

# 2022 Annual Report to the School Community

School Name: Karingal Heights Primary School (5053)



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

Attested on 23 March 2023 at 04:35 PM by Kerry Riley (Principal)

- This 2022 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 24 March 2023 at 06:38 AM by Stacey Taylor (School Council President)

## How to read the Annual Report

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### 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.

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

The Performance Summary includes the following:

#### School Profile

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

#### 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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

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

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

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

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

'Levels A to D' may be used for students with 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').

# About Our School

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## School context

Karingal Heights Primary School was established in 1976 and is located on a picturesque site in a well-established suburb of Frankston.

We are committed to providing a welcoming, responsible, respectful, resilient and safe environment where children are educated and wellbeing is nurtured. We want our children to be able to develop optimism while working towards their personal best individually and in the context of their school and wider community.

Karingal Heights Primary School is strongly committed to the building of teacher capacity within its staff and continuous improvement in order to achieve maximum outcomes for all students. We are proud of the continued work staff have completed during the past years in consolidating curriculum and strategic directions. Literacy and Numeracy remain the core learning areas and through data monitoring and explicit teaching, students are supported to achieve their personal best. Our professional and dedicated staff deliver a range of quality programs in all key learning areas and in the specialist areas of Visual Arts, Performing Art, Physical Education and Japanese.

The staffing profile for 2022 consisted of a Principal, Wellbeing Coordinator, 4 classroom teachers, 1 full time tutor, 4 Education Support Staff, part time Japanese teacher and Business Manager who all work closely together to support increased student outcomes.

Our confirmed budget for 2022 was based on a student population of 80, with 8 children being Aboriginal or Torres Strait Islander and 12 children funded under the Program for Students with Disabilities. We had three classes from Frankston Special Development School based on our site while their school was completing building works. We continued our strong association with Anglicare which has based their Karingal Family Wellbeing Hub on our site.

Karingal Heights Primary School will be in their 4 yearly review in 2023.

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

### Learning

Staff and students found 2022 challenging. Returning to school full time was difficult for many, especially our younger students who had never experienced a full year of on site education. Social skills needed to be relearned and many of the younger children needed to begin with the basics. We experienced a large amount of absenteeism due to COVID and influenza and this disrupted teaching and learning continually throughout 2022.

In 2022, the AIP Key Improvement Strategies were set by the Department of Education as a response to the continued effects of COVID and remote and flexible learning on our students and staff. We identified Literacy and Numeracy along with student wellbeing as continued priorities for 2022.

In Literacy we:

- continued working with our Karingal cluster schools in writing moderation
- completed the final documentation of our literacy teaching and learning processes.
- began the implementation of Writer's Notebooks in all classrooms
- employed a full time tutor to target students, especially those in the junior grades, who were having difficulties with reading and numeracy
- continued small group Jolly Phonics intervention in the junior grades

Our Year 3 NAPLAN data in 2022, indicated our students were below similar schools in the area of reading. In 2022, Year 5 NAPLAN reading data indicated our students were at a higher level compared to similar schools and other schools across the state. NAPLAN writing data also indicated our Year 3 students were at a higher level compared to other schools across the state. Our Year 3 NAPLAN data demonstrated excellent results in spelling, once again being above the state average. All children in year 3 and 5 completed NAPLAN testing unless absent due to illness. Although, looking at percentages in a small school is misleading, we

are happy with the progress of our students in reading and writing although we know more is to be done.

In Numeracy we:

- worked with our Teaching Partner to plan for our future Numeracy work
- started our work on developing a scope and sequence document and teaching and learning model for implementation across the school.
- used pre and post tests to allow for the grouping of students
- had small groups of students work with the tutor in order to improve their numeracy knowledge and capabilities
- began work with an Inclusion Coach on the Universal Design of Learning to help strengthen our numeracy work

Remote Learning seemed to have had a greater effect on the younger students when it came to numeracy which was evident in Year 3 NAPLAN results. The lack of essential concrete materials is difficult when attempting to teach numeracy to children in a remote setting. Results were better in Year 5 with 53.3% of students being in the top three bands which was more than similar schools being 43.8%. Once again, the use of percentages can be misleading in a small school and all of our Year 3 and Year 5 students completed NAPLAN unless they were absent due to illness.

