

# 2024 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 \(VIT\)](#)
- 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 March 2025 at 05:00 PM by Jeremy Bodley (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 26 March 2025 at 05:34 PM by Jeremy Bodley (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

Karingal Heights Primary School is situated in a picturesque setting within a well-established suburb of Frankston. The school is committed to fostering a welcoming, responsible, respectful, resilient, and safe environment where students receive a high-quality education and their wellbeing is nurtured. Through this approach, students develop optimism and strive for their personal best, both individually and within the school and broader community.

A key focus of Karingal Heights Primary School is the development of a kind and calm culture, which serves as a cornerstone for fostering both academic success and social-emotional growth.

The 2024 budget was based on an enrolment of 83 students.

The school's dedicated staff included one Principal Class member, one Leading Teacher, four full-time classroom teachers, one part-time tutor, two part-time specialist teachers, and four full-time Education Support Staff. Together, they worked collaboratively to ensure high-quality teaching and a strong focus on student wellbeing. Planning and instructional approaches were grounded in high expectations and an inclusive framework to support the diverse needs of all learners.

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

#### Learning

The 2024 Annual Implementation Plan (AIP) placed a strong emphasis on improving numeracy and literacy across the school.

Our Year 5 NAPLAN data for 2024 showed that our students performed comparably to similar schools in both numeracy and reading, and aligned with state averages in writing. For Year 3, our students' performance in reading, spelling, and numeracy was above the results of similar schools. However, writing results for Year 3 were below the performance of similar schools.

All students were encouraged to participate in NAPLAN testing. It's important to note that, within a small school setting, the performance of individual students can have a significant impact on overall percentages. A single student's lower performance can lower the percentage, while a high-performing student can greatly influence the positive percentage. We closely monitored individual student progress in Years 3 and 5 and are pleased with the progress our students made in both literacy and numeracy.

To further enhance learning and teaching throughout 2024, we implemented several key strategies:

- We consolidated our instructional models into a unified whole-school teaching approach.
- The SMART Spelling program was introduced to ensure consistency across classrooms.

- Continued collaboration with an Inclusion Coach on Universal Design for Learning (UDL) to enhance our planning processes.
- Pre- and post-assessment tests were used to track student progress and learning outcomes.
- We explored the implementation of the Numeracy 2.0 curriculum to enhance numeracy instruction.

The Tutor Learning Initiative continued throughout 2024, with KHPS utilizing school funding to support tutor-led interventions for two full days per week. This initiative provided vital support to students, particularly in literacy, with a strong focus on numeracy interventions. Targeted students were identified based on NAPLAN and teacher judgment data.

In addition, Student Support Group meetings and Individual Education Plans (IEPs) continued to be in place for all students with disabilities, Koorie students, and those in Out of Home Care. Support was also provided through the Disability Inclusion Program. Our staff are committed to ensuring all students are given the best opportunities to reach their full potential.

We are proud of the progress made in 2024 and will continue to work diligently to support the academic growth and wellbeing of all our students.

## Wellbeing

At Karingal Heights Primary School, the wellbeing of our students, staff, and families remained a top priority throughout 2024. We continued to emphasize the importance of social and emotional learning, both in the classroom and across all aspects of school life.

Our commitment to the SWPBS (School-Wide Positive Behaviour Support) framework was reinforced, with the Respectful Relationships program playing a key role in fostering students' social and emotional development. Additionally, all classroom teachers participated in Berry Street Education Model training, which provided a trauma-informed approach to supporting students' readiness to learn and establishing consistent routines.

The school's core values of Respect, Resilience, Responsibility, and Safety continued to be central to our wellbeing initiatives, guiding the positive culture within the school.

The Breakfast Club continued to serve as a vital resource for families in need, with food items generously provided by Food Bank. The program not only addressed nutritional needs but also created a supportive space for students to connect and engage socially. In partnership with Anglicare, we continued to offer assistance to families and students requiring additional support.

Our Peaceful Kids program remained an important intervention to help students re-centre their thinking and develop strategies for emotional regulation. Throughout 2024, five groups of students participated in the 8-week program. Additionally, all students took part in therapy dog sessions, which further contributed to their emotional wellbeing.

We also focused on supporting the transition of our new Prep students. Multiple transition sessions were held in the Prep classroom, helping children become familiar with their new environment, teacher, and classmates. Opportunities were provided for parents and carers to engage in discussions with the Principal, Business Manager, and Wellbeing Coordinator, ensuring a smooth transition process for all.

