

# Principal's Reflections on 2022

Presented to the Annual General Meeting

on

**Thursday 27 April 2023 at 5:30pm**

(also published on the School Website & in the Newsletter)

## Background to this Principal's Paper

The Department of Education and Training (DET) provides a template for the official '**Annual Report to the School Community**'. This brief DET report format consists of a template with an accompanying financial summary.

Following the presentation of the report this evening, it is my pleasure to present an additional report.

Titled '**Principal's Reflections on 2022**', this paper expands upon the official Annual Report, providing a further snapshot of some of the 2022 achievements, improvements, challenges and highlights of the third year of our school.

**Sherrí Jenkins,**

**Principal**

## **The Journey So Far ...**

*2022 marked a significant milestone for our school, as it was the first year since its inception that we were able to keep our students on-site full-time without any disruption. We welcomed a total of 87 new preps and 44 new students from Years 1-6, and worked to ensure a smooth transition for all of them. Our enrolments increased from 266 to 342 students, and our staff grew from 17.4 to 20.4 teachers (19 full-time and 3 part-time), as well as increasing our Education Support Staff from 7 to 10.*



*While 2022 saw us return to face-to-face teaching, the pandemic continued to have an impact with high student and staff absences due to illness. Despite this, our school remained committed to providing a personalised approach to teaching and learning, ensuring students were supported or extended in the various core curriculum areas. We are proud to share that our students' resilience and dedication to learning shone through in the outstanding results of the 2022 NAPLAN as well as the 2022 Prep to Year 6 Student Achievement Data.*

*These achievements were a testament to the hard work of our students, the unwavering dedication of our staff and the support of the school community.*

*We continued our journey to become an authorised International Baccalaureate World School offering the PYP (Primary Years Program), with many policies and procedures established. Our staff-designed 'Who We Are' document was further refined with our Instructional Model embedded across the school as well as defining our moral purpose, what we teach, how we teach and how we measure success at KGPS. This has been and will continue to be an instrumental document*

to ensure our teaching and learning program reflects current evidence-based research, is consistent across the school, and is of the highest quality.

Throughout the year, many school facilities projects were completed, including a second playground, a Friendship Garden and shade sails, which have provided our students with a more stimulating learning environment (further details about these projects can be viewed later in this report).

As we look ahead to the future, we remain committed to providing our students with the best possible education and opportunities.

### **Our Guiding Values**

The **core values of Kindness, Empathy, Gratitude, Respect and Excellence** guide the daily interactions of all members of the Keysborough Gardens school community.

At Keysborough Gardens we:

- Model and demonstrate **kindness** and take every opportunity to help others who may be in need.
- Show **Empathy** by considering and understanding how someone else is feeling, by “putting ourselves in someone else’s shoes.”
- Demonstrate **Gratitude** by appreciating, valuing and acknowledging the people and things we have in our life.
- **Respect** ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.
- Strive for **Excellence**, by trying our hardest and doing our personal best. Individually. Collectively.

### **2022 – our third year of operation**

**As a school in rapidly growing Keysborough South**, our enrolments will grow consistently and substantially over our first 5 years (for example, 385 students are enrolled in 2023). Along with the growing number of **new students** every year during this growth phase, **new staff** will join our teaching and education support team.

**It is therefore vital** that we maintain a focus on the ongoing development of a cohesive teaching and non-teaching team at the start of every year, as we embed and maintain a school culture where beliefs, pedagogy, and collective efficacy remain constant in a changing, growing, developing school environment.

**The 2022 school year therefore began** with professional learning sessions for all staff, focussed on our school philosophy and pedagogy: student learning through collaborative inquiry, critical thinking and creativity. The ideal framework for this was the Education Department’s **‘Professional Learning Communities’** (PLC) Program. In addition to this, professional development was provided to help further develop our staff’s understanding of the Primary Years Programme (PYP), to enable them to provide an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding.

### **Recruiting the educators at KGPS**

As a new school, the recruitment program is considerable and ongoing. While there has been a steep decline in the number of teachers across the country, KGPS has continued to attract a substantial number of applications, this is an exciting opportunity to build a team of dynamic, like-minded educators. Below is an example of the narrative provided for potential applicants to consider:

**“The staffing profile** at Keysborough Gardens Primary School is built upon the principles of a highly effective **Professional Learning Community**, recruiting educators with a range of teaching experience, backgrounds and expertise.

**Leaders and teachers** at Keysborough Gardens PS demonstrate a passion for and strong commitment to **inquiry-based pedagogy**, grounded in evidence, informed by on-going assessment, and driven by individual student learning data.

They demonstrate a strong passion for **collaborative planning and teaching within the state-of-the-art flexible learning spaces**. They thrive on a culture of collective efficacy and collaboration and have a positive mindset.

They enjoy the challenges that come with being part of a new school & appreciate their vital role in overall school improvement.

**Leaders and teachers** at Keysborough Gardens PS are also dedicated to the social, emotional as well as academic growth of every student. Underpinning everything they do is an ability to remain focused on student learning growth as well as their own growth as high-quality teachers and leaders.

***If you have these qualities, we welcome your application.”***

## Staffing

At the commencement of 2022 the school structure consisted of 16 classes, with an average of 21 students in each class. In addition, specialist programs/teachers were provided in Performing Arts (Semester 1), STEM (Semester 2) Visual Arts, Physical Education, Chinese Mandarin and Learning Enhancement.

