

# 2024 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 14 April 2025 at 11:35 AM by Gill Gray (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 14 April 2025 at 11:38 AM 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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

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

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

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. Approaching 38 years in age, the school has served its local community which over the years continues to be a community undergoing demographic change. Our current enrolment is 370 students.

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. Teachers personalise learning to maximise student growth in all areas. 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 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. 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!'. 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 catering to the differentiated needs of students, 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. Kingsley Park offers a BYO iPad device program from grades 3-6, effectively incorporating Digital Technologies into our daily classroom practices. This is being reviewed in 2025 to be from Year 4 to 6. 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), STEM and AUSLAN. Other programs include a breakfast club, Student Representative Council, lunchtime clubs, morning running club, concerts, Middle & Senior camps, optional snow camp, athletics, swimming, inter school sport and cross country events and attending Human Powered Vehicle 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 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. We have also warmly welcomed Gemma, a

Student Social Worker completing placement who has done a fantastic role working alongside students individually or in small groups as agreed with parents.

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 Parents Group, School Council, excursions and classroom support. We have a strong community feel and enjoy hosting events that bring our parents and families in including our Community Colour fun runs, weekly assemblies and school Carnivals.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Throughout 2024, the school continued researched practice of Science of Reading using a systematic synthetic phonics program and Decodable Readers Australia resources with consistency throughout Foundation to Year 2. The reading, phonics and spelling programs were aligned to use the same scope and sequence ensuring consistency in student learning and teacher practice. Years 3 to 6 followed the same sound sequence in spelling, and this was further extended and supported with explicit teaching and practice of sound choices and morphology including; spelling rules, word origins and developing understanding of parts of words. In Foundation to Year 2 assessments in reading also aligned with the sequence and progression of skills. Data analysed to date has shown excellent improvement in students progressing through this consistency of practice. Our phonics program was also used to support some intervention students using small group tutoring in Middle and Senior modules which was highly successful at efficiently tracking students through the scope and sequence. Using rich mentor texts throughout the school students explored a range of authors and their writing. Teachers explicitly modelled comprehension strategies and writing devices. Years 3 to 6 demonstrated growth in their abilities to comprehend a range of texts and use of language and text structure to improve their writing. Our NAPLAN data showed excellent growth in both Year 3 and Year 5. In Year 3 Reading, 78% of students achieved Strong or Exceeding which was above both State (69%) and Similar Schools (69%). In Writing, 89% of Year 3 students achieved Strong or Exceeding, which was above both Similar School (78%) and State (78%). Our Year 5 NAPLAN Reading, data is was also excellent with us achieving 85% in Strong or Exceeding which was above both Similar Schools (70%) and State (73%). In English, Teacher Judgement showed that 85.2% of students were achieving at or above the expected standard. This was in line with Similar Schools (86%) and slightly below State (87.2%). In Writing, 89% of Year 5 students achieved Strong or Exceeding, which was above Similar Schools (70%) and State schools (73%). Mathematics throughout Term 1 was focused around Place Value ensuring that students had a solid understanding of numbers and their place value before moving into the operations and other areas of Mathematics. We continued and refined researched best practice in problem solving and reasoning by explicitly teaching students to apply strategies to understand worded problems and select effective strategies to solve the problems. Teams also focussed on problem solving through their ICCs (Improvement Cycles). In NAPLAN, our Year 3 Numeracy data had 68% of our students achieving Strong or Exceeding, above both State (65%) and Similar Schools (66%). In Year 5, we had excellent results with 84%

