

2024 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 18 March 2025 at 01:36 PM by Thomas Goddard (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 22 March 2025 at 11:47 AM by Thomas Goddard (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

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

The school's strategic direction was centered 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. We focused on establishing a safe, calm and orderly learning environment; and maximizing 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.

The leadership structure in 2024 consisted of a substantive Principal and two substantive Assistant Principals: one overseeing Years F-2 / Wellbeing, and the other managing Years 3-6 / Teaching and Learning.

The school also had five Leading Teachers (DI, Engagement, Numeracy, Literacy, EAL), two Learning Specialists focusing on Inquiry and ICT, alongside a team of classroom teachers and Education Support staff.

In 2024, the school was home to 26 classes. The specialist curriculum offerings included Physical Education, Visual and Performing Arts, Science, Kitchen Garden, and Auslan (as the Language Other Than English). Each classroom, as well as specialist areas, were equipped with Apple TVs and iPads, facilitating the seamless integration of eLearning within the curriculum rather than treating it as a stand alone resource.

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 2024 the FISO2.0 improvement initiatives were a focus as we continued to specifically focus on Teaching and Learning, Engagement, and Assessment. The key improvement strategies continued to embed whole school explicit teaching, high expectations of learning, and consistent instructional practices in reading and numeracy, across the school, as guided by the revised instructional model, HITS & feedback from the school review.

During 2024 we continued developing the capacity of teachers to analyse and use data at a Leadership PLC level to improve planning and instruction, and to monitor student growth, through weekly timetabled year level data and planning meetings, facilitated by curriculum leaders. Explicit leadership in instructional practice continued by the school-based leading teacher and learning specialists. Newly employed leaders reviewed consistency 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.

2024 saw consolidation and consistent implementation of the Tutor Learning Initiative, Extending Mathematical Understanding (EMU), Levelled Literacy Intervention (LLI) due to the employment of ongoing tutoring staff, and two additional staff undertaking EMU training and implementing the program with fidelity. Due to leadership commitments and staffing shortages, 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.

Wellbeing

In 2024 we continued to train a further 8 staff in the Berry Street Education Model to support students with understanding positive behaviours and emotions. Our whole school expectations were also supported by using School Wide Positive Behaviour Support strategies with an increasing number of students reaching high levels of behaviour awards. Throughout 2024 we had over 80 students awarded with GOLD wrist bands for continuously displaying our school values and showing excellence. We increased our breakfast club days permanently to 3 mornings throughout the school year and again having over 150 students attend each week providing them with breakfast and healthy food options to start their day.

This year our school leaders attended a variety of events, including sporting events, Djerriwarrah Festival and ANZAC and Remembrance Day services in both Melton and the city proudly representing the school. We continue to provide a variety of leadership roles for students

including Junior School Council, School and House Captains, Breakfast Club and Positive School Climate captains.

The Student's Attitude to School Survey was conducted for students in years 4-6 resulting in 78% of students responding positively in the area of effective teaching time and 76% responding positively in the area of differentiated learning challenge.

In 2024 we increased the use of the Resilience Project to years F-6 with all students participating in weekly lessons on building resilience through Gratitude, Empathy and Mindfulness. This was supported by a Learning Specialist to ensure consistency and support was provided differentiating this curriculum across the school.

We continued to run a variety of social skills and mental health programs across the to provide staff and students support with their overall health and wellbeing, group sessions and staff Professional Learning assisted in this.

In 2024 we saw the increase of K-F transition sessions to enhance the transition of students entering school. We received over 60 transition statements from local childcare and kindergartens which assisted Foundation staff in getting to know each child prior to them school. Transition from years 6-7 continued with students who were identified at vulnerable were able to participate in several transition sessions providing time with a safe and gradual start to their Secondary School years. We conducted SSGs for students across the school including for those in OoHC, Koorie and PSD/ DI supported students as well as students who required support in different ways. We proved over 70 transition books to students moving across the school to provide them with support and additional preparation for the following school year.

Engagement

We continued to focus on a whole school instructional model to assist in the implementation of the Victorian Curriculum. With Support from our Leading Teachers for Engagement and Inclusion, staff and students were able to access a differentiated curriculum to ensure we met the needs of students with varying learning needs.

