

# 2023 Annual Report to the School Community

School Name: Kingston Heath Primary School (5101)



- 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 15 March 2024 at 03:44 PM by Katelyn Joyce (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 19 April 2024 at 08:58 AM by Alex Saides (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 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.

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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

### 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').

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## 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

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## School context

Kingston Heath Primary School, located in Cheltenham was opened in 1976. The school draws from the local community and enjoys a close working relationship with local pre-school providers, in particular Farm Road Kinder and secondary schools, in particular Cheltenham Secondary College. The school is privileged to sit on a large site, with open-plan learning centres housing most of the 9 current classes. The school also encompasses a Hall, Art Room and Library and students benefit from extensive play space including three playgrounds, asphalt basketball courts and oval. In 2024 building works will commence, updating Learning Centre 2 and 3 to provide learning spaces which will be modern and flexible in their design.

The school's Student Family Occupation and Education Index (SFOE) takes into account parents' occupations and education is ranked 'low' (0.2166), identifying a community which is culturally diverse, has high educational expectations and is supportive of the neighbourhood school. In 2024, the student population sits at 194, 36 students have English as an additional language, one student who identifies as Aboriginal or Torres Strait Islander and two international students. Over the past five years, the school has experienced significant enrolment decline (40%).

Kingston Heath Primary School is an authorized International Baccalaureate Primary Years Program school. The PYP provides a framework for academic rigour through an inquiry approach to learning as well as the development of key attributes for success in learning and in life. A strong emphasis is placed on growth for every student in Literacy and Numeracy. A systematic approach to phonics teaching is done through the use of the Orton-Gillingham program in Foundation to Year 4. Following on from this, a morphology approach to spelling is used of students in Years 5 and 6. Writing and reading comprehension are also daily focus within the literacy program across the school. A minimum of five hours per week is designated to Numeracy teaching and learning from Foundation to Year 6. Continual improvement in Numeracy teaching and learning is driven through termly PLC cycles with teachers using shared data sets to identify areas of focus.

Kingston Heath Primary School understands the positive impact strong community connections has on student learning, wellbeing and engagement. Through regular and informed communication, whole school events and activities, relationships of trust are built with parents, carers and the wider community. Parents have both formal and informal opportunities to find out about their child's learning and development, including regular Open Classroom sessions. Recent emphasis has been placed on the promotion of the school values of Collaboration, Perseverance and Respect. Alongside these values sits a focus on safe and orderly environments and the development of whole of community agreed expectations.

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

### Learning

The school was very pleased with 2023 NAPLAN results, whilst they can not be easily compared to previous years results due to the changed nature of assessing and reporting in NAPLAN in 2023, the following results were of particular highlight:

In 2023, 38% of Year 5's and 27% of Year 3's achieved at the 'Exceeding' level for Writing.

In 2023, 91% of Year 3 students achieved in the 'Exceeding or Strong' category compared with 78% of students in the state 87% of Similar Schools for Reading.

In 2023, 88% of Year 5 students achieved in the 'Exceeding or Strong' category compared with 75% of students in the state 83% of Similar Schools for Writing.

In 2023, 20% of Year 5's and 18% of Year 3's achieved at the 'Exceeding' level for Numeracy.

In 2023, 86% of Year 3 students achieved in the 'Exceeding or Strong' category compared with 67% of students in the state 79% of Similar Schools in Numeracy.

In 2023, 80% of Year 5 students achieved in the 'Exceeding or Strong' category compared with 68% of students in the state and 78% of Similar Schools in Numeracy.

Achievement in learning can be attributed to the school focussing on aligning practice, ensuring fidelity and consistency across the school. All Foundation to Year 2 teachers undertook the Orton-Gillingham Dyslexia Foundation training and the program is implemented daily. In addition, a focus on writing, lead by working with Misty Adoniou has supported consistency in approach and a deeper understanding of the writing process for teachers supported by the use of rich mentor texts.