The following staff formed the 2022 team:

<b>Leadership</b> Sherri Jenkins (Principal), Steve Gammon (Assistant Principal), Deanne Barrie (Leading Teacher) & Rebecca Matlock and Simon Gliddon (Acting Learning Specialists)	<b>Prep</b> Bec Matlock, Molly Nugent, Liz Matthews and Sanny Pillay	<b>Year 1</b> Adele Crawford, Vivian Phan, Jack Capicchiano
<b>Year 2</b> Stephanie McGorlick, Maddi Grandy and Kristen Harly	<b>Year 3/4</b> Simon Gliddon, Michelle Drummy and Kyle Moldrich	<b>Year 5/6</b> Ryan Serpanchy, Garin Sandler and Sophie Tanner
<b>Specialist Teachers</b> Fiona Grace, Visual Arts, Jayne Setford Performing Arts (Term 1 and 2), Michael O'Dwyer PE, Tong Sha Chinese Mandarin, Lucas Johnston STEM (Term 3 and 4), Jacinda Hocking LEP and STEM (Term 3) and Kimmie Allott (STEM) Term 4.	<b>Education Support Staff</b> Dee Smith, (Business Manager) Selen Asi, (Reception) Bonnie Stewart (Admin), Chum De Silva (Canteen & Classroom Support)	<b>Education Support Staff</b> Classroom support: Caroline Bond, Brit Smith, Sharon McBean, Chum De Silva, Raffaella Lawson and Alba Gomez. Gardener/maintenance: Russell McLeod
<b>Education &amp; Leadership Consultant:</b> Philip Anthony		

**At the end of the 2022 school year we said farewell to Mr Michael O'Dwyer (PE) and said 'see you soon' to Mr Kyle Moldrich** who left to teach overseas for 2023. **Mrs Jayne Setford** left teaching due to personal reasons at the end of Term 2. We welcomed **Mr Lucas Johnston** and **Mrs Kimmie Allott** who taught STEM in Semester 2 with Mrs Jacinda Hocking. We also welcomed **Miss Georgia Furnedge**, classroom teacher/prep support and **Mrs Alba Gomez ES**, teacher's aide in Term 4 of 2022.

...and we briefly welcomed *future (2023)* new staff: **Miss Jordyn Emmett** from Wallarano PS, **Mrs Jess Shattock** from Mentone PS, **Mrs Maisie Fairweather** from Discovery Bay International School, Hong Kong, **Mr Lewis Maclean** from Middle Park, **Mrs Laura Main** from Mt Erin Secondary, **Mrs Teresa Baker** from Aspendale Primary and **Mrs Jaiden King** and **Ms Stephanie Anderson** returning from family leave (into the PE position for 2023).

As our school grows in 2023 and beyond, the staffing profile will continue to evolve and expand with a diverse range of experience, backgrounds and interests, a reasonable gender balance, and most importantly, a strong commitment to collaborative teamwork, exemplary standards, and school improvement across all levels of the school.

### Collaborative teaching & learning in flexible spaces

The flexible design of learning spaces at KGPS facilitates a strong co-teaching pedagogy where teachers collaborate to plan and teach a program tailored to the range of abilities and learning styles within the learning community (Year level).

Students are allocated to a class and classroom teacher and have their own 'home group space'; however, students work with all the teachers and students across the year level at different times depending on the learning intention. This approach fosters collaboration and the development of relationships between the children, teachers and Education Support Staff within the level. It allows the teacher to provide a consistent yet differentiated program that suits the needs of each individual child.

Throughout the 2022 year, teachers undertook a range of professional learning to develop their co-teaching approaches as well as using the different learning zones to support the individual needs and learning styles of the students. This year, staff have worked collaboratively to clearly define the role of the teacher when co-teaching to enhance the quality of instruction and the learning outcomes for students.

Learning zones were established and included spaces for small group explicit teaching sessions, independent learning, collaboration, teacher assistance and feedback as well as class/Learning Community meetings and gatherings. This year, in addition to running intervention groups throughout the school, our Learning Enhancement Program leader has also collaborated with Learning Community teams, acting as an additional teacher in the Learning Community, to provide additional support or extension for students.



## Student Achievement

Our students' performance in Maths and English remained impressive, with **96%** of students in Prep-Year 6 being at or above the expected standard in **Reading** and **96.9%** of Prep- Year 6 students at or above the expected standard in **Mathematics**. These results surpassing both the state and similar school averages. To support our teacher-led assessments, the school Assessment Schedule incorporated the Australian Council for Educational Research (ACER) online platform, as well as a diverse range of assessment tools to provide students with targeted support. Through careful analysis of assessment data, teachers were able to draw informed curriculum-based judgements on student achievement, ensuring each student's unique needs are met.

Our Year 3 and Year 5 cohorts took part in **NAPLAN** in Term 2, 2022. Our Year 3 and Year 5 students produced high results in all areas and were above the state average in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The percentage of Year 3 and Year 5 students who were in the **top 3 bands** of NAPLAN was higher than the similar schools average and the state level average in both Reading and Numeracy.

Despite being our first uninterrupted year of onsite teaching and learning, 2022 was not without its challenges so we are exceptionally proud of our 2022 academic results.

*The tables on this page represent a sample of the Year 3 NAPLAN results, demonstrating the percentage of Yr 3 students who achieved a result in the Top 3 bands in Reading and Numeracy. Further tables are provided later in this report.*

NAPLAN - READING - YEAR 3			
School Percent of Students in Top 3 Bands			
	KGPS	Similar Schools Average	State Average
2021	87.9%	76.9%	76.9%
<b>2022</b>	<b>100%</b>	79.8%	76.6%

NAPLAN - NUMERACY - YEAR 3			
School Percent of Students in Top 3 Bands			
	KGPS	Similar Schools Average	State Average
2021	90.6%	73.4%	67.6%
<b>2022</b>	<b>82.4%</b>	72.7%	70.2%

## Student Wellbeing & Engagement

Our school values underpin our holistic, proactive approach to student wellbeing. Over Term 1, students focused on **Respect** and **Kindness**, establishing **Essential Agreements** that set expectations for student behaviour at KGPS. To celebrate Harmony Day, we hosted a cultural dress-up day, comprising various activities that promoted respect, friendship and celebrated diversity.



In 2022, we launched our **Breakfast Club** initiative, which was open to all students twice a week, providing them with a nutritious meal to fuel their day-to-day activities.