In 2024 there were 50 students within the school that met either the PSD or DI categories, and as a school we continued to provide additional support through the backing of Educational Support Staff working in all classrooms for varying times throughout the day to support all students across the school.

Our First Nations Koorie students and were provided with termly SSGs to support their learning along with a variety of cultural programs including; Ganbu Gulin and opportunities for students to express what they would love to learn and share about their culture.

Engagement across the school has shown a marked increase, driven by the implementation of various programs for the 2024 school year, these included Ganbu Gulin with The Long Walk commencing at the start if the 2025 school year, Social Groups, and Urban Movement.

A sustained focus on attendance is being maintained, particularly in addressing both unexplained and extended explained absences. We continued to award students positively for attendance achievements including in the newsletter, at assemblies and with an attendance display produced by students to celebrate attendance achievements.

Other highlights from the school year

Throughout the year, Kurunjang Primary School provided numerous opportunities for families to engage with the school community. These included year-level and whole-school celebrations, sporting events, and key activities such as the Education Week Parade and Family Fun Afternoon. In 2024, the school organised a three-day camp for Year 5/6 students at the Urban Camp in Melbourne, alongside a school sleepover for our Year 3/4 students, a school dinner and disco for the Year 1/2 students and our annual Breakfast day for our Foundation students. Additionally, the school hosted its annual whole-school concert, which was held over two afternoons and was met with great success, with the majority of families in attendance. As part of our Education Week celebrations, we held an Open Afternoon and a Celebration of Learning Parade, centered around the theme "Reading Is Magic."

One of our most anticipated events, the Family Fun Afternoon, featured a whole-school picnic and an open classroom afternoon. Families were invited to join their children for a picnic lunch before spending the afternoon participating in classroom games and activities.

Our school also proudly participated in the Djerriwarrh Festival, where, in 2024, we were honored with the Mayor's Choice Award.

Financial performance

Kurunjang Primary School was in a sound financial position at the conclusion of 2024. Enrolments stabilised and our SRP core student learning allocation increased. EAL funding increased, and with the implementation of tier 3 disability inclusion funding, funding for students with additional needs has significantly increased. Equity funding decreased by a further 7%. School infrastructure funding increased, and funding for targeted initiatives also increased with the Tutor Learning Initiative, Schools Mental Health Fund and Active School Grants being continued. The school received other significant revenue including bank interest, sporting Schools Grant and a huge fundraising effort yielded \$14990.

Voluntary contributions from families has also decreased again on previous years. Contracts entered into by School Council with our uniform supplier and our OSHC provider continue to generate increased locally raised funds, however our canteen has been outsourced to operate 2 days per week and while the service is provided to the school, no income is being received. Significant expenditure items included new playgrounds and artificial turf, and flood damage repairs to our administration building. The school purchased a significant number of new iPads for student use and replaced some of our IT infrastructure. Maintaining our ageing buildings and grounds was a significant expense, as was the cost of replacement staff and professional development for 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 576 students were enrolled at this school in 2024, 269 female and 307 male.

25 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).

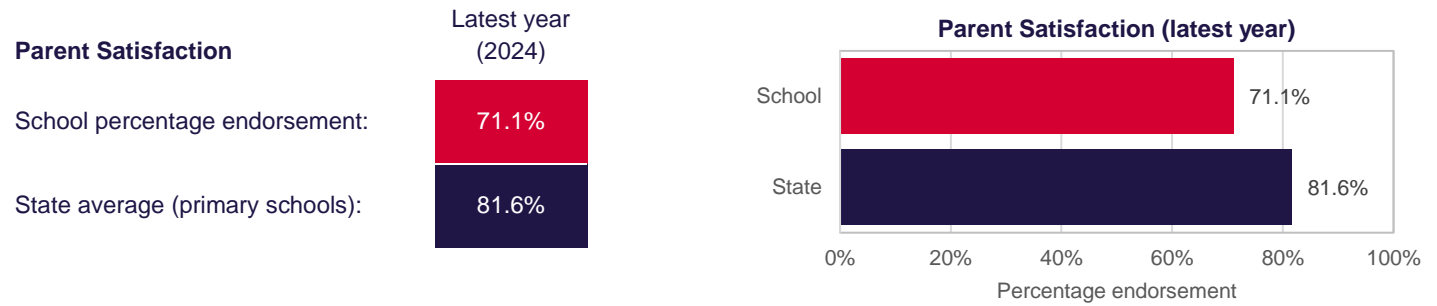
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

