

# 2020 Annual Report to The School Community



**School Name: Keysborough Gardens Primary School (5572)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 28 April 2021 at 11:42 AM by Philip Anthony (Principal)

The 2020 Annual Report to the school community:

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

Attested on 28 April 2021 at 07:20 PM by Sharna Woods (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

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

### School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

### School context

Keysborough Gardens Primary School is a new school located on a 2.2 hectare site in Keysborough South, approximately 27 km south-east of Melbourne and 7km inland from Port Phillip Bay. The school is an area once made up of market gardens and semi-rural properties, now undergoing significant residential growth.

The school officially opened its doors on the 28th January 2020 with an enrolment of 166 students and finished the year with an enrolment of 178 students. The KGPS community is culturally diverse with approximately 75% of families with a language background other than English.

The school's vision is to ensure every student is equipped with the knowledge, skills and capabilities necessary to thrive in a rapidly changing and globally connected world.

Keysborough Gardens Primary School's mission is to provide a high quality, supportive and engaging learning program which builds the academic, social and emotional capacity of every student at our school.

We aim to develop lifelong learners who care for themselves, others and the community around them, and actively contribute to a more sustainable and peaceful world.

The Core Values of Kindness, Empathy, Gratitude, Respect and Excellence; are integral to daily life at Keysborough Gardens PS.

These values and philosophy guide how we teach, learn and interact at our school and were fundamental to supporting the school community through the challenges of Covid-19 during 2020.

The main 2 storey school building is designed with flexible learning spaces which include explicit instruction 'glassed' rooms, collaboration spaces, presentation spaces, an outdoor learning terrace, quiet reading or small group nooks as well as science and creative activity zones. The school also has a Performing Arts and Physical Education building which includes a full-sized sports stadium, a Performing Arts facility, school canteen, toilets and staff offices. This building also houses the Before & After School Care program.

The grounds include sports courts, outdoor learning areas, an amphitheatre, a grassed playing field and a central plaza. Requiring further development, the grounds will be completed during the first 2 years of the school's existence. This development began in 2020 with the addition of a playground and sandpit, with future projects detailed in the 'Principal's Reflections on 2020' paper which accompanies this report. (website)

The school class structure in 2020 consisted of 8 classes with an average of 21 in each class: 3 Prep classes of approximately 18, two Year 1/2 classes of approximately 20, 2 Year 3/4 classes of approximately 24 and 1 Year 5/6 class of 26. It is noted that the school structure will move to straight classes as the school grows, with straight classes in Prep, Year 1 and Year 2 planned for 2021 and straight classes in Prep to Year 4 predicted for 2022.

In 2020 Specialist programs were provided in Physical Education, Performing Arts and Visual Arts, with a classroom teacher introducing Chinese Mandarin to sections of the school. It is noted that a specialist Chinese Mandarin teacher has been employed for the 2021 school year.

A Learning Enhancement/Individual Needs program was also established in 2020, led by a specialist Leading Teacher, supporting students identified as being 'at risk'. This program will expand in 2021 to also provide extension opportunities for capable students.

In 2020 extra-curricular enrichment activities included the opportunity to be involved in a school band, a school choir and instrumental music tuition, with a variety of extra-curricular enrichment programs and lunchtime clubs also offered over the year.

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

This 21stC pedagogy is expanded upon in the accompanying 'Principal's Reflections on 2020' document. (website)

2020 was a challenging year world-wide with a global pandemic and subsequent lock downs, moving our learning program to a 'Remote and Flexible Learning Program' for a large portion of the year. The teachers, students, staff and school community adapted well and learning continued via high quality, daily 'live' and pre-recorded online lessons as well as regular 'check ins' with parents and students.

In term 4, when students and staff returned onsite, a school designed 'Learning Lab' was set up to provide targeted 1:1 and small group intensive catch up sessions for identified students (approximately 44%).

