

2025 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 30 April 2026 at 07:34 AM by Jeremy Bodley (Principal)

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

Attested on 30 April 2026 at 07:35 AM 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

About Our School

School context

Karingal Heights Primary School is located in a scenic area within the well-established suburb of Frankston. The school is dedicated to creating a welcoming, safe and supportive environment where students feel valued and are encouraged to be responsible, respectful and resilient. A strong focus is placed on delivering a high-quality education while also supporting student wellbeing. This helps students build confidence, develop a positive outlook, and aim for their personal best both at school and within the wider community.

An important priority for Karingal Heights Primary School is nurturing a calm and caring school culture, which underpins both learning success and students' social and emotional development.

The 2025 budget was developed based on a projected enrolment of 90 students.

The school team consisted of one Principal Class member, one Leading Teacher, five full-time classroom teachers, one part-time tutor, two part-time specialist teachers and five Education Support Staff. Staff worked closely together to provide consistent, high-quality teaching and to maintain a strong emphasis on student wellbeing. Teaching and planning were guided by high expectations and an inclusive approach, ensuring all students were supported to achieve their best.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2025 Annual Implementation Plan (AIP) prioritised the improvement of student outcomes in literacy and numeracy across the school.

In Year 5 NAPLAN, the proportion of students achieving in the strong or exceeding proficiency levels was comparable to similar schools in reading and slightly below in numeracy. In Year 3, student achievement in reading was above that of similar schools. Writing outcomes in Year 3 were below similar schools, while numeracy results were above both similar schools and the state.

All students were supported and encouraged to participate in NAPLAN. It is important to acknowledge that in a small school context, individual student performance can have a notable impact on overall cohort percentages. Student progress in Years 3 and 5 was closely monitored, and growth across both literacy and numeracy areas was evident.

To support ongoing improvement in teaching and learning, the following strategies were implemented throughout 2025:

- Continued development and embedding of a consistent whole-school instructional model

- Implementation of the SMART Spelling program to support a consistent approach to spelling instruction
- Strengthening of formative assessment practices to monitor student learning and inform teaching
- Exploration of the Victorian Teaching and Learning Model 2.0, resulting in adjustments to lesson design and classroom practice
- Prioritisation of reading fluency through structured approaches, including fluency pairs
- Introduction of daily review in numeracy to support working memory and retention of key skills

The Tutor Learning Initiative was maintained in 2025, with school-based funding supporting two days per week of targeted tutoring. This provided additional support for identified students, particularly in literacy, with a continued focus on numeracy. Students were selected based on NAPLAN data and teacher judgement.

Student Support Group meetings and Individual Education Plans (IEPs) remained in place for students with disabilities, Koorie students, and those in Out of Home Care. Additional support was provided through the Disability Inclusion Program. Staff continued to implement adjustments to support student access, engagement and progress.

The school is pleased with the progress achieved in 2025 and will continue to focus on improving outcomes in both learning and wellbeing for all students.

Wellbeing

At Karingal Heights Primary School, the wellbeing of our students, staff and families continued to be a key focus throughout 2025. We maintained a strong emphasis on social and emotional learning across both classroom programs and wider school activities.

Our commitment to the School-Wide Positive Behaviour Support (SWPBS) framework was strengthened, with the Respectful Relationships program continuing to support students' social and emotional growth. In addition, all classroom teachers completed Berry Street Education Model training, further developing their understanding of trauma-informed practice and strategies to support students' readiness to learn, along with consistent classroom routines.

The school's values of Respect, Resilience, Responsibility and Safety remained central to all wellbeing initiatives and continued to underpin the positive culture across the school community.

The breakfast club continued to be an important support for families, with food generously supplied by Food Bank. In addition to meeting nutritional needs, it also provided a welcoming space for students to connect and socialise. In partnership with Anglicare, we also continued to support families and students requiring additional assistance.

The Workshop Group worked with senior students to deliver two targeted wellbeing programs, Cool Guys and Girlosophy. These programs supported students to build their understanding of healthy friendships and relationships, strengthen self-esteem, and explore and challenge gender stereotypes in a positive and age-appropriate way.

We also prioritised supporting our Prep students as they transitioned into school. A series of transition sessions were held in the Prep classroom to help children become familiar with their new learning environment, teacher and peers. Parents and carers were also provided with opportunities to meet with the Principal, Business Manager and Wellbeing Coordinator to support a smooth and positive start to school life.

Free lunchtime clubs ran five days a week, providing structured and engaging activities during lunch breaks. These were well attended and offered students additional opportunities to connect socially in a supported setting.

Our Student Attitudes to School Survey results were very positive. Many students in Grades 4–6 reported feeling appropriately challenged and supported through differentiated learning. In addition, 83% of students indicated a strong sense of confidence, 85% felt proud to represent the school, and 93% believed that high expectations for success were consistently maintained. Students also responded positively to the school's approach to addressing bullying, with 79% reporting satisfaction in this area.

We are proud of the ongoing work to strengthen student wellbeing, foster a supportive and inclusive environment, and promote the growth of confident, resilient learners.

