

2025 Annual Report to the School Community

School Name: Kingsley Park Primary School (5135)



- 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 21 April 2026 at 04:31 PM by Gill Gray (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 21 April 2026 at 04:34 PM by Gill Gray (Principal)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

Updates to the ‘Performance Summary’ in the 2025 Annual Report

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

About Our School

School context

Kingsley Park Primary School is located in the Lakewood Estate of Frankston, approximately 42 kilometres from the centre of Melbourne in the Bayside Peninsula Area. Nestled in a semi-bush setting, Kingsley Park has a rural feel with spacious tree lined grounds and large play spaces. Kingsley Park Primary School has serviced the Lakewood community since opening in 1988. Our vision is to empower students to be active learners who make a positive impact with those around them and in their futures. The school's values of Excellence, Respect, Cooperation, Resilience and Community are implemented daily to provide an excellent, high quality learning environment. Our 2025 enrolment was 382 students and pending 409 for 2026. Kingsley Park offers an attractive, safe and stimulating learning environment where our Kingsley Kids are proud of their learning and aim to achieve their best. The school maintains a high focus on structuring differentiated learning programs to cater for the individual learning needs of all students. We strongly believe that working with parents helps our students to achieve their best, and highly value community relationships and working with families to make a difference in the lives of our students.

We are well known in the community to be a friendly, family orientated school providing great student and family support. We welcome all families who believe in working alongside us in their child's learning journey and to create the best environment we can. Our school motto is 'Teamwork makes the Dream Work!'. We place a large focus on our core values of Respect, Excellence, Resilience, Cooperation and Community and include them in our social skills and respectful relationships programs. This year we included a major focus on 3 key expectations of: Be Safe, Be Respectful and Be a Learner. Our priority areas include improving student outcomes in English and Maths whilst equally focusing on each student's wellbeing. This is achieved through explicit teaching, having high expectations, setting learning goals for students, regular assessment tracking, and consistent collaborative efforts of teachers working together in teams. We provide a rich and engaging curriculum with a continual focus on whole school student engagement and wellbeing that ensures purposeful learning through the promotion of accountability for learning and respectful relationships.

Throughout the school, classes are straight grades with teachers working together for curriculum planning and professional development. Eighteen classes operate – three Foundation classes, 6 Junior classes, (3 x Yr 1 & 3 x Yr 2) five Middle (3 x Yr 3 & 2 x Yr 4) classes and four Senior (2 x Yr 5 & 2 x Yr 6) classes. We have two Principal Class Officers, a Curriculum Learning Specialist, an Inclusion and Wellbeing Learning Specialist, 18 classroom teachers, 5 specialist teachers, and 24 Education Support Staff. Kingsley Park is dedicated to providing a wide variety of programs designed to ensure learning is engaging and relevant for all students. Students take part in specialist programs of Physical Education and Sport, The Arts (Visual and Performing Arts), Science & STEM and AUSLAN. Other programs include a toast club, Student Representative Council, lunchtime clubs, morning running club, concerts, Middle & Senior camps, optional snow camp, athletics, swimming, inter school sport, district and cross country events. Our programs reflect the school's focus on providing students with a broad range of experiences and opportunities. Students with special learning needs are catered for through many classroom adjustments and with a number of programs including an effective and efficient Disability Inclusion

Program. As the community has grown and changed, so has the need for additional assistance for students.

Consistency of teaching practice, curriculum programs and assessment to monitor achievement and inform next steps in learning remained key approaches to meet individual student needs and improve learning. Our students continued to benefit from a learning environment which was calm and focused thereby allowing students to engage in their learning and to develop positive relationships. Our school ensures the diverse needs of all students are catered for in the planning, implementation, and evaluation of all activities. Student wellbeing and engagement continued to be enhanced by strategies including the further implementation of the Respectful Relationships, Rights and Resilience Program, the Protective Behaviours programs and application of Digital Technologies. Throughout 2025, we focussed on implementing the DET's School Wide Positive Behaviour Classroom Management strategies incorporating these into our school culture and values across the school.

