

# 2022 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 ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 13 March 2023 at 08:57 AM by Samantha Cooke (Principal)

- This 2022 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 27 April 2023 at 08:22 AM by Rachael Franks (School Council President)

## How to read the Annual Report

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### 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.

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### 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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.

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### What is 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').

## About Our School

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### 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 shopping complex nearby. Karingal Primary School is a medium sized school of 216 students with a unique and successful Montessori stream operating within. The school hall is used daily to support a Before and After School Care program. Karingal Primary School is committed in providing a friendly, dynamic and secure learning environment that strives to develop respectful, resilient, lifelong learners. It supports 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 in an atmosphere of mutual respect and cooperation 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.

We are proud of the gain individual students have made over the last year, whereby, Literacy and Numeracy remained the core learning areas; through monitoring and explicit teaching individual students are supported to achieve their personal best. 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. A professional team of teachers is dedicated to delivering a range of rich, engaging and quality programs in all key learning areas and in the specialist programs of Visual Art, Performing Art, Physical Education and Language Education (Japanese).

The school community is interested and 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 2022 consisted of a Principal, Assistant Principal, 14 teachers both full and part time, 10 Education Support staff on different time fractions, including a 0.8 Primary Welfare Officer to support the emotional and social needs of all our students. There are currently no Aboriginal or Torres Strait Islander members of staff. In late 2020 the school received funding of \$4.1 million in the State budget 2020/21 for upgrade and modernization works. The construction of a new multipurpose hall, Visual Arts room, STEM room and canteen commenced and continued throughout 2022; this is expected to be completed June 2023.

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### Progress towards strategic goals, student outcomes and student engagement

#### Learning

Karingal Primary School has worked diligently throughout 2022 on its Strategic Plan goal of maximizing student learning growth in Literacy and Numeracy for each student and is proud of the progress being made. Students in Year Prep to Year 6 continue to improve in both Literacy and Numeracy, which is a pleasing result.

In 2022, Year 3 NAPLAN data of students in the top three bands indicated our students were significantly above similar school and state students in the area Reading, and slightly above similar school students (however slightly below state) in Numeracy. In 2022, Year 5 NAPLAN data of students in the top three bands indicated our students were at a higher level compared to similar school comparison students and state average students in the area of Reading, however, were below state and similar school comparison students in Numeracy.

The school is pleased with the results of our Year 3 and Year 5 students in the 2022 NAPLAN assessment. It is noted that an emphasis needs to be on Numeracy in the 2023 year.

#### Wellbeing

Karingal Primary School continued to place Wellbeing at the forefront of student learning. Student social and emotional wellbeing and physical health are highly valued at the school. The school begins the year with an 'Aspiring to RIPRRness' program which sets the scene for a great year of learning complimented by effective transitions and parent interactions. The school's RIPRR values are also integrated into the 'Aspiring to RIPRRness' at the beginning of the year and are embedded and reinforced each and every day throughout the year.

Throughout 2022, the Zones of Regulation were continued to be utilised in the classroom environment to help support student wellbeing, whilst Restorative Practices was reinforced when required. The school offered: the support of a Primary Welfare Officer; student voice opportunities through leadership programs and activities and a Breakfast program run by volunteers. A variety of lunchtime programs relieved the stress on the yard and offered great social learning opportunities for students and provided an alternative space for students who find lunchtime too long.

Modified transition programs were in place (when required) for students moving from pre-school to Foundation, across the year levels and from Grade 6 to secondary school. The school worked closely with the local pre-school and secondary schools to support the students in making smooth and successful transitions with the student's social, emotional and academic needs being catered for.

Our Attitude to School Survey 2022 data indicated that our student's sense of connectedness to school (78.1%) was above similar school comparison and at the same level of state average for Primary schools (80.4%). The management of bullying (67.7%) was below similar schools (74.1%) and the state average (75.8%). As a school we are working hard to continually improve this area of concern. Karingal Primary School worked hard to develop relationships with its community to create a safe, secure and supportive learning environment.