The **Zones of Regulation** is a cognitive-behavioural technique that teaches students how to recognise and regulate

their emotions, energy and sensory needs to cope with daily challenges. Each learning community has a designated Zones of Regulation check-in display for students to indicate their emotions at different times of the day.



**Restorative Practices** is a whole-school teaching and learning approach that encourages supportive and respectful behavior, with an emphasis on individual accountability to repair any harm inflicted on others as a result of one's actions. Staff members at the school facilitate this approach, helping to resolve conflicts and foster healthy relationships among members of the school community.

Throughout the year, we ran a **buddy program** where older students paired up with younger ones to support their social and emotional wellbeing. Our **Learning Mentors** initiative offered additional support for students identified as needing further support by establishing supportive relationships between staff and students to provide a positive influence in their lives.

At the weekly school assemblies, we recognised students who demonstrated school values with our **Student of the Week Awards**.

At the start of the year, **Introductory Meetings** were held to assist teachers in getting to know their new students and meet their families. These were followed up in Term 3 with our **Student Led Conferences**, a student-facilitated meeting between the student and his or her family and teachers during which the student shared his or her portfolio of work and discussed progress with family members.



Student leadership plays an essential role in our school, with Year 6 students applying for various leadership positions based on their respective interests and skills. This process included writing letters to the principals and Year 6 teachers as well as conducting speeches in front of their peers. The 2022 Year 6 Leadership team consisted of two School Captains, eight House Captains (two for each house), five Environment Leaders, three ICT Leaders, two Mandarin Leaders, two Visual Arts Leaders, two Performing Arts Leaders, four Peer Leaders and five Community Engagement Leaders.

Different leadership teams managed various responsibilities, including hosting weekly assemblies, assisting groups of learners throughout the school, and supporting extracurricular activities.

Lastly, our **Student Representative Council (SRC)** composed of School Captains and two students from each Year 3-6 home group who were elected through speeches given to peers was created. Besides promoting the Active Travel initiatives and organising fun activities like our Colour Run, SRC members also conducted surveys to provide insights into the extracurricular activities students across the school wanted to see.

### **Curriculum Development**

Throughout 2022, our school continued to enrich our curriculum using an inquiry-based approach that aligns with our vision and mission, nurturing the whole child as an inquirer inside and outside the classroom. We continued to deliver the Victorian Curriculum schoolwide through the PYP (Primary Years Programme) framework. Our teachers worked collaboratively to design a comprehensive Programme of Inquiry that reflects our school's unique community, outlining how the six transdisciplinary themes are explored across different year levels. This Programme aims to deliver a cohesive and balanced curriculum that equips our students with knowledge, skills and values to help them thrive in the world.

In March we completed a major milestone in our journey towards becoming an authorised IB (International Baccalaureate) World School when the whole staff attended a two-day workshop entitled Making the PYP Happen where teachers inquired into their teaching practices and reflected on how they could develop the capabilities of a PYP teacher. Through the year, a number of professional development sessions were held for staff to help them continue to develop different aspects of their PYP professional knowledge.

The school continued to retain a strong focus on fundamental literacy and numeracy skills. The English Curriculum PLC team further developed and embedded a literacy block, aligned with the Science of Reading, which included synthetic phonics, spelling, reading, writing, and speaking and listening elements. A wide range of books, aligned with our school values and PYP Units of Inquiry, were purchased to further resource our growing library. Class reading sets were also purchased; these included more decodable readers, high interest-low level readers as well as high-quality fiction and nonfiction texts.

The Maths Curriculum PLC team continued to refine the use of open-ended maths tasks in the classroom and investigated a range of different activities that could be used in class as part of the 'Switching On' section of our Instructional Model. In addition, further teacher resources were purchased to supplement the school's maths program.

For 2023, our goals remain focused on providing high-quality teaching and learning for all students. We plan to continue to develop our use of the PYP framework throughout the school to create an even more engaging, relevant, challenging, and meaningful educational experience and to become an accredited IB World School. Our aim is to continue the trend of successful transdisciplinary learning that takes advantage of the knowledge and skills that span subject areas, empowering our students and instilling in them a thirst for lifelong learning.

## Specialist and Co-Curricular Programs (Enrichment Clubs and Activities)

In 2022, Keysborough Gardens Primary School provided students with many cross-curricular programs to enhance learning and promote wellbeing.

Throughout the year, selected Year 5/6 students were invited by the Department of Education to take part in the Victorian High Achievers Program, an online program designed to extend students in either Literacy or Maths (*photo of participants right*).



Lunchtime clubs were a particular highlight, allowing students across different year levels to explore new experiences. The Student Representative Council played a leading role in tailoring these clubs to meet student preferences, conducting surveys to gauge interest effectively. Our lunch clubs covered various interests, including digital music, mindfulness, cooking, and even a Pokémon club! These clubs helped to create a supportive and inclusive learning environment that embraced diversity while also igniting passions and deepening learning at our school.



In Term 4, the Mathematical Association of Victoria (MAV), in collaboration with Digital Learning and Teaching Victoria (DLTV), ran two activities delivered across the state between September to December as part of The Victorian Challenge and Enrichment Series. In groups of three, students from KGPS competed with others in a state-wide, face-to-face coding competition held in the Docklands, Melbourne. As promised, it was a fun-filled day, with challenges, excitement and friendly competition with many different challenges and games (*photo of participants left*).

Our school offered a variety of programs and events throughout the year to foster students' physical development and wellbeing. In addition to the weekly **Physical Education** program, we held our Prep to Year 6 swimming program and organized a whole-school House Cross Country event. Younger students in Prep and Year 1 participated in the Perceptual Motor Program, which focused on enhancing their eye/hand and eye/foot coordination, fitness, balance, locomotion, and eye-tracking skills. Meanwhile, our students in Year 5/6 took part in Interschool Sports, with our boys and girls tennis teams emerging triumphant from their competitions! The school also welcomed several prominent visitors: the St Kilda Football Club, who shared some valuable insights with our students, and the South East Melbourne Phoenix basketball team, who ran a basketball skills clinic. Additionally, our school joined in the Ride 2 School Day, an initiative aimed to improve physical activity and promote eco-friendly modes of transportation among students.

