

2023 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 \(VIT\)](#)
- 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 12 March 2024 at 02:41 PM by Thomas Goddard (Principal)

- This 2023 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 May 2024 at 02:57 PM by Rachael Riordan (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Kurunjang Primary School was opened in 1989 and is located 35 kilometres northwest of Melbourne, in the northern area of Melton, in the Kurunjang estate, adjacent to Kurunjang Secondary College.

In term 4 of 2023, the school had its 4-year review of its Strategic Plan. The school's strategic direction was centred on improving student outcomes in literacy and numeracy; improving students' confidence and engagement in learning and their connectedness with their peers, their teachers, the school and the community; establishing a safe, calm and orderly learning environment; and maximising all aspects of school operations resource allocations to achieve the best possible outcomes for students. Our prioritized initiatives within the Framework for Improving Student Outcomes (FISO 2.0) are Building Leadership Teams, Building Practice Excellence, Curriculum Planning and Assessment, and Setting Expectations and Promoting Inclusion. A new School Strategic Plan was developed for 2024 – 2027.

In 2023, there was change in leadership at the start of term two, with the leadership profile consisting of an Acting Principal (Terms 2 to 4), one substantive Assistant Principal Years F-2 and one Acting Assistant Principal Years 3-6 (Terms 2 to 4). The substantive Principal will begin in January, 2024.

The school had one Leading Teacher (Engagement), two Learning Specialists (Inquiry and ICT), classroom teachers, and Education Support staff to support Administration, the Program for students with disabilities and intervention programs, maintenance, grounds and Library and ICT infrastructure. In 2023 there were 26 classes. Specialist curriculum classes are Phys Ed, Visual and Performing Arts, STEM, Kitchen Garden, and Auslan LOTE. Each classroom and specialist area has an apple TV and banks of iPads which enable eLearning to be integrated into curriculum programs rather than a stand-alone resource.

147 students at Kurunjang have English as an Additional Language and 25 identified as Aboriginal or Torres Strait Islander descent. Individual Learning Plans are developed and implemented for students whose background is Koorie, EAL or Out of Home care; as well as those who are working 12 months below or 12 months above the expected level for their age.

School Facilities also include a visual arts and music rooms, and library. The Out of School Hours (OSH Club) program is situated in a single room in the main building with secure access for caregivers and operates both a before and after school program. All classrooms and learning spaces are well equipped and have heating and air conditioning.

The school has extensive play spaces for the students including an external oval, synthetic turf athletic track and soccer field, hard court areas, playgrounds and sandpits (Foundation, Year 1/2, 3/4 and 5/6) and a double basketball court. The well landscaped, maintained and resourced grounds provide a most attractive school environment well suited to recreation, developmental play and outdoor learning and leadership.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 the FISO2.0 improvement initiatives we continued to specifically focus on Teaching and Learning, Engagement, and Assessment. 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.

During 2023 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. Explicit leadership in instructional practice continued by the school-based leading teacher and learning specialists. Continuation of the Professional Learning Community improvement cycle following Leadership's completion of the DET Professional Learning Communities initiative in 2019 continued to be a priority.

2023 saw an interruption to the Tutor Learning Initiative, EAL Intervention, Extending Mathematical Understanding (EMU), and all other intervention programs due to the teacher shortage and staffing implications.

Our improvement work was supported by our school's development of middle leadership capacity, through ongoing professional learning, collegiate conversations, coaching cycles, and the use of data to inform teaching and learning. Student engagement and well-being on our return to school were paramount and supported by our wellbeing team.

Wellbeing

2023 saw us continue to promote a positive climate across the school with a focus on SWPBS and BSEM strategies that support and continue to develop whole school expectations and understanding of positive behaviours and wellbeing. Breakfast club was again a positive initiative for our students and families, with attendance ranging from 150-180 students attending over the two days it is offered each week; building student independence, and promoting healthy eating.

Our student leadership program has continued to support students with our 3-6 students in whole school roles in the areas of SWPBS and House, House and School Captains, Attendance Officers, and Junior School Councillors and attendance. The Student's Attitude to School Survey was conducted for students in years 4 to 6 and demonstrated an overall positive endorsement in positive responses by 3% from 2022. Within this, we saw 67% of student reply positively in the area of effective classroom behaviours and 80% of students replied positively in the area of stimulated learning. In 2023 we introduced The Resilience Project in Years 2 to 6 with the assistance of the School Mental Health Fund and our Foundation and Year 1 students participated in Play based investigations where they explored language and social skills through play. We will continue to build on our whole school values and fortnightly SEL curriculum across the school in to 2024 with The Resilience Project run across the whole school and RR embedded within this program.

