

2023 Annual Report to the School Community

School Name: Kurrun Primary School (5594)



- 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 26 March 2024 at 12:25 PM by Gavan Hughes (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 02:21 PM by Shayna Raval (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

Kurrun Primary School first opened its doors to students in 2023, catering for students from Prep to Year 6. The school is located in the growing suburb of Officer.

At Kurrun Primary School, our vision is for every student to be engaged with purposeful learning and making high levels of growth, every day.

At Kurrun Primary School students will learn the fundamental skills, knowledge, understandings and attitudes to be highly literate and numerate members of society and to develop and maintain high levels of personal wellbeing in an ever-changing world.

The Kurrun Primary School learning environment will be safe, orderly, supportive and stimulating. Diversity will be embraced and celebrated throughout the community, including the acknowledgement and celebration of Aboriginal and Torres Strait Islander peoples, histories and cultures.

Strong collaborative partnerships will exist between students, staff, parents and the broader school community in meeting the individual learning and wellbeing needs of each student. Together we will inspire and support each learner to succeed as creative and curious thinkers, who are connected, adaptable and resilient citizens, displaying empathy and courage.

The Kurrun Primary School values are Inclusion, Courage, Aspiration, Respect and Empathy.

On the first day of the 2023 school year there were 111 students enrolled at Kurrun Primary and this had grown to 146 students by the end of the year. The student demographics are consistent with a culturally diverse community:

- Approximately 75% of parents born in a country other than Australia
- 63% of students speak a language other than English at home
- Across the student population there are 29 different languages other than English that are spoke at home

Staff consisted of 9 teaching staff, 4 Education Support staff (1 in administration and 3 working with students). All teaching staff are registered with the VIT (Victorian Institute of Teaching) and Education Support staff have WWCC (Working With Children Checks) as required by the Department of Education and Training for employment.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 all schools focused on the priority areas of learning and wellbeing in connection with FISO 2.0.

The 2022 Annual Implementation Plan Goal for LEARNING at Kurrun Primary School was:

- Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

As a school we planned and delivered on this priority area to meet the needs of our new learning community. The Priority action to support the achievement of the Learning goal was building staff capacity to implement a documented Reading teaching and learning program that is evidence-informed and meets the specific needs of all students. This included:

- Professional learning for all teachers on InitialLit and Structured Literacy
- Professional learning for classroom-based Education Support staff on InitialLit
- Implementation of a Response to Intervention approach through the Tutor Learning Initiative that was targeted to student learning needs in Reading
- Professional Learning Communities approach implemented across the school with a focus on Reading
- Providing coaching for teachers in the area of structured literacy
- Utilise InitialLit in Prep-2 as an evidence-informed whole-class literacy approach including assessments to identify students learning needs
- Utilise Dynamic Indicators of Basic Early Literacy Skills assessments in Years 3-6 to identify the specific needs of students
- Utilise MultiLit Sage as part of the Tutor Learning Initiative to meet the needs of students

A highlight in our data from 2023 in support of our work towards the LEARNING goal includes:

- Our school's achievement of a higher percentage of students at, or above the age expected standards in English Prep – Year 6, 96.5% compared to similar schools 84.4% and state average 86.4%, based on teacher judgements
- 87.5% of participants in the Tutor Learning Initiative made 6 or more months of learning growth in Reading Viewing which is significantly higher than the 2023 target of 70%
- From Semester 1 to Semester 2, there was a 3.2% increase in the percentage of students achieving at or above the expected level in Reading and Viewing in the Victorian Curriculum.

In 2023 at Kurrun Primary School, there was a strong focus on consistent whole-school evidence-informed practices to support students in achieving high levels of learning, particularly in the area of Reading.

Wellbeing

In 2023 all schools focused on the priority areas of learning and wellbeing in connection with FISO 2.0.