Our **Performing Arts** programs offered students many opportunities to develop their artistic skills and showcase their talents throughout the year. In addition to the weekly program, the School Band and School Choirs continued practicing during lunch times and regularly performed at school assemblies and other events. We also offered a broad co-curricular music program that allowed students to explore different genres and instruments, including violin, guitar, and piano. Students were encouraged to display their musical abilities by performing in front of audiences during whole school assemblies, and a Bar Ensemble Lunchtime club was held for those who preferred an intimate setting.

In Term 4, we hosted our first-ever school productions which were a big hit! Our Prep-Year 4 students performed a musical play based on the story "The Day the Crayons Quit", while our Year 5/6 students presented "In Keysborough Tonight," a TV variety show that was co-written with the help of many of our senior students. These productions celebrated the artistic creativity of our students and exemplified the school's commitment to foster an inclusive and supportive learning environment that inspires and encourages learning in different ways.

Our 2022 **Visual Arts** program showcased our students' talents and creative expression throughout the year. In addition to the weekly program, we continued to offer a popular Art Club for both senior and junior students. During Term 4, our Year 6 students collaborated with artist Andrew Plant for their Legacy Project to create a mural that represented our school values. This mural has occupied a place of pride behind our outdoor stage ever since, inspiring our students and visitors alike.

In Term 4, we hosted our first-ever Art Show, which was a resounding success! The show featured a diverse range of creative works contributed by every student in the school. This event celebrated the visual arts and highlighted the outstanding talent, creativity, and involvement of our students in the arts community.

Our school's **Mandarin** program is designed to help students learn Chinese language and explore its rich cultural heritage. Beyond language expressions, we want to provide students with an appreciation of Chinese culture and diverse perspectives. During Chinese Mandarin lessons, students engage in a range of interactive activities that introduce them to Chinese language, customs, traditions, arts and festivals. During Chinese New Year Week, students and teachers decorated classrooms with New Year's posters (Nian Hua) and participated in themed activities that highlighted Year of the Tiger. In Years 3/4 and 5/6, standalone units of inquiry were run to provide opportunities for students to delve deeper into different aspects of Chinese culture. For example, Year 3/4 students worked on creating their own written system, comparing the materials used in the historic context with current options to choose from. They then evaluated their choices before designing their own unique writing scripts. Meanwhile, in Year 5/6, students developed skills in using real-world information acquired via ICT by designing a China trip itinerary that showcased their understanding of the Chinese cities that they had studied.

In Semester 2, we launched our **STEM** program aimed at developing students' skills in scientific inquiry, mathematical thinking, and creative problem-solving. During the program, students learned coding skills using Scratch, and had hands-on experience with programming Dash robots. By engaging in these activities, students gained valuable experience in using technology to solve real-world problems and develop innovative solutions.

### **E-Learning/ICT**

Our school recognises the vital role of technology in modern education and has invested significant funds in leasing a range of Information & Communication Technology (ICT) tools and devices. As we grow, we have been integrating the latest technologies to enhance the learning experiences of our students. Every class is now equipped with the latest version of Promethean Interactive Whiteboards, and additional iPads were purchased for students in the lower years, with a ratio of 1 device to 2 students. Chromebooks remain available for students in Year 3/4, with a ratio of 1 device to 2 students, while students in Years 5/6 are encouraged to participate in our 'Bring Your Own Device' program.

Our school is always looking for innovative technologies to support and enhance our students' learning experiences. One exciting addition for 2022 was our green screen, which has been enthusiastically embraced by students across the school. Our Year 6 ICT Leaders have played an instrumental role in promoting and supporting the use of the green screen, which enabled students to create engaging digital media projects and dynamic presentations. We are delighted to report that both teachers and students are eager to explore new creative avenues using our school's newest technology.

We believe that technology is an essential element of modern education and strive to integrate it into our curriculum and students and staff's learning experiences in a meaningful way.

### **Transition Programs**

An extensive Transition program was implemented in Term 4 2022 for all students transitioning into KGPS in 2023. It was fantastic to no longer have the disruptions of Covid as per the previous years, and to be able to run our Transition Program in its entirety.

The 2023 Preps participated in 3 transition sessions, culminating in a Teddy Bear's Picnic. Students received a special commemorative bear, decorated Teddy Bear Biscuits and shared a picnic with their Year 4/5 buddies. In 2022 we trialled dividing transition sessions into two smaller groups for session 1 and session 2. This meant that the students were in groups of around 10 students, which allowed for the teachers greater time to get to know the students and provided our future preps the opportunity to become more familiar with the school environment.

New students in Years 1- 6 were invited to two transition sessions to assist with familiarising themselves with the learning area, the school, peers and teachers. In addition, families were also asked to complete a 'Transition Survey', where they provided information about their child to help teachers to get to know these new students.

**Parent Information sessions** were conducted in 2022 and a **Parent Curriculum Information session** was conducted at the beginning of 2023, for all prep and new families.



**Parent-teacher introductory meetings** were also held over Term 1. This gave parents the opportunity to share vital information to the classroom teacher about the social, emotional and academic needs of their child.

Students in Prep to Year 5 participated in two KGPS **'Up Day' sessions** late in the year. This provided students with an opportunity to spend a short time in their 2023 learning centre, be involved in some activities relating to their 2023 year level, meet new students arriving in 2023 and meet their future classroom teachers where possible.

### Other Special Events and Activities

Over 2022 we were able to run a number of whole school events allowing us to reconnect with our school community.

Our annual Welcome Picnic and Leadership Badge Presentation kicked off the year, early in Term 1. It was wonderful to have our community come together to welcome each other and congratulate our newly appointed Student Leaders.



