

2025 Annual Report to the School Community

School Name: Kalianna School (4728)



- 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 2026 at 02:18 PM by Peter Bush (Principal)

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

Attested on 01 May 2026 at 11:04 AM by Peter Bush (Principal)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Engagement
 - how many exiting students go on to further studies or full-time work
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

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.

What is the 'Towards Foundation Level Victorian Curriculum'?

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

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.

'Levels A to D' 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

Kalianna School, situated in North Bendigo, Victoria, is a specialised educational institution designed for students aged 5 to 18 (Prep to Year 12) diagnosed with mild or mild/moderate intellectual disabilities. Founded in 1953, the school also has an outdoor education campus in Whipstick Forest for field trips. The school features various amenities such as a sports oval, bike path, primary and secondary playgrounds, and an all-purpose gymnasium. While most students come from the Mt Alexander, Loddon, and Greater Bendigo Shires, the school offers free supervised bus transport for those within the designated area, while others commute independently or with family support. Aligned with the Victorian Curriculum, Kalianna School prioritises academic and social development, promoting positive, creative, and inclusive behaviours. The curriculum is tailored to meet individual needs through Individual Education Plans (IEPs), focusing on English, Maths, and Personal and Social skills. Additionally, specialised programs in visual arts, science, physical education, and outdoor education are available. For students in Years 11 and 12, Kalianna School provides pathway opportunities, including Victorian Pathways Certificate and VET courses.

The school's mission statement is to 'Unite & Inspire' and supported by our school values of: Positive, inclusive and Creative. The school currently has 2020 students with 25 teachers 32 Ed support staff, Speech Pathologist and 3 wellbeing team members made up of a Mental Health Practitioner, Social workers, Primary Mental Health support.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Kalianna School has continued to demonstrate its strong commitment to educational excellence by embedding evidence-based practices across English and Mathematics. Following the introduction of the Hochman Method for writing, we have sustained a structured and sequential approach to writing instruction—supporting students as they progress from constructing simple sentences to developing complex paragraphs and a range of text types. The impact of this approach is monitored through biannual writing moderation, with further evaluation and modifications to the program scheduled for 2026. In 2025, at Kalianna we have invested in the Primary Mathematics and Science Specialist (PMSS) program. We currently have two mentors who meet with staff daily to build on their teaching capacity within the Mathematics Curriculum. Our comprehensive numeracy framework is aimed at strengthening students' fluency and problem-solving skills. This aligns closely with the school's planning processes; this framework promotes deeper conceptual understanding. Student growth is tracked using the Place Value Assessment Tools (Pre-PVAT and PVAT) and Part-Part-Whole (PPW) assessments, which

provide ongoing data to inform teaching and learning. These assessments, along with the addition of the Mathematics Online Interview (MOI) will continue to be implemented in 2026 as part of the Kalianna Whole School Assessment portfolio. Collectively, these initiatives reflect Kalianna School's ongoing dedication to increasing students' knowledge and skills base so that they can achieve greater academic outcomes.

Through the PMSS program, teachers participated in coaching cycles involving lesson planning, modelling, observation and feedback, strengthening the consistency of mathematics instruction. PMSS mentors also supported teachers to analyse assessment data and plan targeted teaching. The introduction of the Pre-PVAT, PVAT and Mathematics Online Interview (MOI) strengthened assessment practices and enabled more precise identification of student learning needs.

Wellbeing

In 2025, student and staff wellbeing remained a key priority at Kalianna School. The Wellbeing Team, overseen by the Senior Learning Centre Leader, continued to consist of the same dedicated staff, with the addition of a NDIS Support Coordinator to further strengthen support for students and families. The team met weekly to ensure coordinated, timely and strategic responses to student needs.

Support was delivered through both individual 1:1 sessions and structured group programs. Students participated in wellbeing groups including drumming therapy and girls' and boys' groups, designed to build emotional regulation, resilience, social skills and positive peer connections. These targeted supports contributed to improved engagement and readiness for learning across the school.

A significant highlight of 2025 was the introduction of the LifeSkills GO program. This initiative has enhanced the school's capacity to monitor student regulation and track patterns linked to learning readiness. The data gathered has informed teacher practice, strengthened classroom strategies, and supported a more proactive approach to student wellbeing.

Through a collaborative and data-informed model, Kalianna School continues to embed wellbeing as a foundation for student learning and success.

Engagement

In 2025, Kalianna School sustained its commitment to strengthening student engagement through inclusive, applied, and future-focused learning opportunities. Our work continued to centre on responsive pathways that recognise individual strengths, interests, and aspirations, ensuring every student can access meaningful and purposeful learning experiences.