The school enjoys excellent relationships with its own and the broader community. Kingsley Park's strong reputation in the community continues to be built on the success of its students in the academic, sporting and performing arts areas and co curricula program. Parents are strongly encouraged to share in a school/home partnership with a focus on developing positive relationships and educational outcomes for their children. Parents are encouraged to become active in assisting with home reading and other school activities and programs including Kingsley Parents Group (KPG), School Council, excursions and classroom support. In addition to Department of Education (DET) funding, a focus for Student representative Council and local community fundraising has been to continuously improve areas of the school for students. We have strived to provide play spaces and classrooms that are inviting and stimulating. We have a strong community feel and enjoy hosting events that bring our parents and families in including our Community Colour fun runs, Drive-In theatre whole school performance, special event activities and assemblies. Our Kingsley Parent Group are an amazing support to the school and oversee our fundraising plans.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2025 we implemented Victorian Curriculum 2.0 in English and Mathematics. The School Improvement Team (SIT) worked through understanding the changes to the curriculum and creating 'I can statements' for teachers to plan to. They also worked on updating our Continuum Tracker for monitoring of student learning outcomes which is always live and accessible to parents. Staff developed their understanding of the new curriculum through professional learning, regular moderating of assessment tasks and the creation of learning sequences and units. Modules further developed their confidence and understanding of the new curriculum through ICCs (action research projects) where teams were setting fortnightly goals for improvement in their teaching practice. We also implemented the new Victorian Teaching and Learning Model 2.0 (VTLM 2.0) with a particular focus throughout 2025 on Cognitive Load and Explicit Teaching.

Prep and Junior modules developed Learning Sequences and Units aligned to Victorian Curriculum 2.0, including elements of VTLM 2.0. All modules created new assessment tasks for mathematics to assist with triangulation of data which supports teacher judgements for report levels. Staff worked together to moderate assessment tasks through PLTs and also using a moderation tool for Mathematics, as we supported teacher judgements moving from reporting in strands in mathematics previously to one overall level.

Consistency in teaching practice was evident throughout the school as Professional Learning Teams continued their work on implementing our instructional model and began to refine this with the implementation of VTLM 2.0.

In our first year of the Year 1 Phonics check; 66% of students were at or above expected level, compared to 57% for similar schools and 58% for state.

This year we took part in our 4 yearly School Review. The review process affirmed that our learning and teaching are on the right track with students showing good progress and growth.

Wellbeing

Our whole school practices were formalised with our 3 key expectations of Be Safe, be Respectful and Be a Learner and 5 Behaviour Steps: Remind, Restate, Relocate, Remove, Repair implemented across the school. This was done after consultation with staff, students and parents to ensure understanding and consistency across the school following analysis of the Student Attitudes to School survey data. Some students felt; disconnected with school, that some students were disrespectful in class and impacting their learning time and not always feeling safe in the yard and at times, in class. The impact of our changes and consistency of practice has already seen vast improvements in our Student Attitudes Survey data with students feeling this has assisted with them feeling safe, more connected and seeing improvements in classroom behaviours and allowing them more learning time. This has assisted all students with Tier 1 behaviours and expectations in particular with consistent expectations for all and consistent implementation with all staff. Reviewing the Positive Classroom Management Strategies with staff and working through orderly classroom environments and expected routines has assisted greatly with a settled start to the year.

In 2025, we underwent 2 school reviews; our regular 4 yearly review and an ISS (Intensive School Support) Review due to our low achievement in the Student Attitudes Survey data. Our start to the year had us well on the way to improvement and initial observations from the review team shared the wonderings of why was our data so low. We had some changes to make, the biggest one being how the survey was completed at the school. We had to place the importance on this survey that we placed on our NAPLAN achievement assessments. We also needed to work through the survey with students so they had a valuable understanding of what was being asked of them. This included smaller and more regular wellbeing check-ins using the survey language and completing pulse checks of how our students were feeling and discussing ways to help them feel better at school. 'The Kingsley Way' playbook was created that outlined our practices and expectations, sharing with families, after consulting with them, how wellbeing works at Kingsley Park.

