

2024 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 21 March 2025 at 03:12 PM by Gavan Hughes (Principal)

- As executive officer of the school council, I attest that this 2024 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 21 March 2025 at 03:12 PM by Gavan Hughes (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
- 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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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 2024 school year there were 210 students enrolled at Kurrun Primary School, and this had grown to 250 students by the end of the year. In 2024 there were 10 classes in the school.

In 2024 the student demographics were consistent with a culturally diverse community:

- Approximately 75% of parents born in a country other than Australia
- 62% of students speak a language other than English at home
- Across the student population there are 30 different languages other than English that are spoken at home

Staff consisted of 18 teaching staff, 14 Education Support staff (3 in administration and 11 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

The 2024 Annual Implementation Plan Key Improvement Strategy 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 growing learning community. The priority action to support the successful implementation of the Key Improvement Strategy was building staff capacity to implement a documented Mathematics teaching and learning program that is evidence-informed and meets the specific needs of all students. This included:

- Professional learning conducted by education consultant Michael Ymer for teachers and Education Support staff on affective approaches to teaching Mathematics
- Purchasing and utilising resources identified in Michael Ymer's professional learning
- Co-construction of a whole school vision for Mathematics
- Co-construction of Mathematics mindsets
- Development of a documented a whole school Guaranteed and Viable Mathematics curriculum to continue to develop teacher understanding of Mathematics and the Mathematics curriculum, with a focus on using the 2.0 curriculum.
- Professional Learning Communities approach implemented across the school with a focus on Mathematics

A highlight in our data from 2024 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 Mathematics Prep – Year 6, compared to similar schools and state average, based on teacher judgements
- Progressive Achievement Test – Mathematics showed an increase in the percentage of students in Years 4-6 performing at or above the expected level.

In 2024 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 Mathematics.

Wellbeing

The 2024 Annual Implementation Plan Key Improvement Strategy for WELLBEING at Kurrun Primary School was:

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

As a school we planned and delivered on this priority area to meet the needs of our growing learning community. The priority action to support the successful implementation of the Key Improvement Strategy was building staff capacity to implement a whole school approach to identifying and meeting the wellbeing needs of students. This included:

- Development and implementation of a whole school wellbeing scope and sequence
- Implementation of Visible Wellbeing across the whole school including:
 - Professional learning for all staff
 - Teacher planning documentation including student activities related to the Visible Wellbeing approach
- Implementation of student wellbeing adjustments and these adjustments being recorded on Compass

Some highlights in our data from 2024 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 85% compared to similar schools 78% and state average 77.0%
- our school's achievement of a higher percentage of Year 4 – Year 6 students reporting positive sense of inclusion in the Student Attitude to School Survey, 93% positive endorsement. Similar school result – 88% and State average 88%
- our school's achievement of a higher percentage of Year 4 – Year 6 students reporting positive peer relationships in the Student Attitude to School Survey, 91% positive endorsement. Similar school result – 85% and State average 85%

In Kurrun Primary School's second year of operation there was a strong focus on continuing the development of a positive student culture and maintaining a strong sense of belonging and school connectedness for all. The continuing focus on school-wide expectations, in combination with the implementation of Visible Wellbeing has been central in creating an environment that supports high levels of wellbeing for students.

Engagement

In 2024, as part of the continuing development of a sense of belonging and school connectedness in the school community, there was a focus on student and community engagement.

The school average number of absence days for students in 2024 was slightly less than the 'Similar Schools' and above State averages, which was impacted by a significant proportion of the student population being absent at various times during the year for family holidays. Students with extended absences such as family holidays were 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.

To promote students arriving to school on time each day, the school introduced a new fortnightly class award titled 'Beat the Bell'. The award was presented at the fortnightly Whole School Assembly to the class that had the highest percentage of students in class ready for instruction to begin at 9:00am for the previous two weeks.

In 2024, 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.

In Term 4, 2024, the school conducted four transition sessions for 2025 Prep students and a transition session for future students in other year levels.

A Student Representative Council was maintained throughout the year, 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 2024 school year was full of highlights for students, staff and the school community at Kurrun Primary School. These highlights included:

- 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

Throughout 2024, Kurrun Primary School ensured all funds received from the Department, or raised by the school had 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. In 2024 the school repaid a 2023 Credit staffing deficit. Kurrun Primary School ended the year with a financial deficit for the school year, partly due to the 2024 instalment of the Outside School Hours Care Establishment Grant being provided to the school in 2023. An additional contributing factor to the 2024 financial deficit was outstanding invoices remaining unpaid by a third-party provider.

