

2025 Annual Report to the School Community

School Name: Karingal Primary School (4922)



- 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 22 April 2026 at 12:56 PM by Samantha Cooke (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 30 April 2026 at 03:32 PM by Samantha Cooke (Principal)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’. ‘Levels A to D’ may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

Updates to the ‘Performance Summary’ in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Karingal Primary School was established in 1966 and is located on a picturesque site in a well established suburb, close to the City of Frankston, 53 km south- east of Melbourne. The school's attractive site, with established native trees, contrasts with the local urban environment and the small shopping complex nearby.

Karingal Primary School is a medium sized school of 235 students (51% female and 49% male) with a unique and successful Montessori stream operating within. Karingal Primary School has 5% of students with English as an additional language, 3% Out of Home Care students and 13% Aboriginal or Torres Strait Islander. This school's SFOE band value is: Medium. The Montessori Stream of education brings students from outside the enrolment zone, generally representing a higher level of socio-educational advantage compared to the Mainstream enrolment. The school supports a Before and After School Care program (hosted by Camp Australia), whereby neighbouring schools also use this available facility.

Karingal Primary School's vision is: Inspiring; Nurturing; Learning...Shaping the Future Together. We provide a friendly, dynamic and secure learning environment that strives to develop respectful, resilient, lifelong learners. We support students to achieve their personal best in an atmosphere of mutual respect and cooperation. Karingal Primary School is strongly committed to the development and building of teacher capacity within its staff and continuous improvement to achieve maximum outcomes for all students. It values working with the whole school community where the school values of Respect, Integrity, Persistence, Relationships and Resilience form the moral purpose of the school and the foundation for ensuring the best environment for all.

A professional team of teachers is dedicated to delivering a range of rich, engaging and quality programs in all key learning areas. Literacy and Numeracy remain at the forefront of the curriculum and are supported by Specialist programs of Visual Art, Performing Art, Physical Education, Science and Language Education (Japanese). The school's variety of ICT equipment supports the delivery of personalized programs to address individual learning needs and provides access to a range of learning technology opportunities.

The school community is interested, supportive and keen to see the school move from strength to strength. Community support is highly valued, and volunteering takes many forms from School Council and Parents and Friends to mentors, classroom helpers, gardeners and the breakfast club. An Early Years partnership operates with Frankston City Council at Karingal PLACE which is adjacent to the school and the students have access to the gymnasium during school hours.

The staffing profile for 2025 consisted of a Principal, Assistant Principal, 14 teachers both full and part time (including a TLI), 15 Education Support staff on different time fractions, including a 1.0 Primary Welfare Officer to support the emotional and social needs of all our students. There is currently 1 Aboriginal member of staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Karingal Primary School entered into their second year of the Strategic Plan in 2025.

In 2025, Karingal Primary School continued to progress its improvement goals through a strong focus on consistent teaching practice, collaborative planning, targeted support and the strengthening of student engagement in learning.

The school also maintained a strong focus on teacher collaboration as a driver of student learning improvement. Through collaborative planning and professional dialogue, staff worked together to analyse student learning data, identify student need and plan more targeted teaching. This strengthened shared understanding of curriculum delivery and supported a more consistent learning experience for students across the school.

Targeted supports and classroom structures also played an important role in supporting student learning. Students were provided with learning at their point of need through differentiated teaching, intervention and responsive classroom practice. The school's work in building clear routines, expectations and learning environments also contributed to stronger student self-regulation and readiness to learn.

Students in Year Prep to Year 6 continued to improve in both Literacy and Numeracy, which was a pleasing result.

In 2025, Year 3 NAPLAN data of students in the Strong/Exceeding category indicated:

- Reading - students were below similar school students and the state average.
- Writing - students were below similar school students and the state average.
- Numeracy - students were below similar school students and the state average.

In 2025, Year 5 NAPLAN data of students in the Strong/Exceeding category indicated:

- Reading - students were 'on par' with similar school students and the state average.
- Writing - students were above similar school students and the state average.
- Numeracy - students were below similar school students and the state average.

Learning Highlights

- Teacher Collaboration improved to 90% in the School Staff Survey, increasing from 85% in 2024 and sitting above both network and state benchmarks. This reflected stronger collaborative planning and shared ownership of student learning across the school.
- Self-Regulation and Goal Setting increased to 89% in the Attitudes to School Survey, up from 87% in 2024, and above both network and state benchmarks. This suggests students increasingly demonstrated independence, persistence and ownership of their learning.

- Student Voice and Agency remained strong at 70%, sitting above both network and state benchmarks. This reflects ongoing opportunities for students to engage in their learning, contribute ideas and build confidence as active participants in the classroom.