Our connection with real Schools saw staff working through behaviour modules with regular discussion for implementation and improvement. We also completed short sections of the Student Attitudes Survey with Years 3-6 and our own Wellbeing check-in surveys with years P-2. This data was analysed and discussed with staff and students to see where we can easily make changes for

students to feel safer and more connected at school. This saw quite a few changes with tier 1 supports across the school and the need for our key expectations to be a focus of the whole school community and consistently implemented. This approach has strengthened communication across staff and ensured a more proactive and consistent response to supporting students socially, emotionally and behaviourally.

Tier 2 supports have continued and built to further support those students requiring additional support with behaviours as some struggle in particular with feeling overwhelmed in the unstructured yard. Supports have included;

Structured play plans were implemented to support positive engagement during recess and lunch. These plans provide a clear timetable, specific locations in the school and supported activities, helping students build friendships, develop social skills and experience success in the playground. Wellbeing staff support ensures students who may find unstructured times challenging, have opportunities to participate confidently and positively with their peers through a clear supportive plan. These plans are reviewed regularly with the students and wellbeing staff.

We have continued to implement and increase the amount of targeted social groups to support students in developing important social and emotional skills. These groups focus on areas such as communication, friendship skills, emotional regulation and problem solving. Students have had the opportunity to practise these skills in a supportive environment, helping to build confidence and strengthen peer connections. Two Educational Support staff have been trained and work alongside Sarah (our Inclusion and Disability Learning Specialist) to provide these sessions.

We have continued to strengthen inclusive practices through the development and monitoring of Individual Education Plans (IEPs) and regular Student Support Group (SSG) meetings. These processes bring together teachers, families, allied health professionals and leadership to ensure coordinated, personalised support for students with additional needs. This collaborative approach supports students to access the curriculum, build independence and fully participate in school life.

Tier 3 Disability Inclusion Funding: We continued to successfully secure and maintain Tier 3 Disability Inclusion funding for eligible students. This high-level funding enables the school to provide targeted supports, including Education Support staff assistance, tailored adjustments and specialised interventions, ensuring students with complex needs receive the additional support required to engage meaningfully in learning and school life.

Engagement

As mentioned throughout the report, the overall focus on evidence-based teaching and School Wide Positive Behaviour Supports (SWPB) has created a much more engaging and supportive environment for students. These approaches, coupled with key teaching and learning reviews such as introducing a more structured explicit curriculum, have led to students reporting more positively on their sense of connectedness (86% - up 9%) and management of bullying (83% - up 8.5%). This has had a positive impact on student attendance. The school has also targeted non-attendance and worked closely with families to address long term school refusal. We have seen a minimal increase in student absences to an average of 17 days per year, however, we have reduced the number of students having more than 20 days absent to 25% whereas similar schools have 39% and state wide is 38%. The school is addressing some identified casual attitudes

towards attendance, including extra-long weekends, mid-term holidays, and late arrivals and early pickups that contribute to increased absences.

The school has worked hard with students to implement favourable lunchtime clubs (including Wiggle Wednesday, Minecraft Club, Arts Club, Robotics Club and Children's University) and extend our Buddy program to build further connection and engagement. Overall, the school has been successful in re-engaging with some families that have had long term absences. It continues to work with the department and key stakeholders to reduce student absences by engaging families with absence plans and connecting with them when student absences approach 5, 10, and 15 days to provide increasing levels of support.

As detailed above, our 3 key expectations and a focus on orderly classrooms and transitions have strengthened consistent classroom routines across the school to support student engagement and readiness to learn. Clear expectations and predictable structures have helped create calm, focused learning environments where students understand what is expected and can transition smoothly throughout the day.