achieving in Strong or Exceeding, which was above Similar Schools (64%) and just below level of State (67%). Our Teacher Judgement in Mathematics showed that 86.2% of our students are achieving at or above the expected standard, on par with both Similar Schools (86.4%) and State (86.4%). Teachers further improved their collaborative planning and working not only within teams, but also working across teams with far more for sharing of resources and practice. The Learning Specialist attending all of these meetings assisted with consistency of practice throughout the school, supporting with sharing of resources and communication across modules to further improve our differentiated teaching practice. Data Walls were continued throughout the year allowing teachers to look at cohort and school wide data; identifying areas to be celebrated and areas of concern, identifying goals which were included in ICCs, many of these achieved. Our ES staff were provided professional development in phonics, problem solving, on working with small groups and were utilised in this capacity within classrooms. Consistency in ICCs (improvement cycles) across the school allowed for further consistency, modelling and sharing of best practice. In Professional Learning Team (PLTs) collaborative planning and meeting times, teachers worked together to analyse student data and use this to inform planning. PAT testing also provided additional data for teachers to use to support their teacher judgements for reporting. Tutor Learning Initiative funding allowed us to have a tutor work with students across the school who were working 6-12 months behind the expected level in English or Mathematics.

A review of reporting processes in 2024 included student learning goals being devised with and for students (this has been a goal for a number of years) and discussed in Student-Led Conferences. This has encouraged student ownership of their learning. We also changed to termly reports to keep parents more informed of student effort, behaviour and progress.

## Wellbeing

Student wellbeing is the 'heart' of what we do at Kingsley Park and continues to be the forefront of our work. If students don't feel safe and welcomed at school, they don't often learn. Student Wellbeing goes hand in hand with Teaching and Learning with both receiving the same amount of focus. In 2024, the school focused on the state-wide wellbeing learning priority to 'effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'. Modules focussed strongly on respectful relationships curriculum and implemented our own community based, 'Co-operation and Getting Along units of work to start the year off with a focus on building relationships and school culture. Our 2023/24 student attitude to school survey results still reflected the magnitude of effects of COVID-19 on our student wellbeing and the continued need for teaching social skills with all students.

Our Attitudes to School Survey results did not reflect the time, effort and energy that teachers and the leadership team have put into student wellbeing. The staff have thoroughly evaluated the survey results, and worked tirelessly with a number of students, provided lunchtime programs aimed at increasing engagement and reducing yard incidents and creating smaller social skills groups for smaller numbers of students through our tutor learning initiative. Student Attitudes to School survey data was disappointing with our worst areas including; only 53.9% felt they had a Sense of Connectedness to school and only 49% felt that we Manage Bullying across the school.

Sometimes, this stems from the minority of students making others feel unsafe with their regular out bursts which affects them greatly. This will inform our core work moving forward as all students should be able to attend school feeling safe and connected with others. We have already started work on our key expectations and classroom management behaviour steps to ensure families and students are aware of our expectations and follow through. This will also include a



matrix of behaviours and consequences that we will invite families to comment and provide feedback on so we can work together in stamping out these undesirable behaviours through consistent expectations and follow up.

Online activities at home significantly contributed to the issues at school, including issues amongst parents so a unit of work on Digital Safety was created for implementation with a review of Policies and Acceptable Use along with parent resources being sent home. In 2024, the school further focused on implementing the evidence based 'Respectful Relationships' Program and connected with Real Schools to work on the whole school culture and ensure students, staff and parents are all involved in improvements to students feeling of connectedness and safety. The school also partner with outside agencies to provide wellbeing supports for students who need it.

Our work with Tier 2 & 3 students is to be commended. Our Inclusion Learning Specialist has supported staff through 27 successful DIP applications over the past 3 years that have received high level feedback from the facilitators in the detail of the work completed and the amount of adjustments offered to our students. The writing of IEPs has improved immensely over the period of our School Strategic Plan and have included behaviour, attendance and social goals. Our practice has improved significantly with the Inclusion Learning Specialist working with staff to refine IEP's, adjustments and attending Student Support Group meetings to discuss progress. 134 students (of 370) have IEP's with SSGs being held generally each term. The improved practice we see today has been a major highlight and targets the needs of our students so much better. Further work is needed for consistent universal supports for all students (Tier 1 adjustments) and consistency of expectations and behaviour steps for all staff, students and families.

Over the last few years, we have worked on a more positive behaviour management style. Our work with Real Schools over the past year has renewed our shift in culture reviewing our expectations across the school and continuing our journey of bringing all staff forward in restorative practices and high impact wellbeing strategies. Our school community have taken this onboard and the vast majority of families work very well with us and appreciate our communication and behaviour management efforts.