The Hands-On Learning (HOL) program remained a cornerstone of engagement across both campuses. Through structured outdoor and project-based learning, students developed practical skills, teamwork capabilities, and strategies to support emotional regulation. HOL continued to provide an important alternative learning environment for students who benefit from experiential approaches, fostering increased confidence, resilience, and connection to school. Authentic, real-

world projects supported students to see tangible outcomes from their efforts, reinforcing a sense of achievement and belonging.

Our VET in Schools partnership with Bendigo TAFE continued to offer senior students valuable vocational pathways. Access to courses in Building & Construction, Animal Care, Early Childhood Education, Automotive, and Engineering enabled students to gain industry-recognised credentials while completing their secondary education. These opportunities strengthened transition planning and supported clear post-school pathways into further training, apprenticeships, or employment.

The Certificate I in Transition Education remained an essential component of our senior pathways for students working toward modified learning goals. The program maintained a strong emphasis on practical life skills, communication, independence, and community participation, preparing students for adult life with confidence and capability.

Collectively, these initiatives reflect Kalianna School’s ongoing commitment to responsive, differentiated learning that promotes engagement, wellbeing, and successful transitions for all students.

During 2025, the school worked with families and students to raise our attendance numbers with great success through a variety of contact with families and assistance from the wellbeing team.

Financial performance

Kalianna posted a surplus in 2025. The school was in nominal deficit for much of the year however we had a high number of funding outcomes in the second half of the year. As such the size of the surplus was slightly higher than expected. The gym heating system was the largest capital expenditure. Other major costs were mostly IT related with purchases of large interactive screens and CRT staffing was higher than expected.

Currently the school is maintaining a balance allowing flexibility to meet costs and staffing changes as the need arises. We are also holding committed funds for outdoor play equipment and playground development project.

Revenue

There were no extraordinary revenues for 2025.

Expenditure (notable items)

CRT staffing	\$597,000
LED Signage	\$23,700
Shade sails	\$32,000
Floor Scrubber	\$21,500
Gym Heating System	\$92,500

Other expenditure items were within the expected range and had been budgeted for accordingly.

Current lease agreements:

Copier - BOQ Finance: \$172.70 monthly
Chromebooks – CHG Meridian \$5191.93 quarterly
Copier -3E Advantage - \$426.91 monthly
Copier -3E Advantage - \$425.70 monthly

Sources of Funding

CORE: 20%

PSD/DI 60%

Equity: 5%

Infrastructure: 6%

Initiatives: 9%

**For more detailed information regarding our school please visit our website at
www.kalianna.vic.edu.au**

PERFORMANCE SUMMARY

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile




A total of 206 students were enrolled at this school in 2025, 79 female and 127 male. NDP had English as an additional language and 18% 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 **High**.


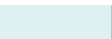

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	94.1%	
	Similar schools	89.2%	
	State	86.9%	

School Staff Survey




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

		2025	
% positive endorsement School Climate (School Staff Survey)	School	74.6%	
	Similar schools	72.8%	
	State	68.0%	

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	76.9%		50.0%
	Similar schools	42.5%		40.4%
	State	81.5%		81.2%


Average absence days per student

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

		2025		4-year average
Ungraded	School	43.6		40.3
	Similar schools	39.6		39.6
	State	40.0		39.6

Attendance rate

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

		2025	
Ungraded	School	78.0%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$8,858,824
Government Provided DET Grants	\$1,746,300
Government Grants Commonwealth	\$6,630
Government Grants State	\$0
Revenue Other	\$63,799
Locally Raised Funds	\$147,860
Capital Grants	\$0
Total Operating Revenue	\$10,823,413

Equity	Actual
Equity (Social Disadvantage)	\$544,272
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$544,272

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

Expenditure	Actual
Student Resource Package ¹	\$8,277,091
Adjustments	\$0
Books & Publications	\$4,113
Camps/Excursions/Activities	\$32,122
Communication Costs	\$15,120
Consumables	\$250,605
Miscellaneous Expenses ²	\$65,846
Agency Staff	\$524,283
Professional Development	\$50,912
Equipment/Maintenance/Hire	\$198,932
Property Services	\$194,484

Expenditure	Actual
Salaries & Allowances ³	\$16,019
Support Services	\$156,862
Trading & Fundraising	\$49,079
Motor Vehicle Expenses	\$17,799
Travel & Subsistence	\$24,336
Utilities	\$67,963
Total Operating Expenditure	\$9,945,566
Net Operating Surplus/-Deficit	\$877,848
Asset Acquisitions	\$215,484

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,019,726
Official Account	\$52,820
Other Accounts	\$0
Total Funds Available	\$1,072,546

Financial Commitments	Actual
Operating Reserve	\$278,079
Other Recurrent Expenditure	\$908
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$70,000
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	\$348,987

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.