

# 2021 Annual Report to The School Community



**School Name: Kurunjang Primary School (5256)**



- 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 2021 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 22 March 2022 at 10:25 AM by Maree Moyle (Principal)

- This 2021 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 09 May 2022 at 10:19 AM by Megan Djugum (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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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

#### Achievement

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

#### Engagement

Student attendance at school

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## 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

Kurunjang Primary School is located in the northern area of Melton in the Kurunjang estate, adjacent to Kurunjang Secondary College. Our mission is 'high levels of learning for all students'; our vision; 'At KPS we are committed to being an inclusive, safe and positive community where students are empowered to achieve learning and life success'; and our 6 values Respect, Excellence, Responsibility, Effort, Resilience and Empathy are personified as child super heroes.

The school's student population was 631 in 2021, an increase of 6 students from 2020; and classes increased from 23 to 25 across the school, with year 1 and 2, 3 and 4, and 5 and 6 classes combined respectively. 24% of students had English as an additional language (an increase of 2% since 2019) and the percentage of students with Aboriginal or Torres Strait Islander descent reduced from 4% in 2020 to 3%.

The 2021 leadership profile consisted of one Principal, two substantive Assistant Principals, the equivalent of 39.0 FTE teaching staff including 3 Leading Teachers and 2 Learning Specialists; and 19.7 Education Support staff, ranging from EFT 0.5 -1.0 to support Administration and Business Management, the PSD (Program for Students with Disabilities) and Intervention programs, Grounds, Library and ICT infrastructure.

The unprecedented circumstances of the global pandemic of Corona Virus, impacted the structure, mode and delivery of the educational program during multiple periods of flexible and remote learning (FARL); however focus remained on the strategic plan goals of improving reading, writing, numeracy, and improving student confidence and engagement in learning in the remote learning space.

The Student Family Occupation and Education index (SFOE) was Identified as High, representing low parent education level and low socio economic advantage. Equity funding for social disadvantage was allocated based on 337 of the total 631 student population. To achieve the goals of the Strategic Plan, Equity funding for disadvantage was utilised to support Flexible and Remote Learning, the continued implementation of the Positive Support Planning (team around the learner) model for wellbeing and teaching/learning practices, to progress student academic achievement; and additional education support staff beyond the allocation of funding for the Program of Students with Disabilities.

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### Framework for Improving Student Outcomes (FISO)

In 2021 the FISO improvement initiatives we continued to specifically focus on were Building Practice Excellence, Curriculum Planning and Assessment, and Setting Expectations and Promoting Inclusion. The key improvement strategies continued to embed a whole school focus on purposeful teaching, high expectations of learning and consistent instructional practices in reading and numeracy, across the school and remained high profile during the necessary amendments and alterations of delivery during remote learning.

During on site learning we continued developing the capacity of teachers to analyse and use data at a Professional Learning Team level to improve planning and instruction, and to monitor student growth, through weekly timetabled year level data and planning meetings. During Remote Learning, staff increased weekly meetings to every day, permitting teachers and education support staff to participate in professional learning and planning all literacy, numeracy and Inquiry lessons with the whole team rather than with one planning partner per key area. Explicit leadership in instructional practice continued by the school based leading teachers and learning specialists; particularly with the navigating of the on-line platform and units of work with staff and students, modifying resources according to availability for alternatives in student homes and the constant individual differentiation to cater for student need and capacity.

Continuation of the Professional Learning Community improvement cycle following Leadership's completion of the DET Professional Learning Communities initiative in 2019 was a priority. Student engagement and wellbeing during remote learning and on return to school was paramount and supported by regular contact by teachers with students via See Saw and phone, and systematic response and conferencing of learning tasks and monitoring of student participation and connection.

2021 was our sixth year as an AVID (Advancement Via Individual Determination) site team, with the incorporation of Writing, Inquiry, Collaboration, Organisation and Reading strategies within the DET Literacy and Numeracy initiatives,

across years F-6. Kurunjang Primary School's participation in the second year of the funded AVID Australia/Sydney Myer Primary Maths Project was extended for completion in 2021 due to COVID. KPS AVID leaders presented remotely at the AVID Australia national conference in November on 'Teaching of Mathematics during FARL (Flexible and Remote Learning) and for all time.'

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## Achievement

During 2021, our literacy and numeracy coaches coached and provided professional learning in Writing (6+1 Traits), Reading (F+P classroom continuum) and open ended numeracy instructional practice, both onsite and via remote learning (WebEx).