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 – Implementation of a whole school approach to student wellbeing.

The total funds available to the school at the end of the school year and its overall financial position remains strong.

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 215 students were enrolled at this school in 2024, 121 female and 94 male.

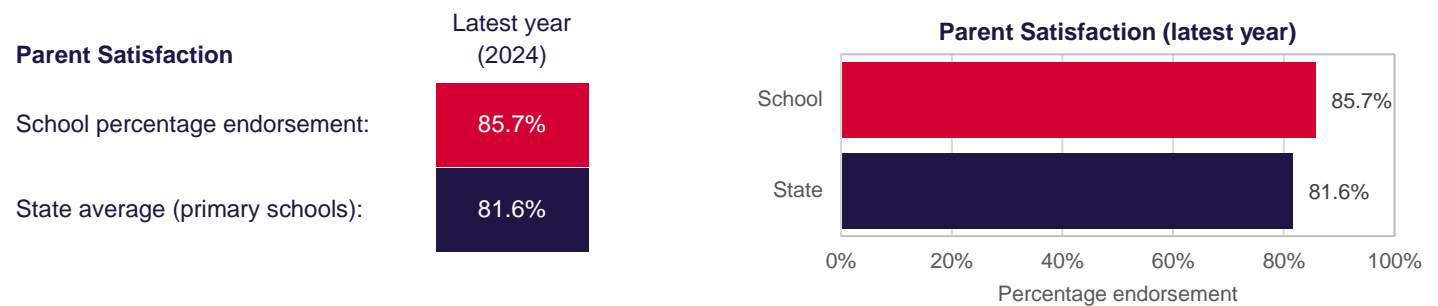
62 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

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 - Medium**

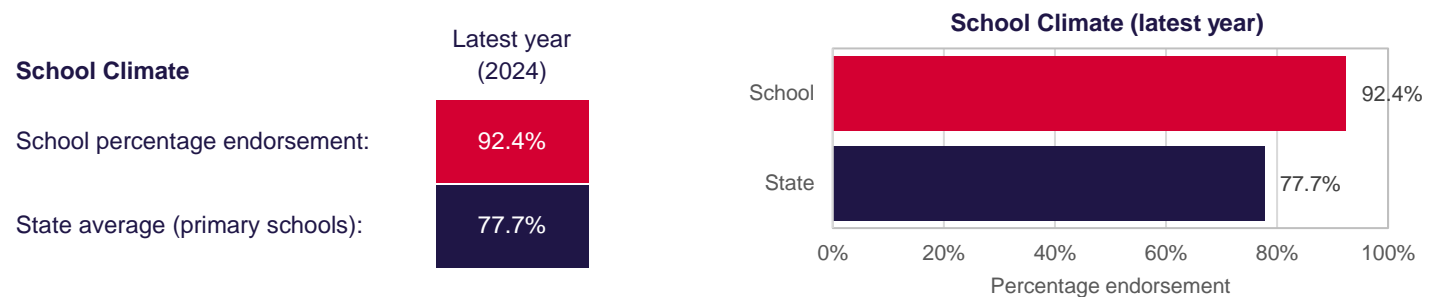
Parent Satisfaction Summary

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.

