

2025 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 19 March 2026 at 02:33 PM by Carly Bourke (Principal)

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

Attested on 02 April 2026 at 11:55 AM by Carly Bourke (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

About Our School

School context

Kingston Heath Primary School, located on Bunurong Country in the suburb of Cheltenham, was opened in 1976. Our school's vision is to be a place where children thrive, through a focus on learning and wellbeing. We live by an agreed set of values: Respect, Collaboration and Perseverance. We work as a collaborative school community to ensure the full academic, social, emotional and physical development and enrichment of every child. Supported by a dedicated and highly professional teaching team, our school is enriched by our aspirational vision for education today and into the future. We have a strong commitment to nurturing and challenging each child as learners, and as responsible and engaged citizens. Through the International Baccalaureate Primary Years Program (IB-PYP) all children are offered an extensive and diverse curriculum program, aligned to the Victorian Curriculum. Through evidence-based contemporary learning programs, students develop the skills that set them up for future success and independence in learning.

Kingston Heath Primary School benefits from a very strong sense of community, and the partnership between home and school is valued, providing the building blocks for positive and successful schooling. 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. Our commitment to the wellbeing of every student underpins all that we do and promotes a culture of learning and growing together.

For the start of the 2026 school year, the school has an enrolment of 153 students, comprising seven grades, structured as Foundation (1 class), Year 1/2 (2 classes), Year 3/4 (2 classes) and Year 5/6 (2 classes). Kingston Heath staffing includes 2 Principal class, 9.6 equivalent full-time teachers (including classroom teachers, specialist teachers, a Learning Specialist, and Student Wellbeing and Inclusion Leader) and 6.6 equivalent Education Support staff (including classroom and individual student support, Office Manager and Business Manager). The school's Student Family Occupation and Education Index (SFOE) is 0.2439, reflecting a community that is in the 'Low' SFOE band.

The school is privileged to sit on a large site with modern learning spaces and extensive school grounds. A \$5.99 million Capital Works program completed across 2024-2025 involved the construction of two Learning Centres housing eight new classrooms and student gathering spaces, plus landscaped gardens, multi-purpose outdoor sports courts and a central courtyard. The school also encompasses a Hall, Art Room and Library and students benefit from extensive play spaces including three playgrounds and a large oval.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the school made positive progress toward its strategic goals, with a continued focus on improving student learning outcomes in literacy and numeracy. As an accredited International Baccalaureate Primary Years Programme (IB PYP) school, teaching and learning continued to reflect the program's emphasis on inquiry, conceptual understanding and internationally minded learners.

A key priority throughout the year was strengthening English instruction through targeted professional learning. Staff engaged in collaborative Professional Learning Communities, building shared understanding of effective reading instruction. This work supported a consistent literacy block across the school. An English Daily Review was also introduced, aligned with the school's Instructional Model and the Victorian Teaching and Learning Model 2.0 (VTLM 2.0). This work complemented the explicit teaching structures already established in mathematics. A whole-school focus on grammar and punctuation further strengthened writing instruction.

In the early years, systematic synthetic phonics remained embedded through daily instruction from Foundation to Year 2, ensuring strong foundations in reading. Curriculum development was another important focus, with staff reviewing the school's guaranteed and viable curriculum, including scope and sequence documents and the assessment schedule.

Consistency of mathematics instruction continued to be evident through Communities of Practice and network learning walks, reinforcing shared expectations for lesson structure and teaching practice. High-achieving students were supported through regular extension opportunities, including small group enrichment and extension opportunities.

NAPLAN results indicate the percentage of students in Year 3 and Year 5 writing with Strong to Exceeding proficiency above State targets, the percentage of Year 5 students Strong or Exceeding in Reading proficiency above state targets and the percentage of students in Strong or Exceeding proficiency in year 3 and year 5 NAPLAN Numeracy above state comparisons. Additionally, the percentage of students with high to medium relative growth in NAPLAN (Year 5-7) well above similar schools. As an overall performance summary in Learning, Kingston Heath Primary School was assessed as Medium.

These results provide evidence of the school's progress in achieving its improvement goals and strengthening student learning outcomes.