Throughout FARL staff adapted our instructional model to an online format using the Seesaw platform. Staff were upskilled in software (Webex, Google Drive and Seesaw) to enhance collaboration and communication, including additional external PL.

Staff provided engaging instructional digital lessons based on relevant student data in literacy and numeracy. Regular data and PLC meetings continued with additional 4 hours of collaborative planning meetings for reading, writing, numeracy and inquiry (including Leadership, Consultants, Leading Teachers and ES).

Units of work in numeracy were adjusted to suit the needs of our families, including the teaching of one unit across the whole school each week, for example: measurement strands, to assist our families in approaching numeracy with confidence and achieving success during remote learning with each of their children.

Overviews for Literacy (Reading and Writing) were adjusted for the needs of students when completing tasks set during a flexible and remote learning environment. This consisted of developing a scope and sequence of strategies that were taught in Term 1 to continue into Term 2.

Intervention programs such as, Extending Mathematical Understanding {EMU} with 12 students, EAL with 35 students and Levelled Literacy Intervention {LLI} with 11 students continued for those participating in the programs in Term 1, modified to accommodate remote learning requirements. During Term 4, the Early Years Literacy Numeracy Koori Program (EYLNKP) had 15 students from an indigenous background participating.

97 school leased iPads were loaned to families to support remote learning. The Learning from Home Parent Opinion survey reported that 82% of those surveyed felt they had the necessary IT equipment at home required to enter into remote learning.

Students adapted well to the style of learning that took place. The Student Opinion Survey showed 60% of Year 4-6 students found learning from home had gotten easier over time and 84% of Year 4-6 students felt their parent(s) / caregiver(s) had helped them with something they didn't understand about their schoolwork while they were learning from home.

Teachers provided students with individual timely feedback for each submitted piece of work. The Learning from Home Parent Opinion survey reported 80% of parents/ carers who completed the survey were provided with regular feedback on their child's work and 82% of Year 4-6 students always tried to complete all schoolwork each day while learning from home

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## Engagement

2021 saw many challenges and changes to how we were able to engage our students and families, as well as effectively implementing the Victorian Curriculum remotely. Teaching staff collaborated through weekly cohort planning sessions to plan and implement a viable and differentiated literacy, mathematics and inquiry curriculum across all year levels to address individual student needs, abilities and interests via the online platform Seesaw. They were able to make adjustments for and provide additional assistance in the areas of social/emotional and cognitive needs and to maximise student engagement and therefore learning outcomes via online learning tasks and frequent phone calls and email contact with parents and carers. 79% of families surveyed said that their child had regular verbal contact with their teacher and that they felt well supported by their child's school and teachers to help their child learn from home. In Terms 1 and 4, teaching staff were able to implement Individual Learning Plans and Behaviour Support Plans. Twenty-seven students were funded through PSDMS (Program for Students with Disabilities) under the categories of

Intellectual Disability, Severe Language Disorder (SLD), Autism Spectrum Disorder (ASD) and Severe Behaviour Disorder (SBD). During onsite attendance, the school continued to provide additional support outside PSD funding for several students who presented with significant behaviour and learning disorders.

The average 2021 attendance rate per year level saw an increase in absences across all year levels. A significant increase in 30+ days of absences also occurred. There was also an increase in unapproved absences as well. To address this increase in absences and dis-engagement with school as a result of flexible and remote learning, an emphasis on students' sense of connectedness with school was a priority. This was managed through individual contact (through phone calls or internet video and regular electronic communication), and virtual whole class activities including education week, virtual art gallery, parade, weekly virtual assemblies and whole school daily reading by all teaching staff across the school.

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## Wellbeing

Due to the continuing Coronavirus pandemic, student, parent and staff wellbeing increased as a major priority for 2021. With the absence of normal wellbeing supports from Government family support agencies unable to attend homes to assist and connect families, the school Wellbeing team and Primary Welfare officer were required to manage high level crisis situations for the duration of remote learning. Each member of the Wellbeing team was allocated families that fell into the vulnerable category to monitor and check in on and support on a regular basis. Throughout 2020 and 2021 vulnerable students required intensive support from the Wellbeing team and school staff.

Regular programs such as Breakfast Club, social skills and leadership groups, lunchtime activities, Drumbeat and the Wilderness programs were either cancelled or required to be amended, impacting negatively on student engagement and wellbeing.