Student Support Group meetings and Individual Education Plans continued for all of our students with disabilities, Koorie, and Out of Home Care students. We were also involved in the implementation of the new Disabilities Inclusion Program. Our staff work extremely hard to ensure all of our students are given the best opportunities to fulfil their potential.

## Wellbeing

Karingal Heights Primary School continued to view wellbeing as being of great importance for not only our students, but also their families and school staff, with the effects of COVID lockdowns being very evident in some. Student social and emotional wellbeing along with physical health, remained among our 2022 priorities.

Our school continued their work using the School Wide Positive Behaviour framework. The SWPBS 'shop' opened with great support from charity organisation The Sixth Child donating many items that the children could 'buy' using the tickets that they had earned with their positive behaviours. We were excited to receive our SWPB bronze accreditation this year. Our school values of Respect, Resilience, Responsibility and Safety continued to be highlighted in much of the wellbeing work completed in the school. The school Breakfast Club continued and food items were ordered from Food Bank to assist struggling families. Anglicare continued their work with families and students in need.

The Karingal Cluster of schools worked together presenting a Learning For Success program in order to support parents in helping their child with their schooling by running sessions on what past students were doing, the importance of exercise and diet and the safe use of digital technologies. The parents who attended found the program worthwhile.

Prep transition began again with a number of transition sessions held in the Prep classroom to help children familiarise themselves with the classroom, teacher and school environment. Parents and carers were given opportunities to talk with the Principal, Business Manager and the Wellbeing Coordinator about protocols and other discussion points to assist in the transition process. We were successful in applying for and receiving an Active Schools grant that was used to put in a multipurpose and colourful basketball sized court that is used for physical education and children play time. The work with the Active Schools program has shown staff how to give children more opportunity for physical education and movement during the day.

Our grade 1/2 children were involved in working with Anglicare on the Awesome Kids Calendar. The 2021 calendar was based on children's mental health.

Our Student Attitudes to School Survey data was very encouraging. Our students have a strong sense of connectedness with 78.9% of students in Year 4-6 responding positively. This is slightly higher than the state average at 78.1%. Students also responded positively to the way the school manages bullying with 79.3% responding positively. This is above the State average of 75.8% and similar schools.

## Engagement

This year we began work with an Inclusion Coach on the Universal Design of Learning model. We feel this will assist in increasing student voice and agency across the school and engage more students in their learning. This work will continue in 2023.

Karingal Heights Primary School has maintained a strong focus on regular attendance, punctuality and community awareness of the connection between school attendance and the attainment of high student learning achievement. Parents of students with an unexplained absence are contacted daily to determine the reason for the absence. Individual attendance figures are highlighted with parents and carers through Semester Reports on student progress. Parents of students with high non attendance are invited to meetings to talk about supports that we can offer to assist their child attend school. Non attendance was a concern in 2021 although most of our student absence was due to illness caused by COVID or influenza. Our school average for the number of days a student was absent for years Prep to 6 was 28.2%. This was above both similar schools and the state average. We had no unexplained absences and high absenteeism was limited to a very small cohort of students.

To also assist with the engagement of students and their families we have a number of special days throughout the year including, Grandparents and Special Friends morning, Mother's Day Morning Tea, Father's Day Breakfast, swimming carnival, open afternoons, end of year concert and Grade 6 Graduation and Academic Excellence Awards night.

This year, our grade 5/6 students concluded their work with two manufacturing companies in developing school chairs made out of recycled plastic. Children were very excited and engaged about this project, especially when they found out they were the first students in Australia to have these chairs.

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## Other highlights from the school year

COVID had put a stop to many of our activities over the past years but it was fantastic to see many return in 2022.