We continued with a variety of transition programs to assist with a smooth transition from Kindergarten to the Foundation year with successful parent information evenings and transition days in term 4. The school received over 60 transition statements from kindergartens or childcare centres, which is an increase from 2022. Transition from Years 6 to 7 continued with an increased number of students identified as vulnerable or at risk, involved in extra transition opportunities provide for students entering Secondary School. We continued to support students with their transitions by having regular SSGs and transferring information to and from Secondary Colleges and Kindergartens alongside transition books given to students prior to or during the summer holiday period to support them in preparing for the following year.

Engagement

Continued and consistent implementation of the Victorian Curriculum has supported teachers to plan and implement a viable and differentiated curriculum across all year levels to address individual student needs, abilities and interests. Adjustments and the provision of additional assistance were implemented in the areas of cognitive, social/emotional and sensory needs, to maximise student engagement and therefore learning outcomes. Teaching staff implemented Individual Education Plans for 55 mandated students and Behaviour Support Plans for 7 students in 2023.

Twenty 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). The school continued to provide additional support outside PSDMS funding for several students who presented with significant behaviour and learning disorders. Education Support staff were timetabled to assist with whole class support across the school and individual students were also supported both in the classroom and in the school yard.

The average 2023 attendance rate saw a decrease from 35 days to 28 days across all year levels. A decrease in 30+ days of absences from 45% to 33% occurred. Continued focus on improving student attendance, especially late arrivals and unexplained absences will be a continued priority in 2024. Attendance has continued to be a focus at whole school assemblies. Feedback regarding attendance was provided through SMS reminders for first absences, regular phone calls to parents, letters outlining the percentage of attendance and through discussions at Parent/Teacher conferences. Our Leading Teacher for Engagement continued to work with our 'at risk' and vulnerable families to provide support where necessary and the Attendance Officer continued to monitor the attendance of our high at risk students/families, through phone calls and texts to parents and guardians on the third day of absence.

Many opportunities were provided to our families throughout the year to engage with the school community including, year level and whole school celebrations and events, sporting activities, Education week parade and Family Fun afternoon, and School Council.

Other highlights from the school year

Many opportunities were provided to our families throughout the year to engage with the school community including, year level and whole school celebrations and events, sporting activities, Education week parade and Family Fun afternoon, and School Council. In 2023, Kurunjang Primary School held 2 camps a three day camp for Year 5/6 students at Camp Wyuna in Queenscliff and a three day camp for our Year 3/4 students to Lady Northcote in Rowsley.

The school had its first whole school Concert, which ran over two day afternoons. This was a successful events with most of the families attending.

Kurunjang Primary School held an art show. The art show showcased students' work from all year levels, giving our families time to view the spectacular art work students have accomplished throughout the year.

As a part of our Education Week activities, we held an Open Afternoon and celebration of learning parade based on the theme – Read, Grow, Inspire.

We hold a whole school picnic and open classroom afternoon for our Family Fun Afternoon. Families are invited to school to enjoy a picnic lunch with their child / children and then spend the afternoon playing games in their child's classroom.

Each year the school participates in the Djerriwarrh festival, in 2023 the school received the Mayor's Choice Award.

Financial performance

Kurunjang Primary School was in a sound financial position at the conclusion of 2023. While enrolments decreased our SRP core student learning allocation increased. EAL funding decreased, but with the implementation of tier 2 disability inclusion funding, funding for students with additional needs has increased. Equity funding decreased by 8%. School infrastructure funding decreased, while funding for targeted initiatives increased with the Schools Mental Health Fund and Active School Grants of \$33000 received. The school received other significant revenue including a final payment of the grant for new walkways, bank interest, sporting Schools Grant and a huge fundraising effort yielded \$20130.

Voluntary contributions from families has also decreased on previous years in line with declining enrolment numbers. Contracts entered into by School Council in 2022 including a new uniform supplier, new canteen provider, and a new contract with our current OSHC provider have generated increased locally raised funds. Significant expenditure items included relocating a playground, finishing walkways, and repairing termite damage to the Personal Learning Studio. The school purchased a significant number of new iPads for student use. Maintaining our ageing buildings and grounds was a significant expense, as was the cost of replacement staff.