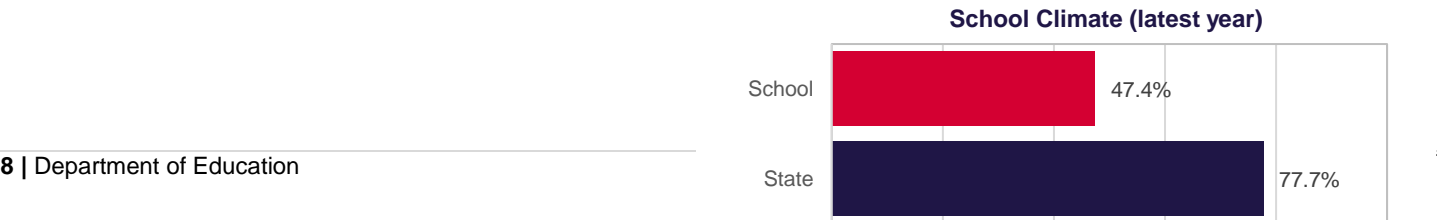


School Staff Survey

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.



| | |
|----------------------------------|-----------------------|
| School Climate | Latest year (2024) |
| School percentage endorsement: | 47.4% |
| State average (primary schools): | 77.7% |

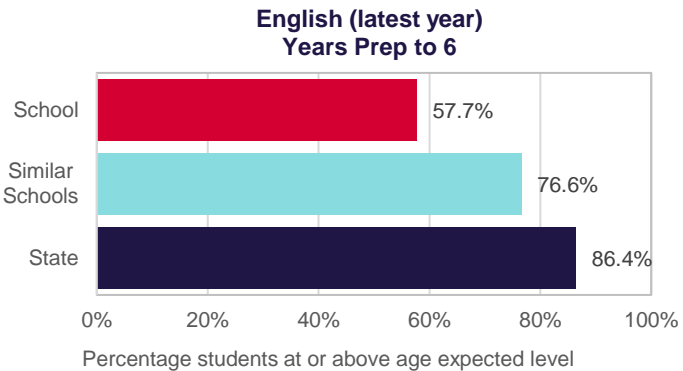
LEARNING

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.

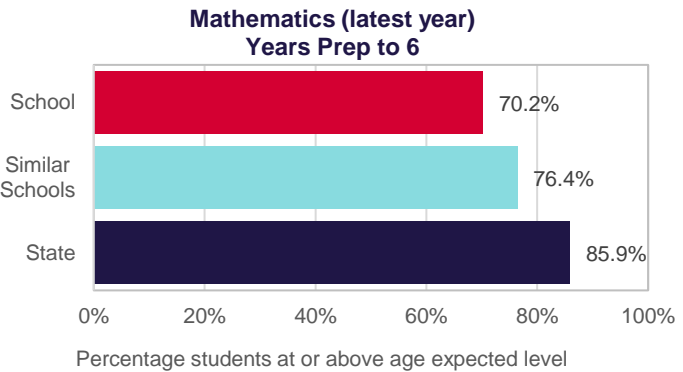
Teacher Judgement of student achievement against the Victorian Curriculum

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

| | |
|---|-----------------------|
| English Years Prep to 6 | Latest year (2024) |
| School percentage of students at or above age expected standards: | 57.7% |
| Similar Schools average: | 76.6% |
| State average: | 86.4% |



| | |
|---|-----------------------|
| Mathematics Years Prep to 6 | Latest year (2024) |
| School percentage of students at or above age expected standards: | 70.2% |
| Similar Schools average: | 76.4% |
| State average: | 85.9% |



LEARNING (continued)

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

NAPLAN

Percentage of students in the 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:

46.2% 48.1%

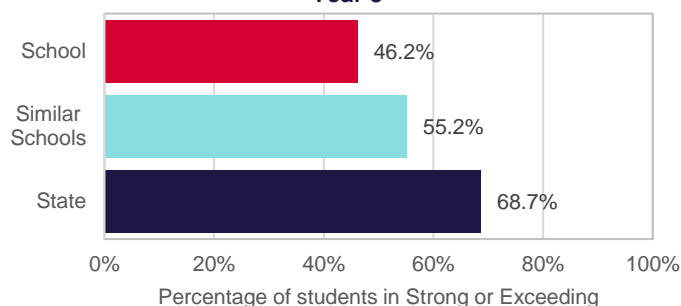
Similar Schools average:

55.2% 56.3%

State average:

68.7% 69.2%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

44.3% 46.2%

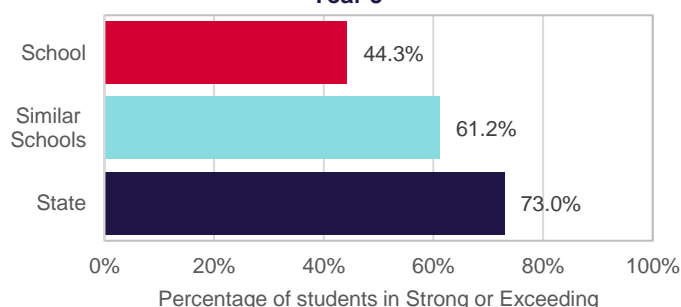
Similar Schools average:

61.2% 63.8%

State average:

73.0% 75.0%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

46.8% 45.8%

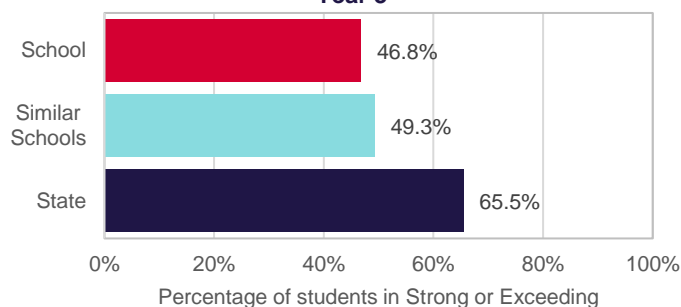
Similar Schools average:

49.3% 52.2%

State average:

65.5% 66.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

36.2% 37.7%

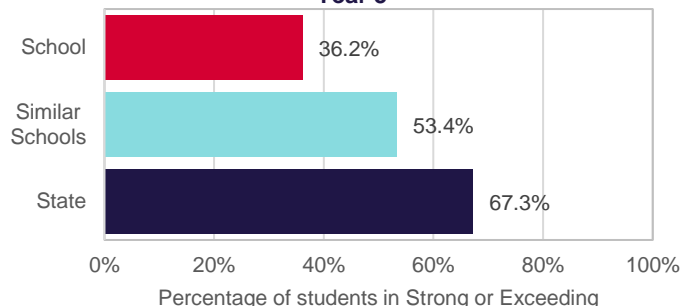
Similar Schools average:

53.4% 53.1%

State average:

67.3% 67.6%

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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

37.7%

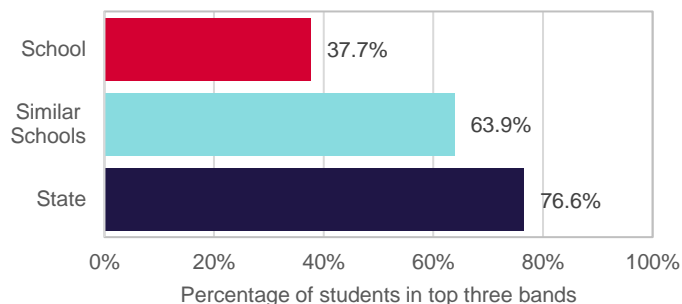
Similar Schools average:

63.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

39.0%

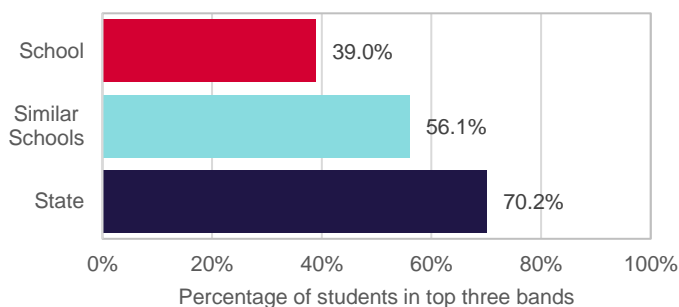
Similar Schools average:

56.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

22.8%

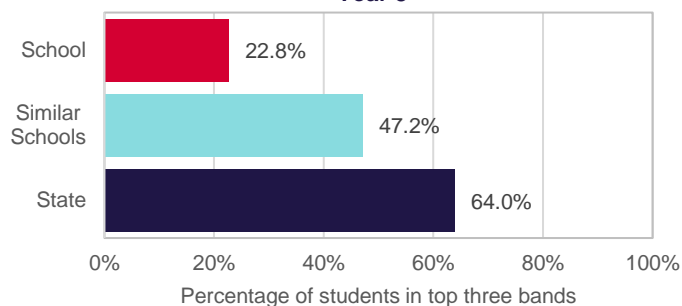
Similar Schools average:

47.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

24.7%

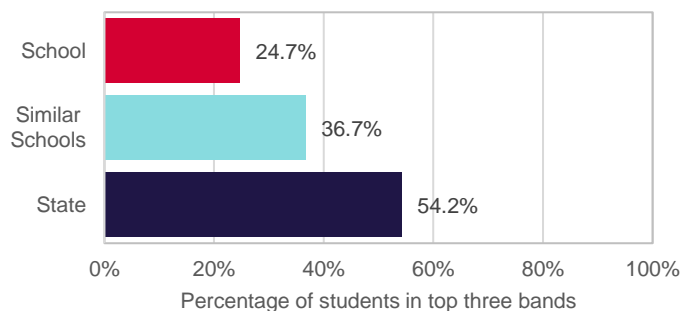
Similar Schools average:

36.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

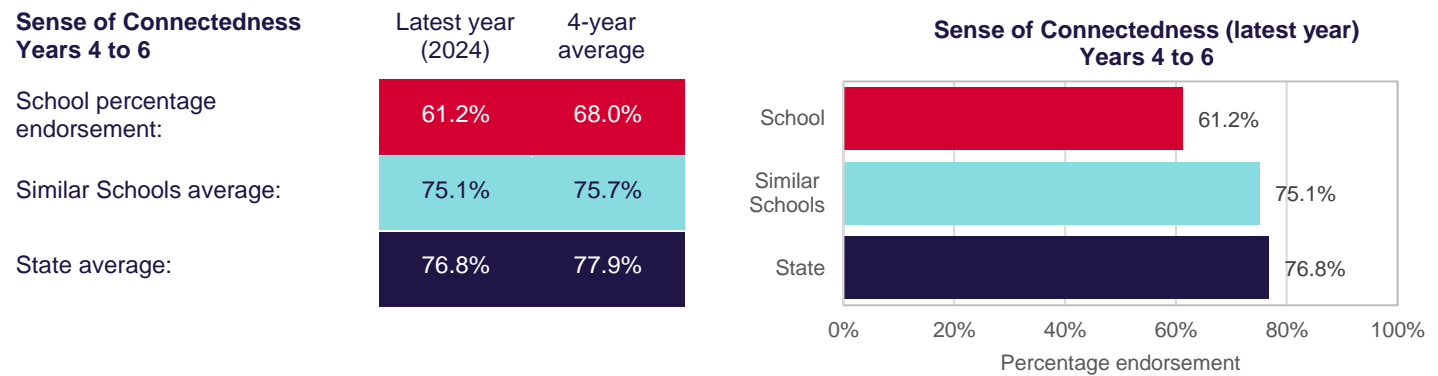


WELLBEING

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.

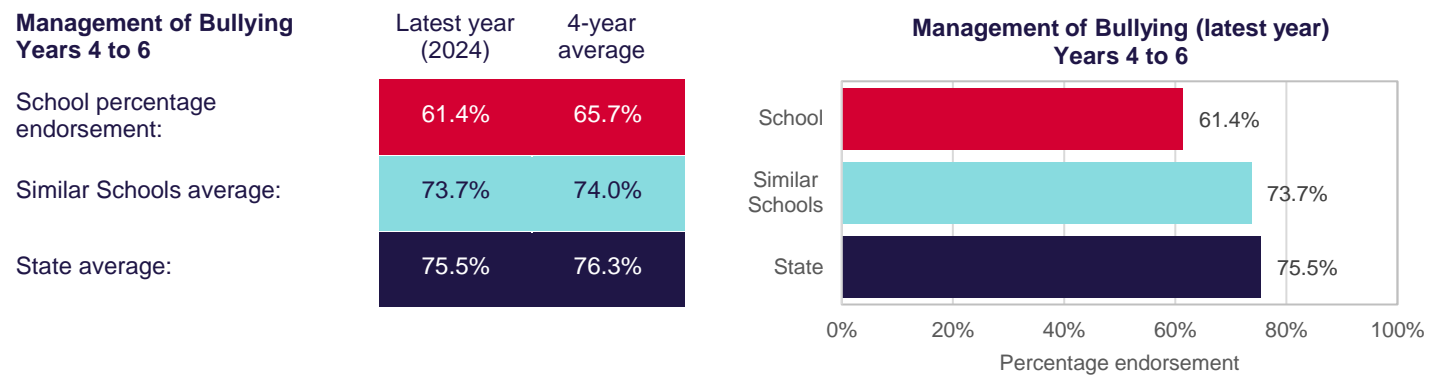
Student Attitudes to School – Sense of Connectedness