### Wellbeing

The school used the FISO 2.0 framework to prioritise student wellbeing. Significant resources were committed to wellbeing support including online safety and body safety programs for all students. The breakdown of playtimes into three shorter breaks continues to support students who may present with challenges in their social interactions. A strong focus on reporting and responding to incidents of 'bullying' resulted in a pleasing improvement in how students felt the school manages bullying. The school has worked very closely with outside agencies to support students at risk, including Orange Door, DFFH, CAHMS and SECASA.

Of note in relation to Student Wellbeing is the following:

70.7% of students responded positively to the Management of Bullying, this is an increase of a four year average of 67.9% in the previous four years.

Pleasingly, students also provided increased positive responses to their levels of resilience and perseverance at school with an increase from 77% in 2019 to 90% in 2023.

## Engagement

In 2023 the school continued its commitment to Engagement and a focus on wellbeing for every student. A concerted effort to engage students via a differentiated learning program that sought to bridge gaps in learning achievement and challenge students at their point of need was the focus of staff professional learning. The school has worked to develop increased consistency in teaching and learning strategies and curriculum documentation.

Establishing an empowering learning environment which valued the positive contributions of students and provided a wide range of learning experiences, catering to diverse student academic and extra-curricular interests was a focus for the school and included:

- Student Excellence Program
- Introduction of Lunchtime Clubs
- Student Leadership Program
- Student-led assemblies (both whole-school and year level)
- Introduction of STEM as a specialist program
- Whole school production
- Sustainability and Gardening Programs
- Year 3 to 6 camp
- Year 2 sleepover

The school ensured supportive and consistent procedures were in place to increase attendance rates. 2023 absence data reflected students were absent, on average, 19.1 days last year. This is lower than the State average. The school acknowledges the increase can be in part attributed increased parent-approved absences for international family holidays. Attendance rate by year level was between 88% (Year 5) and 92% (Year 3 and Year 4) across all year levels in 2023.

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## Other highlights from the school year

In 2023, Kingston Heath Primary School had a strong focus on the health and wellbeing of all members of the school community and focused efforts on engagement of parents with the school. Highlights included:

- School fete
- Introduction of special events including Mother's Day/ Father's Day/Special Person's Day celebrations
- Fundraising BBQ's for state and federal elections and a Bunnings BBQ
- Student Excellence Program
- Whole School and Year Level assemblies
- Whole school production
- Year 3-6 school camp with parent involvement

Embedding these approaches to build community connection and connectedness across the school year had a significant positive impact.

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## Financial performance

Kingston Heath Primary School completed 2023 in a financially sound position, ending with an operating surplus of \$55,707. The School's total revenue in 2023 included DET Government grants, Commonwealth Government grants and locally raised funds

(voluntary payments including tax-deductible building and library funds) and monies received through the hiring of school facilities, mainly OSHC.

Whilst the school ended the year in surplus, this surplus was lower than in previous years and was influenced by several factors, including:

- enrolment decline of approximately 30 students between 2022 and 2023
- significant increase in the use of Casual Replacement Teachers (CRTs) to support the employment and replacement of staff due to staff illness and hard to staff positions (LOTE, Art)

The school was in the well-placed position of being able to carry over a cash balance of \$145,000 due to historically sound financial management systems and strategic planning. The school obtained funds through parent payment contributions and voluntary payments used to support the achievement of educational outcomes and improve the physical amenity of the school from 44% of families.

The school's commitments were closely monitored by the School Council with major commitments including:

- Ongoing maintenance of the school's facilities
- Increased security and safety measures including fully functional phone/communications system and CCTV installation
- Leasing of school owned and managed digital devices.
- New school promotional materials

DET targeted initiative funding for Swimming in Schools was combined with rolled over amounts to subsidise intensive swimming programs for students in Years Foundation to 6. Student Excellence Program funding was used to support the whole school Student Excellence Program in Term 2. Equity funding of \$20,665 supplemented support through the Tutor Learning Initiative. Tier 2 Disability and Inclusion funding provided resources, materials and professional learning for reasonable adjustments implemented across the school to support students with additional learning and physical needs. The Sporting Schools fund was utilised for specialist gymnastics program. Kingston Heath Primary School is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining the facilities at a high standard.

**For more detailed information regarding our school please visit our website at**

**<https://khps.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 212 students were enrolled at this school in 2023, 97 female and 115 male.