A key area of work for 2025 will be on consistency of expectations and processes using the Positive Classroom Management Strategies, creating behaviour matrix's for the whole school looking at major and minor behaviours and consulting with students and parents on what this looks like.

This year the school has created a new area in the BER building called "The Zen Den" furnished with a wellbeing grant worth \$10,000, providing the space with bean bag chairs, Compression canoes, tunnels and a variety of other items to allow students to regulate. The area is used for students to visit, accompanied with a staff member for an agreed time.

The School started a PenPal relationship with a school in Devon, England called Decoy Community Primary School. This involves students in Grade 5 writing letters to each other and continuing into Grade 6. This has been a success in 2024 and enjoyed by both Schools. The Assistant Principal, Matt Brand visited Decoy in March of 2024 and introduced Kingsley Park to them.

## Engagement

Student attendance continues to be a focus at Kingsley Park, if they are not here, they cannot learn. Like all schools, we have a number of families taking holidays during the school term that

increases our absence data along with the current economic climate which has families travelling in the cheaper off-peak times to save much needed family funds. There was increased illness across the school with many families keeping students home for precautionary measures however, we are pleased that the number of explained absences has increased over unexplained. Our absence data, although not great in our eyes, was better than both similar schools and state levels with an average of 17.1 days absent. (State and Similar schools were both at 21.8) Our Prep cohort had the best attendance with 94% which is fabulous.

We have 6 key students that impact this average with over 35 days absent each pushing our student average up, 5 of these students were in Year 5 which saw that cohort have the largest recorded absences at only 88% attendance. Our other cohorts ranged between 90% to 94% which is terrific. A great deal of work has gone into the students and families who have frequent absences however, at times very little change has been seen, despite attendance plan and meetings with goals agreed to.

These results are testament to the school focusing on monitoring attendance. The Principal would regularly follow up with families with attendance concerns and worked with individual families with attendance plans. Teachers and admin staff were excellent in following up any unexplained absences systematically, each morning as per policy and parents have been far more proactive in reporting absences on Sentral. This has led to a large decrease in unexplained absences.

Many of our families strive for excellent attendance and many achieve above 98%, this is a superb effort from the majority of our families and is to be commended.

Late arrivals continue to be an issue for some families. Mornings can be difficult for a few with Monday being the worst. There is a greater need for support with getting children to school with a few suffering from 'school can't' and struggling with the morning routines. These children try their best also and still arrive to make the full impact of their learning time as they can.

Student Engagement is at the centre of our work at Kingsley Park. Our families value involvement with our school and the community feel. It was pleasing to see that 84% of parents were satisfied with the school which was slightly above the State average of 81.6. However, we know from parent feedback that 'Not Experiencing Bullying' is the key area for us to focus on with only 47% positive, this was much lower than both State (65%) and Similar schools (60%). It is pleasing though that 71% (inline with Network, Similar schools but slightly below State level) of our families are happy with how we deal with this. Often it is not actual bullying that is the problem, it is a lack of understanding of bullying which we are working on, it is more around the violent outbursts of some students making others feel unsafe. The Physical Environment was the next area identified by parents as needing improvement with only 66% positive about our environment. In general, this is due to the poor surface of our school oval that we have applied for many grants to rectify with no success. Our grounds are large and accommodating with 3 play areas which are separated for the year levels of students and are expansive enough to have plenty of space however, our oval needs a major overhaul and parents feel this is a huge deficit to us.

Parent Opinion data correlated with Student Attitudes to School survey data with our lowest areas including only 53.9% felt they had a Sense of Connectedness to school and only 49% felt that we Manage Bullying across the school. Again, this often stems from the minority of students making others feel unsafe with their behaviours which affects them greatly. This will inform our core work moving forward as all students should be able to attend school feeling safe and connected with others. We have already started work on our key expectations and classroom management behaviour steps to ensure families and students are aware of our expectations and follow through. This will also include a matrix of behaviours and consequences that we will invite families to comment and provide feedback on so we can work together in stamping out these undesirable behaviours through consistent expectations and follow up.