We celebrated both Mother's Day and Father's Day with special breakfasts and choir performances. Both events were very well attended and a lovely way to thank the parents/special people in the lives of our students.

A special highlight was our first Performance Fortnight. Our Prep-4 students put on a brilliant musical, 'The Day the Crayons Quit' and our Year 5/6 students put together a very clever and entertaining variety show, 'In Keysborough Tonight'. The event was sponsored by Big Childcare, who generously provided the stage and all the audio-visual equipment.

We celebrated Harmony Day with a range of activities and a dress-up day to celebrate our diversity and also create a sense of belonging. Other special activities and days occurred such as Book Week, Book Fair, Naidoc week, Chinese New Year, Kindness Day, ANZAC day and Remembrance Day.

Our Year 3/4 students went on camp at Gundiwindi Lodge in Silvan, our 5/6 students went to Camp Rumbug in Foster. Our Year 2 group had a marvellous time sleeping over at school in Term 3.

Our Prep-Year 6 students participated in an intensive 5-day swimming program. Our 5/6 students competed in a very successful Interschool Sport and District competition campaign coming away with a number of district and division premierships and runners-up flags. Keysborough Gardens also won the District Cross Country. We also hosted a whole school House Cross Country and a very successful Colour Run.

We were also excited to join the Victorian State Schools Spectacular Mass Dance Troupe with 12 students from Year 4, 5 and 6 participating in this wonderful event. The students performed at John Cain Arena in September at a matinee and evening performance with over 2000 students from Victorian Government schools. Thousands of people came along to each performance that showcased the wonderful talent that exists in our state schools. The event was televised in December 2022.

In Term 4 we hosted our first KGPS Art Show. This event was combined with an open afternoon allowing students to showcase their learning as well as share their artistic talents with their families.

We finished the year with our Year 6 Graduation dinner and ceremony with students and their families, which was a wonderful way for our students to come together and celebrate their final year of primary school.





## **Community Partnerships**

Over 2022 we connected with many local organisations and businesses.

We partnered with Dandenong Council to launch our Active Travel campaign with our SRC working with both council and Bicycle Victoria to promote riding/scooting/walking to and from school.

Our student leaders were involved in the Dandenong Council Student Advisory Group, providing feedback to Dandenong Council on ways to improve the lives of young people in our multiplicity. Our involvement in this was particularly special in 2022 as our very own School Captain, Mya Durakovic, was elected as the Dandenong Council Junior Mayor.



Buxton continued their partnership with us in 2022 providing financial support for school-based projects and signage to advertise enrolments and school events.

Many local businesses supported our events over the year with donations from Michael's IGA, Bunnings, Blooming Events and Big Childcare.

Bank First, through their Teaching Initiatives Program Grant, enabled us to enhance our decking with a student mural supporting our Keysie Kids are Global Kids concept.

Thank you to the many families who also supported our various fundraising events over the year. We look forward to expanding our community partnerships in 2022.

## **Facilities & Grounds**

### **2022 Facilities & Grounds Projects**

#### **LANDSCAPE RECTIFICATION AND RE-DEVELOPMENT PROJECT (school-led):**

A successful funding application (Minor Capital Works Grant) to rectify the state of the grounds was granted in late 2020. The planning for this project began in 2021 and was completed in 2022. This project included: Levelling and resurfacing the sporting field where the grass had previously failed, and the ground was uneven causing areas to pool with water.



Levelling and resurfacing the area next to the basketball court where the area dropped over 1 metre causing flooding and rendering the space unusable.

Removal of the grass mound near the amphitheatre as grass had failed. Plans for this included converting the area to incorporate an outdoor decked stage.

#### **INCLUSIVE PLAYSPACE (VSBA led)**

In May 2021 we were successful in our application for funding via the Inclusive Schools Fund. The scope of work for this project was established in the second half of 2021 and was completed in 2022. This project included:

1. A paved (new) entry to the school and seating (for students and parents)
2. A nature play/passive play area
3. A second playground for students in Prep- Year 1



Before/After

## STRATHAYR TURF GRANT

In late 2020 the school was also successful in obtaining a turf grant to replace the failed grass in between the main building and the PAPE. This was successfully completed in October 2022.



*Before*

*After*

## Year 6 ART PROJECT- BANK FIRST MURAL

Our Year 6 Legacy Art project was funded via the Bank First grant. The mural was co-designed with Year 6 students and Artist Andrew Plant (as mentioned on page 6)



## SHADE SAIL & SHADE STRUCTURE

In Term 4, 2021 the school was successful in obtaining funding through the Department of Education to the value of 25K to fund a shade sail. This was installed in 2022 over our 4-square courts.



In Term 4 2022, Mr Mark Dreyfus Federal MP made an announcement that we were the successful recipient of the Schools Upgrade Fund Grant.

This grant will go towards a shade structure over our outdoor stage and amphitheatre.

We were also successful in securing a Department of Health Cancer Council Shade Sail grant. This grant will fund the shade sail over the sandpit with installation occurring in 2023.

## AIR CONDITIONING

In 2020 the issue of the temperature in the learning spaces in the Summer months, particularly those upstairs, was raised with the VSBA and our local MP, Mr Martin Pakula.

The school was informed that air-conditioning would be retrospectively fitted by the VSBA. It had been hoped that this project would have been completed before the end of 2021 but it has been delayed significantly. At the time of writing this, we have been informed that the tender process is being finalised.

## EXTENSION OF SANDPIT

Our Buildings and Grounds Committee held a Working Bee that included the extension to our sandpit. Thank you to the parents involved in this project.

## NEW 2-STOREY LEARNING CENTRE

To cater for growing enrolments, a Mod 10 (2-storey building) was installed late 2022. This project was completed in January 2023. The school now has building facilities capacity to cater to up to 500 students.



## REPAIR TO THE ADMIN BUILDING

The admin building was significantly damaged when a car lost control and hit the meeting room office in the administration area of the school. The internal and external repairs were completed in Term 3 of 2022.

