

2025 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 25 March 2026 at 09:46 AM by Bethany Riseley (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 02:17 PM by Bethany Riseley (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

Kororoit Creek Primary School (KCPS) is a Public-Private Partnership school in the State of Victoria which has a population of over 1157 students and 139 staff in 2025. 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 semesterly for each year level across the year. 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. 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 4 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. 2025 was our second year implementing the Disability Inclusion model; our leadership structure continued to support the effective implementation of this model with Assistant Principals and Learning Specialists leading this work within their own level. Each Assistant Principal leads Disability Inclusion across their area and also manages and leads an area of the curriculum and along with our 4 Leading Teachers and 8 Learning Specialists forms our School Improvement Team. We have 56 Education Support staff that support PSD, Disability Inclusion and literacy and numeracy intervention. KCPS continues to support strong community values which underpin the safe and orderly learning environment that 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

2025 was a year of learning for everyone at KCPS. With the beginning of the implementation of the Victorian Teaching and Learning Model 2.0, we dedicated much of our professional learning to understanding the different elements and how this would translate to our context at KCPS. We began our learning with our School Improvement Team (SIT) completing a professional book club, attending professional learning and unpacking relevant DET resources. We then made some

significant changes to our coaching model, developing a demonstration element where all teachers in the school would have an opportunity to observe a member of the School Improvement Team. This was highly successful and a great way for staff to see new strategies and skills in action.

As part of our learning and implementation of the VTLM 2.0, we began redesigning our new KCPS Teaching and Learning Model. We worked as a staff to design a model that reflected our values and priorities at KCPS, with all staff having an opportunity to have input into the design. This was a hugely successful process as it allowed teachers to put their new learning into action and design how our Teaching and Learning was going to look at KCPS. We also worked closely with a two literacy consultants that support our implementation of the reading position, through codesigning our Phonics Bridge and redeveloping our literacy block to ensure our program allows and support teachers to implement the 'Big 6' throughout their reading program as well as introducing rich text studies. Our School Improvement Team focussed on designing this work in Term 4 in preparation for a rollout in early 2026. This work will be ongoing in 2026 where we will begin to put the draft model into action.

We are once again proud of our students, our Teacher Judgement of student achievement against the Victorian Curriculum data indicates that the percentage of students working at or above age expected standards in English at 92% and Mathematics at 94% both of which is above both state and similar schools. This is a significant achievement as over 2025 we made the transition to the new Victorian Curriculum.

Also, In regards to NAPLAN our relative growth in reading from Grade 3 to Grade 5 remains above state and similar schools at 77.9%.

Wellbeing

In 2025, we continued to have a strong focus on wellbeing from both a staff and student perspective. We developed new processes and procedures to ensure the effective implementation of the Disability Inclusion Program. Being our third year of implementation, we were able to fine tune our processes to ensure the best outcomes for our students. We continued to work closely with our Education Support team, providing them with professional learning to support the development of their knowledge and skills when working with our students. Lead by our Senior Assistant Principal, our Wellbeing team successfully supported our students and families across a vast range of areas. This work included running small groups as well as one-on-one counselling opportunities for students that required it. Our Mental Health in Schools program allowed us to work with a counsellor and social worker to support individual students and families.

We had noticed a decrease in some areas of the Attitudes to School Survey, with emotional awareness and regulation falling below similar schools, along with school connectedness. As a SIT we identified this, then investigated further which led to 'knowing our students' and 'Safe and Inclusive environment' being a key element of our new Teaching and Learning Model, ensuring that wellbeing is a key feature of the model and there are processes and structures that support students and their wellbeing at school.

Engagement

We continued to focus on attendance in 2025; as we embedded our work over previous years it meant that the analysis of our attendance data became a part of our data conversations. Attendance 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 were identified and actions were taken to support their ongoing attendance at school. Overall our attendance data remains consistent with extended holidays continuing to have an impact. We have an average absence of 20.4 days per student which is slightly above state and similar schools. In 2025 we continued to work with our staff to adhere to our attendance policy following up on student absences as required and supporting families where necessary.