In the school staff survey only 66% were positive about the school climate, which is well below state level. An in-depth breakdown of this analysis showed that staff have a positive attitude about working at Kingsley Park however, are feeling the pressure of workload and managing of some intense student behaviours.

It was also noted that a number of questions were irrelevant to our non-teaching staff, which make up 50% of our whole staff thus bringing our average data down. We have completed surveys around how we can further improve the working climate for all staff.

In 2025, the school will continue to monitor student attendance and engage students and parents through a revised reporting system including termly reports and student portfolios clearly showing learning and wellbeing goals and a focus on our whole school culture with the assistance of Real Schools.

A key area of work will be on improving work in student voice and agency. A further review of our reporting processes moving into 2025 will include students co-creating learning goals and accessing their continuum tracker being with both being discussed in Student-Led Conferences.

## Other highlights from the school year

2024 included many highlights including;

A wonderful whole school concert that was recorded at school using the green screen with viewing held at the Dromana Drive-In. This was a wonderful night for our families to come together, preview a number of school wide videos and enjoy the whole school concert. Fabulous feedback was received from our community on this night.

Another community colour fun run was held with families joining in the fun and frivolity of getting as colourful as they could, followed by a sausage sizzle. This was another well enjoyed night with many families attending.

Our NAPLAN data reached an all time high. This was testament to the hard work and effort put into consistency of classroom practice, alignment of curriculum being taught and accuracy of assessments being completed. (See section 1)

We had a record number of successful Disability Inclusion Profiles completed through the year. Again, testament to the hard work and effort put in by staff and by having Sarah Brand, our Disability and Inclusion Learning Specialist oversee our Disability applications, the completion of Individual Education Plans and facilitation of Student Support group meetings, and working through adjustments with parents, students and staff. Each of these is a very lengthy and detailed process.

Our student attendance continued to improve across the school with the average number of student absences lower than both State and Similar school levels. We have 7 students within the school who had more than 35 days of absence which is well above the average.

We held another highly successful school carnival that raised approx \$13 000 for our school. Our Student representative Council continued their excellent fundraising efforts and raised almost \$6 000 just by selling Zooper Doopers during the week. All funds raised for the school go towards outdoor improvements for our students.

Our work with Anglicare continued and helped produce another Awesome Kids Calendar featuring lots of terrific student works. This year Kingsley Park worked with Michael and Emma from Anglicare to form the Kids Council who oversaw the theme, organisation and creation of the

calendar. The Council also worked together to organise a fabulous Space themed fun movie and choc top day for all of our students to enjoy.

The Sixth Child led by Jamie Ramos continued a super level of support, providing prizes for our fortnightly positive shout out wheels that had many students names each fortnight. These prizes are sourced by Jamie through donations and supporters of the Sixth Child and are well and truly enjoyed by all. School Focussed Youth Services continued to support the school and provide some social emotional group activities helping to engage students in more respectful relationships and social situations.

## Financial performance

Kingsley Park Primary School has continued to allocate resources to 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 the Tutor Learning Initiative funding has 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 (0.6). This has enabled 24 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 2024 while maintaining programs within the school with reduced enrolments. A surplus has been maintained to assist with covering an expected deficit in 2025 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.

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 2024 was compared against the budget and variances investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2024 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.

**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 368 students were enrolled at this school in 2024, 184 female and 183 male.

2 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

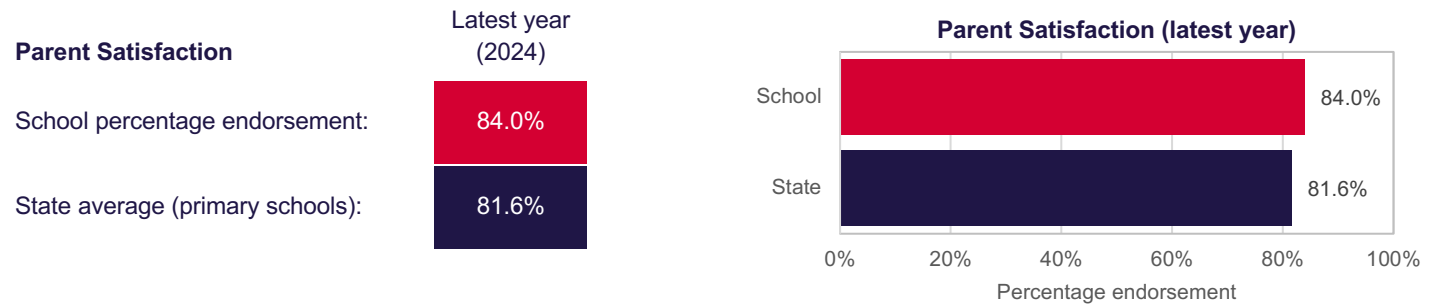
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