Breakfast Club was re-designed to serve our families by providing food hampers to families, with these being delivered or collected on a weekly, fortnightly and monthly basis. Additionally, the Wellbeing team connected families to the Kurunjang Community Hub where emergency relief hampers were also provided.

Onsite attendance varied during remote and flexible learning with up to 35 students eligible under the categories of children of essential workers and children deemed vulnerable according to Government guidance.

Virtual school assemblies and student and family information sessions were provided to families on a regular basis to keep them up to date with changes as the year went on. Virtual messages and videos of support and encouragement were uploaded to SeeSaw for families and students to stay connected to the school community through flexible and remote learning.

The Student Attitudes to School Survey for students in years 4 to 6 resulted in an increase in the positive endorsement (agree/strongly agree) of a sense of connectedness and for stimulated learning. 75% of students recorded they did not experience bullying and 83% of students identified as having an advocate at school. 79% of students in years 4-6 had regular verbal contact with their teacher and 88% of parents had regular communication with their child's teacher about their child's progress during home learning according to the Learning from Home Parent Opinion survey.

Students enrolling during this period were also provided with virtual tours and were able to view these prior to commencement or transfer.

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## Finance performance and position

The 2021 financial position of our school was that it was in surplus at the end of the year. Although the increased enrolments in each year level, including two extra classes across the school, and the employment of Graduate and Range 1 teachers in fixed term positions, all contributed to the surplus. In addition, our school's allocation of equity funding Program planning and expenditure for 2021 was also down on previous years due to COVID-19 and remote learning, as was our CRT expenditure. At the end of the 2021 school year, the school is in a sound financial position as we move into the 2022 school year.

**For more detailed information regarding our school please visit our website at**  
<https://www.kurunjangps.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.

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 636 students were enrolled at this school in 2021, 300 female and 336 male.

23 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).

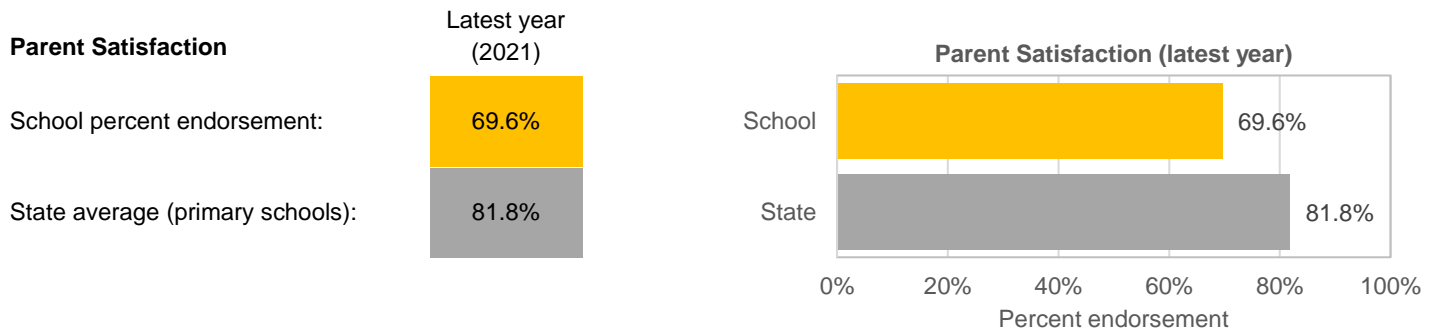
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

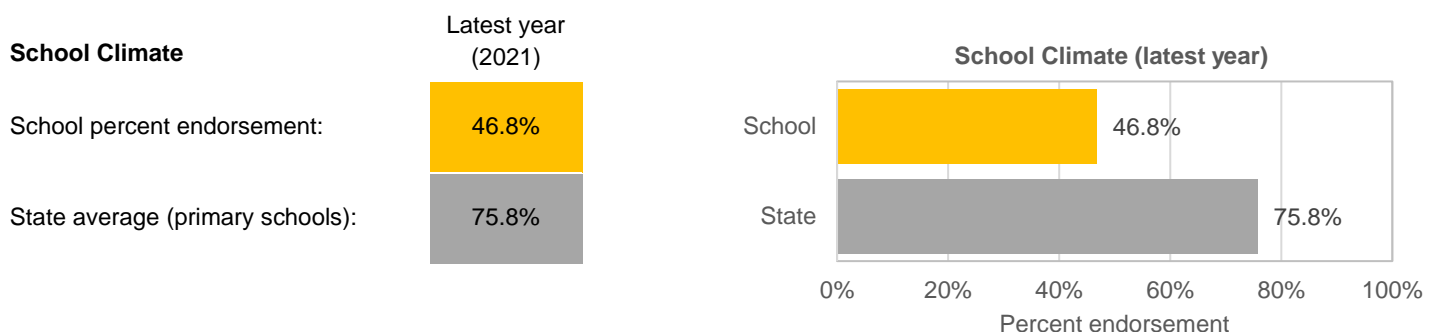


### School Staff Survey

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.