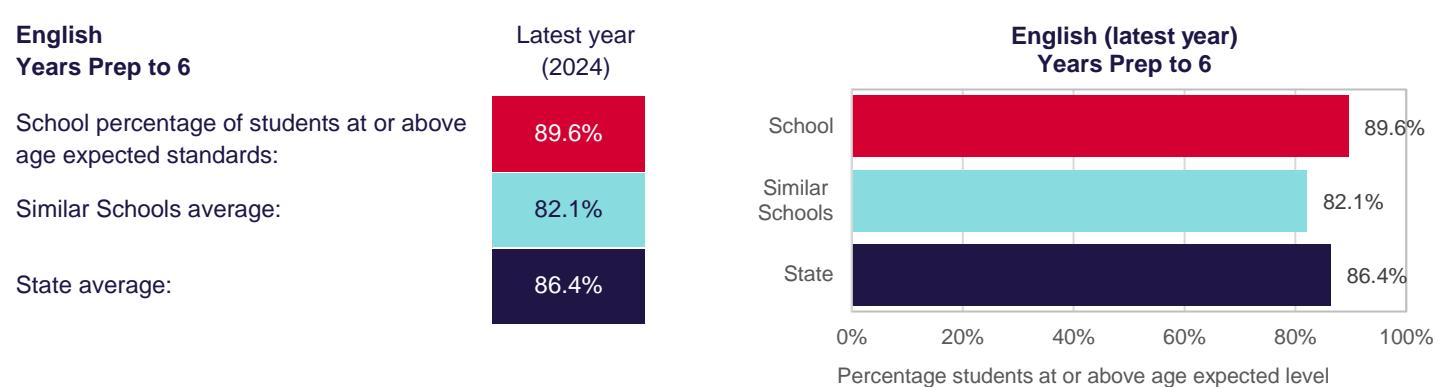


LEARNING

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.



Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

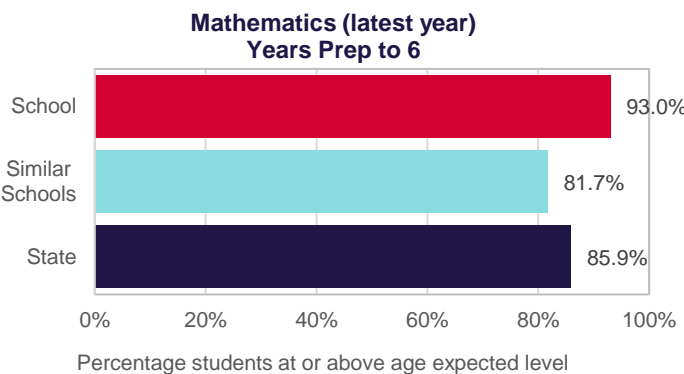
93.0%

Similar Schools average:

81.7%

State average:

85.9%



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.

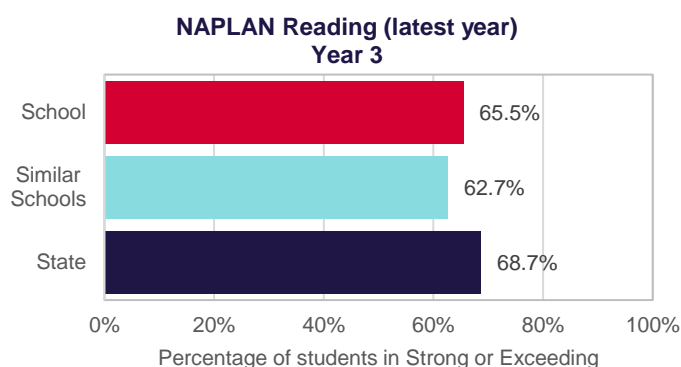
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

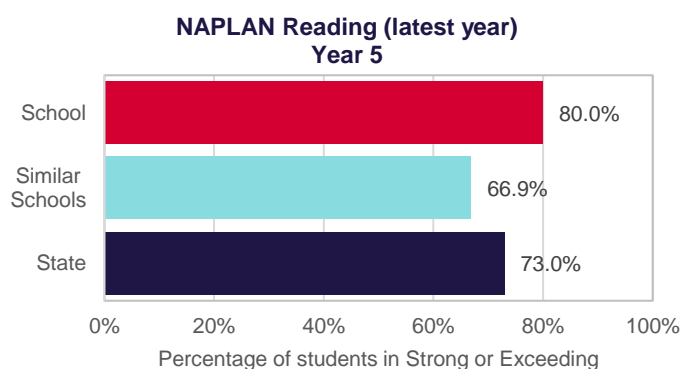
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.5%	66.7%
Similar Schools average:	62.7%	63.8%
State average:	68.7%	69.2%



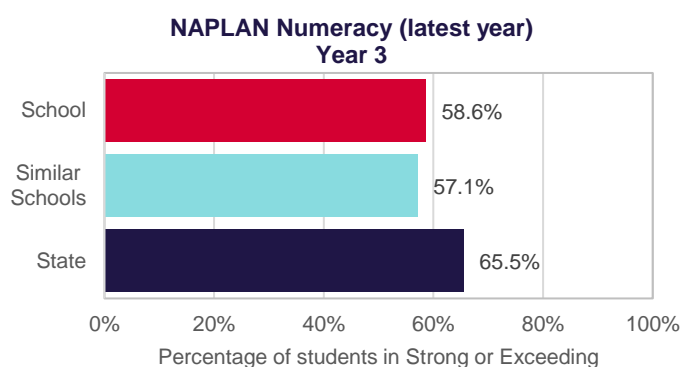
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.0%	85.4%
Similar Schools average:	66.9%	69.1%
State average:	73.0%	75.0%