In collaboration with Anglicare, our Grade 3/4 students participated in the Awesome Kids Calendar project, where they created artwork that incorporated various social and emotional learning themes.

Our Student Attitudes to School Survey data was particularly encouraging. A significant number of students, 84% of those in Grades 4-6, reported that they felt challenged and that their learning was appropriately differentiated. Additionally, 81% of students expressed a strong sense of confidence, 84% were proud to advocate for the school, and 91% felt that high expectations for success were upheld. Students also positively reflected on the school's approach to managing bullying, with 83% indicating satisfaction in this area.

We are proud of the continued progress in enhancing student wellbeing, fostering a positive learning environment, and supporting the development of resilient, confident learners.

## Engagement

Karingal Heights Primary School has consistently prioritized the importance of regular attendance, punctuality, and fostering community awareness about the link between school attendance and student academic achievement. We make it a priority to contact parents of students with unexplained absences on a daily basis to ensure the reason for their absence is understood. Attendance is also closely monitored, and individual attendance data is shared with parents and carers through Semester Reports, highlighting any areas of concern.

For students with high levels of absenteeism, we invite their families to meet with us to discuss potential support and strategies to improve attendance. The average number of days absent for students in Prep to Year 6 was 26.4 days, which is above the state and similar school averages. However, unexplained absences were minimal, and the instances of high absenteeism were limited to a small number of families.

To support student engagement and strengthen the sense of community, we host a range of special events throughout the year. These include Grandparents and Special Friends Morning, Mother's Day Morning Tea, Father's Day Breakfast, Swimming Carnival, Open Afternoons, Whole School Concert, End of Year Concert, and Grade 6 Graduation and Academic Excellence Awards Night.

Additionally, we focused on enhancing student engagement by bringing in external sporting coaches to run clinics with the children. Sporting events proved to be a highly effective way to increase student attendance, with a noticeable rise in participation during event periods throughout 2024.

## Financial performance

Karingal Heights Primary School has demonstrated careful financial management throughout 2024, with close oversight by both the Principal and Business Manager. This approach has ensured that the school ended the year in a stable financial position, with only a small, manageable deficit. The development of a well-structured annual budget allowed us to allocate resources effectively, aligning with the school's educational priorities and goals. All financial

records were maintained accurately, with internal controls regularly monitored, ensuring timely fulfillment of financial commitments.

The School Council was kept well-informed of the school's financial status, receiving regular financial reports to aid in the ongoing oversight of the school's financial health. Additionally, the required operating reserve as outlined by the Department of Education and Training (DET) was maintained throughout the year.

The provision of Equity Funding in 2024 played a significant role in enhancing the school's programs and professional development opportunities. This funding enabled us to extend the work hours of our tutor, allowing more students in need of support to benefit. Furthermore, additional funding supported the extension of hours for our wellbeing coordinator. Equity Funding was also utilized to provide essential resources, including school books and stationery for all students, as well as contributing to excursion costs and transportation for costs.

Tier 2 level funding was allocated to support staff in the development of Disability Inclusion Profiles, as well as to extend the hours of our Educational Support staff. These funds were also used to purchase sensory items to benefit students, further enhancing our inclusive practices.

Overall, our financial resources have enabled us to maintain and improve the school's facilities and programs to a high standard, ensuring a positive and supportive environment for all students.

**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

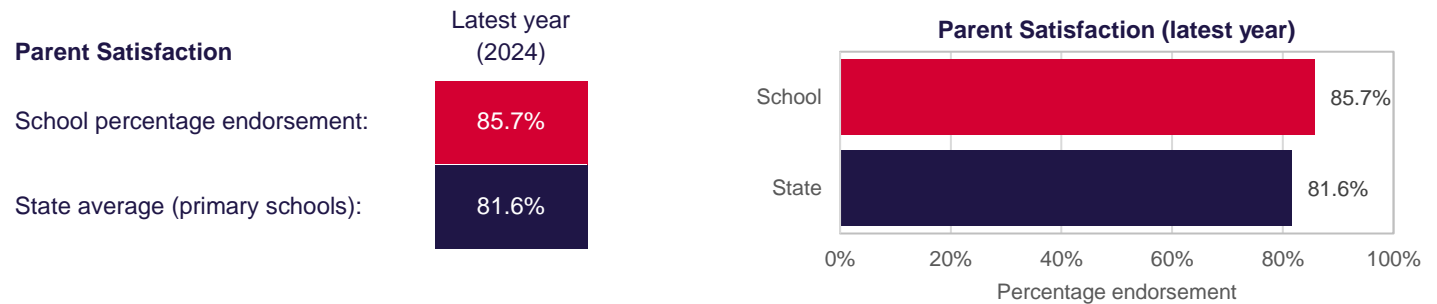
A total of 81 students were enrolled at this school in 2024, 36 female and 45 male.  
0 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