Student Engagement was reviewed in professional learning teams through analysis of the Student Attitudes Survey data and recognising the need for change in some areas with only 54% of students feeling a sense of connectedness. In 2025, we raised this to 86% of students feeling positive in this area after our initial implementation efforts of consistent expectations and practices across the school. We have continued to prioritise orderly and well-structured classrooms to maximise learning time and support positive behaviour. Clear expectations, consistent staff responses through the whole school behaviour steps and supportive classroom practices have contributed to a calm and respectful learning atmosphere across the school.

According to our survey data, Effective teaching time has jumped from 77% positive to 92% of students feeling positive and Effective classroom behaviour has jumped from 60% positive to 83%. This in itself tells us that the majority of our students value orderly learning environments and enjoy having uninterrupted learning time. This has also allowed for resourcing to be directed more towards engaging learning rather than classroom management.

Our Buddy program across the school has strengthened through our Friday Connections every 3 weeks when we have scheduled times for the whole school to connect and complete activities with their buddy class. Our Pre-prep students connect with Year 5 students during their transition in Term 4 prior to their commencement at school. The older students help their Prep buddies to feel safe, valued and connected to their school community here at Kingsley Park providing them with a connection for their start to school. The Preps then have some scheduled play time with their buddies at the commencement of school as the older students work with them on play spaces, safe play, games to play and what to do if they need help. As well as learning through formalised lessons, Kingsley Park PS believes it is important that children also learn through play. Our Prep students experience hands on and interactive activities through Developmental Play and on buddy activity days. These activities are designed so students can play a variety of fun and educational activities, which allows them to develop oral language and social skills. Our Prep students take part in a Perceptual Motor Program (PMP) every week in addition to the normal physical education lesson. This program aims to give students experiences in seeing, hearing, and touching through carefully sequenced activities such as hopping, climbing, balancing, crawling, throwing, catching, and sliding, their buddies assist with this program also.

Our student leaders continue to be the face of our school and help us to decide fundraising and whole school ideas. Grade 6s take their leadership roles and responsibilities very seriously. We have student leaders in the following areas; School Captains, House Captains, Art Leaders, Science Leaders, School of Play Leaders, Breakfast and Environmental Leaders. From the School Captains leading assemblies and completing school tours for prospective families, House

Captains leading sporting activities to the Student Representative Council looking after fundraising, school improvements and recycling, all of our students have the chance to step up as leaders and help with refining our school to be the best it can be.

We strengthened Positive Shout Outs to recognise and celebrate students demonstrating positive behaviours including excellence, attendance, co-operation, community, respect and resilience. This initiative has helped build a culture of encouragement and recognition, reinforcing the positive behaviours we want to see across the school community. Parents receive notifications of the “Positive Shout Outs” so that recognition of students’ positive behaviours is also celebrated and reinforced at home. We further embedded our 5 Behaviour Steps and a clear Major and Minor Behaviour framework to support consistent responses to student behaviour. This approach provides staff with clear guidance on managing behaviours in a fair, consistent and supportive manner, helping students understand expectations, ensuring appropriate follow-up and support when required.

We began our connections with the School of Play team to encourage active, inclusive and positive play experiences for students (and staff). Through structured and supported play opportunities, students are building social skills, cooperation and positive peer relationships, contributing to a more engaged and connected school environment. This has also introduced short, fun activities for class brain breaks that work well with our Real Schools Priming circles for wellbeing and learning check-ins.

We connected with Peninsula Health who brought a videography team out to promote the work the school does in providing healthy opportunities and promoting healthy options in the school canteen. The school canteen was celebrated in a variety of media publications. The school was also featured in promotional videos celebrating the student leadership work with initiatives like toast club, soup club and banana smoothies community days.