Overall, Karingal Primary School's improvement work in 2025 supported the continued strengthening of teaching practice and student learning conditions. This has provided a strong foundation for ongoing improvement in student engagement, confidence and learning growth.

Wellbeing

In 2025, Karingal Primary School progressed its student wellbeing goals through the continued implementation of a consistent, whole-school approach to behaviour, engagement and student support. A key focus was the strengthening of the School-Wide Positive Behaviour Support (SWPBS) framework to ensure clear, predictable and supportive environments for all students.

This work focused on building consistency across the school in the teaching and reinforcement of expected behaviours. Staff explicitly taught behavioural expectations aligned to the school's values and implemented consistent responses to support positive student behaviour. This contributed to improved classroom environments and supported students to feel safe, understood and ready to learn.

The school also prioritised the development of student self-regulation, resilience and emotional wellbeing. Through structured routines, calm spaces and targeted support, students were supported to manage their emotions, build independence and re-engage in learning. Staff worked closely with families and external agencies to provide individualised support for students requiring additional wellbeing intervention.

A continued focus on student voice, inclusion and connectedness also supported improved wellbeing outcomes. Students were provided with opportunities to contribute to their learning and school experience, strengthening their sense of belonging and engagement within the school community.

Wellbeing Highlights

- Sense of Inclusion remained strong at 85% in the Attitudes to School Survey, indicating that the majority of students feel accepted, respected and valued within the school community.
- Self-Regulation and Goal Setting improved to 89%, up from 87% in 2024, and above both network and state benchmarks. This reflects the school's focus on building student independence, resilience and emotional regulation.
- Student Voice and Agency remained above benchmark at 70%, supporting students to feel heard and actively engaged in their learning and school life.
- Attendance remained an area for continued improvement, with the percentage of students with 20 or more days absence increasing to 42%. In response, the school strengthened its attendance processes, including daily follow-up, family engagement and collaboration with external services to support improved student attendance and engagement.

Overall, the school made steady progress towards its wellbeing goals in 2025, strengthening consistency of practice and building a positive, inclusive and supportive school environment. This

has provided a strong foundation for continued improvement in student wellbeing, engagement and attendance.

Engagement

In 2025, Karingal Primary School continued to strengthen student engagement as a key enabler of both learning and wellbeing, in line with the Framework for Improving Student Outcomes (FISO) 2.0. The school maintained a focus on improving attendance, strengthening student voice and agency, and providing a broad range of engaging learning and extracurricular opportunities.

A key priority was improving student attendance, recognising its direct impact on learning continuity and student outcomes. Attendance data indicated that this remains an area for ongoing focus, with the percentage of students with 20 or more days absence increasing to 42%, and the school's average absence sitting at 21.2 days, above desired targets. In response, the school strengthened its whole-school approach to attendance through consistent monitoring and follow-up processes. This included daily communication with families of absent students, targeted support for identified students, and collaboration with external agencies such as SSSO and Navigator to address barriers to attendance. The school also introduced strategies to promote positive attendance habits, including class and individual recognition at assemblies.

Student engagement was further supported through a strong focus on student voice and agency, ensuring students had opportunities to contribute to their learning and feel connected to their school experience. Classroom practices increasingly reflected opportunities for student input, goal setting and active participation, supporting a sense of ownership and motivation in learning.

The school also provided a range of whole-school events, extracurricular activities and hands-on learning experiences to strengthen engagement and connection. Events such as Harmony and Friendship Day, Science Night, camps, excursions and whole-school celebrations provided opportunities for students to connect, collaborate and engage in meaningful learning beyond the classroom.

Engagement Highlights

- Attendance remains an identified area for improvement, with 42% of students recording 20 or more days absence. The school has strengthened its attendance processes and supports, resulting in improved tracking, earlier intervention and stronger family engagement.
- Student Voice and Agency remained strong at 70%, above network and state benchmarks, reflecting students' increasing sense of connection and participation in their learning.
- Sense of Inclusion at 85% (AtoSS) indicates that most students feel connected and valued within the school, supporting ongoing engagement in school life.
- High levels of participation in whole-school events, extracurricular activities and community-based experiences supported student connection, engagement and positive school culture.

Overall, Karingal Primary School continued to strengthen student engagement in 2025 through a focus on attendance, student voice and connected school experiences. While attendance remains

an area for ongoing improvement, the school has established strong foundations to support increased engagement and participation moving forward.

Other highlights from the school year

2025 was a year that truly reflected the strength, pride and connectedness of the Karingal Primary School community, with a number of standout achievements and experiences that enriched student learning and strengthened community engagement.