## Engagement

Student Engagement is a high priority at Karingal Primary School. Our school environment is safe and nurturing, providing stimulating and engaging activities for all students. This year the school continued to focus on the Key Improvement Strategies related to the Connected school's priority. The work in this area is ongoing, intentional and, in 2022 included actions to increase students' resilience, enhance student connectedness to school and a commitment by all staff to ensure a high level of communication to parents and caregivers in relation to learning programs and school events.

Communication channels have included School Stream, email and a move to an online newsletter to interact and engage with the families. A wide range of co-curricular programs are developed to enrich and enhance student engagement and support students in building resilience, persistence and social capacity. Special days and out of hours activities such as sports events, movie nights, family events, special assemblies, incursions and excursions were once again available to enrich the curriculum, and lunchtime activities were provided for students to engage and participate in.

Our student absence data was just above similar schools average comparison in 2022. The average number of days absent at Karingal Primary School was 25.8 days compared with a similar school average of 24.1 days and a state average of 23.3 days. Attendance will continue to be an improvement strategy in the 2023 Annual Implementation Plan. The school maintains a strong focus on regular attendance, punctuality and to develop community awareness of the direct connection to attendance and student learning. Our school program 'Punctual Powerball' is highlighted weekly at school assembly with rewards for students who have excellent attendance. Individual attendance figures are highlighted with parents through semester reports. All parents of students with unexplained absences on a particular day are contacted by phone. The parents of students with high, unexplained absences or lateness are contacted for follow up meetings and calls as needed. Individual plans are established with parents to support them in increasing their child's attendance and families are linked in with the Primary Welfare Officer.

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## Other highlights from the school year

Karingal Primary School had many other highlights throughout the 2022 year. These include:

- Year 5 and 6 camp
- Year 3 and 4 camp
- Hosted district chess tournament

- Whole School Production
- Whole school Christmas carols
- Whole School Christmas lunch
- Successful onsite Prep transition program
- Whole school kite flying day sponsored by Graeme Marchment

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## Financial performance

Karingal Primary School maintained a sound financial position throughout 2022. The 2019-2023 School Strategic Plan along with the current 2022 Annual implementation Plan, continued to provide the framework for school council allocation of funds to support the school programs and priorities.

Funding was received from:

- Camp Australia;
- PSW commission;
- Graeme Marchment
- Westpac bank interest.

The following grants were received in 2022:

- Australian Sports Commission;
- Duet Music;
- Koorie Literacy and Numeracy program;
- DET provided grants.

Reimbursements were received from:

- VMIA Insurance;
- Monash University;
- AEDC;
- Online Education;
- Long Service Leave.

The Equity funding received supported the following programs and resources:

- student welfare resources;
- class sets of laptops;
- classroom intervention;
- prep transition;
- classroom resources;
- coaching and mentoring to build teacher capacity particularly in the areas of Literacy and Numeracy;
- programs to support online learning;
- Breakfast Club;
- School Stream

The following items were completed in 2022:

- retaining wall;
- tree maintenance;
- general maintenance.

Karingal Primary School completed the year with a \$140,00 operating surplus. However, there was a cash to credit transfer of \$126,000 early in the year.

Within the Financial Commitments section of this report the School Based Programs refers to the Montessori Program and Parents and Friends.

**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 216 students were enrolled at this school in 2022, 113 female and 103 male.

7 percent of students had English as an additional language and 7 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).

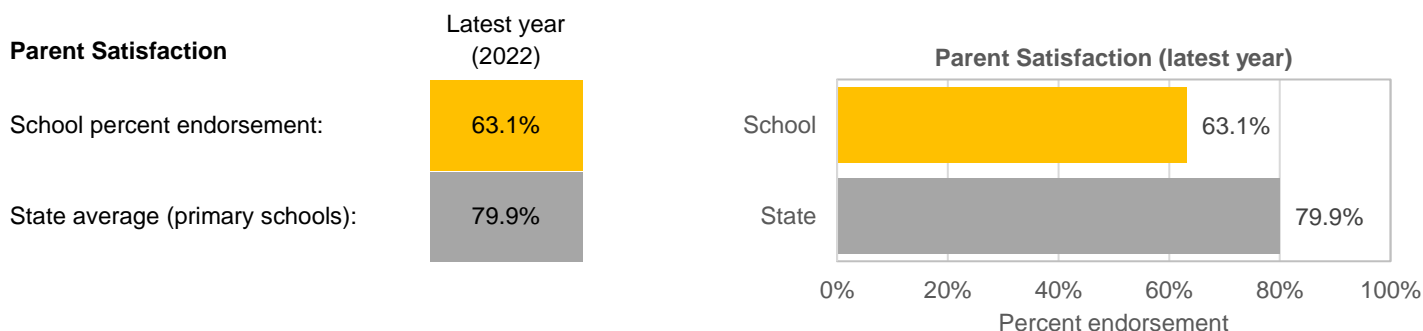
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