The 2020 year finished with most pleasing academic results, with most students achieving at or above the expected level.

### Framework for Improving Student Outcomes (FISO)

In our first year of operation, the school had a strong focus on Building Practice Excellence. This included the establishment of collaborative Professional Learning Communities at each level to build teacher capacity to identify and teach to each student's point of need.

A comprehensive assessment schedule was developed, implemented and subsequently amended to suit remote learning. Data collected from both formal and informal assessments was used to drive the teaching and learning as well as identify students who required additional support during remote learning and/or 'catch up' upon return to learning on-site.

Teachers focused on the High Impact Teaching Strategies of differentiation and feedback. Through staff professional learning sessions effective methods of feedback were developed to suit remote teaching and learning. Daily, individualised feedback increased student engagement as well as providing students with direction and goals to guide their next steps in learning.

As a new school, Setting Expectations and Promoting Inclusion was also priority. Over term 1 School Values were embedded with Learning Communities creating Essential Agreements around expected behaviours.

The shift to remote and flexible learning included a strong focus on Health and Wellbeing for both our students and school community. Families were supported with regular communication and updates through virtual assemblies, phone calls, emails, online meetings and notices via Compass our online management system.

### Achievement

Our 2020 student achievement data was positive across Prep to Year 6 in all areas of Mathematics and English. Teacher judgement results were higher than both the state average and similar schools average and indicated that over 96% of our students were working at or above the age expected standards in Maths and English.

The school targets in the Annual Implementation Plan (AIP) aimed to achieve an average minimum growth of 12 months across the school in English and Maths.

Learning growth was strong considering the transitions between school and home-based learning over the course of the year.

62.4% of students made 12 months growth in Reading;

26.4% of students made 18 months or more growth in Reading;

74.2% of students made 12 months growth in Speaking and Listening;

13.5% of students made 18 months or more growth in Speaking and Listening;

62.9% of students made 12 months growth in Writing;

19.1% of students made 18 months or more growth in Writing;

65.7% of students made 12 months growth in Number and Algebra;

23% of students made 18 months or more growth in Number and Algebra;

71.3% of students made 12 months growth in Measurement and Geometry;

20.2 % of students made 18 months or more growth in Measurement and Geometry.

During remote learning students were engaged in both live and pre-recorded lessons daily. Between the two remote learning periods (lockdowns) students were assessed and an online individual/small group learning support program was established in the second remote learning period to increase engagement and address the areas of learning that required more intensive teaching.

Upon return in term 4, students who demonstrated gaps in their learning, were disengaged during remote learning or who were not 'on track' to make 12 months growth for the year were involved in the school designed 'Learning Lab' (literacy intervention program). 75 students were involved in this program, with the length of the program varying depending on each student's individual needs.

In 2021 the school will continue strive to ensure all students achieve a minimum 12 months growth in Maths and English. There will also be a continued focus on catching up and extending students to reach their full potential.

## Engagement

The Student Attitudes to School Survey indicated positive results, particularly pleasing in the disrupted year. This included an 87% positive endorsement for 'Stimulated Learning', 87% positive endorsement for 'Motivation and Interest' and 91% positive endorsement for 'Attitudes to attendance'.

Student attendance was higher than both the state and similar school average for 2020. During remote learning teachers conducted daily 'live' morning check-ins with their classes to maintain connection to teachers, peers and the school. A balance of live lessons, recorded lessons, online and offline tasks were also offered, allowing families to choose sessions that suited their circumstances.

The school used a range of strategies to address student non-attendance, including parent/carer meetings (phone, face to face or email) and modifications to the remote learning program such as home delivery of hard copies of learning tasks, online support and individual learning tasks.

Students with low engagement during the first remote learning period were supported by teachers through additional individual or group online explicit teaching sessions in the second remote learning period.

A variety of strategies were implemented to maintain the connection with families and increase engagement. These included student awards delivered via virtual assemblies, staff dances and video messages, and on-line story-time whole school sessions by both the Principal and Assistant Principal.