### 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**

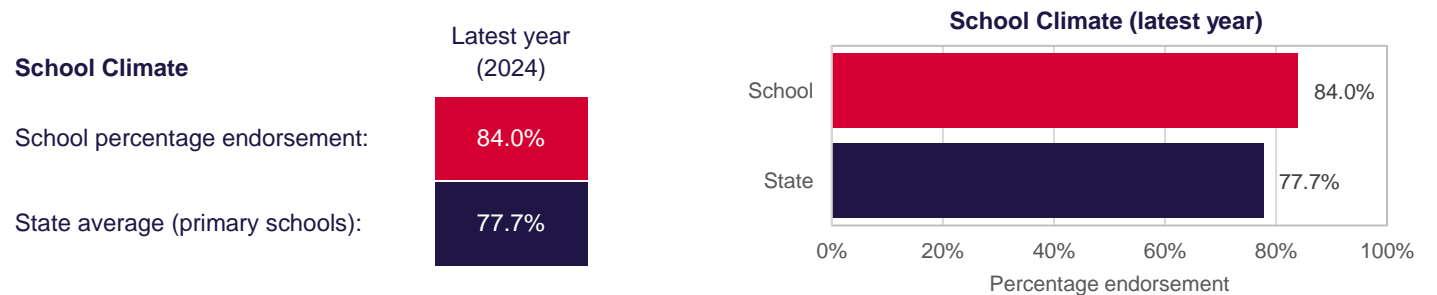
### Parent Satisfaction Summary

The 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

School percentage of students at or above age expected standards:

Similar Schools average:

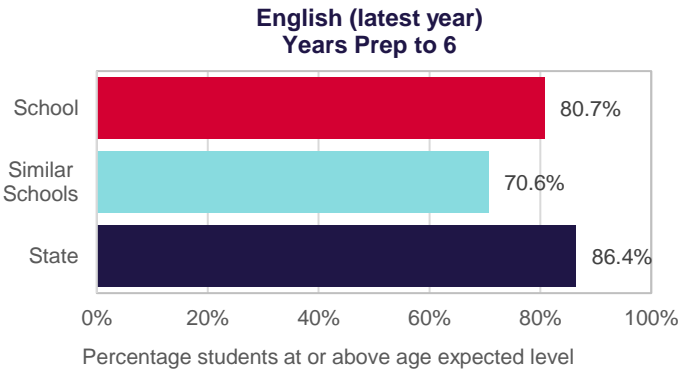
State average:

Latest year  
(2024)

80.7%

70.6%

86.4%



Mathematics  
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

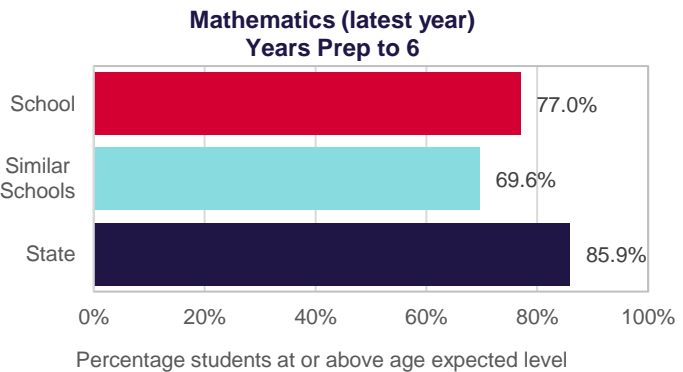
State average:

Latest year  
(2024)

77.0%

69.6%

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.