In our senior years, we worked closely with our SIT to support the engagement of our students and encourage their attendance each day. Through special lunch clubs, sport activities, camps and excursion etc. we were able to work with students to try and improve their connection to school. Towards the end of 2025, we also acknowledged that students are not connecting to our 'Houses' and there is no pride in what house they belong to. We have begun the process of 'revamping' our school houses and planning a variety of strategies to reconnect our students with this in hope of improving their overall connection to school.

Other highlights from the school year

We had a successful year of camps and excursions in 2025. Our Grade 6s also took part in an end of year excursion to Funfields which gave them an opportunity to have a wonderful day with their peers as they said goodbye at the end of their primary education.

Our STEAM night was once again another successful event on our school calendar with many parents attending and joining in on some fun activities connection to science, mathematics and technology.

Financial performance

The school remains in a strong financial position. There were delays in the process of installing a new boundary fence which we had budgeted for in 2025, however, work began in late 2025 and will continue in early 2026. We had also budgeted for the installation of air conditioners across the main building. We had many successful Disability Inclusion Tier 3 profiles which resulted in funding for our students funding applications. We will be working towards rolling over students from PSD to Disability Inclusion in the coming year. We had several successful fundraising events including a community picnic, colour run and special lunch day.

**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 1,158 students were enrolled at this school in 2025, 532 female and 626 male. 40% 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	75.0%	
	Similar schools	81.8%	
	State	82.0%	

School Staff Survey


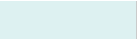




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	70.9%	
	Similar schools	78.3%	
	State	77.4%	

LEARNING





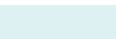




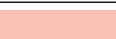


Teacher Judgement of student achievement against the Victorian Curriculum

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	92.7%	
	Similar schools	88.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	94.9%	
	Similar schools	86.3%	
	State	84.2%	

NAPLAN

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


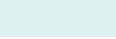


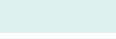

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	77.8%		74.3%
	Similar schools	73.0%		72.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	78.7%		81.2%
	Similar schools	78.0%		78.7%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	67.3%		71.3%
	Similar schools	67.2%		68.1%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	75.5%		77.2%
	Similar schools	74.2%		72.7%
	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'.


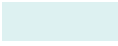

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	77.9%	
	Similar schools	75.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	71.6%	
	Similar schools	76.7%	
	State	74.0%	

WELLBEING


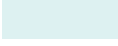

Student Attitudes to School – Sense of Connectedness

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	76.4%		77.8%
	Similar schools	78.1%		78.0%
	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	73.0%		73.2%
	Similar schools	76.5%		75.0%
	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	20.4	20.7
	Similar schools	20.9	21.7
	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	89.6%	
Year 1	School	90.1%	
Year 2	School	89.9%	
Year 3	School	90.4%	
Year 4	School	89.0%	
Year 5	School	89.9%	
Year 6	School	89.1%	

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	\$12,389,885
Government Provided DET Grants	\$3,150,868
Government Grants Commonwealth	\$30,524
Government Grants State	\$2,000
Revenue Other	\$160,824
Locally Raised Funds	\$698,779
Capital Grants	\$0
Total Operating Revenue	\$16,432,880

Equity	Actual
Equity (Social Disadvantage)	\$129,554
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$129,554

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

Expenditure	Actual
Student Resource Package ¹	\$12,526,904
Adjustments	\$0
Books & Publications	\$86,562
Camps/Excursions/Activities	\$543,480
Communication Costs	\$17,835
Consumables	\$321,316
Miscellaneous Expenses ²	\$287,031
Agency Staff	\$239,622
Professional Development	\$65,049
Equipment/Maintenance/Hire	\$152,596
Property Services	\$38,298

Expenditure	Actual
Salaries & Allowances ³	\$1,363,615
Support Services	\$239,715
Trading & Fundraising	\$48,623
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$9,839
Utilities	\$163,681
Total Operating Expenditure	\$16,104,165
Net Operating Surplus/-Deficit	\$328,715
Asset Acquisitions	\$213,160

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	\$1,767,003
Official Account	\$121,674
Other Accounts	\$0
Total Funds Available	\$1,888,678

Financial Commitments	Actual
Operating Reserve	\$596,210
Other Recurrent Expenditure	\$19,998
Provision Accounts	\$65,000
Funds Received in Advance	\$0
School Based Programs	\$555,525
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	\$350,000
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	\$1,586,733

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.