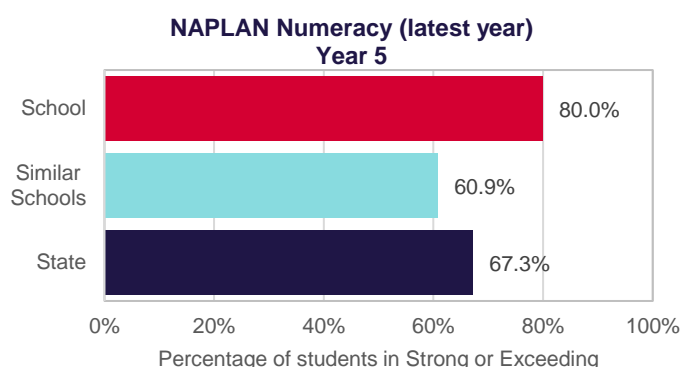
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.6%	59.0%
Similar Schools average:	57.1%	57.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.0%	73.2%
Similar Schools average:	60.9%	60.9%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

NDA

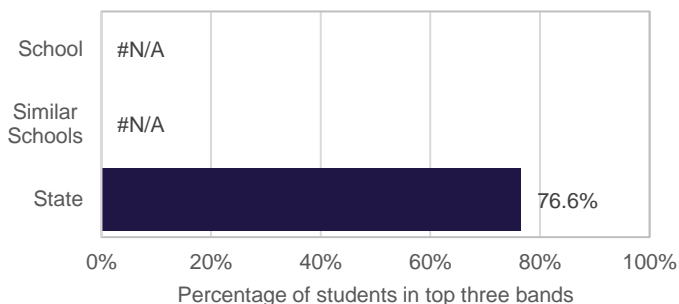
Similar Schools average:

NDA

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

NDA

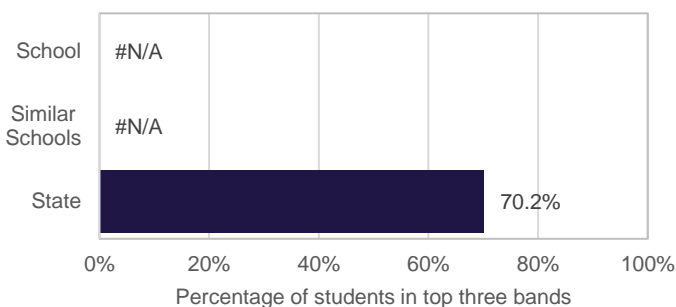
Similar Schools average:

NDA

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDA

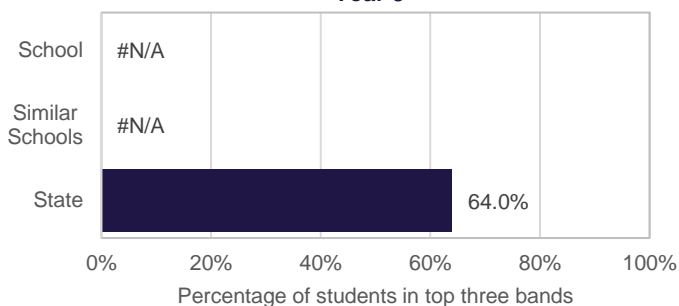
Similar Schools average:

NDA

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

NDA

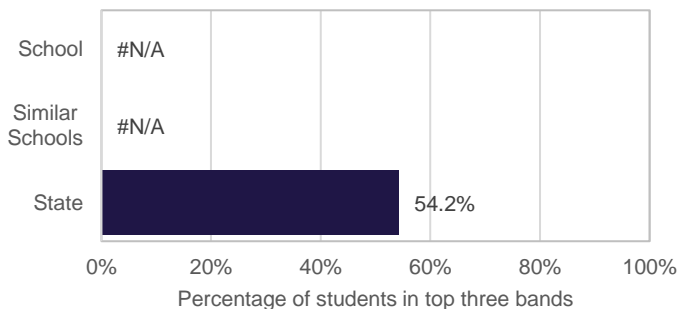
Similar Schools average:

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.