A 'KGPS has got talent' online production showcased the many skills and talents of our students.

Online Student-Led Conferences involving teachers, parents and students allowed students to share their learning journey, individual (student-teacher derived) goals and achievements with parents. This was highly successful with over 90% attendance.

Upon returning to school from each remote learning period the students participated in 'soft starts' which encouraged re-establishing social connections through games and activities.

Lunch time clubs were also on offer to assist with social skills and settling back into school routines.

## Wellbeing

Student and staff wellbeing was a significant focus for 2020. During remote learning periods communication with families was increased. Newsletters provided contacts for mental health support services and a range of webinars relating to managing life during a pandemic.

The remote learning program continued to remain flexible to support working families and families experiencing difficulties due to personal circumstances.

A school- devised 'Wellbeing Wednesday' online program allowed students to partake in a range of activities focusing on mindfulness, creativity, connecting with friends and family and exercise.

In the second lockdown phase, a school designed 'Fun Friday' program encouraged students and families to

participate in a variety of fun online and at-home clubs and activities.

All Year 6 students were appointed to a leadership role in 2020, with 2 School Captains, 4 House Captains, 2 Peers Leaders, 2 Environment Leaders and 2 ICT Leaders making up the Year 6 leadership team.

Whilst the year was disrupted our Year 6 Leaders were still able to fulfil some of their leadership responsibilities such as hosting assemblies and organising our first House Sports Cup.

Student enrichment clubs and lunchtime programs featured over the year. Teachers and ES staff ran a range of clubs for 2020 including Art Club, Puzzle Club, Coding Club, Lego Club, Board Game Club as well as various sport activities such as table tennis, quoits and basketball.

Zones of Regulation (ZoR) became a regular feature of the daily program, including during Circle time and online line 'check ins'. The ZoR assisted students with developing their skills and strategies to articulate their emotions and manage their feelings.

The 2020 school survey data indicated high levels of staff, student, and parent satisfaction.

Survey results included an 88% positive endorsement for 'School Connectedness' (sense of belonging) in the 'Student Attitudes to School' Survey and a 97% positive endorsement for 'School Connectedness' in the Parent Opinion Survey.

In 2021, the school will continue to focus on student wellbeing through a range of proactive approaches such as the Respectful Relationship program, Restorative Practice, Zones of Regulation, our School Values program and developing strong connections with our parents/carers and local community.

Parents and those interested in the school are encouraged to read this 2020 Annual Report in conjunction with the detailed 'Principal's Reflections on 2020' paper. Both documents can be found on the school website in the Annual Report tab.

## Financial performance and position

In its inaugural year of operations, Keysborough Gardens Primary School operated within the designated expenditure budget for the 2020 year. The school was able to fully fund all curriculum programs as planned as well as the initial leasing/purchasing of a whole school range of high-cost ICT equipment to support both onsite and remote learning.

Essential improvement and rectification projects to the new school, required post hand-over & prior to the official opening, were funded by a combination of additional funding and the local school budget. For example, two playgrounds were removed from the new school building project near completion. One was subsequently 70% funded by requested additional funding, with the remaining monies coming from the local budget. This resulted in a small deficit, to be recovered by increasing enrolments over 2021/2022. It is noted that this playground project remains incomplete, with shades sails and the second (junior) playground to be funded by community fundraising activities in 2021/22.

Locally raised funds and grant submissions will continue to be an invaluable and vital source of income each year, with gratitude to the School Council and the Keysborough Gardens Primary School Community for their contributions.

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



# Performance Summary

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

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

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 166 students were enrolled at this school in 2020, 93 female and 73 male.

53 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) which takes into account parents' occupations and education.