## ACHIEVEMENT

**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  
(2021)

School percent of students at or above age expected standards:

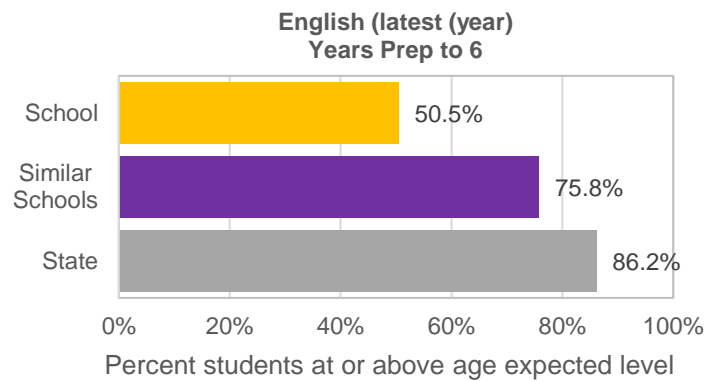
50.5%

Similar Schools average:

75.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

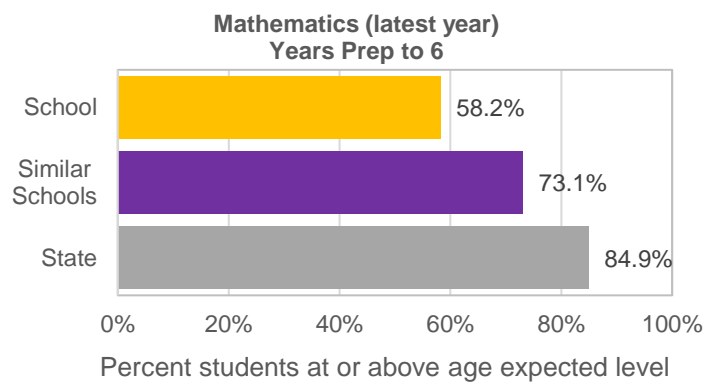
58.2%

Similar Schools average:

73.1%

State average:

84.9%



**ACHIEVEMENT (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.

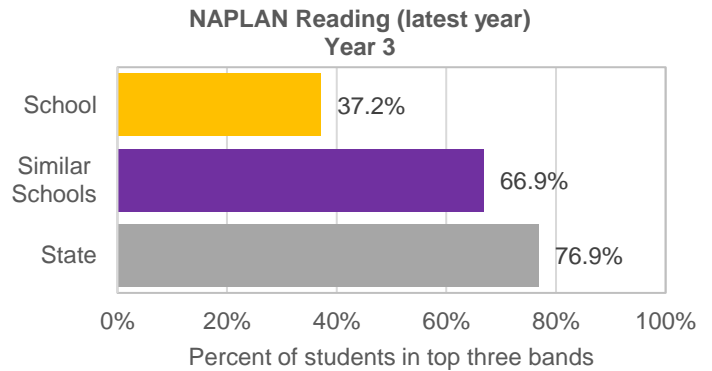
**NAPLAN**

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 2018, 2019 and 2021 data.

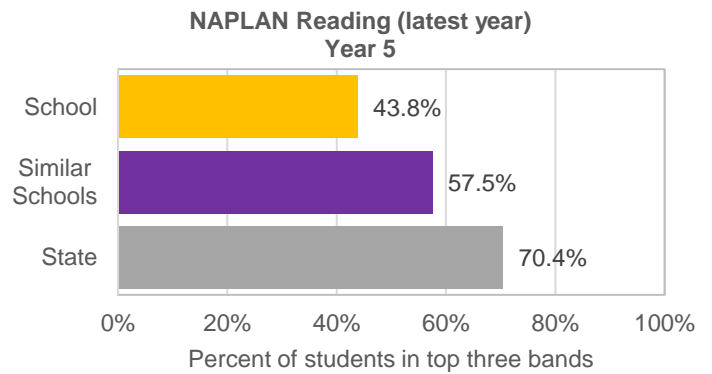
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.2%	44.9%
Similar Schools average:	66.9%	67.4%
State average:	76.9%	76.5%