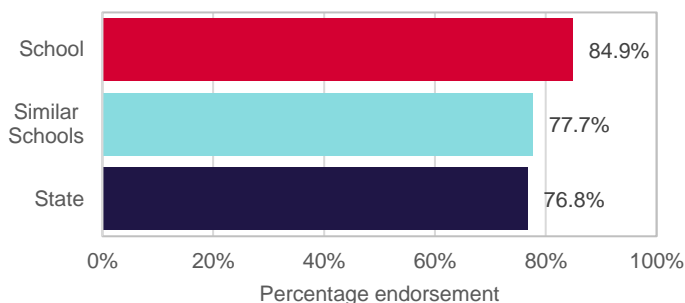
Student Attitudes to School – Sense of Connectedness

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 (2024)	4-year average
School percentage endorsement:	84.9%	85.6%
Similar Schools average:	77.7%	78.7%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



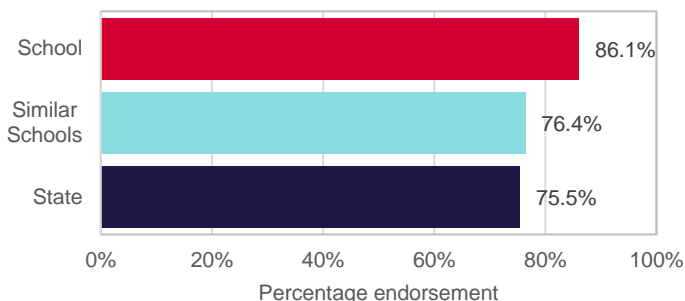
Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	86.1%	85.0%
Similar Schools average:	76.4%	76.3%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

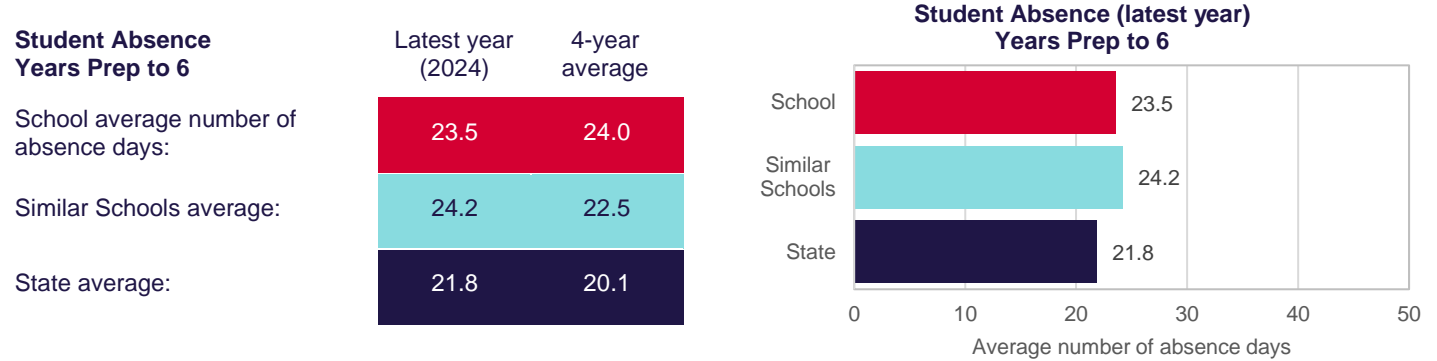


ENGAGEMENT

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.



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 (2024):	88%	87%	88%	88%	90%	89%	87%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,410,784
Government Provided DET Grants	\$241,722
Government Grants Commonwealth	\$6,619
Government Grants State	\$0
Revenue Other	\$13,827
Locally Raised Funds	\$196,660
Capital Grants	\$0
Total Operating Revenue	\$2,869,611

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,106
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$3,046
Equity Total	\$19,152

Expenditure	Actual
Student Resource Package ²	\$2,399,259
Adjustments	\$0
Books & Publications	\$6,402
Camps/Excursions/Activities	\$54,092
Communication Costs	\$2,344
Consumables	\$66,316
Miscellaneous Expense ³	\$12,536
Professional Development	\$20,854
Equipment/Maintenance/Hire	\$61,849
Property Services	\$19,842
Salaries & Allowances ⁴	\$127,986
Support Services	\$3,116
Trading & Fundraising	\$77,269
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$80,585
Total Operating Expenditure	\$2,932,451
Net Operating Surplus/-Deficit	(\$62,840)
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 17 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$250,112
Official Account	\$20,249
Other Accounts	\$0
Total Funds Available	\$270,362

Financial Commitments	Actual
Operating Reserve	\$90,400
Other Recurrent Expenditure	\$37,451
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	\$127,851

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.