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

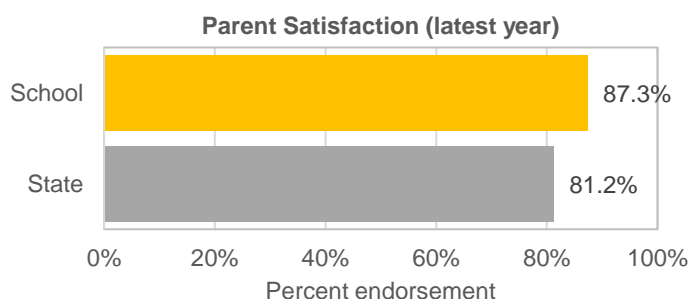
This school's socio-economic band value is: NDA

### Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2020)
School percent endorsement:	87.3%
State average:	81.2%



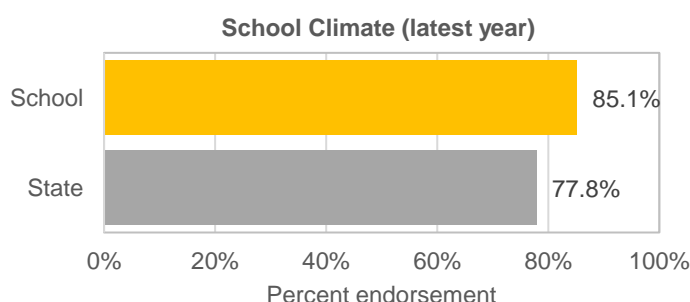
### School Staff Survey

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.

School Climate	Latest year (2020)
School percent endorsement:	85.1%
State average:	77.8%





## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

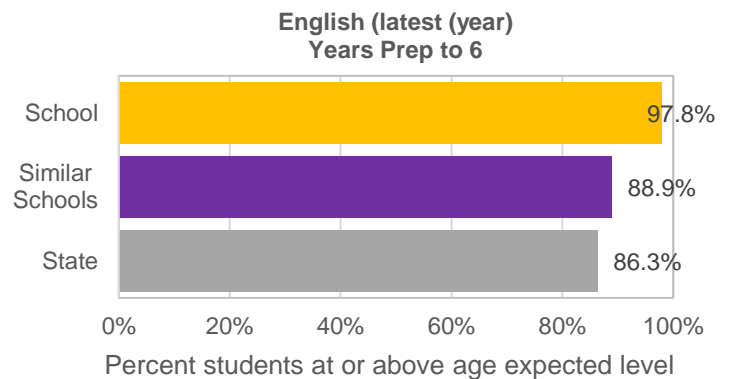
97.8%

Similar Schools average:

88.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

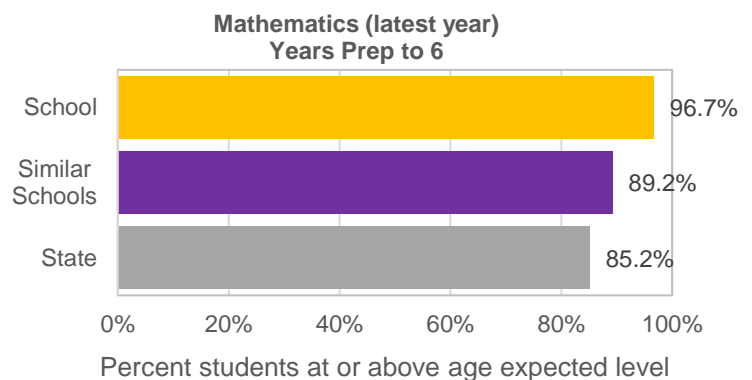
96.7%

Similar Schools average:

89.2%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

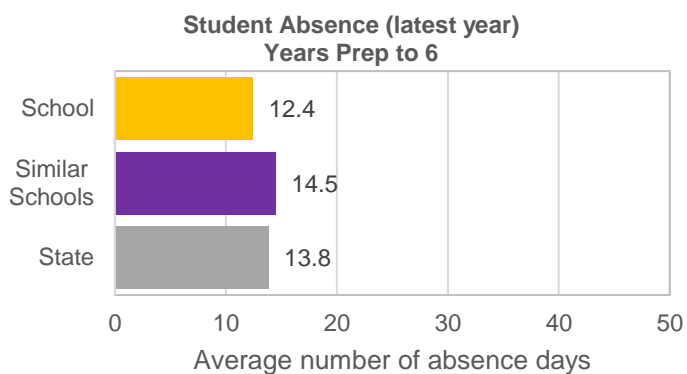
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.4	12.4
Similar Schools average:	14.5	15.3
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	93%	93%	96%	94%	89%	95%

## WELLBEING

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

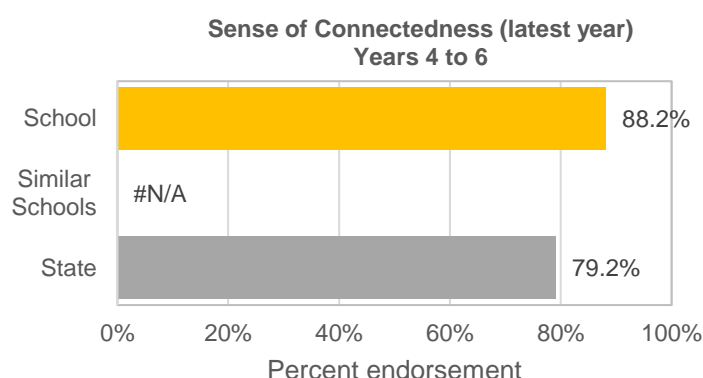
### Student Attitudes to School – Sense of Connectedness

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

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	88.2%	88.2%
Similar Schools average:	NDP	83.9%
State average:	79.2%	81.0%



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

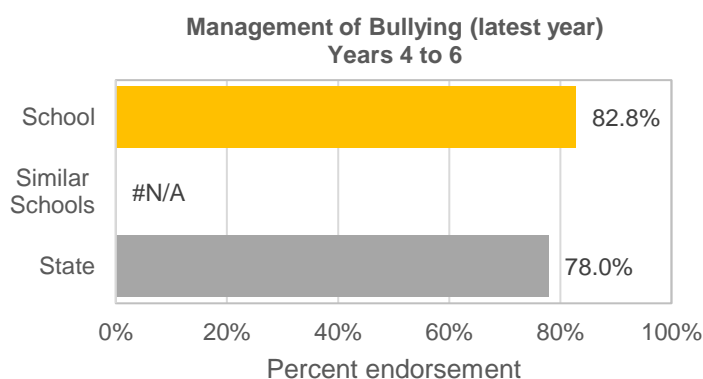
### Student Attitudes to School – Management of Bullying

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

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

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	82.8%	82.8%
Similar Schools average:	NDP	81.8%
State average:	78.0%	80.4%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,464,680
Government Provided DET Grants	\$143,965
Government Grants Commonwealth	\$3,210
Government Grants State	\$210,510
Revenue Other	\$157,072
Locally Raised Funds	\$104,105
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,083,542</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,532,075
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$2,121
Communication Costs	\$9,344
Consumables	\$54,869
Miscellaneous Expense <sup>3</sup>	\$17,236
Professional Development	\$5,941
Equipment/Maintenance/Hire	\$90,938
Property Services	\$38,758
Salaries & Allowances <sup>4</sup>	\$15,751
Support Services	\$14,197
Trading & Fundraising	\$14,293
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$110
Utilities	\$28,608
<b>Total Operating Expenditure</b>	<b>\$1,824,239</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$259,303</b>
<b>Asset Acquisitions</b>	<b>\$158,361</b>

- (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 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$101,158
Official Account	\$91,106
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$192,264</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$43,125
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$21,500
School Based Programs	\$1,538
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$67,395
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$54,785
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$188,343</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*