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).

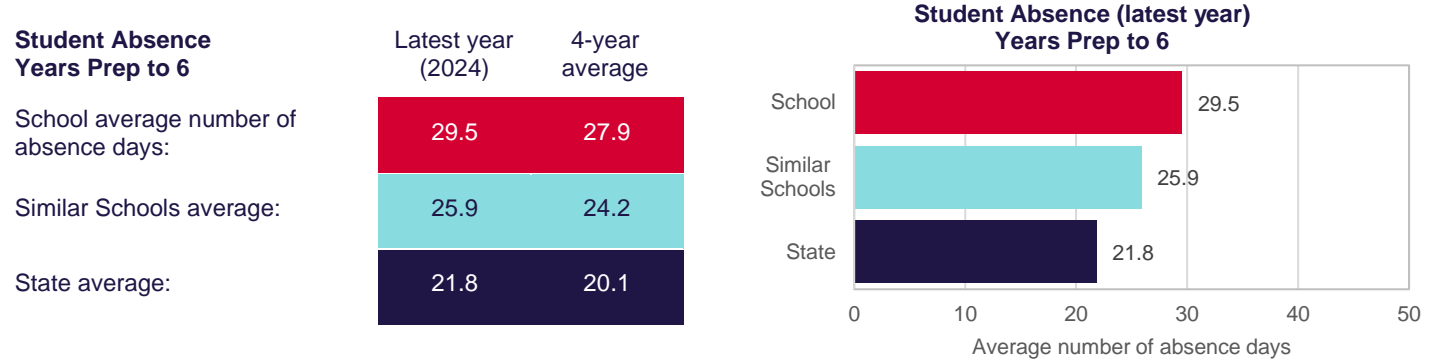


ENGAGEMENT

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): | 86% | 84% | 84% | 86% | 85% | 83% | 87% |



Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$6,926,676 |
| Government Provided DET Grants | \$1,123,752 |
| Government Grants Commonwealth | \$8,909 |
| Government Grants State | \$4,406 |
| Revenue Other | \$87,328 |
| Locally Raised Funds | \$178,480 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$8,329,551 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$924,703 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$924,703 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$6,613,251 |
| Adjustments | \$0 |
| Books & Publications | \$6,568 |
| Camps/Excursions/Activities | \$57,192 |
| Communication Costs | \$4,568 |
| Consumables | \$203,998 |
| Miscellaneous Expense ³ | \$23,049 |
| Professional Development | \$111,705 |
| Equipment/Maintenance/Hire | \$140,844 |
| Property Services | \$207,133 |
| Salaries & Allowances ⁴ | \$189,221 |
| Support Services | \$232,622 |
| Trading & Fundraising | \$26,240 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$2,833 |
| Utilities | \$52,634 |
| Total Operating Expenditure | \$7,871,856 |
| Net Operating Surplus/-Deficit | \$457,695 |
| Asset Acquisitions | \$293,159 |

- (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 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

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,561,511 |
| Official Account | \$15,493 |
| Other Accounts | \$0 |
| Total Funds Available | \$1,577,004 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$210,592 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$275,000 |
| School Based Programs | \$305,243 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$6,000 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$78,000 |
| Capital - Buildings/Grounds < 12 months | \$220,000 |
| Maintenance - Buildings/Grounds < 12 months | \$200,171 |
| Asset/Equipment Replacement > 12 months | \$10,000 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,305,006 |

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.