The Rotary club in the local district to Kingsley Park wanted to support schools with engagement projects in 2026. Kingsley Park created a video for 85 clubs to watch, highlighting the opportunity for clubs to contribute to inclusive spaces both inside and outside at schools.

Other highlights from the school year

2025 saw us participate in two schools reviews; our regular review and an ISS review due to low performance in Student Attitudes to school survey data. It was a low to be part of the ISS review process however, this turned into a positive after receiving great feedback that shared our thoughts and views that our students were doing the best they can, they just needed clarification and consistency of what was expected of them. By the end of the two Reviews, we received great feedback reassuring us that the great practices we have in place that support students both academically and in wellbeing are working well and going from strength to strength.

Observations of classrooms through the year demonstrated the consistency of practice in both teaching and expectations was increasing and showcased how terrific our orderly learning environments allowed for greater learning opportunities. Our staff teams have worked collaboratively and efficiently to ensure implementation of the new curriculum in English and Maths whilst also doing 'sprints' on teaching and learning and class and whole school expectations. We have maintained our practice of continual improvement.

Our work on routines, orderly environments, 3 key expectations and behaviour steps were a huge step forward. Guided by The Kingsley Way, every student (staff and parent) knows and understands our expectations and values. Our whole-school approach to positive behaviour ensures that every child feels safe, respected, and ready to learn. This has led to exceptional student voice and wellbeing data, including over 80% **positive endorsement** in the Attitudes to School Survey across key indicators such as inclusion, teacher support, bullying management, and effective teaching time.

Our excursions and camps were all successful and a highlight for many students as an addition to their learning programs. Our Year 5/6 students had a fabulous Sovereign hill experience and our Year 4s had a wonderful outdoor experience camp at Portsea.

Our Prep transition was hugely successful for our new students starting this year, they settled very well into school routines and had a great start to their year.

We connected with Peninsula Health and the Rotary Club. Peninsula health brought a videography team out to promote the work the school does in providing healthy opportunities and promoting healthy options in the school canteen. We were included in articles which was a wonderful promotion of the school. The school canteen was celebrated in a variety of media publications. The school was also featured in promotional videos celebrating the student leadership work with initiatives like toast club, soup club and banana smoothies community days.

The Rotary club in the local district to Kingsley Park wanted to support schools with engagement projects in 2026. Kingsley Park created a video for 85 clubs to watch, highlighting the opportunity for clubs to contribute to inclusive spaces both inside and outside at schools.

We participated in Wakakirri for the first time in years. Our Performing Arts teacher worked with the team to present an outstanding performance that received an honourable award.

Our connection to community events was well supported. Successful events included our Book Fair, Book Week Dress-up day, SRC fundraising days, Bunnings BBQ, Mother's and Father's Day events and stalls and student work celebrations during our student led conferences open days. Many students thoroughly enjoyed the return of school discos that was well supported by parent helpers.

Staff morale was high once our reviews were complete seeing a great finish off to the year with all feeling proud of a hard but positive year of work and staff prepared for 2026.

Financial performance

Kingsley Park Primary School has continued to allocate resources to provide the best for our students and enable the achievement of the school's goals and priorities. The school has been proactive in utilising resources to enable us to improve learning and teaching in many areas. The provision of Equity Funding along with minimal Tutor Learning Initiative funding provided the school with options in regards to staffing and programs that are enhancing and enriching our students' learning and allowing support to students and families with additional needs. We have been able to keep our class sizes at reasonable levels for increased learning time. We have provided a Disability and Inclusion Learning Specialist out of the classroom (0.75) alongside our Curriculum Learning Specialist (0.8). This has enabled successful DIP applications to be completed, support to staff and parents in SSG's, assistance for staff with IEP's and adjustments

and social groups for a number of students while also assisting parents as needed with external supports and agencies.

