

2023 Annual Report to the School Community

School Name: Kent Park Primary School (5082)



- 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 15 April 2024 at 12:12 PM by Kieran Denver (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 28 April 2024 at 01:30 PM by Brett Sydney-Smith (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

Our Vision

The students, teachers and community of Kent Park Primary School, embrace the values of Kindness, Respect and Responsibility. We are a collaborative learning environment which empowers all students to reach high standards, take pride in themselves and become life-long learners.

Our Values

Kindness: Showing others they are valuable by how you treat them.

Respect: Caring enough to think about others' feelings before you react.

Responsibility: Making good choices, doing what is right and taking ownership of your behaviour.

Kent Park Primary School is located in the outer-eastern Melbourne suburb of Ferntree Gully. Facilities include a flexible, modern, 10 classroom main building with art room, music room, library and additional learning spaces. A large assembly hall, full-sized BER gymnasium, STEAM and robotics room, Environment and Sustainability room, OSHC room, 3 mod-5 portables and main administration building complete the buildings. The grounds include a separate Prep playground area, 2 sandpits, 3 basketball courts, 3 playgrounds, oval, 2 vegetable gardens, fruit trees and chicken coop in a mature native garden setting. West Gully Kinder is located directly next to the school on Dobson St.

Staffing consists of a Principal, Assistant Principal, 10 classroom teachers, 2 specialist teachers, 10 integration aides, business manager, part-time office manager and trainee school therapy dog. The Leadership Structure consists of an Assistant Principal, 3 School Improvement Team Leaders for Literacy, Numeracy and School-Wide Positive Behaviour and 3 Year Level/PLC leaders. Specialist subjects include Physical Education and STEAM (Science, Technology, Art, Engineering, Maths), Library with semester rotations for AUSLAN (Australian sign Language) Visual Art and Performing Arts. Other programs offered include swimming, grade 3-6 camps, Bike Education, school production. Technology was upgraded in 2021 with 36 iPads, 30 laptops, WebEx board added to smart TV's in every classroom and several desktop computers. Enrolments have stabilized recently between 200-210 students and are projected to increase. Prep enrolments in 2023 doubled from 2021 with the majority being new families to the school. There has also been an increase in the number of new families moving into the area and enrolling students in upper grades as the long-established families begin selling and new families are moving in. Prep enrolments are coming from an increasingly wide variety of locations and settings including council run and private kindergartens, early learning and child-minding facilities. The school community demographics are mid-socio economic, predominantly Australian born, 9 students come from a non-English speaking background, 10 students are funded under the Program for students with a disability, with 1 international student and 1 refugee student enrolled in 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2021 a new School Strategic Plan was developed for 2021-2024.

Goal 1: To maximise learning growth for all students in Literacy and Numeracy.

Targets: By 2024, the percentage of Year 6 students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase: in Reading from 68 per cent in 2019 to 90 per cent in Writing from 84 per cent in 2019 to 90 per cent in Number and Algebra from 73 per cent in 2019 to 90 per cent The percentage of Year 5 students assessed as above NAPLAN benchmark growth in Numeracy will increase from 18% in 2019 to 25% in 2024 To increase the top two bands in NAPLAN: Year 3—The percentage of Year 3 students assessed in the top two NAPLAN Bands will increase in: Reading from 44% in 2019 to 63% in 2024. Writing from 49% in 2019 to 63% in 2024. Numeracy from 36% in 2019 to 52% in 2024. Year 5—The percentage of Year 5 students assessed in the top two NAPLAN Bands will increase in: Reading from 37% in 2019 to 50% in 2024. Writing from 17% in 2019 to 30% in 2024. Numeracy from 29% in 2019 to 40% in 2024

In 2023, the continuation of the Tutor Learning Initiative focused on supporting and extending students identified for additional support. Significant improvements were maintained and increased in 2022 NAPLAN results: 85% of Grade 3 students were in the Top 3 bands for Reading (State 76%), 77% in Grade 5 (State 70%). 77% of Grade 3 students were in the Top 3 bands for Numeracy (State 70%), 56% in Grade 5 (State 54%). The overall Grade 3 NAPLAN results were the highest mean scores the school has ever recorded in all areas.