- Children in grades 4, 5 and 6 were able to attend Forest Lodge Camp. They had a wonderful time.
- Our children in grade 5/6 were involved in a recycling program with companies Sebal and Martogg who were developing school chairs made out of recycled plastic. The children in 2021 and 2022 completed projects based on the circular economy and brought recyclable plastics to school to be used as a part of the process. The children were very excited to learn that they had the first chairs in Australia that were made this way.
- Our first Grandparents and Special Friends morning was held in 2 years. It was lovely to see the children's faces when they showed their grandparents around the school and their classroom and involved them in activities.
- Once again, Mother's Day Morning Tea and Father's Day Breakfast were held.
- An Anglicare philanthropist paid for the entire school to visit the Melbourne Zoo. Most of our children had never been before and were excited to see animals that they had only seen pictures of.
- We received an Active Sporting Schools grant that paid for a multipurpose court to be put into our school yard. This colourful court has brightened up the playground.
- We were able to invite the whole school community to our Grade 6 Graduation and whole school Academic Awards night at the end of the year.

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## Financial performance

Karingal Heights Primary School carefully manages its finances with the Principal and Business Manager monitoring spending closely. This has ensured that we finished 2022 in a sound financial position with a net operating surplus. A well planned annual financial budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned. The School Council were well informed of the school's financial position by the regular provision of copies of the Financial Reports to facilitate their monitoring of the school's finances. The nominated operating reserve required by DET was held as a financial commitment for the 2022 year.

The provision of Equity Funding in 2022 allowed us the ability to purchase resources to support our programs and provide professional development for our staff. We were able to extend the work hours of our tutor in order to assist more children in need. We used this funding to purchase the school books and stationery for all students. New interactive boards were purchased for all classrooms in order to keep up with current technology. Equity funding also assisted in the funding of some excursion costs at the beginning of the year and pay for camp buses.

Tier 2 level funding was used to provide support to staff developing Disability Inclusion Profiles. We were able to extend the hours of Educational Support staff. It helped in the purchase of sensory items for students. Funds were put aside in order to employ a speech pathologist with a cluster of schools but we were unsuccessful in locating the services of one.

Financial resources have meant that our school is maintained to a high standard in regards to facilities which is often commented on by visitors to our school.

**For more detailed information regarding our school please visit our website at**  
**<https://www.karingalheightsps.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 80 students were enrolled at this school in 2022, 29 female and 51 male.

NDP percent of students had English as an additional language and 10 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).

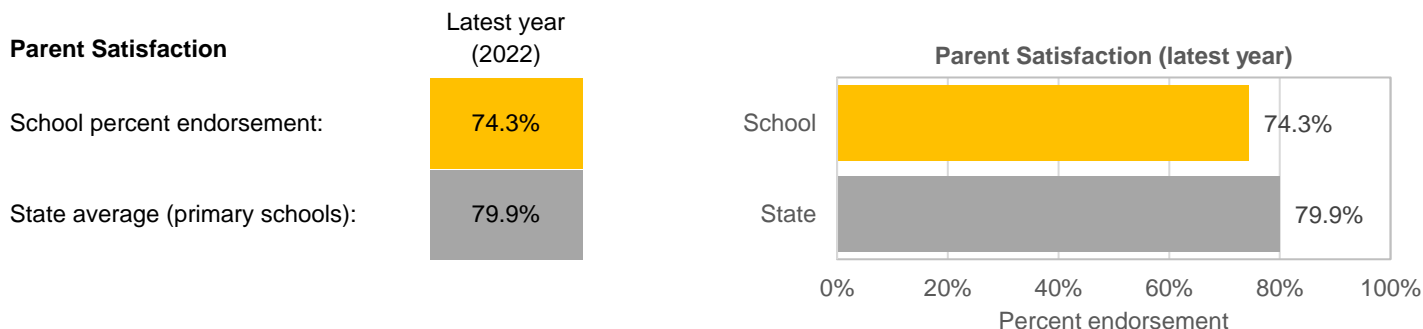
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

