

2023 Annual Report to the School Community

School Name: Kororoit Creek Primary School (5499)



- 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 29 April 2024 at 09:52 AM by Bethany Riseley (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 14 May 2024 at 03:47 PM by Danielle Verdoorn (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

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

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

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

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

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

About Our School

School context

Kororoit Creek Primary School (KCPS) is a Public-Private Partnership school in the State of Victoria which has a population of over 1250 students and 137 staff in 2023. We have a kindergarten that also forms part of our learning community. The YMCA and Kingswim complete the community hub and support the school with the provision of an Out of Hours School Care program, camping program from Years 3 to Year 6 and the equivalent of private swimming lessons for all students from Prep-Year 6, that occur two terms for each year level across the year. For overseas students we offer supports through our intervention programs. Kororoit Creek Primary School is a fully authorised World School for the Primary Years Programme (PYP) of the International Baccalaureate Organisation (IBO). The school curriculum is underpinned by the Victorian Curriculum and delivered through the PYP which provides a rich and rigorous inquiry model of learning. The curriculum contextualises student learning as well as understanding and transfer of practice, whilst building the knowledge, skills and attributes of individual students and staff as learners in a global community. As the school has grown, the leadership structure has had to evolve to ensure we have layered support for both our staff and students. The Principal works in a part-time capacity at 3 days per week. The Acting Principal continues in the role for the other 2 days per week. The Principal and Acting Principal are supported by five Assistant Principals who each lead an area of the school: Specialist and Prep, Grade 1 and 2, Grade 3 and 4, Grade 5 and 6, and Curriculum Director. Each Assistant Principal also manages and leads an area of the curriculum and along with our 6 Leading Teachers and 8 Learning Specialists forms our School Improvement Team. We have 31 Education support staff that support both PSD and literacy and numeracy intervention. KCPS supports strong community values which underpin the safe and orderly learning environment which contribute directly to the school's positive standing and high reputation within the immediate and broader area. We have high expectations of students, staff and families and provide quality experiences with challenging personal learning goals as well as effective feedback for our community of learners.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 the school was focused on the key initiatives set out by the Department of Education and Training (DET) and the school's Annual Implementation Plan (AIP). The focus for 2023 was to support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. The school continued to work with mathematics consultant Pete Sanders and employed him to work with teachers, as well as the leadership team. Our coaching model continued. We also modified the timetable to ensure teams had the maximum amount of time available to work together. The schools NAPLAN results once again reflected the hard work of our teaching staff, and we were pleased with how our school compared to the network as well as similar schools. There was no dip in our results, and we saw a small increment in several areas. The school saw a huge rise in our numeracy data at the end of the year with big gains in student achievement against the Victorian Curriculum in all three numeracy strands. This was due to the large focus that was placed in our professional learning schedule and coaching. The tutor learning and intervention programs continued, and student data supported the work that they continue to do. The school sent specific staff to do training on dyslexia which allowed us to provide more tailored intervention as well as begin to support students who were diagnosed as dyslexic.

Wellbeing

In 2023 we established our KCPS 'Wellbeing Team', this team consists of a Mental Health in Schools Leader, Social Worker and School Counsellor. This team works closely with both children and parents to improve wellbeing outcomes. Our Mental Health in Schools Leader also facilitated Professional Learning to our staff to support their ability to identify concerns around student mental health and wellbeing. We also introduced new processes to ensure there was a clear pathway and referral process for students to receive support when needed.

We continued to modify and adapt our AIA (Attributes in Action) Program to ensure it meets the needs of our community. We focussed on the language of everyone having 'the right to belong, the right to be safe and the right to learn'. This model continues to have a positive impact on both students and staff and has given us a consistent language when talking with students about behaviour as well as their connection to school.

In our 2023 Annual Implementation Plan we had a focus on 'connection', this embodied connection across all stakeholders- parents, students and staff. In late 2023 we also reflected on and modified our KCPS START Program, a program that is delivered to students in the first 8 days of school. We changed the START program to ensure there was a clear focus on building connections within the classroom and outside in the yard.

Engagement

We continued to focus on attendance in 2023, our 'Attendance working party' worked with staff to analyse our attendance data to gain a good understanding of the data and what it means. We recognised a need for staff requiring support when having conversations with families regarding attendance concerns so implemented different strategies such as developing phone scripts as well as a comprehensive flow chart for staff to follow when managing school attendance. Attendances continued to be a regular agenda item during our School Improvement team meetings as well as in our Principal team meetings to ensure students of concern are identified and actions are taking to support their ongoing attendance at school. Our 2023 AIP included a focus on improving student voice and agency, teachers worked in their collaborative team to consider the voice and perspective of our students in their learning. We facilitated several Professional Learning sessions for staff and unpacked our Attitudes to School Survey to determine areas of focus moving forward.