Wellbeing

In 2025, the school continued to strengthen its focus on student wellbeing, implementing a range of initiatives designed to support a safe and inclusive learning environment for all students. These highlights demonstrate the school's progress toward its wellbeing goals and provide evidence of ongoing improvement in student wellbeing outcomes.

A key development was the continued implementation of School-Wide Positive Behaviour Support (SWPBS). The school's Positive Expectations Matrix, Behaviour Flowchart and token system were consistently used across all classrooms to encourage and recognise expected behaviours. To further support consistency, the school's SWPBS team developed lesson plans aligned with the matrix. These lessons were introduced across the school to explicitly teach expected behaviours and build a shared understanding of positive conduct.

The introduction of 'Be Your Best at KHPS' also supported a strong start to each term. This initiative was implemented during Term 1 and revisited at the beginning of Terms 2, 3 and 4. The program focused on reinforcing school values, building positive relationships and revisiting expectations for behaviour and learning.

Student leadership and peer connection continued to play an important role in supporting wellbeing. Playground Peer Support monitors and multi-age workshops led by Peer Support Leaders provided opportunities for students to build relationships, develop leadership skills and support younger peers.

Throughout the year, the school worked to build greater clarity and consistency in Tier 1 wellbeing practices that benefit all students. These included SWPBS, Resilience, Rights and Respectful Relationships, Be Your Best at KHPS and the Peer Support program. Additionally, the school recruited a Mental Health and Wellbeing Leader to commence in 2026, further strengthening the school's capacity to support student wellbeing.

Strong positive endorsements in the Attitude to School Survey include Student Voice and Agency positive endorsements measured at 68%, above similar school comparisons with improving positive percentage measures in Stimulated Learning (Year 4-6) evidencing the impact of the school's continued focus on wellbeing and the development of a positive and supportive school culture.

Kingston Heath Primary School's overall school performance summary for Wellbeing was assessed as Medium.

Engagement

In 2025, the school continued to prioritise student engagement as a key enabler of both learning and wellbeing, in line with the Framework for Improving Student Outcomes (FISO) 2.0. A range of whole-school initiatives and student leadership opportunities supported students to feel connected to their learning, their peers and the wider school community. These highlights provide evidence of the school's progress toward its engagement goals.

Student voice and leadership remained a strong focus. Year 6 students participated in Peer Support training, developing leadership skills and supporting younger students through structured peer activities. Students also had opportunities to lead and contribute through the Junior School Council, including organising a student-led food drive that supported the wider community. Regular student-led assemblies at both year level and whole-school level provided further opportunities for students to share learning and develop confidence as leaders.

Engaging learning experiences were also a priority throughout the year. The Student Excellence Program provided an electives-based learning model where students selected from a range of interest-based activities, culminating in a showcase afternoon attended by families and members of the local secondary school community. Similarly, the Year 5 and 6 Inquiry Exhibition provided

students with an authentic opportunity to investigate real-world issues and share their learning with the community.

Whole-school events also played an important role in building connection and engagement. The school musical production brought students together in a collaborative creative experience, while camps and special events—including the Year 3–6 camp and the Year 4/5 Kitchen Garden Program—supported hands-on learning and strengthened peer relationships.

Kingston Heath Primary School Attitudes to School Survey results reflected these positive engagement initiatives. In 2025, 95% of students reported positive endorsement for High Expectations for Success and 87% for Sense of Inclusion, with Student voice and agency measured above similar schools and at parity with state measures.

Student attendance in 2025 was assessed as Medium, with an average attendance rate of 89%. While this indicates that most students attend school regularly, improving attendance remains an important focus, as consistent attendance is closely linked to engagement, wellbeing and academic success. The school will continue to work with families to support strong attendance and ensure students remain connected to learning.

Other highlights from the school year

In 2025, the school celebrated a number of significant initiatives and events that brought positive benefits to students, staff and the wider community. These highlights reflect the school's commitment to strengthening learning opportunities, building community connections and creating a positive school culture.

A major milestone for the school was the opening of new learning centres in January 2025. These modern learning environments provide flexible and engaging spaces that support contemporary teaching practices and enhance student learning experiences. To celebrate this important development, the school hosted an open morning for families and community members, providing an opportunity to showcase the new facilities and share in the excitement of this significant improvement to the school environment.