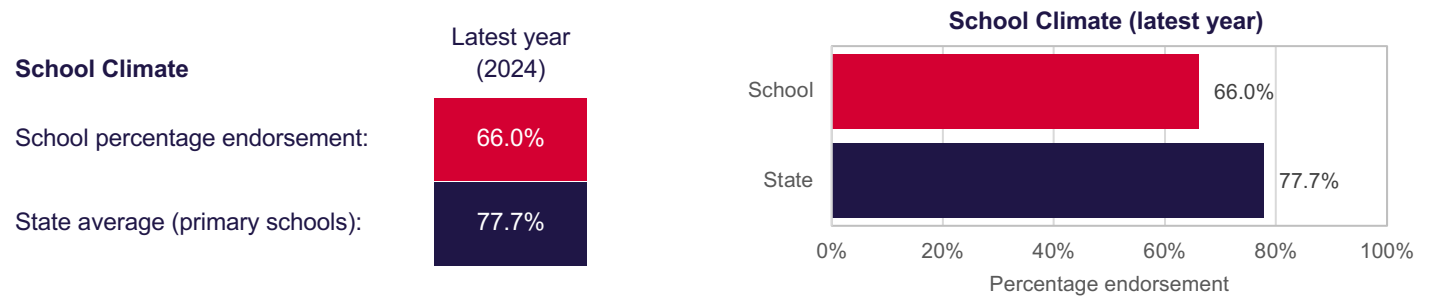


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



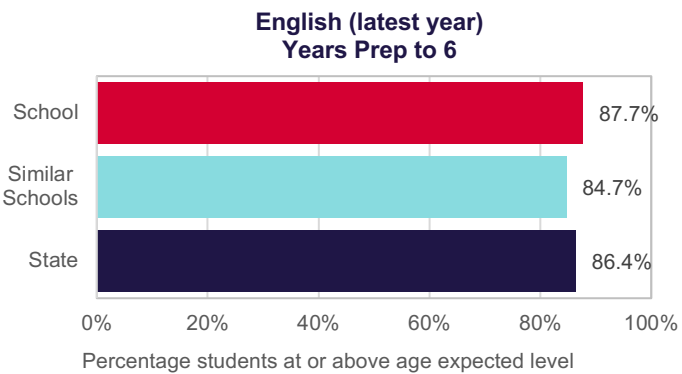
LEARNING

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

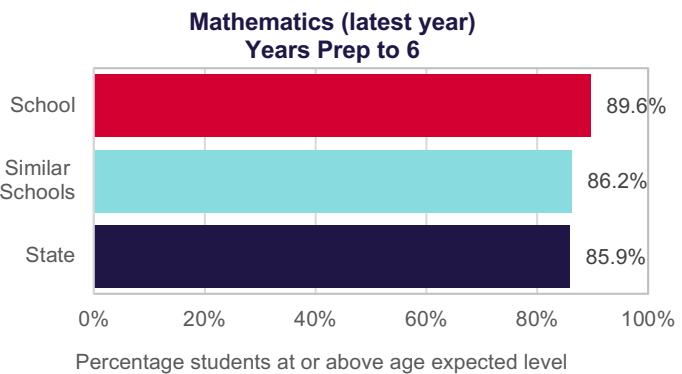
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	87.7%
Similar Schools average:	84.7%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	89.6%
Similar Schools average:	86.2%
State average:	85.9%