Other highlights from the school year

In 2023 there were many highlights that made the year so special. We had the Today Show visit us in August and they broadcasted their weather report throughout the live from our gym. This was a very exciting morning for our Grade 2 students who had been learning about the weather during their Units of Inquiry and were able to share their knowledge with Australia. Our Grade 2s were invited to come to school at 5.30am and be a part of the show's weather cross.

We also focused on implementing ongoing reporting in 2023, using the Seesaw app teachers were able to provide parents with comments regarding their child's achievements against the Victorian Curriculum at regular points throughout the year rather than just at the end of each semester. This has been a very positive change for our community and will continue to be a focus for 2024. Our end of year Christmas Concert was also a wonderful success this year, we moved the concert onto the oval which allowed families to bring their picnic rugs and enjoy the concert while they ate their picnic dinner. Homeroom teacher were responsible for practising the song and choreography which provided many fun and engaged performances for our families to enjoy. This was a wonderful way to end a very successful year.

Financial performance

The school remains in a strong financial position. We have begun the process of installing a new boundary fence which we have budgeted for and will begin in 2024, this has been as a result of several break ins over the past twelve months.

In preparation for the implementation of the Disability Inclusion program we began our processes to determine where our Tiered funding would be distributed.

We had several successful fundraising events including a community picnic, colour run and a dress up day and an Easter raffle. We also raised funds in support for Exford Primary school in the wake of the tragic bus accident that impacted their community.

For more detailed information regarding our school please visit our website at
<https://kororoitcreekps.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 1280 students were enrolled at this school in 2023, 621 female and 659 male.

39 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).

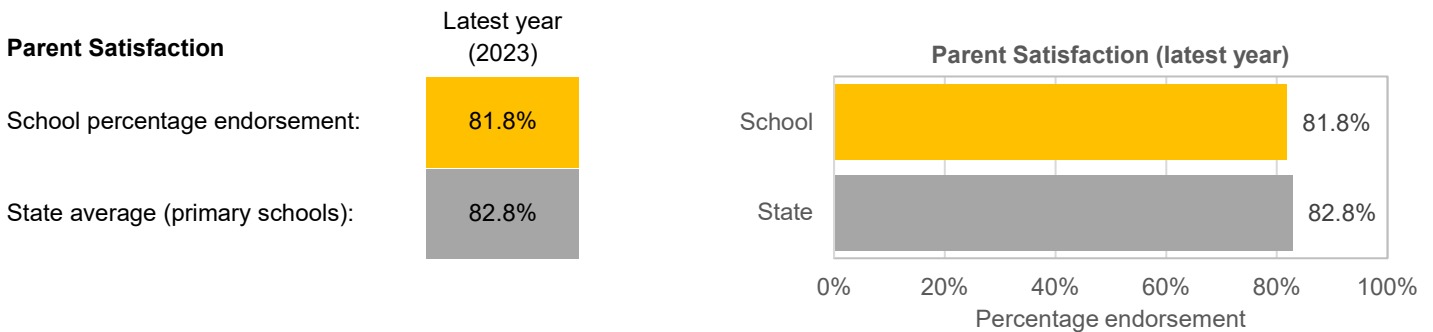
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

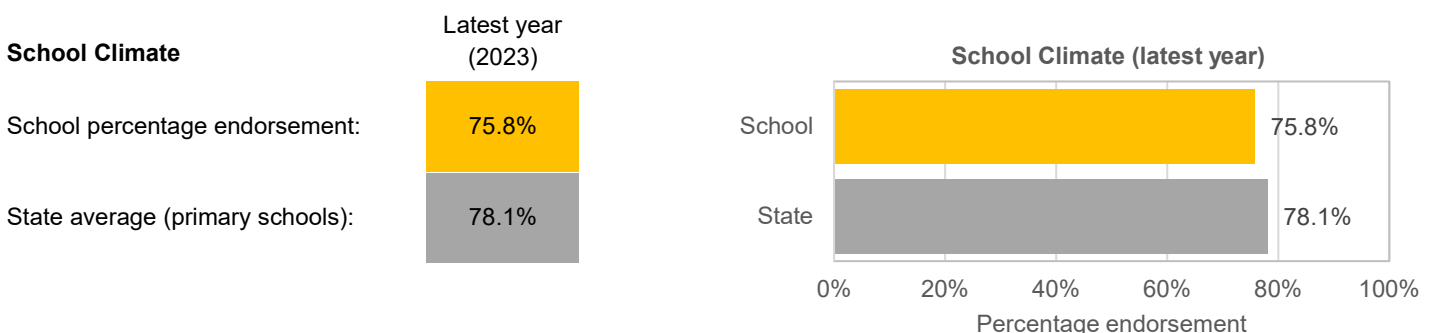


School Staff Survey

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:

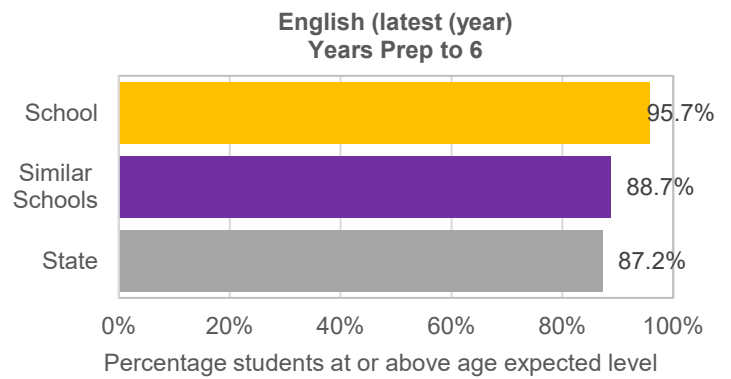
95.7%

Similar Schools average:

88.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

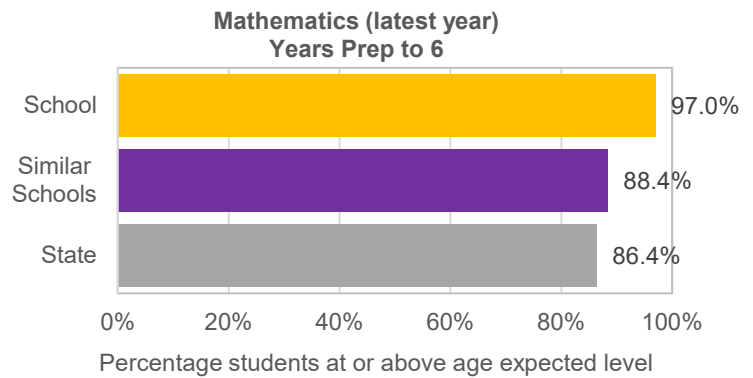
97.0%

Similar Schools average:

88.4%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.4%

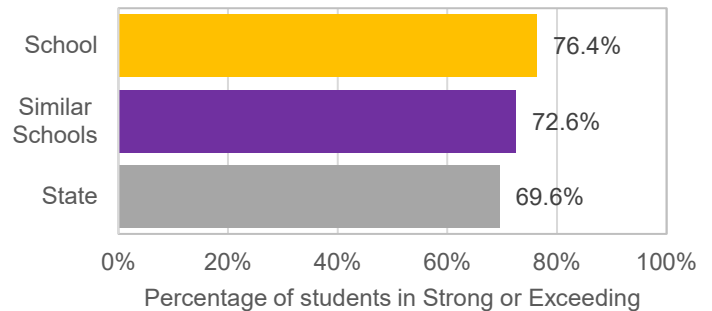
Similar Schools average:

72.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.1%

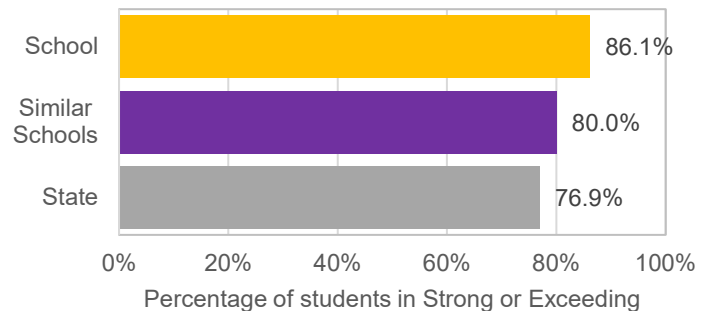
Similar Schools average:

80.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.2%

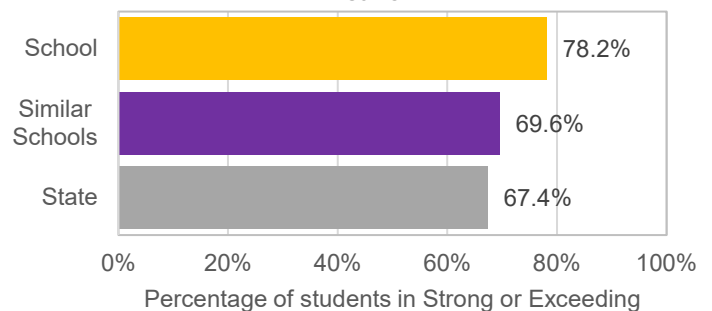
Similar Schools average:

69.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.2%

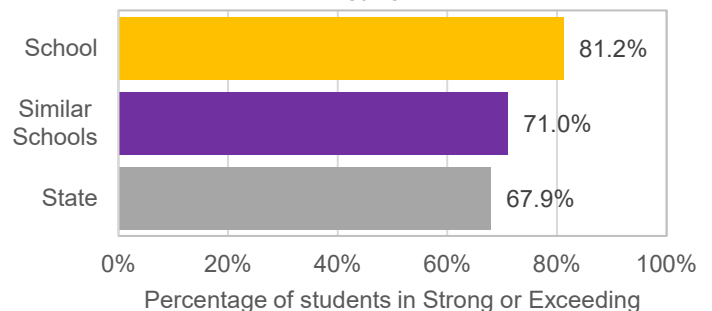
Similar Schools average:

71.0%

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:

83.2%

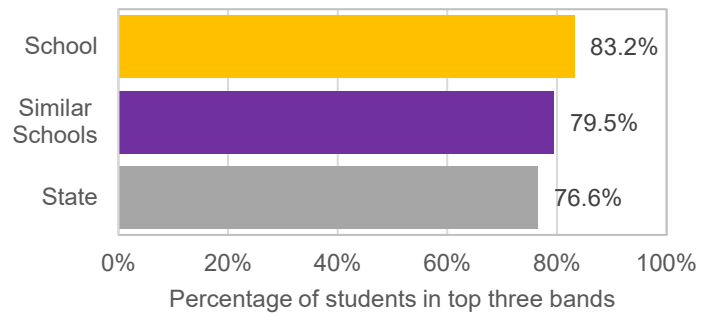
Similar Schools average:

79.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

76.4%

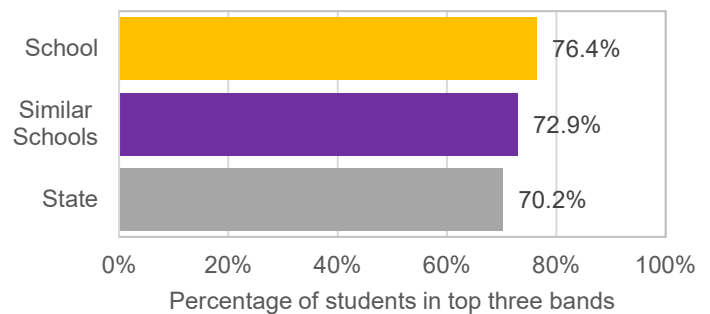
Similar Schools average:

72.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

65.4%

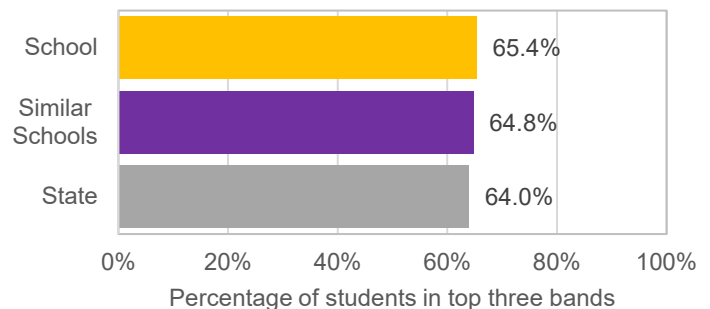
Similar Schools average:

64.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

57.2%

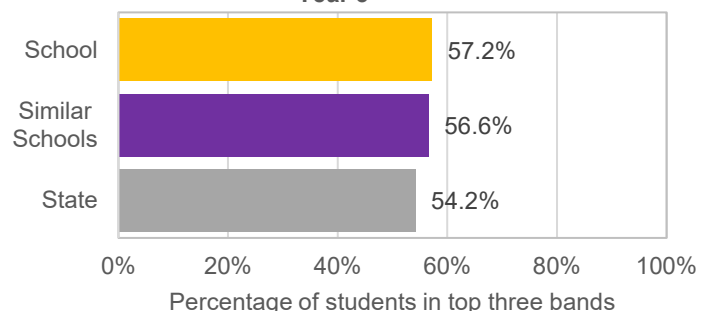
Similar Schools average:

56.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

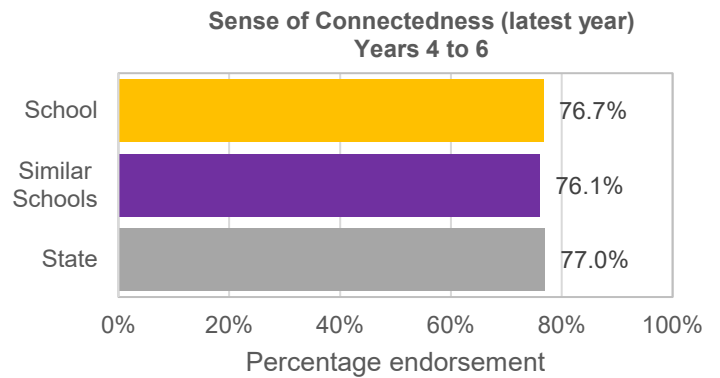
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	76.7%	81.5%
Similar Schools average:	76.1%	78.6%
State average:	77.0%	78.5%

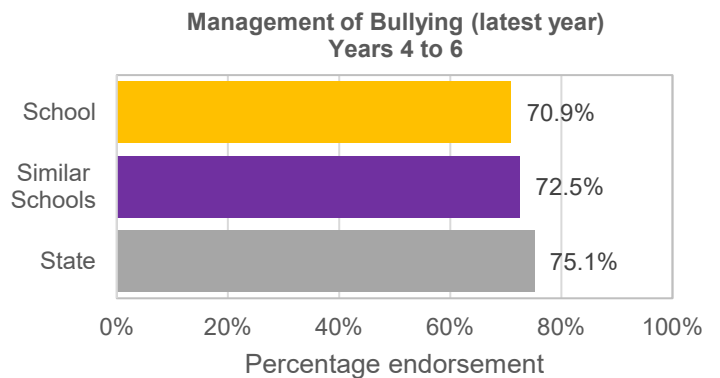


Student Attitudes to School – Management of Bullying

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:	70.9%	75.0%
Similar Schools average:	72.5%	75.4%
State average:	75.1%	76.9%



ENGAGEMENT

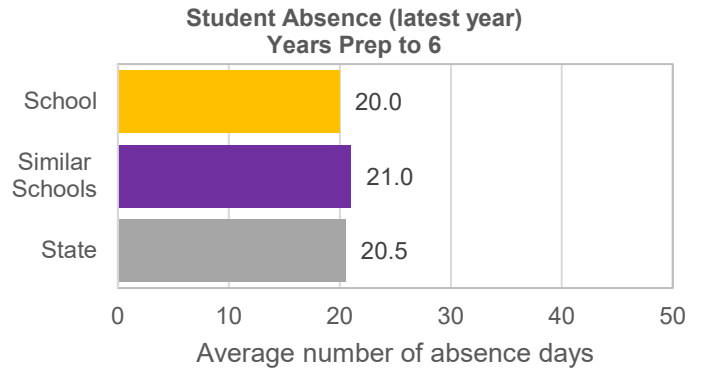
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.0	17.0
Similar Schools average:	21.0	18.3
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):	90%	89%	89%	91%	90%	90%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$13,546,923
Government Provided DET Grants	\$2,635,440
Government Grants Commonwealth	\$12,231
Government Grants State	\$0
Revenue Other	\$141,958
Locally Raised Funds	\$790,287
Capital Grants	\$0
Total Operating Revenue	\$17,126,839

Equity ¹	Actual
Equity (Social Disadvantage)	\$102,148
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$102,148

Expenditure	Actual
Student Resource Package ²	\$11,589,073
Adjustments	\$0
Books & Publications	\$59,336
Camps/Excursions/Activities	\$597,166
Communication Costs	\$14,450
Consumables	\$414,633
Miscellaneous Expense ³	\$289,760
Professional Development	\$73,603
Equipment/Maintenance/Hire	\$284,647
Property Services	\$28,969
Salaries & Allowances ⁴	\$1,220,641
Support Services	\$571,688
Trading & Fundraising	\$64,489
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$19,132
Utilities	\$154,759
Total Operating Expenditure	\$15,382,348
Net Operating Surplus/-Deficit	\$1,744,491
Asset Acquisitions	\$48,388

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$1,261,344
Official Account	\$43,106
Other Accounts	\$0
Total Funds Available	\$1,304,450

Financial Commitments	Actual
Operating Reserve	\$628,467
Other Recurrent Expenditure	\$22,274
Provision Accounts	\$65,000
Funds Received in Advance	\$0
School Based Programs	\$624,590
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	\$290,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,630,331

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.