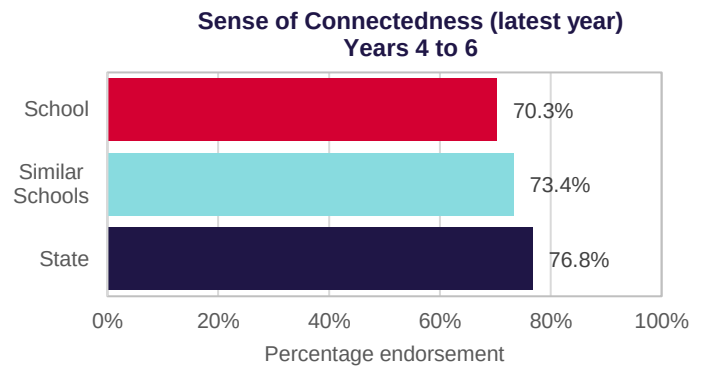
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	70.3%	75.4%
Similar Schools average:	73.4%	76.2%
State average:	76.8%	77.9%

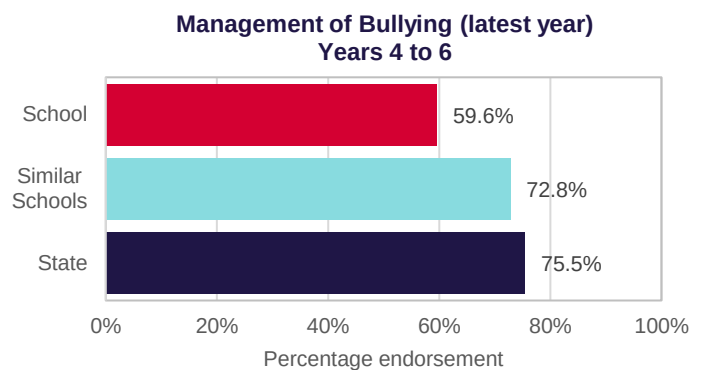


Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	59.6%	68.7%
Similar Schools average:	72.8%	75.0%
State average:	75.5%	76.3%

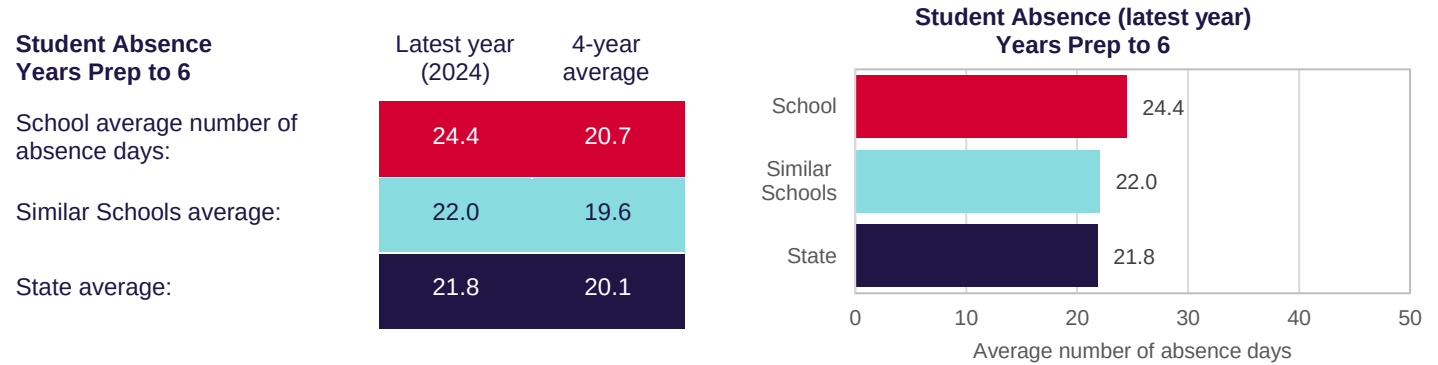


ENGAGEMENT

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.



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 (2024):	89%	89%	89%	89%	87%	86%	86%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,409,501
Government Provided DET Grants	\$302,446
Government Grants Commonwealth	\$2,882
Government Grants State	\$0
Revenue Other	\$44,016
Locally Raised Funds	\$174,817
Capital Grants	\$0
Total Operating Revenue	\$3,933,661

Equity ¹	Actual
Equity (Social Disadvantage)	\$46,647
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$46,647

Expenditure	Actual
Student Resource Package ²	\$3,443,363
Adjustments	\$0
Books & Publications	\$515
Camps/Excursions/Activities	\$74,688
Communication Costs	\$2,884
Consumables	\$40,983
Miscellaneous Expense ³	\$18,938
Professional Development	\$11,053
Equipment/Maintenance/Hire	\$29,011
Property Services	\$86,846
Salaries & Allowances ⁴	\$146,281
Support Services	\$42,790
Trading & Fundraising	\$5,272
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$186
Utilities	\$31,995
Total Operating Expenditure	\$3,934,808
Net Operating Surplus/-Deficit	(\$1,147)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$711,129
Official Account	\$33,933
Other Accounts	\$14,164
Total Funds Available	\$759,226

Financial Commitments	Actual
Operating Reserve	\$82,722
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$56,194
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	\$138,916

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.