Wellbeing

In 2021 a new School Strategic Plan was developed for 2021-2024

Goal 3: To develop students as confident and resilient people.

Targets: To move from blue to gold accreditation within the School Wide Positive Behaviour Framework To reduce all absences from 16.8 average days per student in 2019 to 15.0 in 2024 To reduce unapproved absences from 5.2 average days per student in 2019 to 2.0 in 2024

We have made significant progress in student wellbeing over the past three years, and this is reflected in ongoing improvements in our Attitudes to School survey results. In 2019 results in most areas of AToSS moved into the 3rd and 4th quartiles, consistent with the improvements over the past three years. Through these improved outcomes, Kent Park now has higher results when compared to similar schools when measuring Sense of Connectedness and Management of Bullying, with results falling inside the 60% of all Victorian Schools, a large improvement from 2019. Student Wellbeing continues to be a focus. If students are not feeling safe, learning can often be difficult. In 2023 the school continued to promote a positive learning environment for all students through SWPBS and employed a School Improvement Team Leader to implement the change. Parent satisfaction, according to the Parent Opinion Survey in 2023, indicated improved results, performing above the median 70% of all Victorian Schools. According to the School Staff Survey for 2023, Positive School Climate was 87% (81% for all Primary Schools) Additional time, support, professional learning for staff and ongoing communication with the school community were priorities for 2023 due to the impact of Covid 19 and will continue to be throughout 2024, particularly for Wellbeing.

Engagement

In 2021 a new School Strategic Plan was developed for 2021-2024

Goal 2 To engage and empower all students in their learning.

Targets: To increase the percentage of positive endorsement in the following factors of the Student Attitudes to School Survey: Student Voice and Agency from 72% in 2019 to 80% in 2024 Motivation and Interest from 80% in 2019 to 86% in 2024 Self-regulation and Goal Setting from 86% in 2019 to 90% in 2024 To increase the percentage of positive endorsement in the following factors of the School Staff Survey: Promote Student Ownership of Learning Goals from 89% in 2019 to 93% in 2024 Use Student Feedback to Improve Practice from 89% in 2019 to 93% in 2024 To increase the percentage of positive endorsement in the following factors of the Parent Opinion Survey: Student Voice and Agency from 76% in 2019 to 82% in 2024 Student Motivation from 73% in 2019 to 82% in 2024 High Expectations for Success from 87% in 2019 to 91% in 2024

Kent Park students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity. This year the school focused on KIS related to the FISO dimension Empowering Students and Building School Pride. The school had a focus on improving students' sense of confidence, resilience, motivation, and goal setting, as indicated in the 2023 AIP. In 2023, Kent Park PS continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to send Class Dojo and Compass messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. The school works closely with the school support services to try and reduce chronic absenteeism.

Other highlights from the school year

After several years of interruptions to student learning due to the pandemic, 2023 was a milestone year for the school with students, staff and the community embracing a more settled and predictable return to school life. Whole-school events and celebrations, camps, excursions, swimming program and sporting events returned with a renewed appreciation for their enjoyment and significance. Highlights for the year included gaining Silver Accreditation for our School-Wide Positive Behaviour implementation, update to the school uniform, a true community celebration with the Colour Run, improving results in NAPLAN and renewed sense of positivity and improvement in the broader community resulting in higher than predicted student enrolments.

Whole-school special events and programs continued to be a feature in 2023 including the School Production, Camps to Sovereign Hill and Lady Northcote, Splatacular, Inter-school sporting program, 100 Days of Prep, Prep/Yr7 Transition, lunchtime Clubs, Gr 6 Leadership Program, Children's University (Swinburne), Gr Prep/5 Buddies Program, Gr 6 Graduation and the End of Year Concert. A \$900,000 election promise was achieved with plans approved for a new synthetic turf oval with running-track and new playgrounds in 2024.

Financial performance

The school has worked through some significant financial challenges over the last 5 years, mainly due to the excess amount of staff employed at the school and a workforce consisting mostly of ongoing, experienced teachers. Strategic actions to address consecutive deficits of more than \$300,000 for 2018 and 2019 have been implemented including staff excess procedures and a recently successful workforce bridging application. The projected deficits for 2020 (\$650,000) and 2021 (\$970,000) have been significantly reduced.