Engagement

Karingal Heights Primary School continues to place a strong emphasis on regular attendance, punctuality, and building community understanding of the connection between consistent attendance and student learning outcomes. We maintain daily contact with families when absences are unexplained to ensure we are aware of each student's circumstances. Attendance is also carefully tracked, with individual attendance information shared with parents and carers in Semester Reports, including any identified concerns.

Where students experience higher levels of absenteeism, families are invited to meet with staff so that we can work together to identify appropriate supports and strategies to improve attendance. In 2025, the average number of days absent for students in Prep to Year 6 was 29 days, which is above both state and similar school averages. However, unexplained absences remained low, and higher absentee rates were confined to a small number of families.

To further support student engagement and strengthen our school community, we offered a range of special events across the year. These included Grandparents and Special Friends Morning, Mother's Day Morning Tea, Father's Day Breakfast, the Swimming Carnival, Open Afternoons, the End of Year Concert, and the Grade 6 Graduation and Academic Excellence Awards Night.

We also worked to enhance engagement through the use of external sporting coaches who delivered clinics for students. Sporting events and activities continued to be a strong driver of attendance, with participation levels increasing noticeably during these event periods throughout 2025.

Financial performance

Karingal Heights Primary School has maintained strong and careful financial management throughout 2025, with close oversight from both the Principal and Business Manager. This has ensured the school has remained in a stable financial position by the end of the year, with only a small and manageable deficit. A carefully planned annual budget supported effective allocation of resources in line with the school's priorities and educational goals. Financial records were accurately maintained, with internal controls regularly reviewed to ensure all financial responsibilities were met in a timely manner.

The School Council was kept well informed of the school's financial position throughout the year and received regular financial reports to support ongoing oversight of the school's financial health. In addition, the required operating reserve, as outlined by the Department of Education and Training (DET), was maintained across the year.

Equity Funding in 2025 made an important contribution to strengthening school programs and supporting professional learning opportunities for staff. This funding enabled the extension of our tutor's hours, allowing more students requiring additional support to access targeted assistance. It also supported increased hours for our wellbeing coordinator. Equity Funding further provided essential resources for students, including school books and stationery, and assisted with excursion and transport costs to help ensure equitable access to school experiences.

Tier 2 funding was used to support staff in the development of Disability Inclusion Profiles and to increase the hours of our Education Support staff. These funds also enabled the purchase of sensory resources, further strengthening our capacity to support student needs and inclusive practice.

Overall, the school's financial resources have supported the ongoing maintenance and improvement of facilities and programs, helping to ensure a positive, inclusive and engaging learning 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 90 students were enrolled at this school in 2025, 37 female and 53 male. NDA had English as an additional language and 7% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

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

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	95.5%	
	Similar schools	86.1%	
	State	82.0%	

School Staff Survey

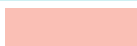
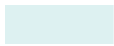
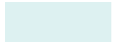
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.1%	
	Similar schools	75.2%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	86.2%	
	Similar schools	70.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	78.9%	
	Similar schools	69.4%	
	State	84.2%	

NAPLAN

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

2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	66.7%		55.0%
	Similar schools	52.8%		52.4%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	55.6%		58.3%
	Similar schools	58.6%		59.8%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	75.0%		55.0%
	Similar schools	49.7%		49.4%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	33.3%		45.8%
	Similar schools	51.3%		49.3%
	State	69.1%		68.1%

NAPLAN relative growth

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

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

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

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	77.8%	
	Similar schools	66.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	77.8%	
	Similar schools	67.4%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	82.9%		79.2%
	Similar schools	75.1%		74.6%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	79.4%		79.2%
	Similar schools	76.4%		76.1%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	29.0	27.5
	Similar schools	28.4	27.0
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	90.2%	
Year 1	School	91.1%	
Year 2	School	87.2%	
Year 3	School	86.6%	
Year 4	School	82.5%	
Year 5	School	79.1%	
Year 6	School	77.1%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$1,309,990
Government Provided DET Grants	\$277,806
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$30,685
Locally Raised Funds	\$36,640
Capital Grants	\$0
Total Operating Revenue	\$1,655,121

Equity	Actual
Equity (Social Disadvantage)	\$190,219
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$190,219

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

Expenditure	Actual
Student Resource Package ¹	\$1,373,579
Adjustments	\$0
Books & Publications	\$2,895
Camps/Excursions/Activities	\$36,346
Communication Costs	\$3,473
Consumables	\$43,868
Miscellaneous Expenses ²	\$8,714
Agency Staff	\$60,243
Professional Development	\$6,043
Equipment/Maintenance/Hire	\$52,264
Property Services	\$65,202
Salaries & Allowances ³	\$0
Support Services	\$25,223

Expenditure	Actual
Trading & Fundraising	\$6,209
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,411
Total Operating Expenditure	\$1,703,470
Net Operating Surplus/-Deficit	(\$48,349)
Asset Acquisitions	\$0

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$633,125
Official Account	\$14,718
Other Accounts	\$0
Total Funds Available	\$647,843

Financial Commitments	Actual
Operating Reserve	\$54,982
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$48,475
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,570
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$57,000
Maintenance - Buildings/Grounds < 12 months	\$12,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$188,027

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.