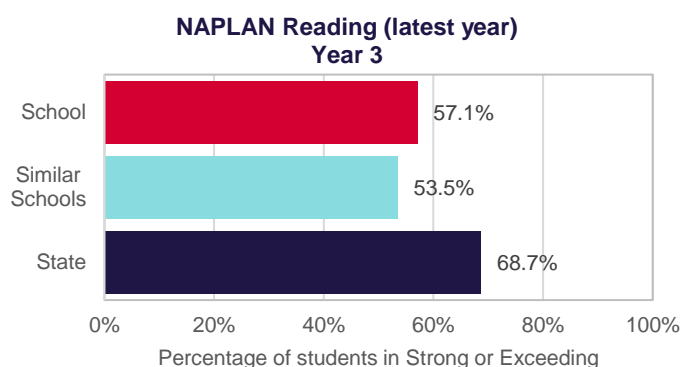
### NAPLAN

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.

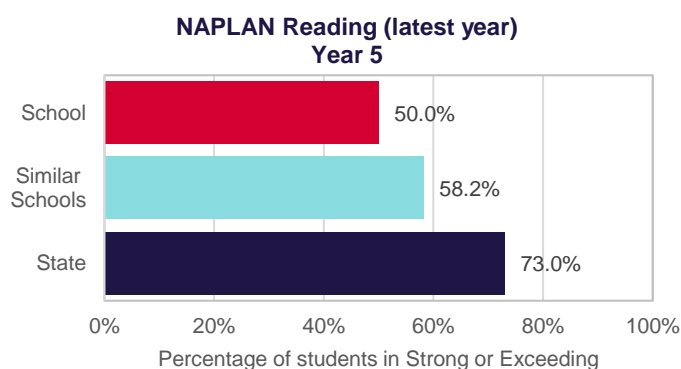
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	50.0%
Similar Schools average:	53.5%	52.3%
State average:	68.7%	69.2%



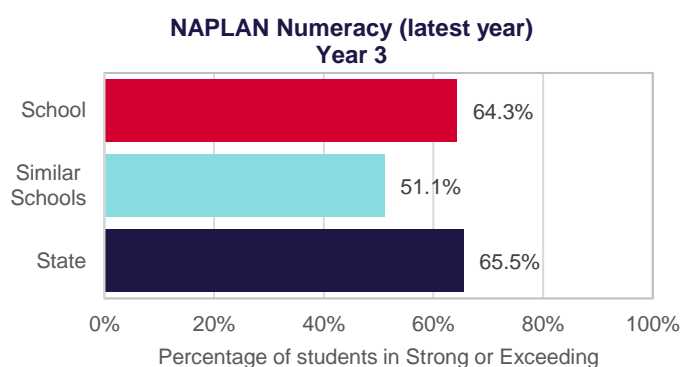
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	60.0%
Similar Schools average:	58.2%	60.4%
State average:	73.0%	75.0%



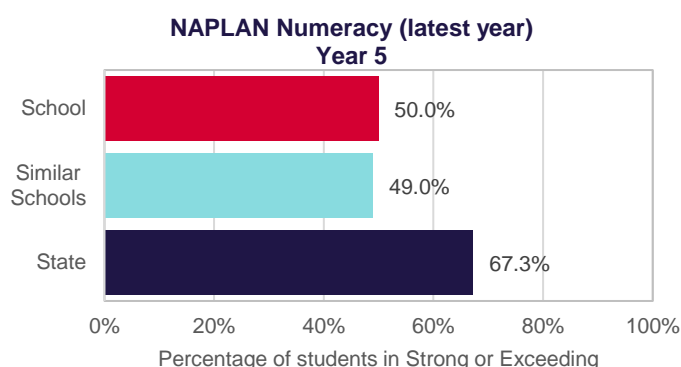
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.3%	46.4%
Similar Schools average:	51.1%	49.3%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	53.3%
Similar Schools average:	49.0%	48.3%
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:

62.5%

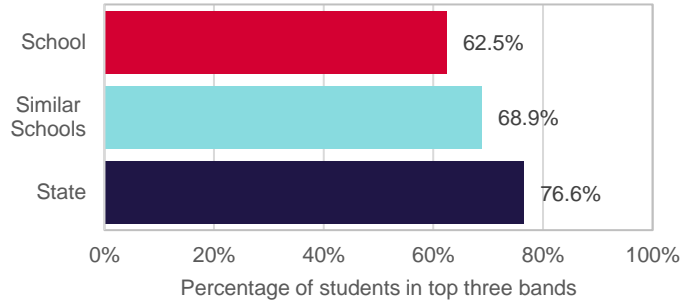
Similar Schools average:

68.9%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

86.7%

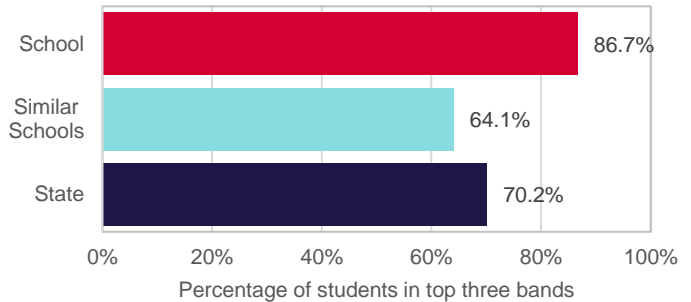
Similar Schools average:

64.1%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

25.0%

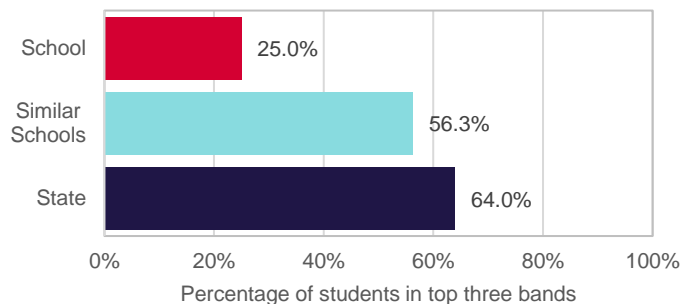
Similar Schools average:

56.3%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

53.3%

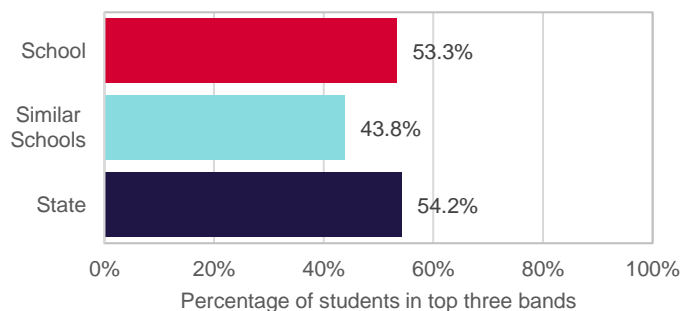
Similar Schools average:

43.8%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5

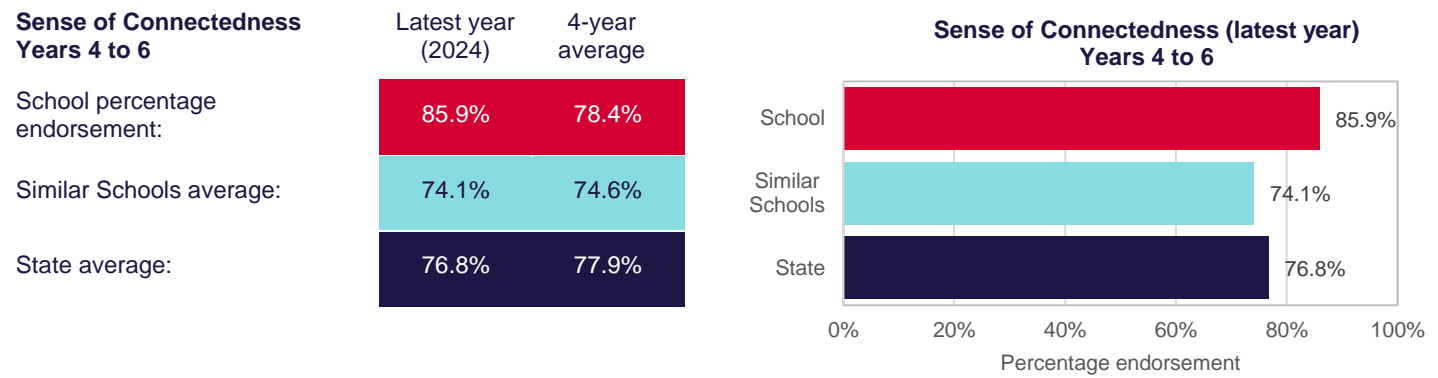


WELLBEING

**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.

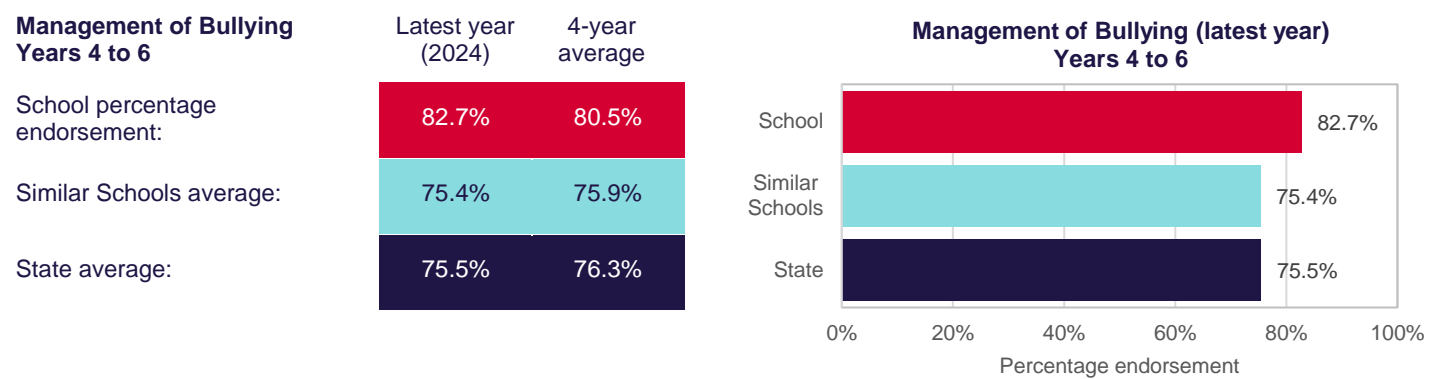
Student Attitudes to School – Sense of Connectedness

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).



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).

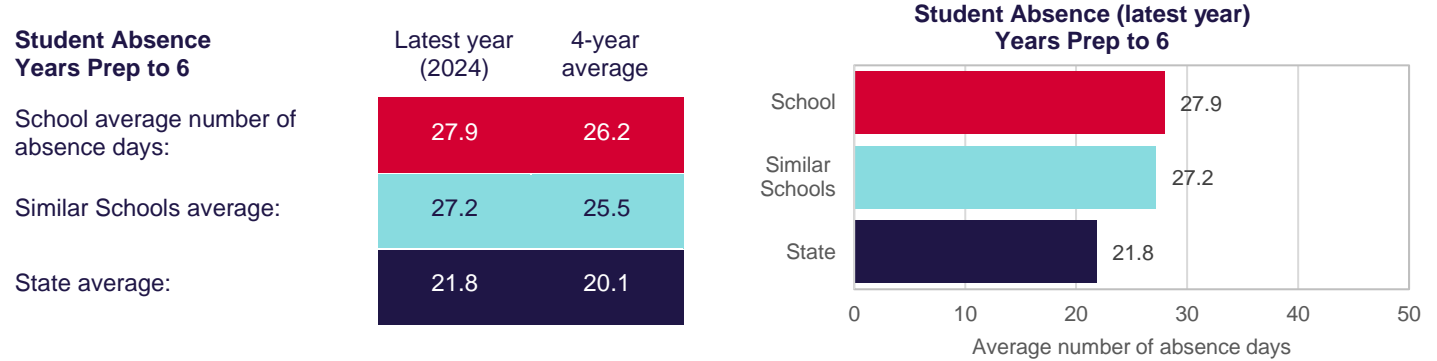


ENGAGEMENT

**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%	90%	87%	84%	87%	71%	82%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,248,394
Government Provided DET Grants	\$276,849
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$28,343
Locally Raised Funds	\$25,476
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,579,062</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$218,332
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$218,332</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,216,185
Adjustments	\$0
Books & Publications	\$2,238
Camps/Excursions/Activities	\$37,963
Communication Costs	\$3,411
Consumables	\$36,078
Miscellaneous Expense <sup>3</sup>	\$8,399
Professional Development	\$9,400
Equipment/Maintenance/Hire	\$23,672
Property Services	\$45,399
Salaries & Allowances <sup>4</sup>	\$0
Support Services	\$72,209
Trading & Fundraising	\$6,235
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,667
<b>Total Operating Expenditure</b>	<b>\$1,477,858</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$101,204</b>
<b>Asset Acquisitions</b>	<b>\$6,000</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 16 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	\$646,082
Official Account	\$6,109
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$652,191</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$43,968
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$44,801
School Based Programs	\$327,750
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,858
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$78,194
Capital - Buildings/Grounds < 12 months	\$10,000
Maintenance - Buildings/Grounds < 12 months	\$59,108
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$573,679</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.*