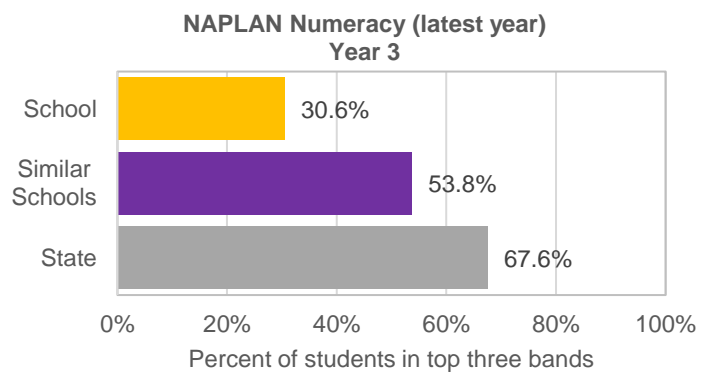
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.8%	43.7%
Similar Schools average:	57.5%	54.4%
State average:	70.4%	67.7%



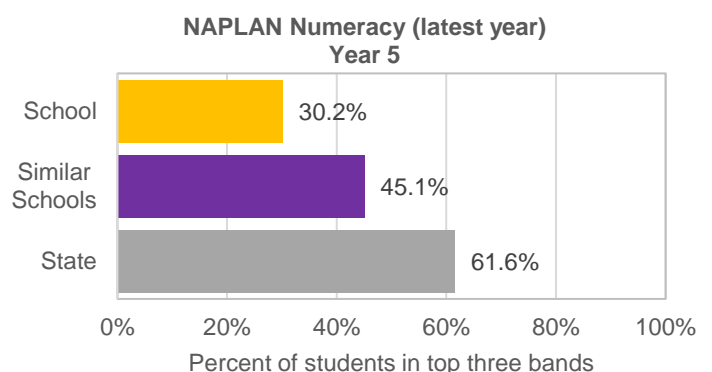
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	30.6%	35.9%
Similar Schools average:	53.8%	55.5%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	30.2%	29.3%
Similar Schools average:	45.1%	44.3%
State average:	61.6%	60.0%



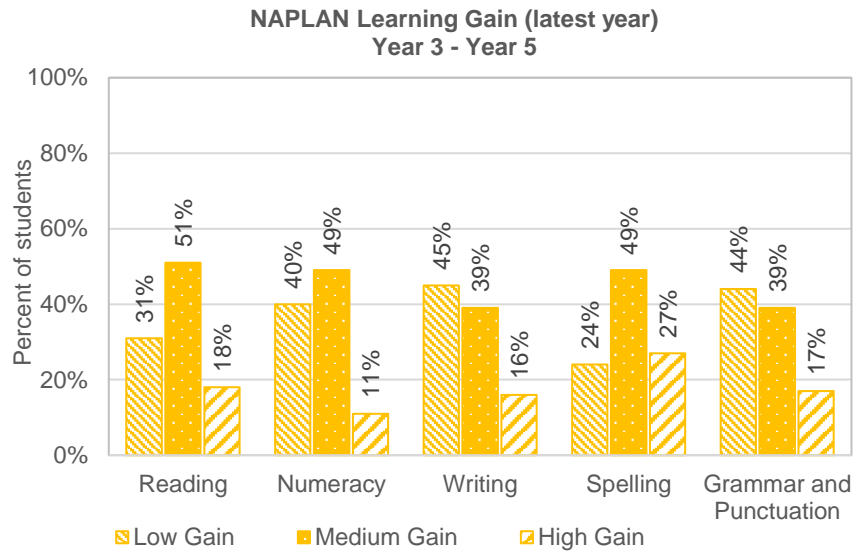
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	51%	18%	18%
Numeracy:	40%	49%	11%	19%
Writing:	45%	39%	16%	20%
Spelling:	24%	49%	27%	22%
Grammar and Punctuation:	44%	39%	17%	20%