Some of the strategic actions also included hiring of school facilities to community groups, an improved service provider for Before and After School Care, multiple fund-raising efforts from the Parents Club and successful grant applications.

For the first time in 6 years, the school returned a surplus in 2023 of \$60,000.

For more detailed information regarding our school please visit our website at
www.kentparkps.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 200 students were enrolled at this school in 2023, 99 female and 101 male.

7 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).

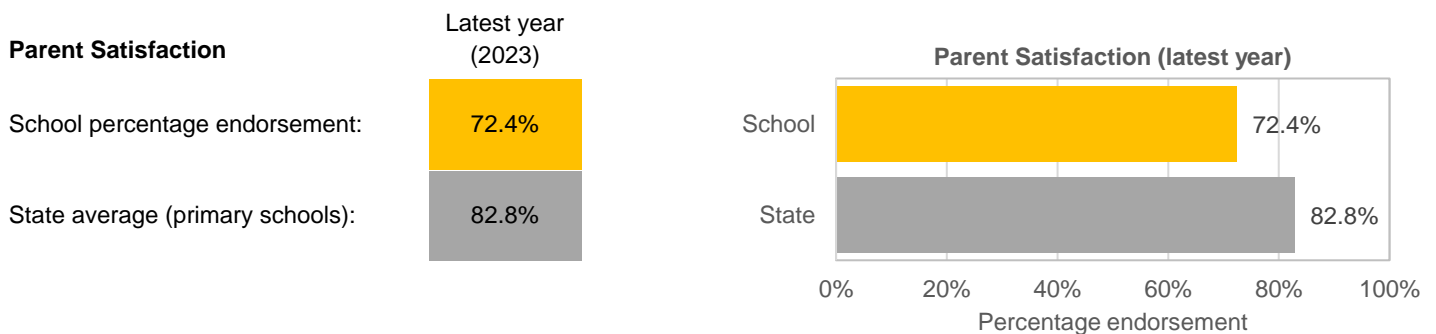
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

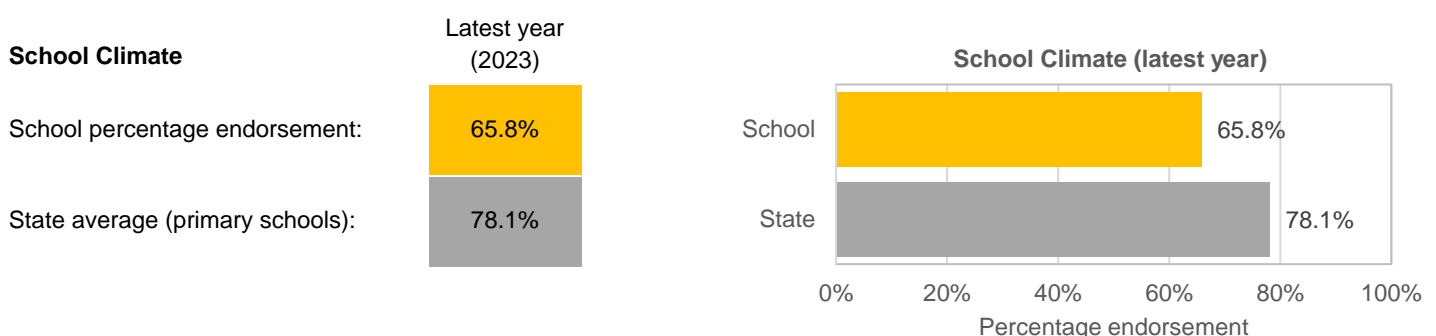


School Staff Survey

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.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