23 percent of students had English as an additional language and NDP 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).

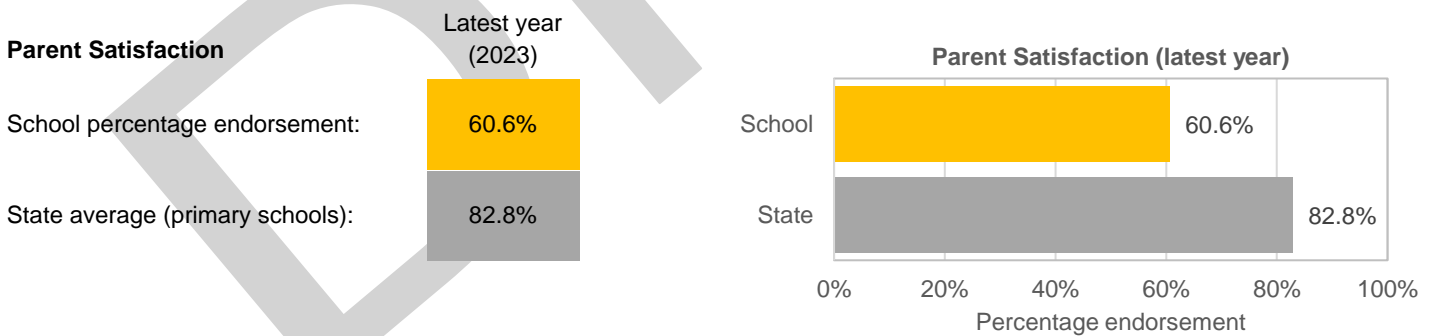
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

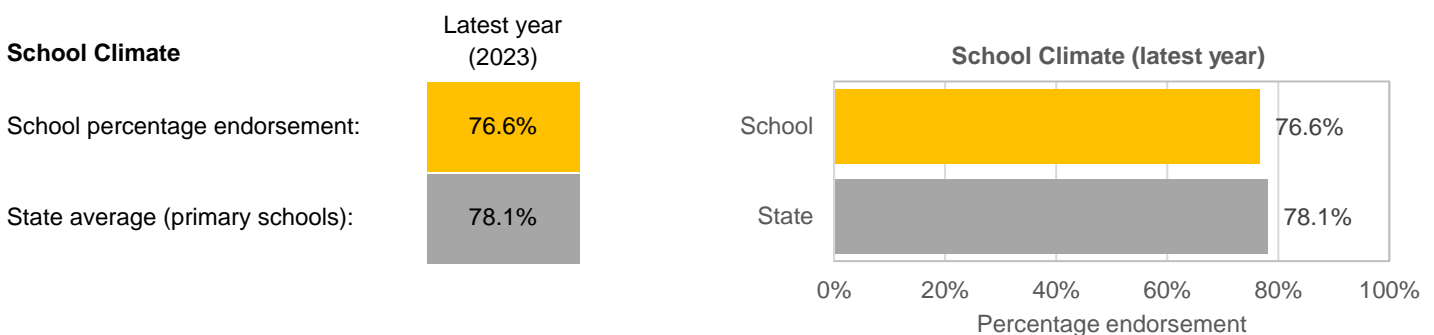


### School Staff Survey

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:

90.7%

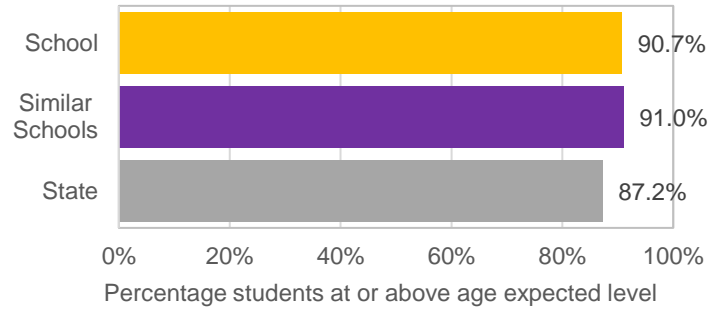
Similar Schools average:

91.0%

State average:

87.2%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

91.2%

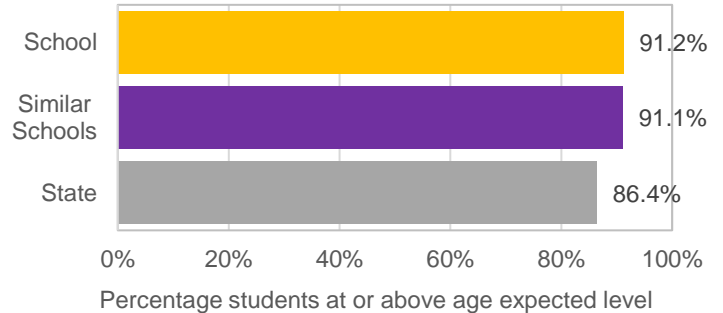
Similar Schools average:

91.1%

State average:

86.4%

#### Mathematics (latest year) Years Prep to 6





**LEARNING (continued)**

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

**NAPLAN**

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:

90.9%

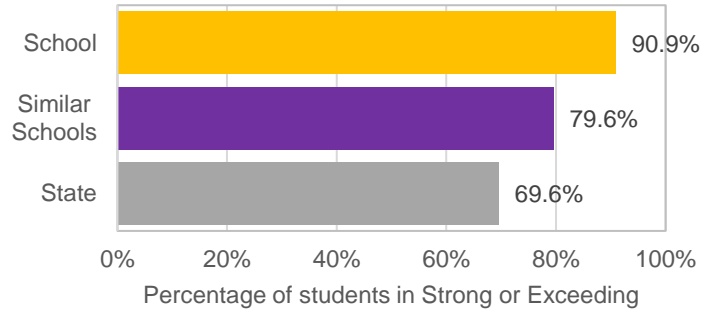
Similar Schools average:

79.6%

State average:

69.6%

**NAPLAN Reading (latest year)  
Year 3**



**Reading  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

83.3%

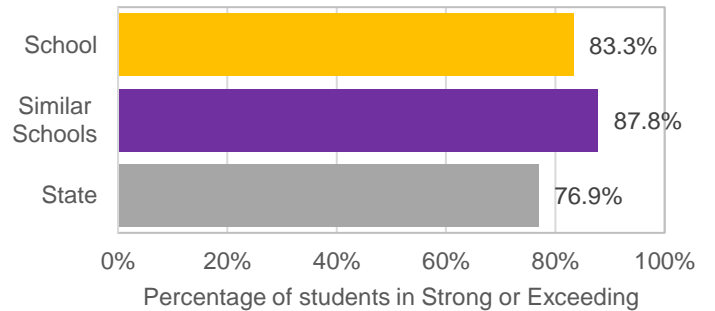
Similar Schools average:

87.8%

State average:

76.9%

**NAPLAN Reading (latest year)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

86.4%

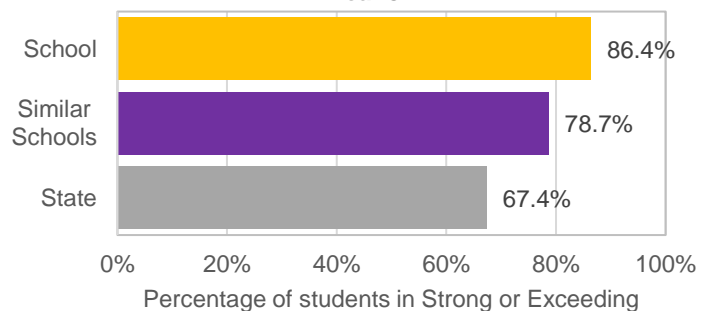
Similar Schools average:

78.7%

State average:

67.4%

**NAPLAN Numeracy (latest year)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

80.0%

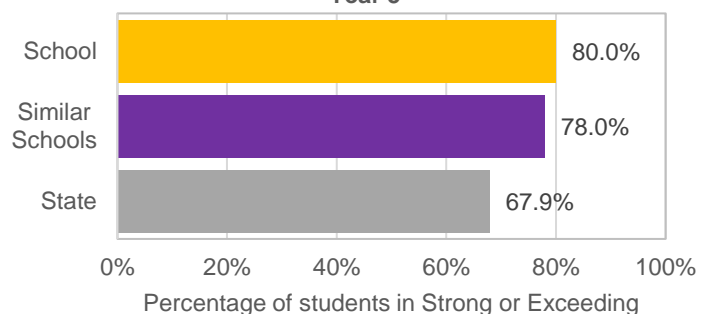
Similar Schools average:

78.0%

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:

82.6%

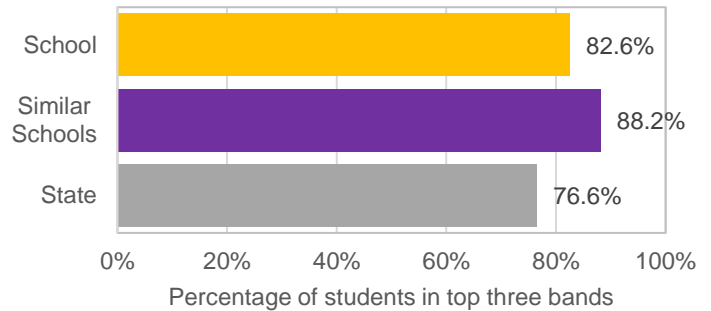
Similar Schools average:

88.2%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

82.4%

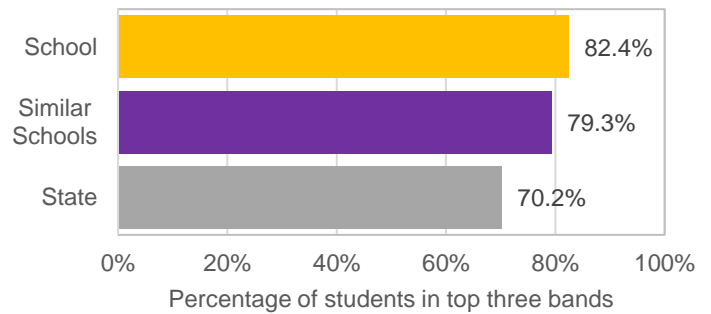
Similar Schools average:

79.3%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

83.0%

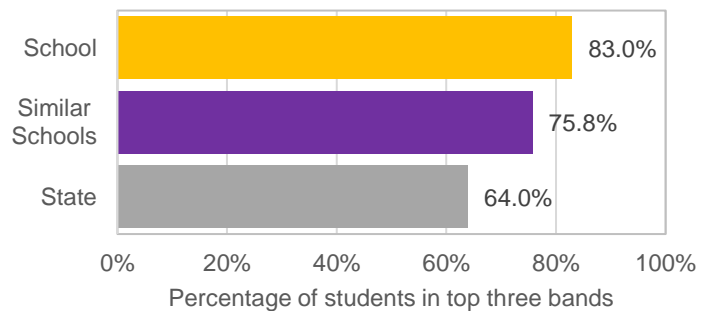
Similar Schools average:

75.8%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

67.6%

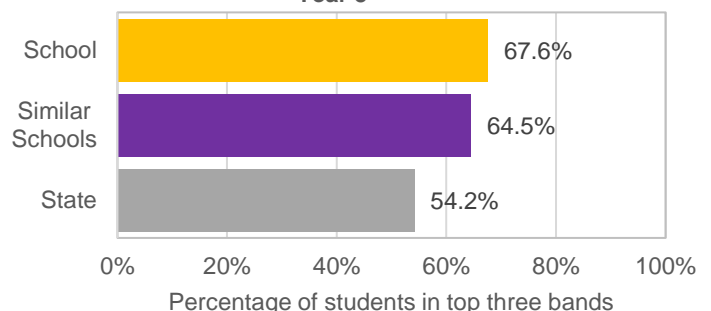
Similar Schools average:

64.5%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

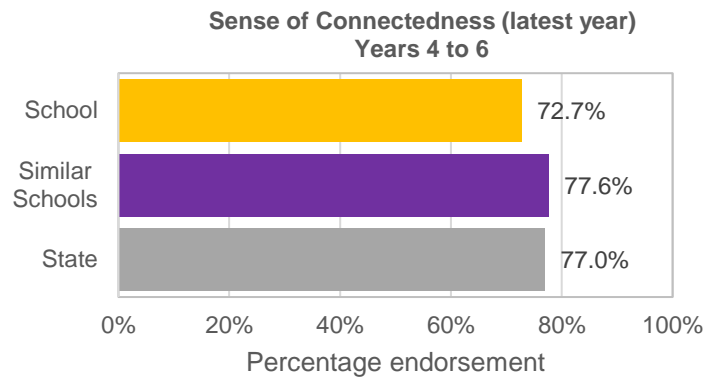
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	72.7%	73.3%
Similar Schools average:	77.6%	77.9%
State average:	77.0%	78.5%

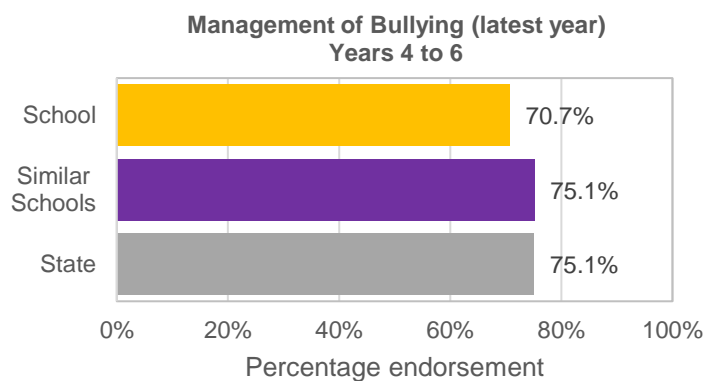


### Student Attitudes to School – Management of Bullying

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:	70.7%	67.9%
Similar Schools average:	75.1%	76.3%
State average:	75.1%	76.9%



## ENGAGEMENT

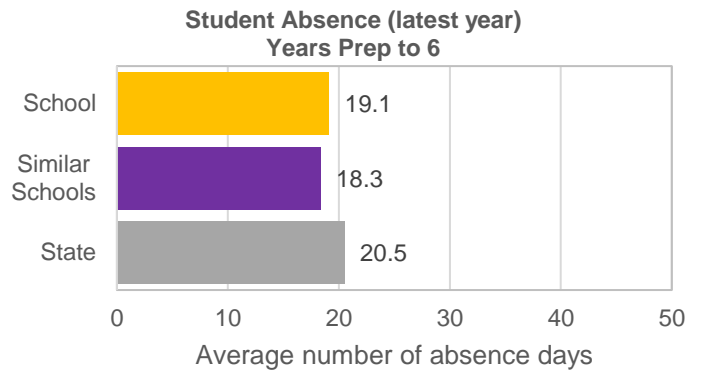
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.1	16.7
Similar Schools average:	18.3	16.0
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):	91%	91%	89%	92%	92%	88%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,218,823
Government Provided DET Grants	\$246,351
Government Grants Commonwealth	\$22,070
Government Grants State	\$0
Revenue Other	\$24,500
Locally Raised Funds	\$248,547
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,760,292</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$20,665
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$20,665</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,960,622
Adjustments	\$0
Books & Publications	\$1,894
Camps/Excursions/Activities	\$86,207
Communication Costs	\$6,947
Consumables	\$58,477
Miscellaneous Expense <sup>3</sup>	\$31,963
Professional Development	\$23,119
Equipment/Maintenance/Hire	\$27,801
Property Services	\$73,339
Salaries & Allowances <sup>4</sup>	\$121,025
Support Services	\$274,623
Trading & Fundraising	\$16,677
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$518
Utilities	\$21,372
<b>Total Operating Expenditure</b>	<b>\$2,704,585</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$55,707</b>
<b>Asset Acquisitions</b>	<b>\$22,700</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 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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$97,349
Official Account	\$36,135
Other Accounts	\$14,066
<b>Total Funds Available</b>	<b>\$147,549</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$113,154
Other Recurrent Expenditure	(\$528)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$12,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$112,002
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$286,628</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*