## LEARNING (continued)

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

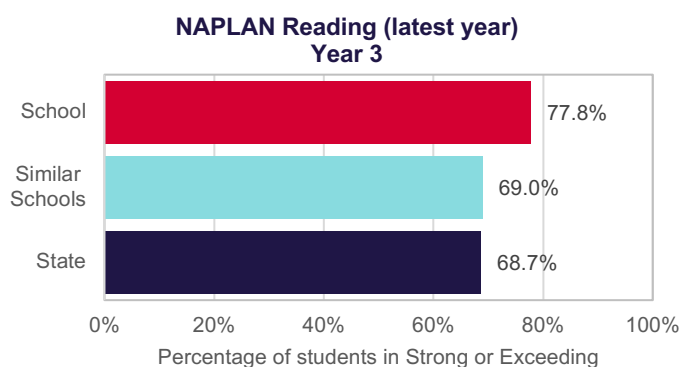
### NAPLAN

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

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

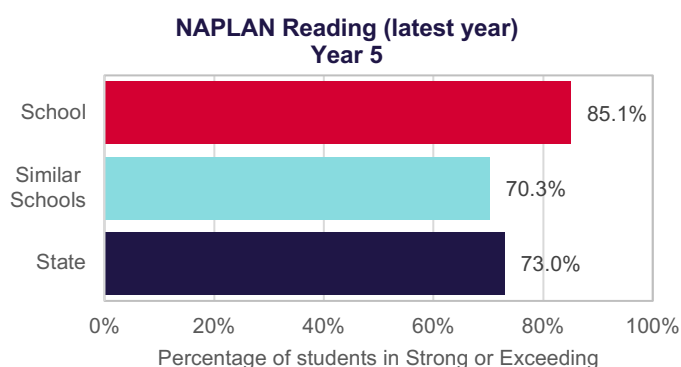
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	78.8%
Similar Schools average:	69.0%	68.2%
State average:	68.7%	69.2%



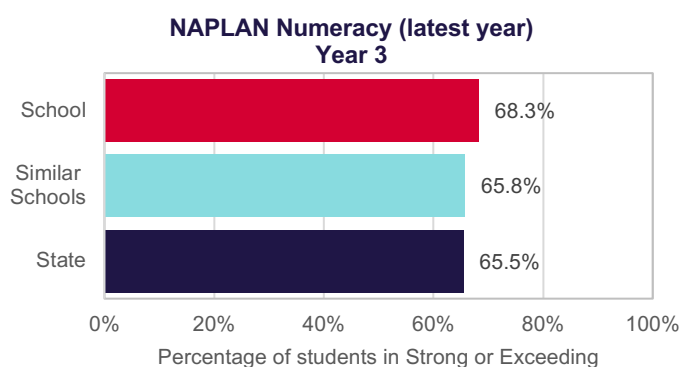
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.1%	81.3%
Similar Schools average:	70.3%	72.7%
State average:	73.0%	75.0%



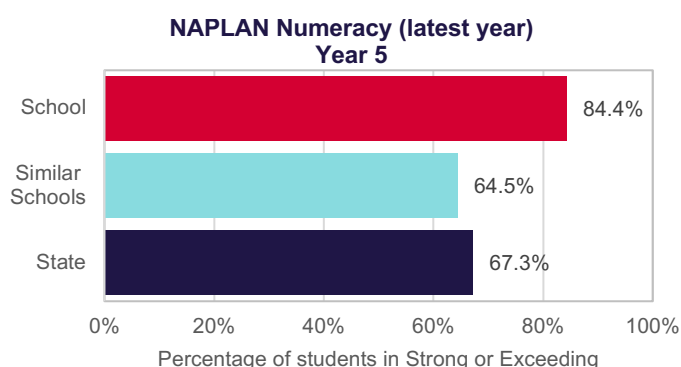
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.3%	73.1%
Similar Schools average:	65.8%	65.9%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.4%	73.0%
Similar Schools average:	64.5%	63.9%
State average:	67.3%	67.6%