Community connection remained a strong focus throughout the year. The school fete was a highlight of the calendar, bringing together students, families and the broader community in a celebration of school spirit. Events such as the whole-school production and the Year 3–6 camp also created memorable experiences for students, supporting collaboration, creativity and personal growth while strengthening relationships across year levels.

The school also introduced a weekly Breakfast Club, providing students with a welcoming start to the school day and supporting wellbeing by ensuring students begin their learning ready and energised.

Together, these highlights represent initiatives and achievements the school is proud to share with its community, demonstrating a continued focus on strong partnerships, high-quality teaching and a supportive school environment.

Financial performance

Kingston Heath Primary school's performance and position report for the 2025 school year indicates a Total Operating Revenue of \$2,671,675, we are expecting a Commonwealth Government Grant of \$15455 for the 2025 period, we had a Total Operating Expenditure of \$2,889, 613.

While the school recorded a deficit, Kingston Heath Primary School continues to be financially secure.

During 2025, the school continued a program of infrastructure improvement, including the refurbishment of learning spaces and strategic minor capital improvements.

Our equity funding was utilised to fund further teaching and support staff, as well as provide targeted professional learning to support our students.

Staffing FTE has remained steady.

Funds received from the Department 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. This includes amounts of equity funding and student excellence funding that have been tagged to the 2025 budget.

**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 186 students were enrolled at this school in 2025, 89 female and 97 male. 23% had English as an additional language and NDP 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	63.2%	
	Similar schools	81.0%	
	State	82.0%	

School Staff Survey

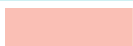
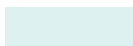
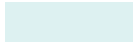
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	74.9%	
	Similar schools	77.8%	
	State	77.4%	

LEARNING

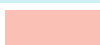
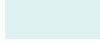
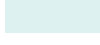
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	84.2%	
	Similar schools	89.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	84.0%	
	Similar schools	88.1%	
	State	84.2%	

NAPLAN

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

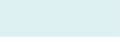
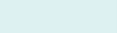
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	64.3%		72.6%
	Similar schools	76.1%		77.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	81.8%		83.5%
	Similar schools	83.3%		84.6%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	70.4%		72.6%
	Similar schools	74.0%		75.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	76.2%		77.8%
	Similar schools	77.8%		77.3%
	State	69.1%		68.1%

NAPLAN relative growth

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

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

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

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	72.2%	
	Similar schools	78.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	76.4%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	69.7%		67.9%
	Similar schools	78.2%		77.0%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	68.4%		64.3%
	Similar schools	77.2%		75.7%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	18.5	21.0
	Similar schools	19.8	20.0
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	94.4%	
Year 1	School	91.3%	
Year 2	School	90.3%	
Year 3	School	92.5%	
Year 4	School	87.9%	
Year 5	School	91.8%	
Year 6	School	88.6%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,199,190
Government Provided DET Grants	\$239,886
Government Grants Commonwealth	\$7,759
Government Grants State	\$0
Revenue Other	\$11,343
Locally Raised Funds	\$213,496
Capital Grants	\$0
Total Operating Revenue	\$2,671,675

Equity	Actual
Equity (Social Disadvantage)	\$26,197
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$26,197

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

Expenditure	Actual
Student Resource Package ¹	\$2,301,583
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$97,095
Communication Costs	\$8,727
Consumables	\$39,044
Miscellaneous Expenses ²	\$34,797
Agency Staff	\$94,575
Professional Development	\$25,072
Equipment/Maintenance/Hire	\$10,164
Property Services	\$68,351
Salaries & Allowances ³	\$156,726
Support Services	\$9,336

Expenditure	Actual
Trading & Fundraising	\$17,563
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,580
Total Operating Expenditure	\$2,889,613
Net Operating Surplus/-Deficit	(\$217,938)
Asset Acquisitions	\$96,265

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$23,330
Official Account	\$26,763
Other Accounts	\$15,084
Total Funds Available	\$65,177

Financial Commitments	Actual
Operating Reserve	\$98,005
Other Recurrent Expenditure	\$4,286
Provision Accounts	\$0
Funds Received in Advance	\$3,500
School Based Programs	\$31,791
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$39,000
Maintenance - Buildings/Grounds < 12 months	\$46,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$240,582

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.