The 2022 Annual Implementation Plan Goal for WELLBEING at Kurrun Primary School was:

- Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

The Priority action to support the achievement of the Wellbeing goal was establishing the Schoolwide Positive Behaviour Support (SWPBS) framework across the school. This included:

- Professional learning for all teaching staff on School-wide Positive Behaviour Support and Tom Bennett's *Running the Room*
- Developing, documenting and establishing routines, rewards system and behaviour matrix across the school.
- Implementation of a 'Minor and Major' behaviour flowchart
- Reviewing and revising SWPBS approaches with staff each term
- Implement a whole school rewards system in all areas within the school, with students routinely being recognised for demonstrating desired behaviours.
- Implement a whole school monthly award (ICARE Award) to recognise students demonstrating exemplary behaviour that reflects the school values.

Some highlights in our data from 2023 in support of our work towards the WELLBEING goal includes:

- our school's achievement of a higher percentage of Year 4 - Year 6 students reporting a positive sense of connectedness via the Student Attitude to School Survey 86.8% compared to similar schools 80.0% and state average 77.0%
- our school's achievement of a higher percentage of Year 4 – Year 6 students reporting positive management of bullying in the Student Attitude to School Survey, 83.0% positive endorsement. Similar school result – 76.9% and State average 75.1%

In Kurrun Primary School's first year of operation there was a strong focus on establishing a positive student culture and developing a strong sense of belonging and school connectedness for all. The establishment and maintenance of school-wide expectations was central in creating an environment that supported high levels of wellbeing for students.

Engagement

In 2023, as part of developing a sense of belonging and school connectedness in the school community there was a strong commitment to student and community engagement.

Whilst the school average number of absence days for student in 2023 was above the 'Similar Schools' and State averages, this was largely due to a significant proportion of the student population being absent due to family holidays. Students with extended absences such as family holidays are supported through a Student Absence Learning Plan. The school implements a range of strategies to minimise student absences including:

- Regular articles promoting student attendance in the Community Bulletin
- Daily automated messaging via Compass to parents/carers when students are absent with an explanation.
- Daily follow up phone calls to parents/carers where an explanation has not been received after the Compass message.

In 2023, Kurrun Primary School utilised Compass, the school Facebook page and the fortnightly Community Bulletin to keep families and the community informed of important dates, school events, student achievement and key information about the school. The school conducted regular school tours each term to support transition. We also had a commitment to parent and carer workshops that took place across the year.

Prior to the commencement of the 2023 school year, the school conducted transition sessions for students and further transitions sessions were held in Term 4 2023 for students commencing at the school in 2024.

A Student Representative Council was established in 2023 made up of student representatives from across the school.

Student progress was formally reported to parents/carers through the Semester 1 and Semester 2 Student Reports as well as through Parent Teacher Discussions in Term 1 and Term 3.

Other highlights from the school year

The 2023 school year was full of highlights for students, staff and the school community at Kurrun Primary School. These highlights included:

- Student's first day at their brand new school
- A Welcome to Country and Smoking Ceremony conducted by the Bunurong artist who created the painting that school's logo was derived from
- Official opening of the school by the Education Minister and local Member of Parliament
- Year 3-6 students participating in Interschool Sports
- Parent Information Sessions
- Mothers and Special Others Picnic and Fathers and Friends Afternoon
- Years 3-6 Camp
- End of Year Concert showcasing the learning students had been undertaking in The Arts
- The Year 6 Presentation and Celebration event.

Financial performance

In 2023, Kurrun Primary School ended the year with a financial surplus, partly due to funds being carried forward from the school's 2022 Establishment Funds and Capital Works Grant that is provided to assist with establishing the school.

Kurrun Primary School successfully applied for an Outside School Hours Care (OSHC) Establishment Grant in 2022 to support the establishment of a service for the school community. The grant is \$75,000 per year for two years (2023 and 2024). The 2024 component of the grant was received in 2023, which has contributed to the end of year surplus. School Council has a Licence Agreement with a third party OSHC provider for the provision of before and after school care and holiday care. This agreement concludes at the commencement of the 2025 school year.

Targeted funding received by the school was utilised as follows:

- Equity Funding – Ensuring all students had the resources required and the purchase of evidence-informed literacy resources to meet the needs of all students.
- Disability Inclusion Tier 2 Funding – Employment of a Leading Teacher to build the capacity of staff to meet the diverse needs of students with disabilities.
- Schools Mental Health Fund and Menu – Development and implementation of School-wide Positive Behaviour Support.
- Student Wellbeing Boost – Reduce the cost of Year 3-6 Camp to maximise participation.