## LEARNING (continued)

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

### NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

81.3%

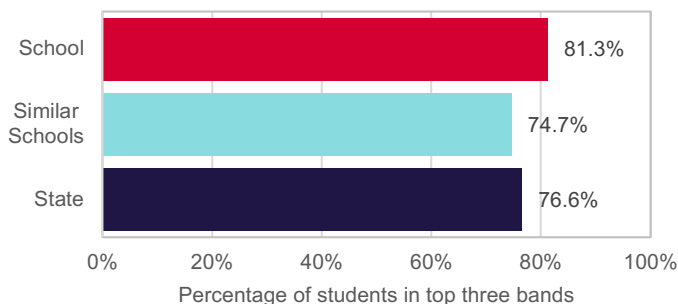
Similar Schools average:

74.7%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

63.5%

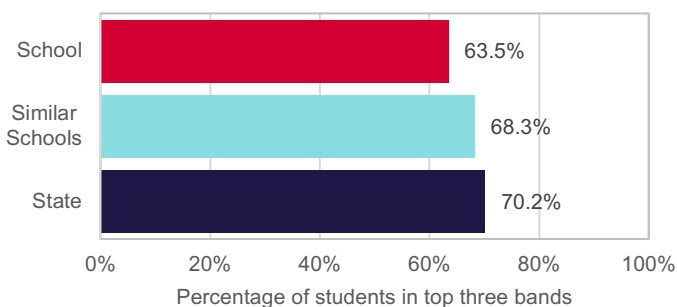
Similar Schools average:

68.3%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

69.4%

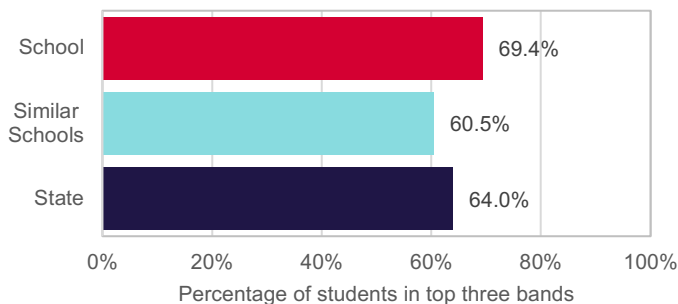
Similar Schools average:

60.5%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

48.1%

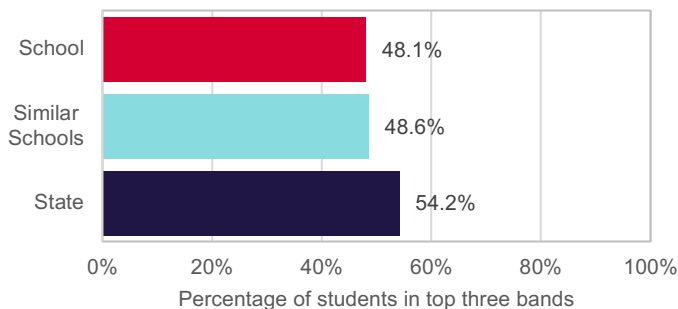
Similar Schools average:

48.6%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

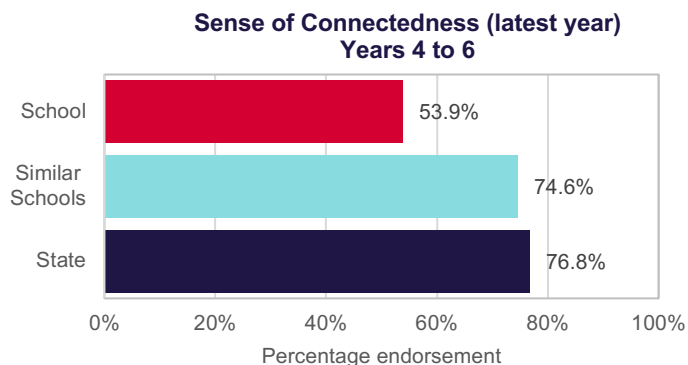
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	53.9%	70.1%
Similar Schools average:	74.6%	76.6%
State average:	76.8%	77.9%