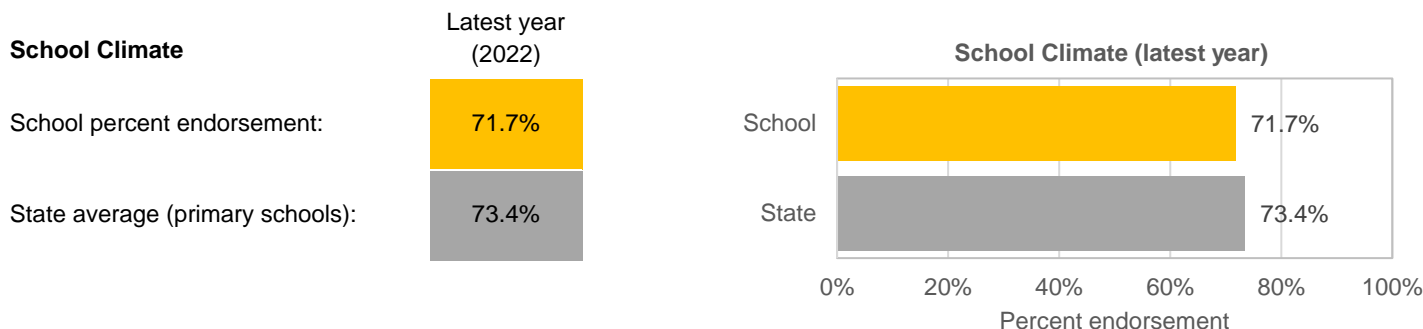


### School Staff Survey

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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

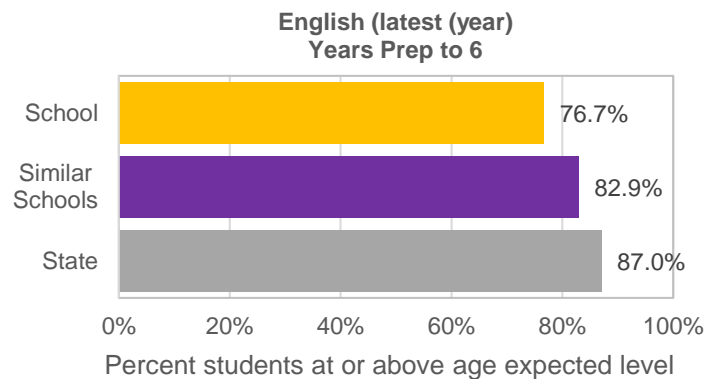
76.7%

Similar Schools average:

82.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

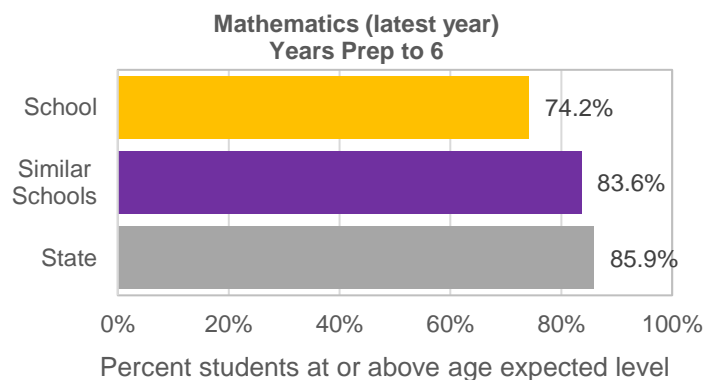
74.2%

Similar Schools average:

83.6%

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.