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 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 565 students were enrolled at this school in 2023, 252 female and 313 male.

26 percent of students had English as an additional language and 4 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).

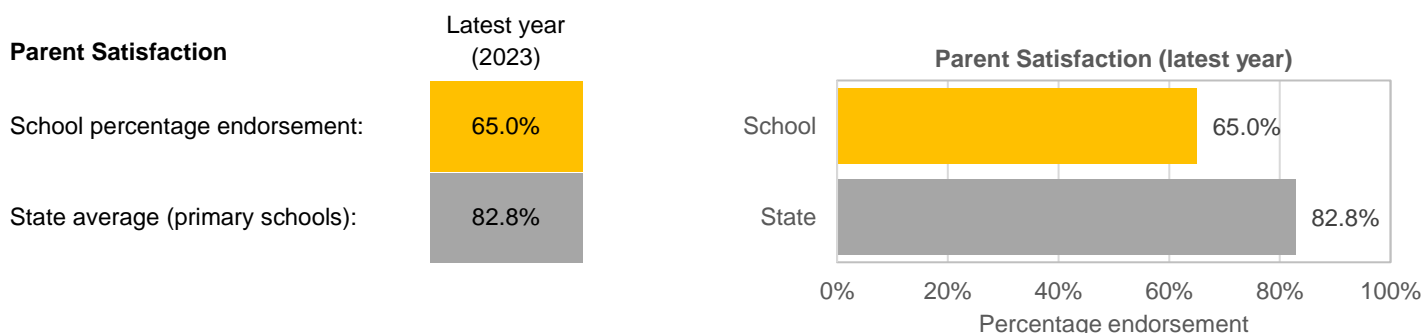
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

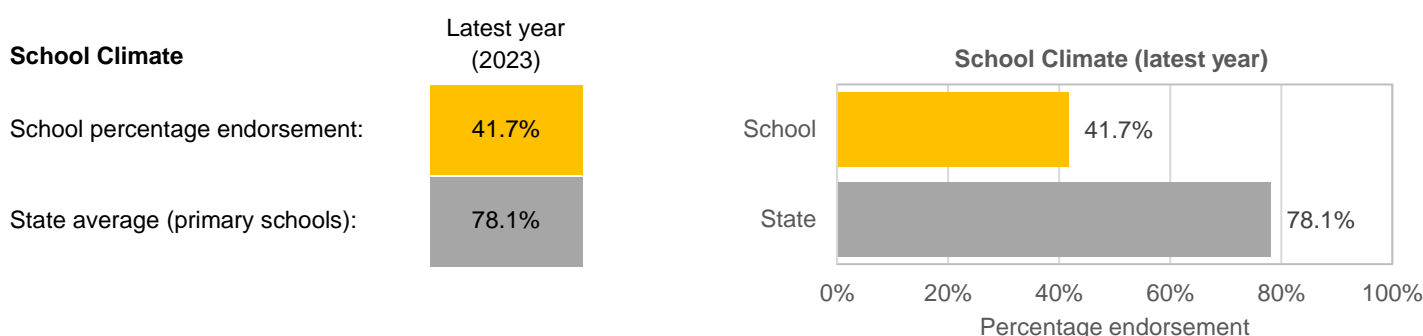


School Staff Survey

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

Latest year
(2023)

School percentage of students at or above age expected standards:

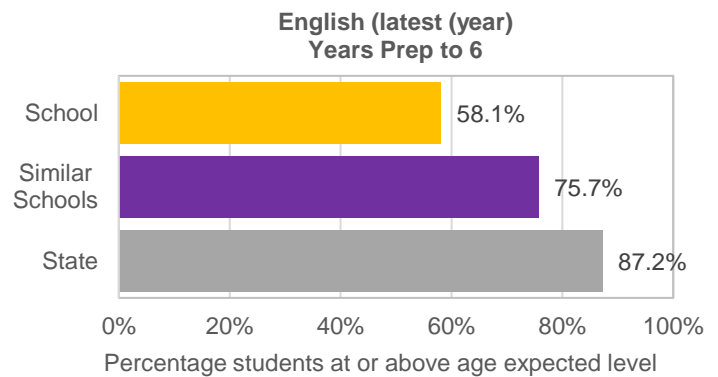
58.1%

Similar Schools average:

75.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

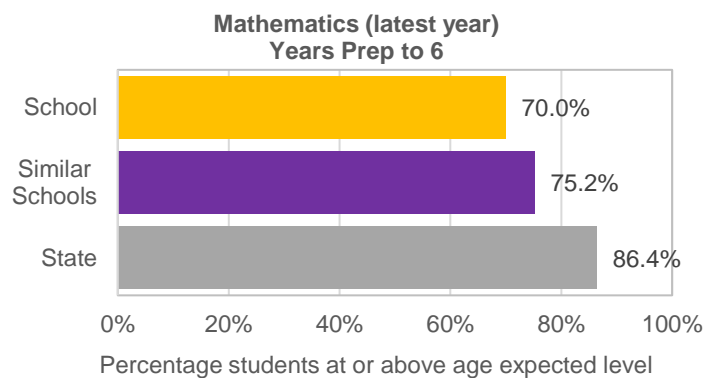
70.0%

Similar Schools average:

75.2%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

50.0%

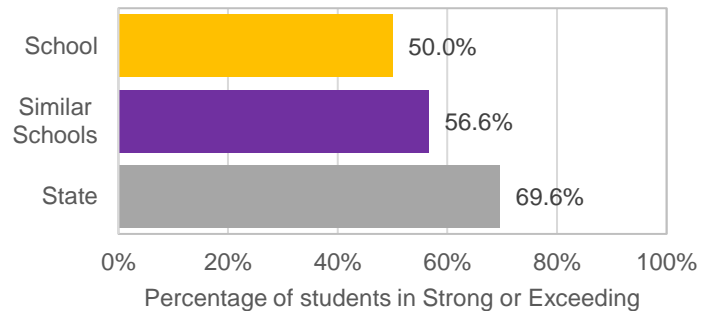
Similar Schools average:

56.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

48.0%

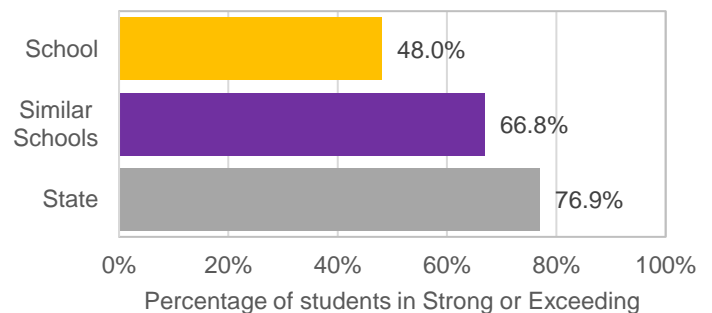
Similar Schools average:

66.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

44.9%

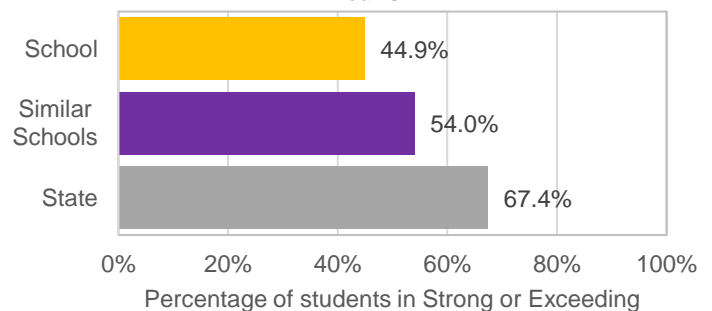
Similar Schools average:

54.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

39.0%

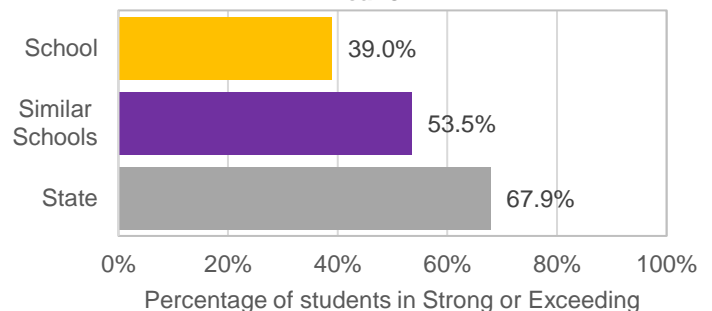
Similar Schools average:

53.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

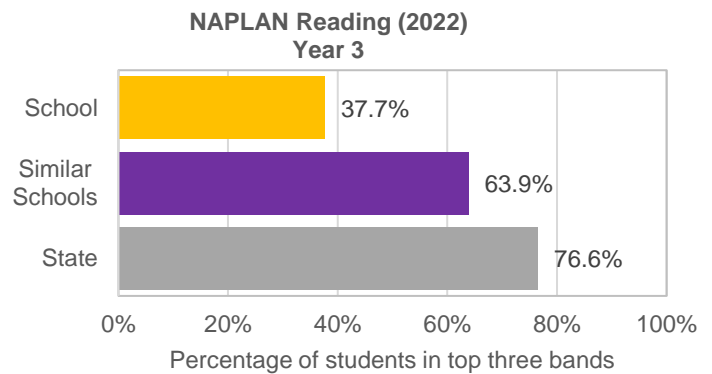
37.7%

Similar Schools average:

63.9%

State average:

76.6%



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

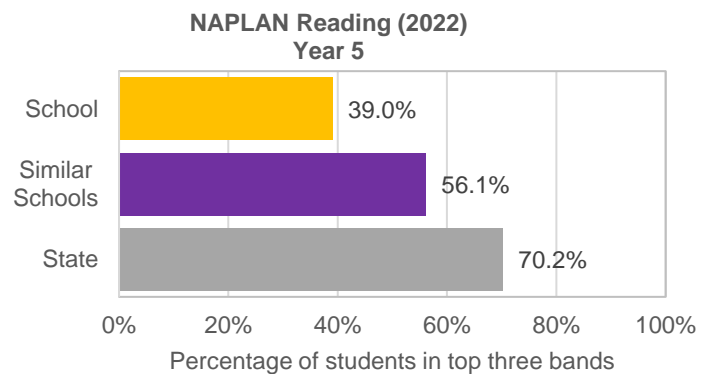
39.0%

Similar Schools average:

56.1%

State average:

70.2%



Numeracy Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

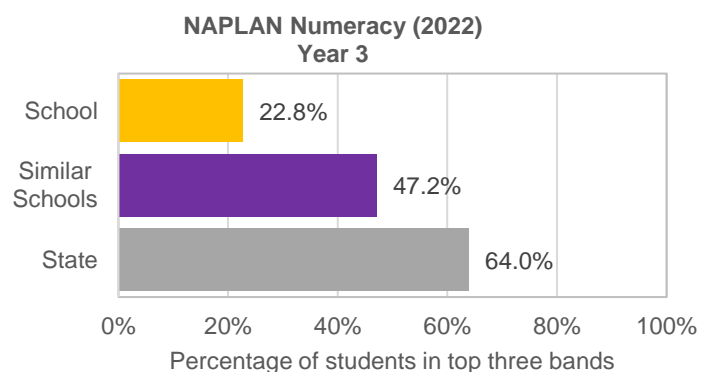
22.8%

Similar Schools average:

47.2%

State average:

64.0%



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

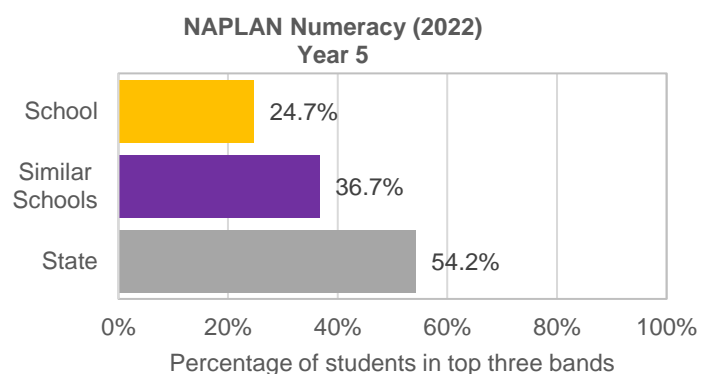
24.7%

Similar Schools average:

36.7%

State average:

54.2%



WELLBEING

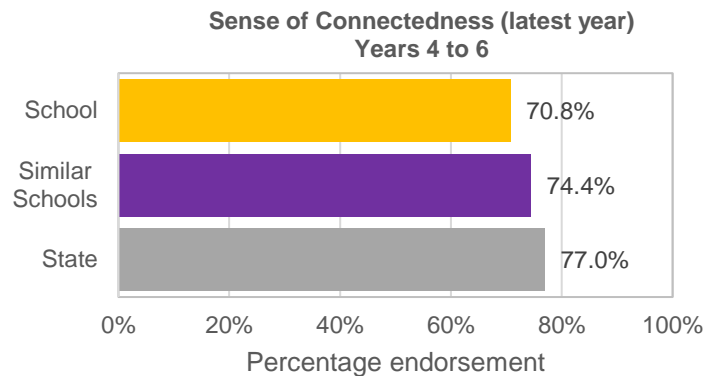
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	70.8%	70.1%
Similar Schools average:	74.4%	76.5%
State average:	77.0%	78.5%

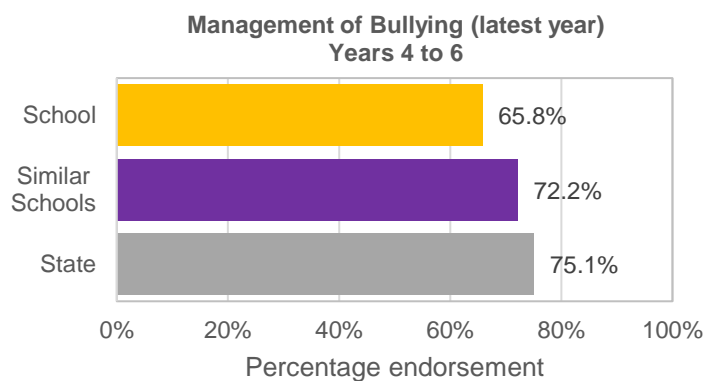


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	65.8%	65.4%
Similar Schools average:	72.2%	74.7%
State average:	75.1%	76.9%



ENGAGEMENT

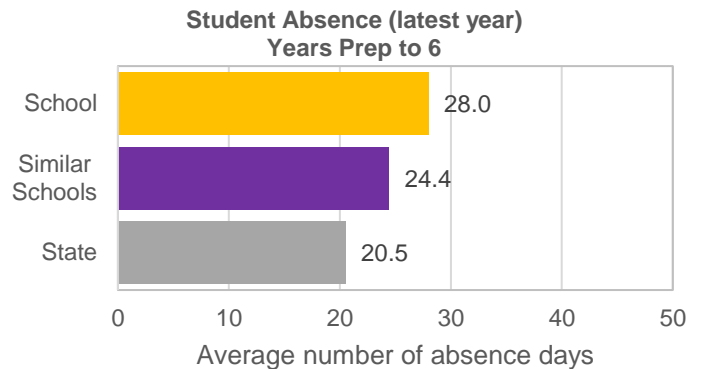
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	28.0	27.5
Similar Schools average:	24.4	22.2
State average:	20.5	18.1



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 (2023):	87%	84%	86%	87%	84%	87%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$6,851,173
Government Provided DET Grants	\$1,069,522
Government Grants Commonwealth	\$2,970
Government Grants State	\$0
Revenue Other	\$71,488
Locally Raised Funds	\$212,124
Capital Grants	\$12,319
Total Operating Revenue	\$8,219,596

Equity ¹	Actual
Equity (Social Disadvantage)	\$994,527
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$994,527

Expenditure	Actual
Student Resource Package ²	\$6,041,525
Adjustments	\$0
Books & Publications	\$12,219
Camps/Excursions/Activities	\$115,006
Communication Costs	\$8,504
Consumables	\$188,283
Miscellaneous Expense ³	\$23,863
Professional Development	\$25,029
Equipment/Maintenance/Hire	\$127,388
Property Services	\$291,452
Salaries & Allowances ⁴	\$306,079
Support Services	\$174,994
Trading & Fundraising	\$23,881
Motor Vehicle Expenses	\$112
Travel & Subsistence	\$36
Utilities	\$44,617
Total Operating Expenditure	\$7,382,990
Net Operating Surplus/-Deficit	\$824,287
Asset Acquisitions	\$65,975

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,485,164
Official Account	\$4,085
Other Accounts	\$0
Total Funds Available	\$1,489,250

Financial Commitments	Actual
Operating Reserve	\$178,853
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$46,559
School Based Programs	\$323,355
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,801
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$27,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$43,679
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$663,747

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.