A significant highlight was the recognition of our community garden at the Victorian School Building Authority (VSBA) awards, affirming the impact of this space as a powerful hub for learning, wellbeing and environmental education. This was complemented by the outstanding achievement of our valued volunteer, Marilyn, who was awarded Gardener of the Year. Marilyn's dedication and vision have been instrumental in transforming the garden into a thriving, student-centred space that continues to benefit the entire school community.

The school's whole-school concert was another defining moment, showcasing the talent, creativity and confidence of our students. With strong student involvement in both performance and production, the event highlighted the importance of student voice, collaboration and pride in achievement.

A strong culture of community engagement was evident through a range of fundraising and community events, including the Colour Fun Run, Mother's Day and Father's Day celebrations. These events brought families together, strengthened school pride and contributed to valuable resources that support student learning and school improvement.

Students also participated in a wide range of camps, excursions and whole-school events, including Science Night and Harmony and Friendship Day, providing meaningful opportunities to build connection, independence and engagement.

Together, these highlights reflect Karingal Primary School's commitment to providing rich, authentic and engaging experiences that support the development of the whole child and strengthen our vibrant school community.

Financial performance

At the conclusion of 2025, Karingal Primary School maintained a sound and stable financial position, with resources strategically aligned to support school improvement priorities and student learning outcomes.

The school's core funding was provided through the Student Resource Package (SRP), supplemented by Equity funding, targeted initiatives and additional grants. These funds supported differentiated teaching, targeted intervention and student wellbeing programs. Locally raised funds, including the Colour Fun Run and community events such as Easter, Mother's/Father's Day, Concert and Christmas Raffles and celebrations, also contributed to enhancing school resources and student experiences.

Additional funding was accessed through environmental and sustainability initiatives, supporting the continued development of the school's community garden and outdoor learning spaces.

There were no significant extraordinary expenditure items in 2025. All spending was aligned to school priorities, including classroom resources and grounds improvements. The school did not enter into any major long-term financial contracts beyond standard operational agreements.

Overall, the school remains in a strong financial position, well placed to support ongoing improvement.

**For more detailed information regarding our school please visit our website at
<https://www.karingalps.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 232 students were enrolled at this school in 2025, 117 female and 115 male. 5% had English as an additional language and 8% 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 **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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	78.1%	
	Similar schools	81.8%	
	State	82.0%	

School Staff Survey

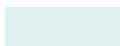
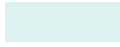
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	76.5%	
	Similar schools	79.1%	
	State	77.4%	

LEARNING

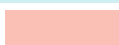
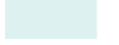
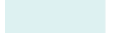
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

2025			
English Prep - 6 % of students at or above age expected standards	School	76.3%	
	Similar schools	83.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	73.2%	
	Similar schools	82.6%	
	State	84.2%	

NAPLAN

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

2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	79.2%		73.8%
	Similar schools	65.2%		65.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	72.0%		70.7%
	Similar schools	69.9%		70.8%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	50.0%		50.6%
	Similar schools	61.0%		62.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	60.0%		54.3%
	Similar schools	65.1%		61.6%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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

			2025
Reading Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	70.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	62.5%	
	Similar schools	69.7%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	83.5%		82.5%
	Similar schools	76.5%		75.3%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	79.0%		76.5%
	Similar schools	78.0%		75.5%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	29.4	25.7
	Similar schools	22.1	22.4
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	87.1%	
Year 1	School	87.9%	
Year 2	School	88.1%	
Year 3	School	85.5%	
Year 4	School	81.2%	
Year 5	School	78.3%	
Year 6	School	86.8%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$3,299,308
Government Provided DET Grants	\$861,178
Government Grants Commonwealth	\$2,550
Government Grants State	\$5
Revenue Other	\$53,451
Locally Raised Funds	\$173,486
Capital Grants	\$0
Total Operating Revenue	\$4,389,978

Equity	Actual
Equity (Social Disadvantage)	\$150,224
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$150,224

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

Expenditure	Actual
Student Resource Package ¹	\$3,118,820
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$50,836
Communication Costs	\$4,585
Consumables	\$273,328
Miscellaneous Expenses ²	\$82,971
Agency Staff	\$0
Professional Development	\$0
Equipment/Maintenance/Hire	\$69,499
Property Services	\$169,290
Salaries & Allowances ³	\$208,511
Support Services	\$128,463

Expenditure	Actual
Trading & Fundraising	\$21,242
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,765
Total Operating Expenditure	\$4,158,311
Net Operating Surplus/-Deficit	\$231,667
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$369,108
Official Account	\$36,707
Other Accounts	\$0
Total Funds Available	\$405,816

Financial Commitments	Actual
Operating Reserve	\$173,248
Other Recurrent Expenditure	\$35,404
Provision Accounts	\$3,006
Funds Received in Advance	\$87,900
School Based Programs	\$18,400
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	\$3,000
Total Financial Commitments	\$320,958

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.