This project was funded by the VSBA.

## BUILDINGS AND GROUNDS PRIORITIES FOR 2023

- Air conditioning installation
- Shade sail over sandpit area
- Shade Structure over outdoor stage/deck
- Further planting- trees and gardens
- Re-establishment of our vegetable garden
- Planting in the new passive play area

- Master plan for State Government funding commitment of 5.34 million dollars to continue to develop our outdoor spaces and canteen.

### Government Funding for projects in 2023-2024

In 2022 Mr. Daniel Andrews, Premier of Victoria and Mr Tim Richardson, our local MP visited to make an election commitment of 5.34 million dollars to continue to develop the school's grounds and facilities.

This announcement came to fruition after meeting with both Mr Philip Pease (Liberal candidate) and Mr Tim Richardson to discuss the needs of our school community.

We look forward to planning further projects which will include more play equipment, shade structures, outdoor seating and sporting facilities.



*These tables and summaries below provide additional information to the school community regarding the current school performance at Keysborough Gardens Primary School.*

### Student Enrolments

Year	Total School Enrolments (February)	Total School Enrolments (December)
2020	166.4	178
2021	260	266
<b>2022</b>	343	342

Total school enrolments have steadily increased from 166.4 on Census Day in 2020, to 342 by the end of 2022. This growth trend is expected to continue over the next 2 to 3 years, seeing enrolments move into the mid to high 500s by 2026.

### Parent Satisfaction

Year	KGPS - General Satisfaction-	State Mean
2020	87.3%	81.2%
2021	89.9%	81.8%
<b>2022</b>	<b>90%</b>	81%

Parent endorsement indicates the percent of positive responses (strongly agree or agree) to the variable about level of satisfaction. In 2022, our level of parent satisfaction was again above the state mean and showed a continuation of our high level of parent support that we have received since the school opened in 2020.

### Staff Satisfaction (School Climate)

Year	KGPS - General Satisfaction	State Mean
2020	85.1%	77.8%
2021	90.5%	75.8%
<b>2022</b>	<b>88.2%</b>	73.4%

Staff endorsement indicates the percent of positive responses (strongly agree or agree) to the variable about level of satisfaction. The 88.2% endorsement in staff satisfaction is well above the state mean and is an indication of the strong culture and shared vision of staff at the school.



## Student Engagement

In 2022, 100 students in Years 4, 5 and 6 completed the annual 'Student Attitudes to School' Survey. The results were very positive: the 'Sense of inclusion' factor at 87%, 'Differentiated learning challenge' factor at 85% and the 'High expectations of success' factor at 89%. Some other survey topics are shown below:

School Connectedness

Year	School mean	State mean
2020	88.2%	79.2%
2021	84.4%	79.5%
2022	82%	78%

Student Motivation and Interest

Year	School mean	State mean
2020	87%	n/a
2021	89%	n/a
2022	84%	78%

Managing Bullying

Year	School mean	State mean
2020	82.8%	78%
2021	81.4%	79.7%
2022	79%	76%

## Student Transition to Secondary Schools - Year 6 to Year 7 -

College/High Schools	2020	2021	2022
Keysborough College – Acacia	3	4	12
Wellington Secondary College	2	2	3
Mordialloc Secondary College	2	2	5
Parkdale Secondary College	1	1	0
Glen Waverley Secondary College	1	0	1
Carrum Downs Secondary College	0	0	1
Mentone Girls Secondary College	0	0	1
Rowville Secondary College Sports Academy	0	0	1
<b>Independent Secondary Schools:</b>			
Killester College	1	1	2
Nazareth College	1	1	0
Casey Grammar	1	1	0
Sirius College	1	1	0
Haileybury College	0	0	2
Kilbreda College	0	0	1
Lighthouse Christian College	0	0	5
Mentone Girls Grammar	0	0	1
<b>TOTAL</b>	<b>13</b>	<b>13</b>	<b>35</b>

## Student Absence

This table shows the level of **attendance** at each year level by percentage and the average number of days of absence across the school.

At KGPS, the average **number of days of absence** per student in 2022 was **18.4**, below both the state average and the average of 'similar' schools. *It is worth noting that absence was high across the state (and the country) in 2022- with most absences related to illness/COVID.*

Year	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KGPS School Average	Similar Schools Average	State Average
2020	94%	93%	93%	96%	94%	89%	95%	12.4 days	14.5 days	13.8 days
2021	93%	96%	94%	94%	94%	94%	90%	11.9 days	13.4 days	14.7 days
2022	90%	91%	91%	90%	91%	91%	93%	18.4 days	23.2 days	23.3 days



## Student Learning

The following tables provide an overview of school trends and a comparison to State Averages in relation to NAPLAN results. NAPLAN tests are administered once a year according to Government test conditions and guidelines. These formal tests are a part of a wide range of formal and informal assessment strategies used by teachers to monitor and track student achievement and progress.

NAPLAN - READING				
Year Level	Year	School Mean	State Mean	Difference - State Mean
3	2022	485	454	+31
	2021	452	452	0
5	2022	536	520	+16
	2021	516	523	-7

NAPLAN - SPELLING				
Year Level	Year Level	Year Level	Year Level	Year Level
3	2022	451	426	+25
	2021	456	431	+25
5	2022	536	509	+27
	2021	507	506	+1

NAPLAN - WRITING				
Year Level	Year	School Mean	State Mean	Difference - State Mean
3	2022	438	430	+8
	2021	447	433	+14
5	2022	509	498	+11
	2021	498	489	+9

NAPLAN - GRAMMAR & PUNCTUATION				
Year Level	Year Level	Year Level	Year Level	Year Level
3	2022	459	446	+26
	2021	472	446	+13
5	2022	523	506	+17
	2021	507	513	-4

NAPLAN - NUMERACY				
Year Level	Year	School Mean	State Mean	Difference - State Mean
3	2022	431	413	+18
	2021	447	414	+33
5	2022	511	496	+15
	2021	504	506	-2

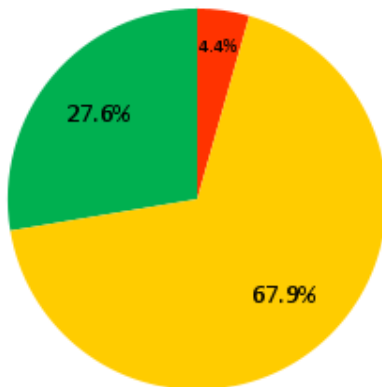
## 2022 KGPS Growth Data Graphs

Below is a summary of our 2022 student achievement **growth** against the **Victorian Curriculum Progression Points** at a whole school level. At KGPS we classify 'expected growth' as being when a student progresses 'a year in a year'.