## ENGAGEMENT

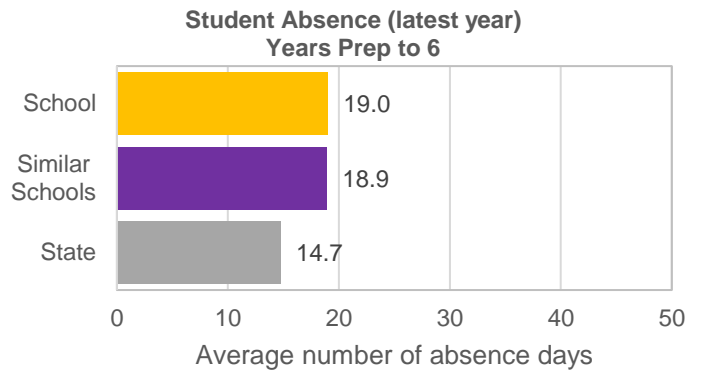
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.0	23.0
Similar Schools average:	18.9	18.4
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	90%	89%	91%	91%	91%	90%

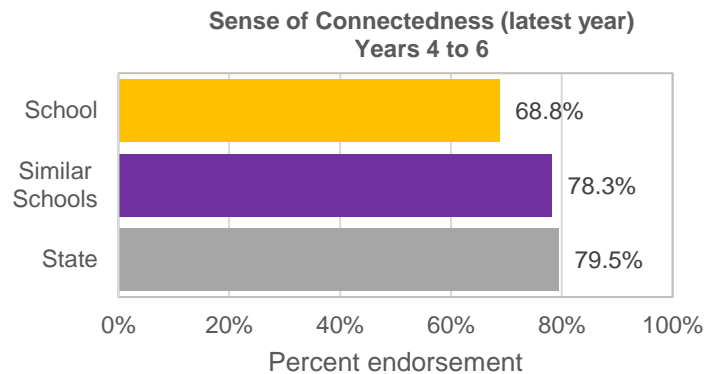
## WELLBEING

**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 (2021)	4-year average
School percent endorsement:	68.8%	67.1%
Similar Schools average:	78.3%	78.6%
State average:	79.5%	80.4%

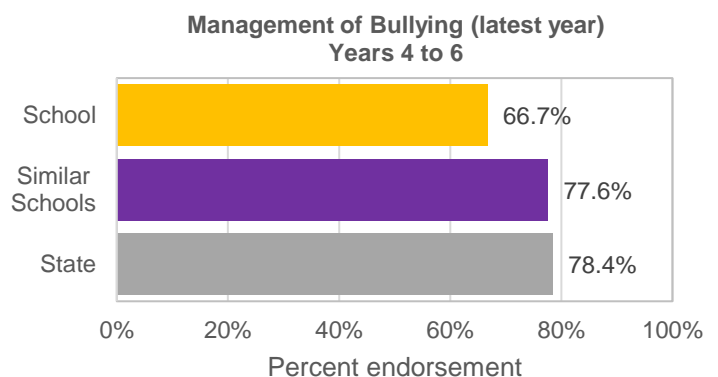


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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 (2021)	4-year average
School percent endorsement:	66.7%	61.3%
Similar Schools average:	77.6%	78.0%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$6,600,807
Government Provided DET Grants	\$1,438,850
Government Grants Commonwealth	\$2,227
Government Grants State	\$0
Revenue Other	\$28,395
Locally Raised Funds	\$91,565
Capital Grants	\$106,111
<b>Total Operating Revenue</b>	<b>\$8,267,955</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,122,774
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,122,774</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,157,584
Adjustments	\$0
Books & Publications	\$14,683
Camps/Excursions/Activities	\$18,305
Communication Costs	\$6,442
Consumables	\$203,206
Miscellaneous Expense <sup>3</sup>	\$17,868
Professional Development	\$21,994
Equipment/Maintenance/Hire	\$177,122
Property Services	\$112,637
Salaries & Allowances <sup>4</sup>	\$128,382
Support Services	\$174,844
Trading & Fundraising	\$4,212
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$27
Utilities	\$49,539
<b>Total Operating Expenditure</b>	<b>\$7,086,845</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,075,000</b>
<b>Asset Acquisitions</b>	<b>\$122,239</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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,050,888
Official Account	\$30,575
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,081,463</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$138,379
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$100,000
School Based Programs	\$91,262
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$800
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$390,000
Maintenance - Buildings/Grounds < 12 months	\$13,341
Asset/Equipment Replacement > 12 months	\$4,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$777,782</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.*