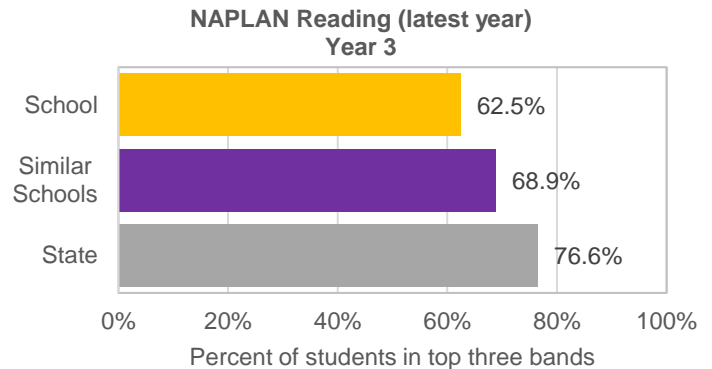
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

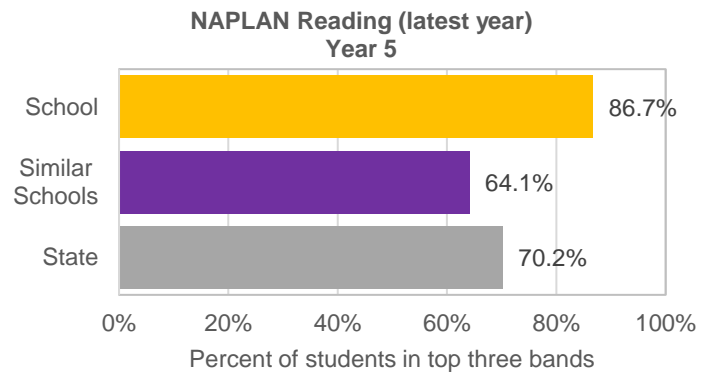
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	47.8%
Similar Schools average:	68.9%	70.4%
State average:	76.6%	76.6%



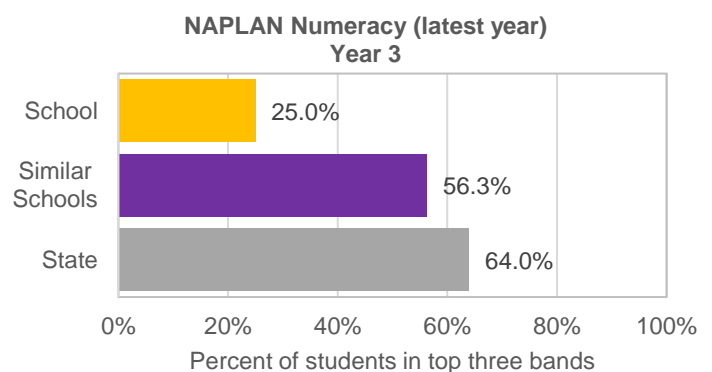
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.7%	71.4%
Similar Schools average:	64.1%	63.0%
State average:	70.2%	69.5%



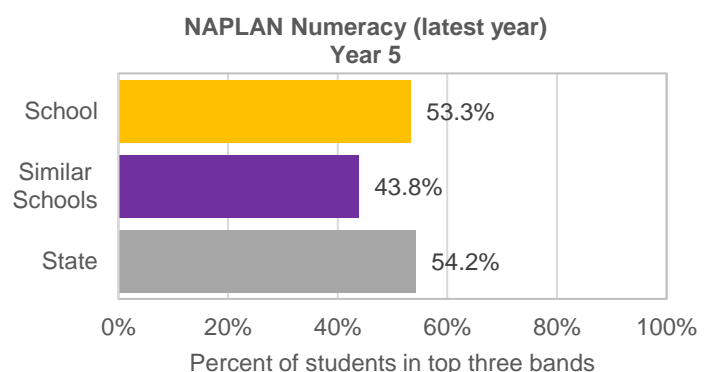
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	43.5%
Similar Schools average:	56.3%	59.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.3%	50.0%
Similar Schools average:	43.8%	50.0%
State average:	54.2%	58.8%