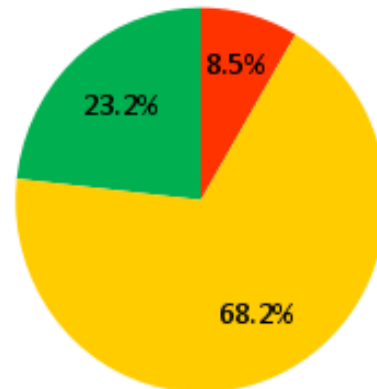
### Key:

- **Below expected growth (6 months growth)**
- **At the expected growth (12 months growth)**
- **Above the expected growth (18 months or more growth)**

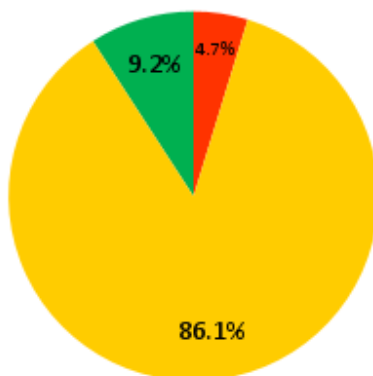
WHOLE SCHOOL READING (P-6)



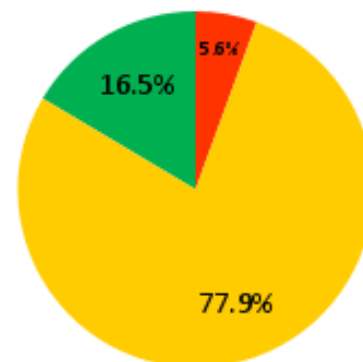
WHOLE SCHOOL NUMBER (P-6)



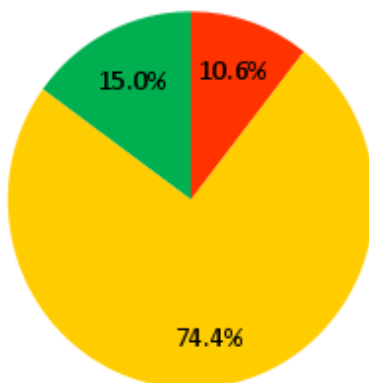
WHOLE SCHOOL SPEAKING & LISTENING (P-6)



WHOLE SCHOOL MEASUREMENT & GEOMETRY (P-6)



WHOLE SCHOOL WRITING (P-6)



The chart below is an example of the **school-designed student achievement data management system**.

Student learning progress and achievement is tracked, recorded and shared at individual level, class level, year level and whole school level, informing on-going planning and teaching. This high-level example summarises 2022 student achievement growth against the Victorian Curriculum Progression Points at whole school level.