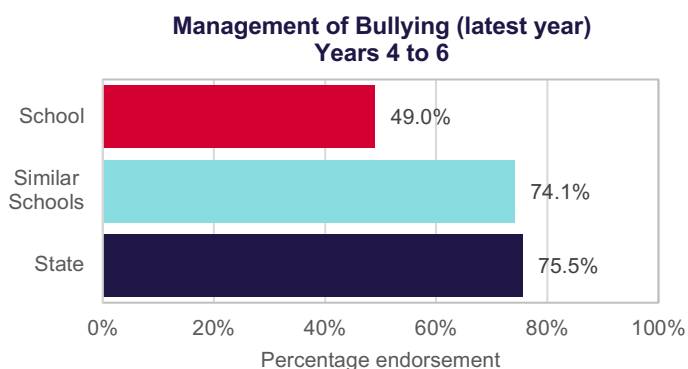


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	49.0%	68.7%
Similar Schools average:	74.1%	75.7%
State average:	75.5%	76.3%

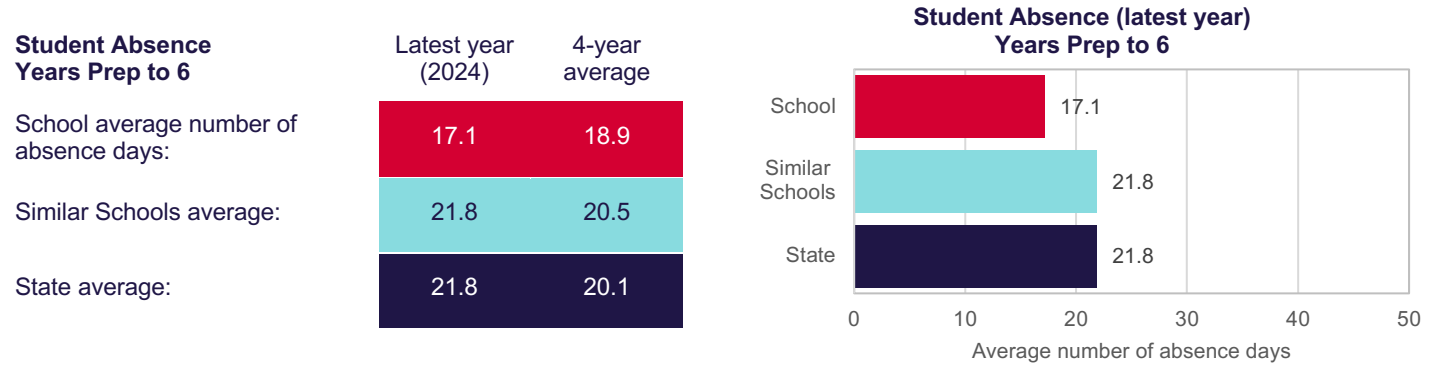


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	94%	91%	93%	92%	91%	88%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,261,064
Government Provided DET Grants	\$469,866
Government Grants Commonwealth	\$7,509
Government Grants State	\$0
Revenue Other	\$54,643
Locally Raised Funds	\$328,373
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,121,454</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$117,693
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$117,693</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,410,589
Adjustments	\$0
Books & Publications	\$892
Camps/Excursions/Activities	\$88,374
Communication Costs	\$3,430
Consumables	\$64,483
Miscellaneous Expense <sup>3</sup>	\$18,481
Professional Development	\$9,548
Equipment/Maintenance/Hire	\$77,012
Property Services	\$119,844
Salaries & Allowances <sup>4</sup>	\$297,755
Support Services	\$100,485
Trading & Fundraising	\$107,258
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,422
<b>Total Operating Expenditure</b>	<b>\$5,336,574</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$215,120)</b>
<b>Asset Acquisitions</b>	<b>\$8,050</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 17 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$263,773
Official Account	\$23,107
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$286,880</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$154,331
Other Recurrent Expenditure	\$524
Provision Accounts	\$0
Funds Received in Advance	\$150,000
School Based Programs	\$41,374
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
<b>Total Financial Commitments</b>	<b>\$441,229</b>

*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.*