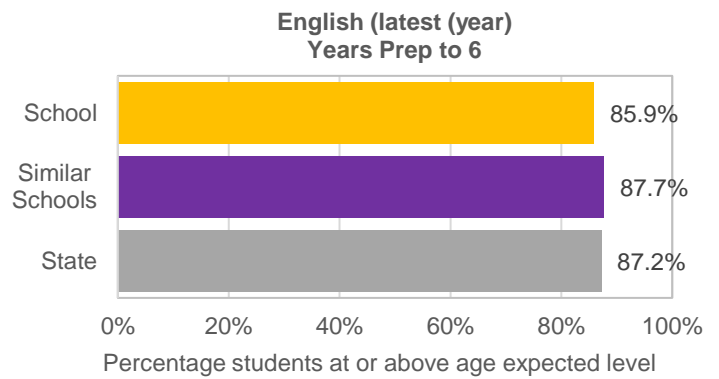
85.9%

Similar Schools average:

87.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

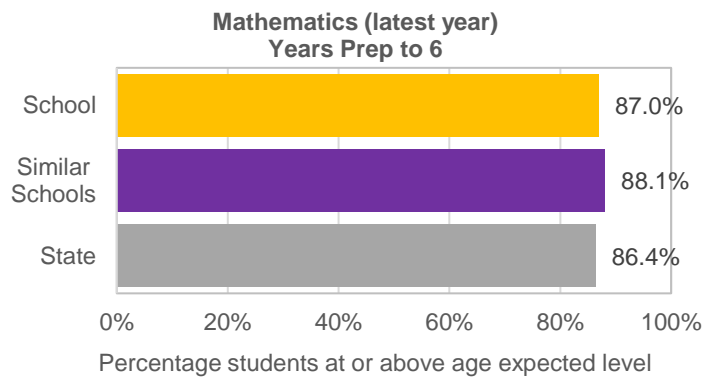
87.0%

Similar Schools average:

88.1%

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:

68.2%

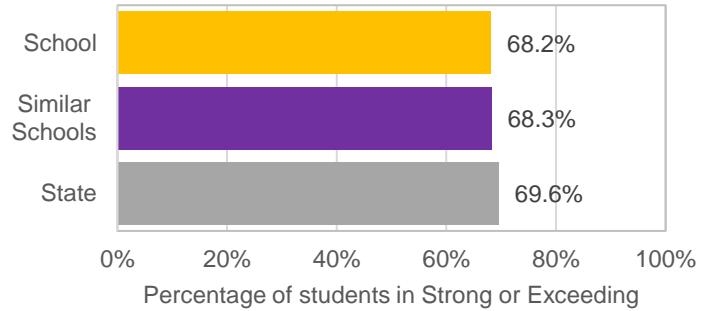
Similar Schools average:

68.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

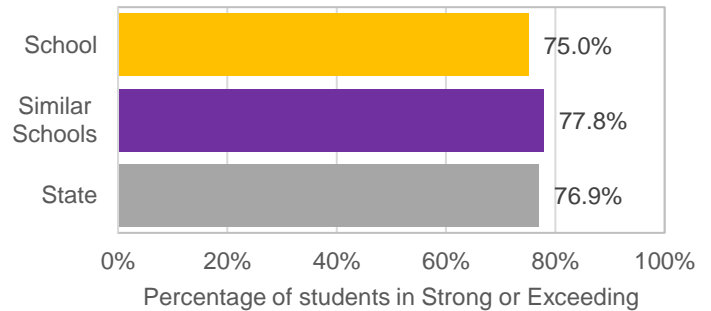
Similar Schools average:

77.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.6%

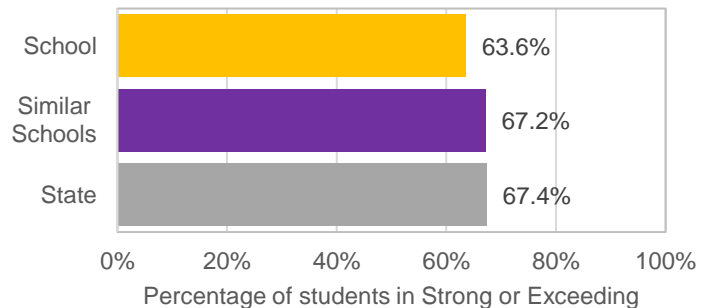
Similar Schools average:

67.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.8%

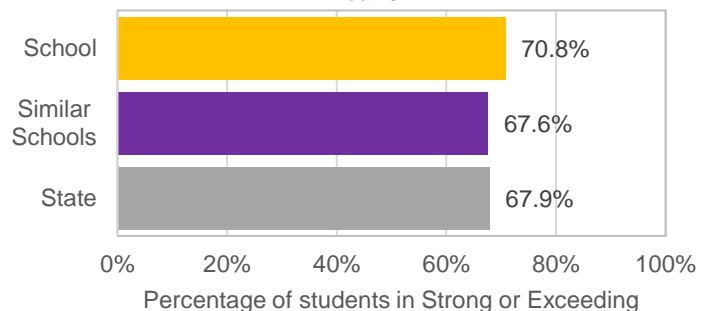
Similar Schools average:

67.6%

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:

85.7%

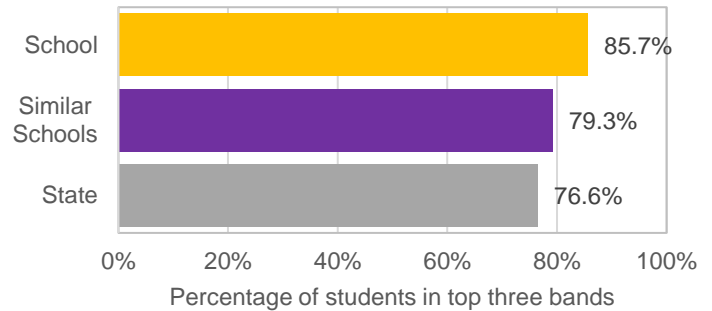
Similar Schools average:

79.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

77.3%

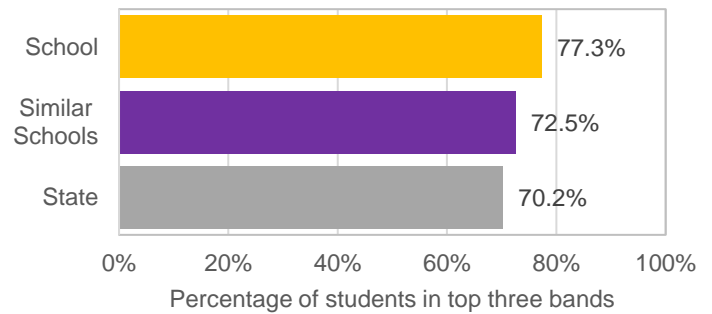
Similar Schools average:

72.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

77.3%

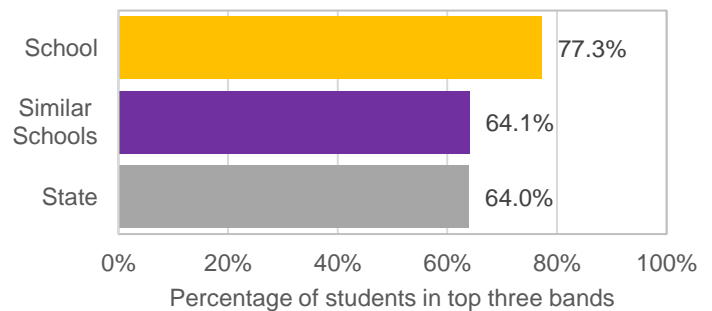
Similar Schools average:

64.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

56.5%

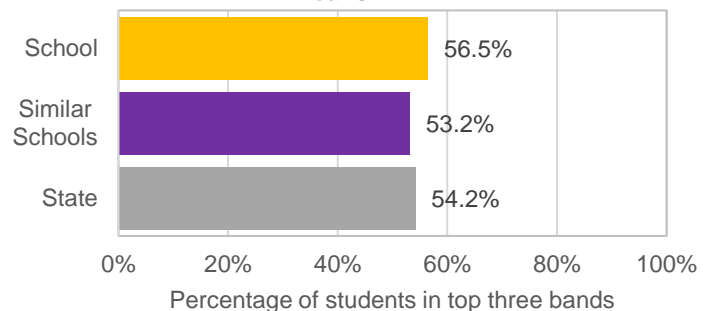
Similar Schools average:

53.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

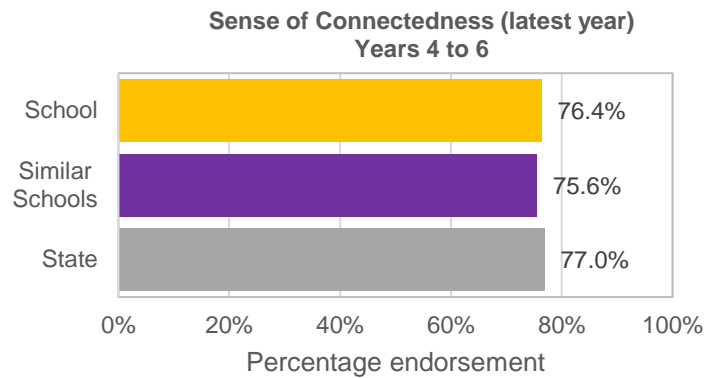
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	76.4%	72.5%
Similar Schools average:	75.6%	76.6%
State average:	77.0%	78.5%

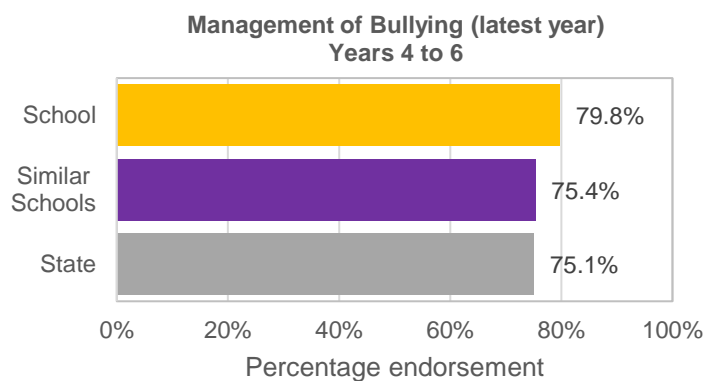


Student Attitudes to School – Management of Bullying

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:	79.8%	78.3%
Similar Schools average:	75.4%	76.3%
State average:	75.1%	76.9%



ENGAGEMENT

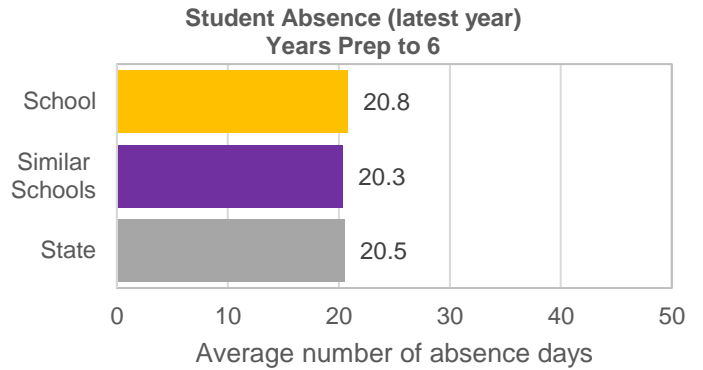
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.8	18.7
Similar Schools average:	20.3	18.2
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):	91%	89%	91%	86%	90%	90%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,178,876
Government Provided DET Grants	\$315,818
Government Grants Commonwealth	\$4,400
Government Grants State	\$0
Revenue Other	\$9,416
Locally Raised Funds	\$204,535
Capital Grants	\$0
Total Operating Revenue	\$2,713,045

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,229
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$31,229

Expenditure	Actual
Student Resource Package ²	\$2,120,249
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$74,455
Communication Costs	\$2,694
Consumables	\$69,824
Miscellaneous Expense ³	\$18,881
Professional Development	\$4,586
Equipment/Maintenance/Hire	\$17,630
Property Services	\$53,645
Salaries & Allowances ⁴	\$151,727
Support Services	\$14,047
Trading & Fundraising	\$45,867
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,575
Total Operating Expenditure	\$2,600,179
Net Operating Surplus/-Deficit	\$112,866
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 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	\$124,084
Official Account	\$30,874
Other Accounts	\$20,646
Total Funds Available	\$175,605

Financial Commitments	Actual
Operating Reserve	\$75,667
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$37,550
School Based Programs	\$1,873
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$29,750
Repayable to the Department	\$32,072
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$4,851
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$181,763

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.