For more detailed information regarding our school please visit our website at
<https://kurrunps.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 111 students were enrolled at this school in 2023, 58 female and 53 male.

58 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).

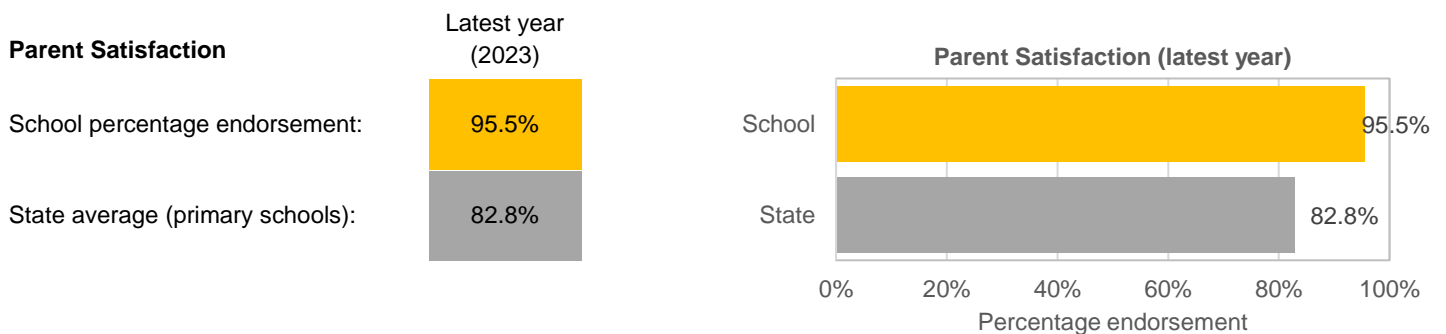
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: NDA

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.

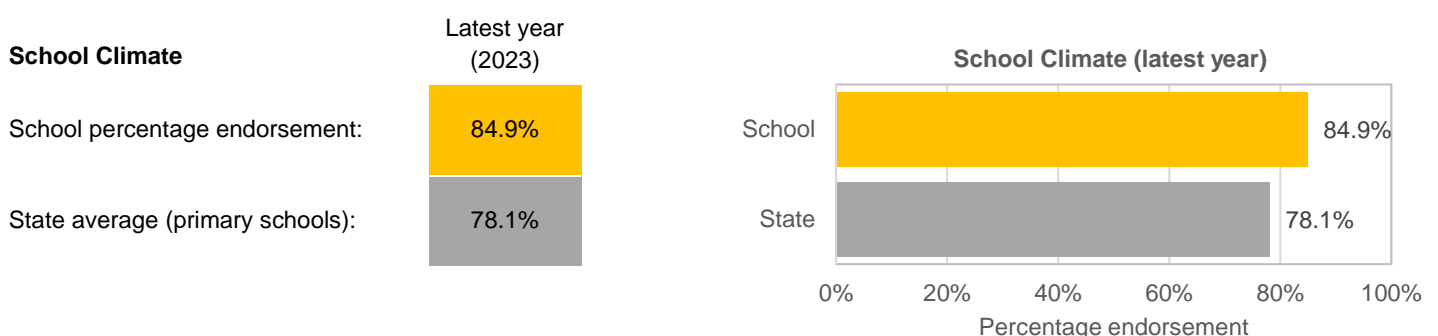


School Staff Survey

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:

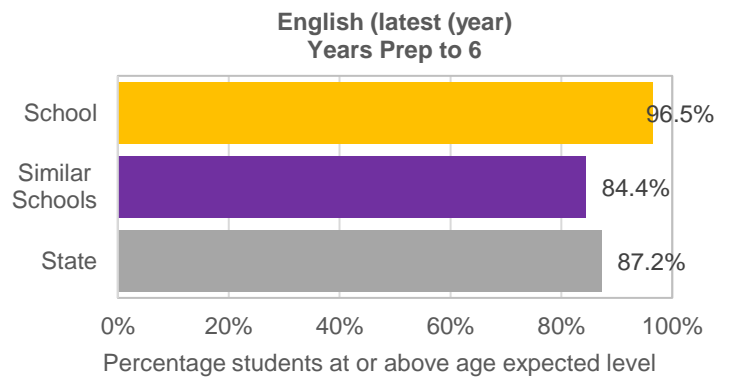
96.5%

Similar Schools average:

84.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

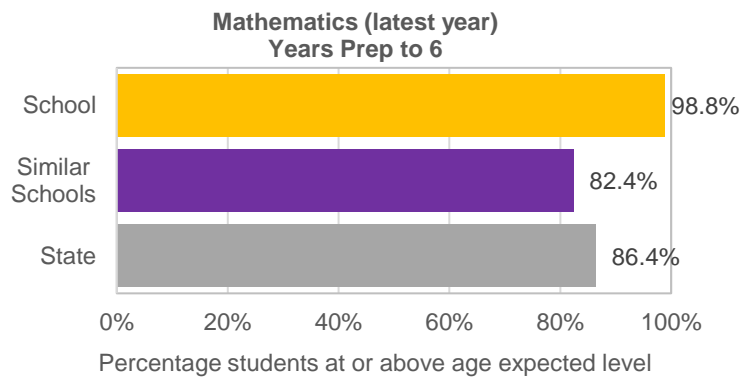
98.8%

Similar Schools average:

82.4%

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:

70.0%

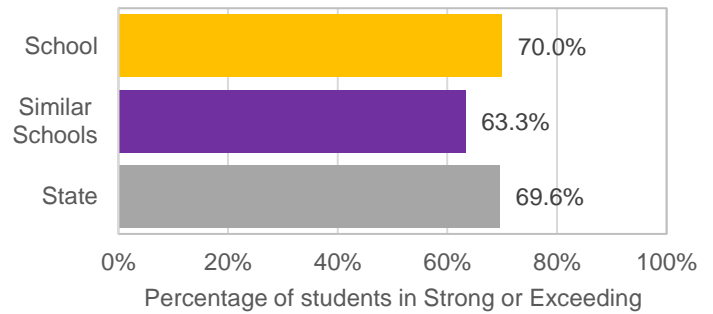
Similar Schools average:

63.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.8%

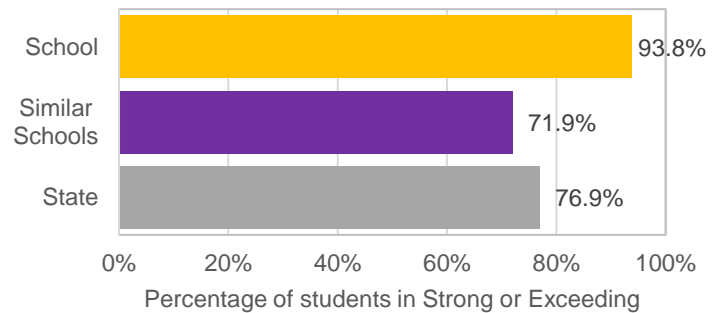
Similar Schools average:

71.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

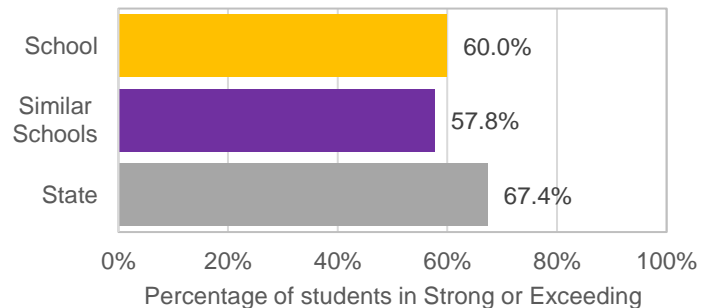
Similar Schools average:

57.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.5%

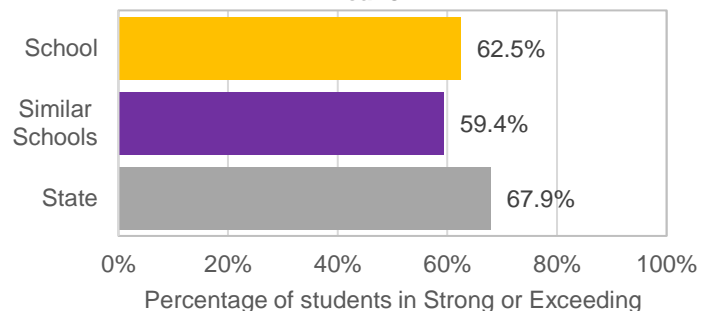
Similar Schools average:

59.4%

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:

NDA

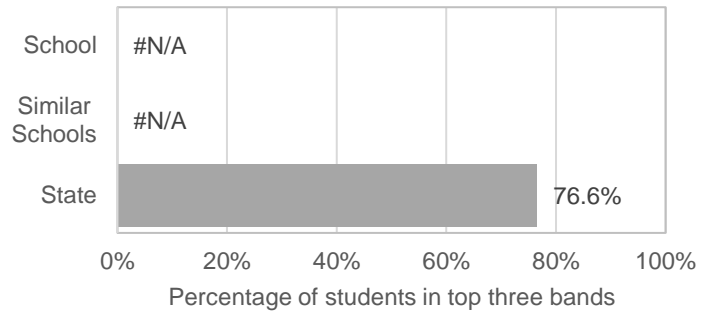
Similar Schools average:

NDA

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDA

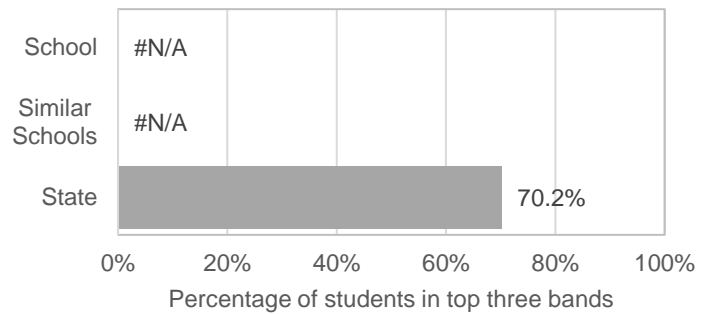
Similar Schools average:

NDA

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDA

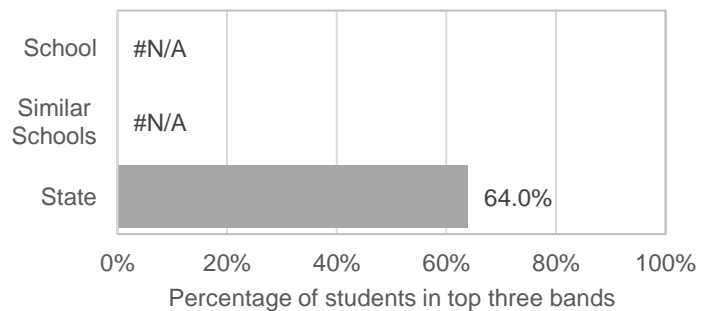
Similar Schools average:

NDA

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDA

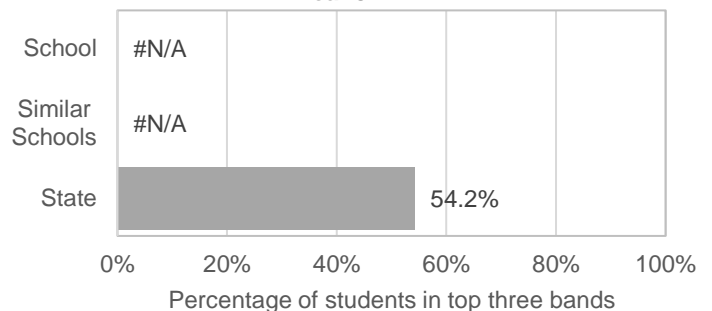
Similar Schools average:

NDA

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

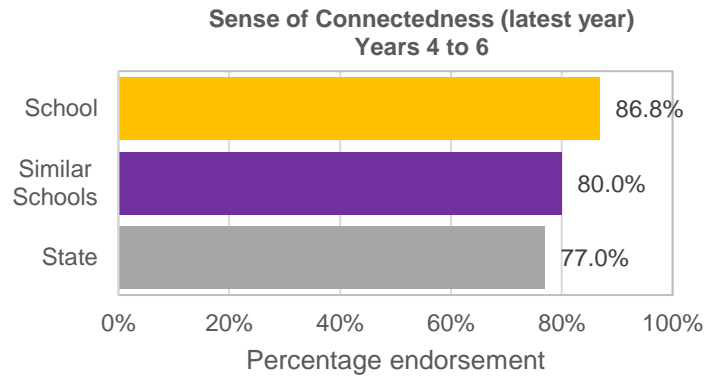
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	86.8%	86.8%
Similar Schools average:	80.0%	81.4%
State average:	77.0%	78.5%

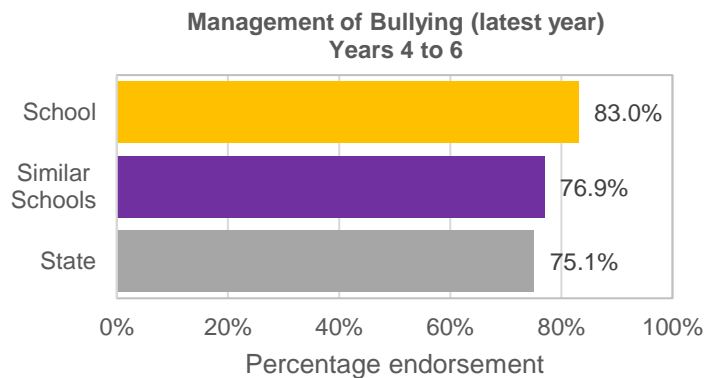


Student Attitudes to School – Management of Bullying

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:	83.0%	83.0%
Similar Schools average:	76.9%	78.8%
State average:	75.1%	76.9%



ENGAGEMENT

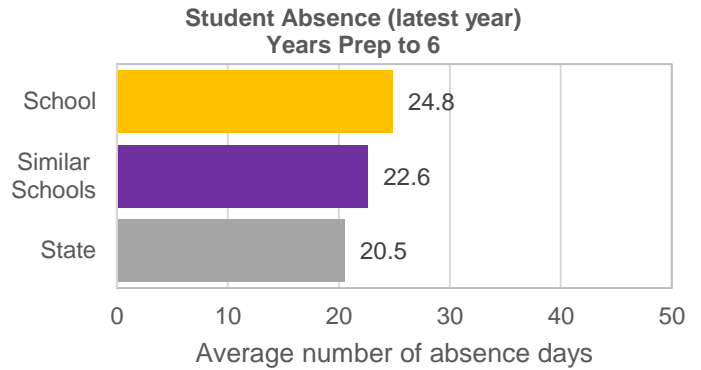
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.8	24.8
Similar Schools average:	22.6	20.3
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):	87%	86%	90%	87%	89%	83%	94%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,286,545
Government Provided DET Grants	\$645,763
Government Grants Commonwealth	\$91,364
Government Grants State	\$0
Revenue Other	\$12,940
Locally Raised Funds	\$38,915
Capital Grants	\$0
Total Operating Revenue	\$2,075,527

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,368,894
Adjustments	\$0
Books & Publications	\$24,381
Camps/Excursions/Activities	\$26,520
Communication Costs	\$654
Consumables	\$77,457
Miscellaneous Expense ³	\$12,965
Professional Development	\$5,163
Equipment/Maintenance/Hire	\$81,518
Property Services	\$2,590
Salaries & Allowances ⁴	\$91,658
Support Services	\$4,485
Trading & Fundraising	\$76,011
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$55,814
Total Operating Expenditure	\$1,828,110
Net Operating Surplus/-Deficit	\$247,417
Asset Acquisitions	\$0

- (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 19 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	\$167,630
Official Account	\$57,654
Other Accounts	\$0
Total Funds Available	\$225,285

Financial Commitments	Actual
Operating Reserve	\$76,524
Other Recurrent Expenditure	\$1,941
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
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	\$78,465

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.