YEAR LEVEL VELS PROGRESSION REPORT								DECEMBER 2022						
WHOLE SCHOOL DATA ACHIEVEMENT GROWTH														
NUMBER IN CLASS	STUDENTS BELOW EXPECTED RATE			STUDENTS AT EXPECTED RATE			STUDENTS ABOVE EXPECTED RATE			ACTUAL FEBRUARY CLASS MEAN	DECEMBER COHORT GROWTH	Expected Minimum Class Mean Target?		
<b>READING</b>								<b>DECEMBER GROWTH</b>						
<b>WHOLE SCHOOL</b>	<b>293</b>	<b>13</b>	<b>4.4%</b>	<b>199</b>	<b>67.9%</b>	<b>81</b>	<b>27.6%</b>	<b>1.61</b>	<b>1.13</b>	<b>YES</b>				
FOUNDATION	66	7	10.6%	34	51.5%	25	37.9%	-1.00	1.13	YES				
YEAR 1	47	2	4.3%	25	53.2%	20	42.6%	0.11	1.23	YES				
YEAR 2	53	2	3.8%	38	71.7%	13	24.5%	1.21	1.14	YES				
YEAR 3	28	1	3.6%	24	85.7%	3	10.7%	2.67	1.00	YES				
YEAR 4	33	2	6.1%	24	72.7%	7	21.2%	3.22	1.06	YES				
YEAR 5	32	0	0.0%	28	87.5%	4	12.5%	4.39	1.08	YES				
YEAR 6	34	0	0.0%	25	73.5%	9	26.5%	5.12	1.15	YES				
<b>SPEAKING &amp; LISTENING</b>								<b>DECEMBER GROWTH</b>						
<b>WHOLE SCHOOL</b>	<b>295</b>	<b>14</b>	<b>4.7%</b>	<b>254</b>	<b>86.1%</b>	<b>27</b>	<b>9.2%</b>	<b>1.49</b>	<b>1.02</b>	<b>YES</b>				
FOUNDATION	66	5	7.6%	59	89.4%	2	3.0%	-1.00	0.98	NO				
YEAR 1	47	2	4.3%	39	83.0%	6	12.8%	-0.04	1.02	YES				
YEAR 2	53	2	3.8%	44	83.0%	7	13.2%	1.00	1.00	YES				
YEAR 3	28	1	3.6%	24	85.7%	3	10.7%	2.17	1.00	YES				
YEAR 4	35	3	8.6%	27	77.1%	5	14.3%	3.12	1.00	YES				
YEAR 5	32	0	0.0%	29	90.6%	3	9.4%	4.08	1.05	YES				
YEAR 6	34	1	2.9%	30	88.2%	3	8.8%	5.01	1.03	YES				
<b>WRITING</b>								<b>DECEMBER GROWTH</b>						
<b>WHOLE SCHOOL</b>	<b>293</b>	<b>31</b>	<b>10.6%</b>	<b>218</b>	<b>74.4%</b>	<b>44</b>	<b>15.0%</b>	<b>1.48</b>	<b>1.02</b>	<b>YES</b>				
FOUNDATION	66	9	13.6%	50	75.8%	7	10.6%	-1.00	0.97	NO				
YEAR 1	47	5	10.6%	33	70.2%	9	19.1%	0.07	1.04	YES				
YEAR 2	53	9	17.0%	35	66.0%	9	17.0%	1.07	1.29	YES				
YEAR 3	28	0	0.0%	26	92.9%	2	7.1%	2.50	1.00	YES				
YEAR 4	33	2	6.1%	26	78.8%	5	15.2%	2.94	1.06	YES				
YEAR 5	32	3	9.4%	24	75.0%	5	15.6%	4.06	1.03	YES				
YEAR 6	34	3	8.8%	24	70.6%	7	20.6%	4.91	1.07	YES				
<b>NUMBER</b>								<b>DECEMBER GROWTH</b>						
<b>WHOLE SCHOOL</b>	<b>340</b>	<b>29</b>	<b>8.5%</b>	<b>232</b>	<b>68.2%</b>	<b>79</b>	<b>23.2%</b>	<b>1.44</b>	<b>1.09</b>	<b>YES</b>				
FOUNDATION	85	15	17.6%	48	56.5%	22	25.9%	-1.00	1.07	YES				
YEAR 1	60	5	8.3%	39	65.0%	16	26.7%	-0.02	1.09	YES				
YEAR 2	56	5	8.9%	35	62.5%	16	28.6%	1.21	1.21	YES				
YEAR 3	32	0	0.0%	30	93.8%	2	6.3%	2.40	1.00	YES				
YEAR 4	37	1	2.7%	31	83.8%	5	13.5%	3.14	1.07	YES				
YEAR 5	34	2	5.9%	19	55.9%	13	38.2%	4.18	1.18	YES				
YEAR 6	36	1	2.8%	29	80.6%	6	16.7%	5.31	1.07	YES				
<b>MEASUREMENT &amp; GEOMETRY</b>								<b>DECEMBER GROWTH</b>						
<b>WHOLE SCHOOL</b>	<b>340</b>	<b>19</b>	<b>5.6%</b>	<b>265</b>	<b>77.9%</b>	<b>56</b>	<b>16.5%</b>	<b>1.41</b>	<b>1.06</b>	<b>YES</b>				
FOUNDATION	85	5	5.9%	79	92.9%	1	1.2%	-1.00	0.96	NO				
YEAR 1	60	7	11.7%	43	71.7%	10	16.7%	-0.03	1.01	YES				
YEAR 2	56	4	7.1%	36	64.3%	16	28.6%	1.14	1.14	YES				
YEAR 3	32	1	3.1%	29	90.6%	2	6.3%	2.30	1.00	YES				
YEAR 4	37	1	2.7%	29	78.4%	7	18.9%	3.15	1.12	YES				
YEAR 5	34	0	0.0%	21	61.8%	13	38.2%	4.06	1.21	YES				
YEAR 6	36	1	2.8%	26	72.2%	9	25.0%	5.25	1.11	YES				

**YEAR LEVEL STUDENT ACHIEVEMENT DATA SUMMARIES  
PREP to YEAR 6**

Whilst we plan and teach as PLC (Professional Learning Community) Teams at KGPS, ultimately we operate as one staff team and share responsibility for the progress and achievement of all Keysborough Gardens students.

## School Council

### 2022 School Council Parent Members

<b>Sharna Woods</b>	<b>President</b> , Finance Committee, Community Engagement & Fundraising Committee
<b>Pablo Rodriguez</b>	<b>Vice-President</b> , B & G Committee (Convenor)
<b>Nina Kelly</b>	<b>Treasurer</b> , Finance Committee, Grants Committee, Community Engagement & Fundraising Committee
<b>Caitlin Ryan</b>	Education Committee, Community Engagement & Fundraising Committee
<b>Elise Neville</b>	Community Engagement & Fundraising Committee
<b>Dana Ember</b>	Community Engagement & Fundraising Committee

### 2022 School Council Staff Members

<b>Sherri Jenkins</b>	<b>Executive Officer</b> , Finance Committee (Convenor), B & G Committee, Grants
<b>Steve Gammon</b>	Education Committee (Convenor), Community Engagement & Fundraising Committee
<b>Simon Gliddon</b>	Education Committee
<b>Dee Smith</b>	Minutes Secretary, Finance Committee

We are indebted to the parents who willingly took on these various roles on Council and Council sub-committees and maintained a strong connection and enthusiasm throughout 2022.

I would like to add a special acknowledgement to **the inaugural School Council President, Mrs Sharna Woods**, for continuing in this role, fulfilling it so capably, and also for providing invaluable support to myself in my leadership role.

## Conclusion

*It has been an incredibly successful third year of operation at Keysborough Gardens Primary School. We have seen growth in enrolment numbers, expansion of our curriculum program and extra-curricular activities, impressive academic results, and completion of many building and grounds projects, all while creating a culture of inclusivity and high expectations.*

*I would like to extend my gratitude to the **Admin team** for keeping the school running beautifully, and to the **Education Support staff** for their various contributions to learning and teaching.*

*Finally, a special thank you goes out to the **teaching team** at KGPS, who have provided excellent care and support for our students and their families throughout the year.*

*On behalf of the whole staff, we thank you for your support, and for being part of this journey. Here's to an even more successful year ahead!*

Sincerely,

**Sherri Jenkins**  
Principal