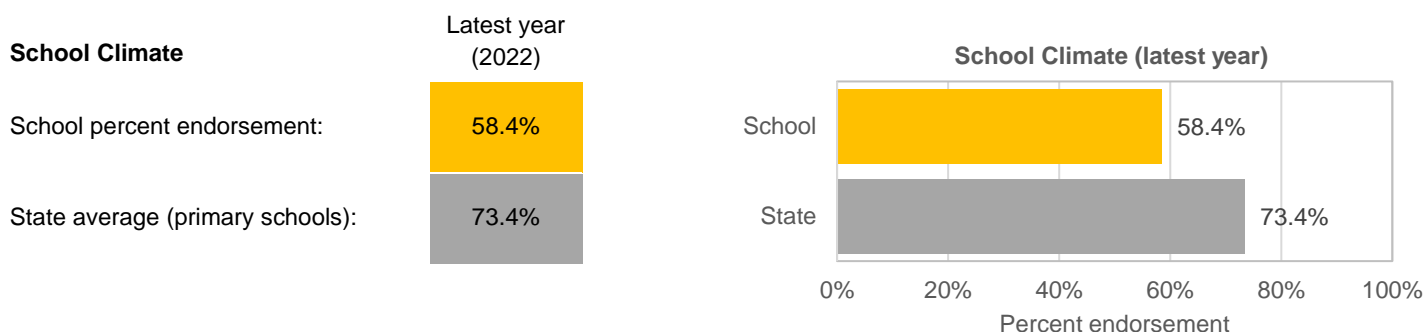


### School Staff Survey

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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

NDA

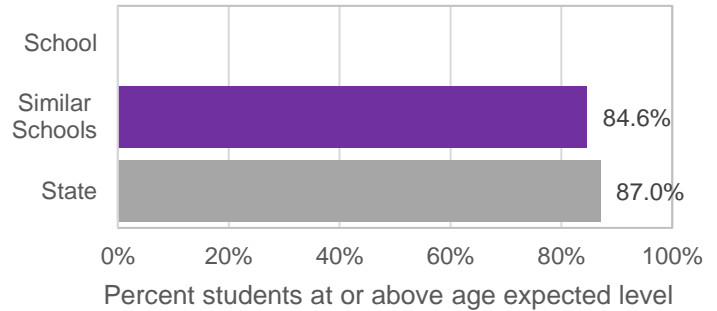
Similar Schools average:

84.6%

State average:

87.0%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

NDA

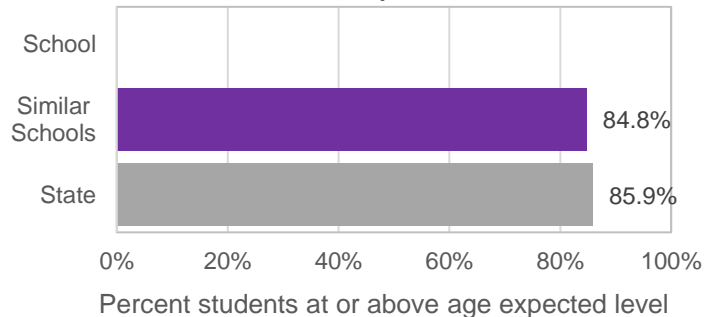
Similar Schools average:

84.8%

State average:

85.9%

#### Mathematics (latest year) Years Prep to 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.

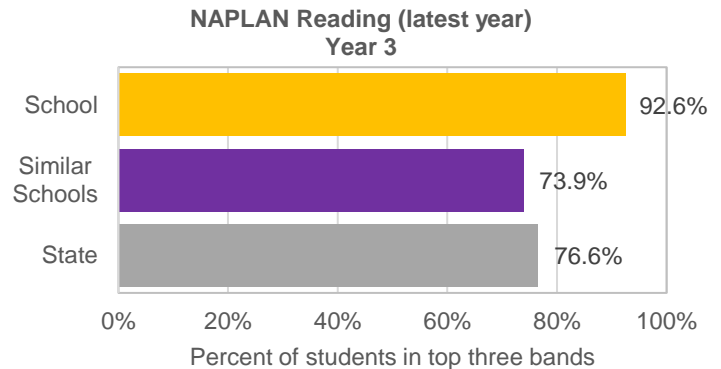
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

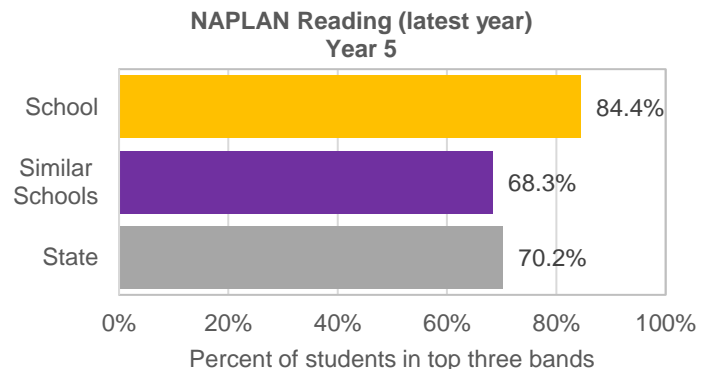
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.6%	75.0%
Similar Schools average:	73.9%	72.2%
State average:	76.6%	76.6%



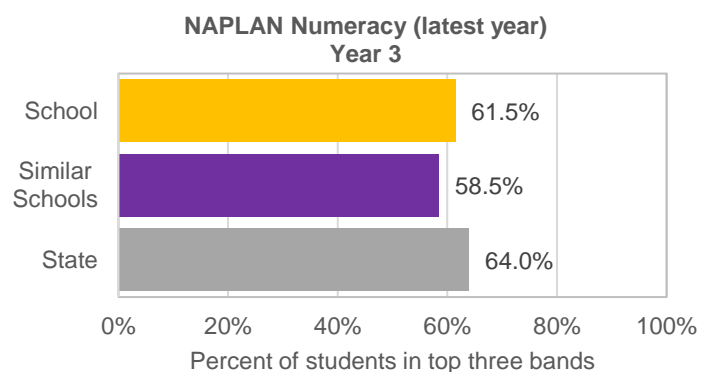
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.4%	77.2%
Similar Schools average:	68.3%	66.2%
State average:	70.2%	69.5%



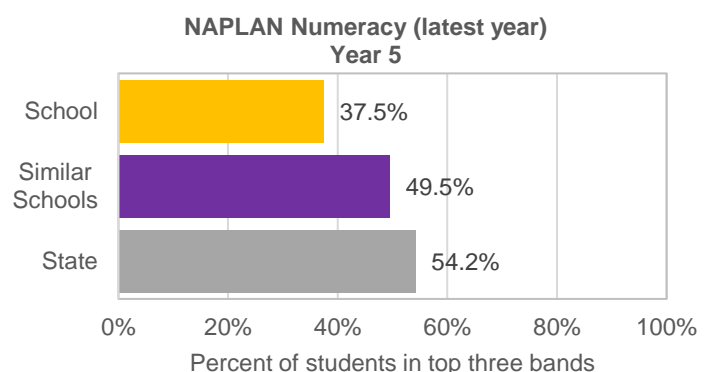
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.5%	57.9%
Similar Schools average:	58.5%	61.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.5%	46.5%
Similar Schools average:	49.5%	52.1%
State average:	54.2%	58.8%