Other funds have enabled the school to improve the school buildings and grounds in line with our Essential Maintenance Schedule. Property maintenance continues to be a focus of the school due to the size of the property and age of the buildings. Overall, the school remains in a sound financial position with a net operating surplus in 2025 while maintaining programs within the school with reduced enrolments. A surplus has been maintained to assist with covering an expected deficit in 2026 as we plan to continue where possible with smaller class sizes and increased Education Support staff assistance to further assist our student learning and wellbeing needs.

Resources to increase our Learning Specialist for coaching, planning and curriculum development is highly valued. Kingsley Park has been able to attract and retain high quality staff as a result of the support and resources being offered. The investment in teacher and Education Support Staff development, supports and scales up the evidence-informed approaches driving school improvement.

A well planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals for the year it was provided for. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's financial position through the regular provision of copies of the Finance Reports to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2025 was compared against the budget and variances investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2025 year. We completed a full financial audit in August 2024 that assured us our processes and practices are operating well with very minor suggestions for improvement offered and have continued with our practices.

**For more detailed information regarding our school please visit our website at
<https://www.kingsleypark.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 372 students were enrolled at this school in 2025, 183 female and 188 male. 2% had English as an additional language and 3% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - Medium**.

Parent Satisfaction Summary

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

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	94.1%	
	Similar schools	80.8%	
	State	82.0%	

School Staff Survey

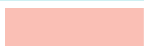
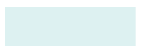
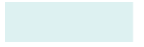
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	78.1%	
	Similar schools	77.8%	
	State	77.4%	

LEARNING

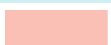
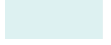
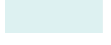
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	89.9%	
	Similar schools	85.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	90.6%	
	Similar schools	84.1%	
	State	84.2%	

NAPLAN

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

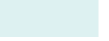
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	68.0%		75.3%
	Similar schools	68.7%		68.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	76.5%		80.0%
	Similar schools	70.9%		72.1%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	60.0%		68.8%
	Similar schools	64.0%		65.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	65.7%		71.0%
	Similar schools	64.4%		64.0%
	State	69.1%		68.1%

NAPLAN relative growth

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

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

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

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	71.9%	
	Similar schools	70.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	55.9%	
	Similar schools	64.7%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	85.5%		71.3%
	Similar schools	77.1%		76.4%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	83.1%		68.6%
	Similar schools	78.1%		76.0%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	17.0	19.0
	Similar schools	21.5	21.8
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	93.3%	
Year 1	School	92.0%	
Year 2	School	91.4%	
Year 3	School	93.0%	
Year 4	School	92.2%	
Year 5	School	90.0%	
Year 6	School	87.1%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,435,014
Government Provided DET Grants	\$512,735
Government Grants Commonwealth	\$15,150
Government Grants State	\$0
Revenue Other	(\$22,404)
Locally Raised Funds	\$376,728
Capital Grants	\$0
Total Operating Revenue	\$5,317,223

Equity	Actual
Equity (Social Disadvantage)	\$88,331
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$88,331

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

Expenditure	Actual
Student Resource Package ¹	\$4,676,907
Adjustments	\$0
Books & Publications	\$1,866
Camps/Excursions/Activities	\$124,450
Communication Costs	\$19,394
Consumables	\$81,330
Miscellaneous Expenses ²	\$21,499
Agency Staff	\$27,982
Professional Development	\$17,928
Equipment/Maintenance/Hire	\$88,269
Property Services	\$84,493
Salaries & Allowances ³	\$215,376
Support Services	\$85,525

Expenditure	Actual
Trading & Fundraising	\$84,727
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,532
Total Operating Expenditure	\$5,566,278
Net Operating Surplus/-Deficit	(\$249,054)
Asset Acquisitions	\$0

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$131,919
Official Account	\$40,818
Other Accounts	\$0
Total Funds Available	\$172,737

Financial Commitments	Actual
Operating Reserve	\$148,228
Other Recurrent Expenditure	\$1,421
Provision Accounts	\$0
Funds Received in Advance	\$50,000
School Based Programs	\$26,316
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$320,965

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.