## WELLBEING

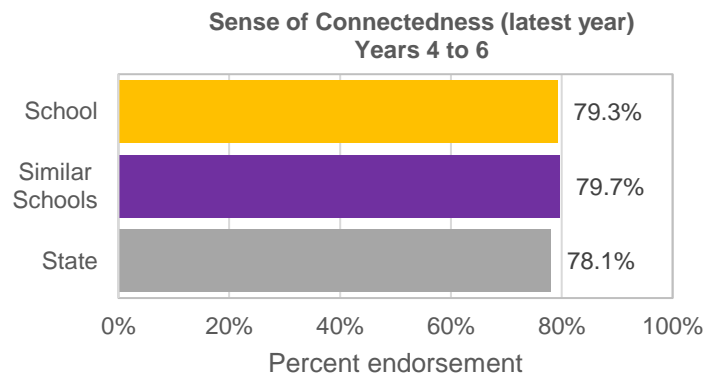
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.3%	78.9%
Similar Schools average:	79.7%	79.9%
State average:	78.1%	79.5%

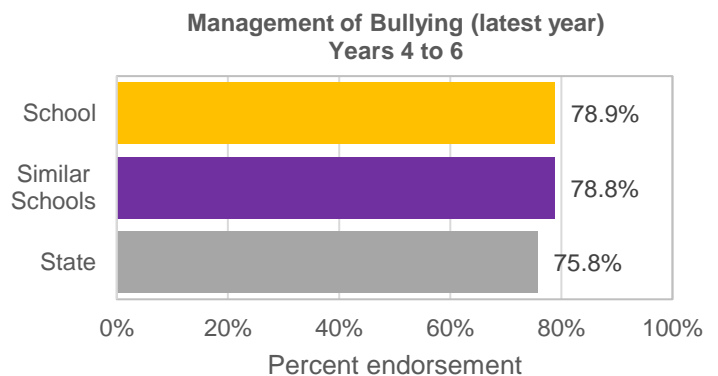


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	78.9%	81.4%
Similar Schools average:	78.8%	82.9%
State average:	75.8%	78.3%



## ENGAGEMENT

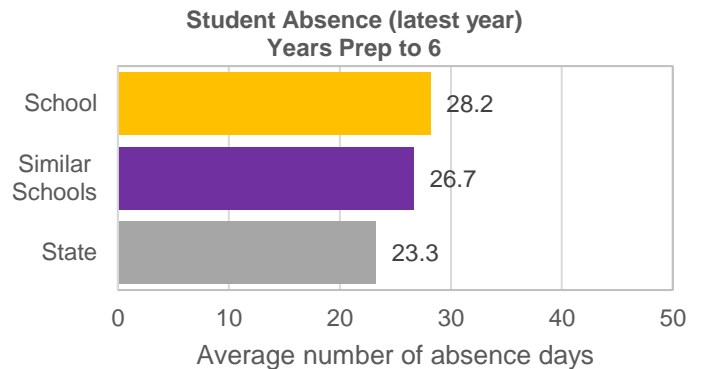
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	28.2	23.7
Similar Schools average:	26.7	19.8
State average:	23.3	17.0



### 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 (2022):	84%	86%	88%	84%	86%	85%	87%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,410,931
Government Provided DET Grants	\$295,359
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$11,528
Locally Raised Funds	\$34,639
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,752,457</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$217,155
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$217,155</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,107,316
Adjustments	\$0
Books & Publications	\$262
Camps/Excursions/Activities	\$21,742
Communication Costs	\$3,561
Consumables	\$29,824
Miscellaneous Expense <sup>3</sup>	\$3,538
Professional Development	\$1,855
Equipment/Maintenance/Hire	\$19,254
Property Services	\$57,996
Salaries & Allowances <sup>4</sup>	\$0
Support Services	\$51,161
Trading & Fundraising	\$4,020
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,998
<b>Total Operating Expenditure</b>	<b>\$1,316,527</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$435,930</b>
<b>Asset Acquisitions</b>	<b>\$88,270</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$537,138
Official Account	\$15,023
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$552,160</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$26,381
Other Recurrent Expenditure	\$331
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$403,528
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,112
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$90,590
Capital - Buildings/Grounds < 12 months	\$35,000
Maintenance - Buildings/Grounds < 12 months	\$67,261
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$627,203</b>

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