## WELLBEING

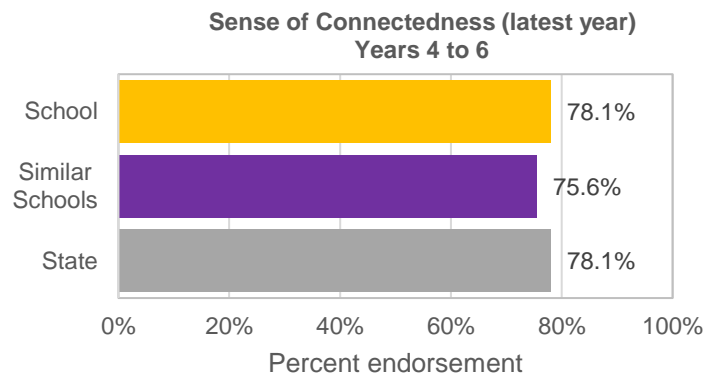
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	78.1%	77.8%
Similar Schools average:	75.6%	77.8%
State average:	78.1%	79.5%

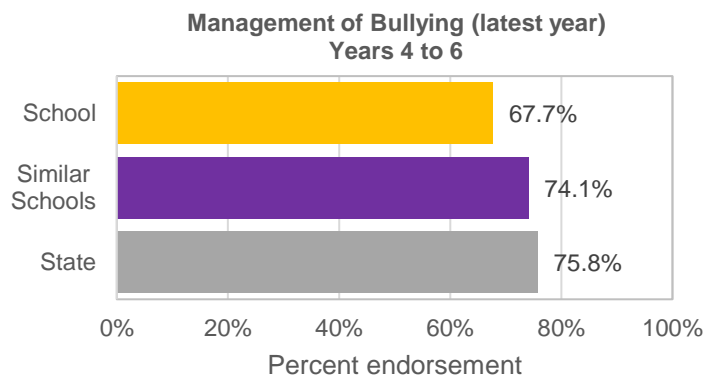


### Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	67.7%	76.3%
Similar Schools average:	74.1%	77.6%
State average:	75.8%	78.3%



## ENGAGEMENT

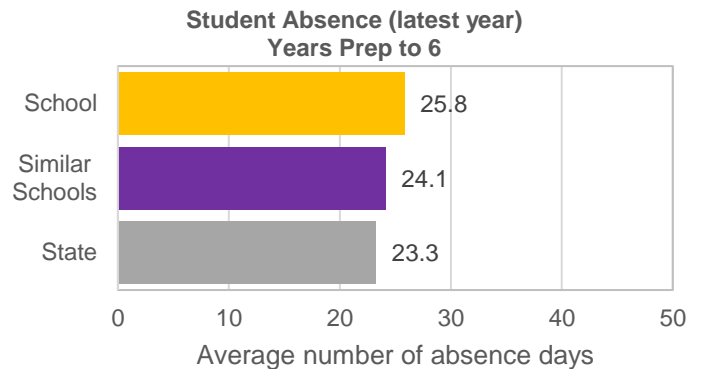
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School average number of absence days:	25.8	17.9
Similar Schools average:	24.1	18.0
State average:	23.3	17.0



### 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 (2022):	87%	86%	87%	91%	89%	84%	86%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,468,746
Government Provided DET Grants	\$237,998
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$52,755
Locally Raised Funds	\$129,365
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,888,864</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$108,033
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$108,033</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,408,931
Adjustments	\$0
Books & Publications	\$8,204
Camps/Excursions/Activities	\$41,011
Communication Costs	\$3,499
Consumables	\$92,781
Miscellaneous Expense <sup>3</sup>	\$27,219
Professional Development	\$6,445
Equipment/Maintenance/Hire	\$30,885
Property Services	\$117,473
Salaries & Allowances <sup>4</sup>	\$46,670
Support Services	\$194,820
Trading & Fundraising	\$11,818
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$317
Utilities	\$37,272
<b>Total Operating Expenditure</b>	<b>\$3,027,347</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$138,483)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

(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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$188,437
Official Account	\$26,520
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$214,956</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$86,237
Other Recurrent Expenditure	\$300
Provision Accounts	\$3,006
Funds Received in Advance	\$77,286
School Based Programs	\$101,400
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	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$288,229</b>

*All funds received from the Department, 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.*