2024 Annual Report to the School Community

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| --- | --- | --- | --- | --- | --- |
|  | |  | | --- | | * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/) * 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf). | | Attested on 02 April 2025 at 01:04 PM by Tanya Mcpherson (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 02 April 2025 at 01:04 PM by Tanya Mcpherson (Principal) | |

## School Name: Koroit And District Primary School (0618)

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](https://nap.edu.au/naplan/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

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| --- |
| School context |
| Koroit and District Primary School (KDPS) is a vibrant community dedicated to supporting the social, emotional, and academic development of every student.  Our focus is on nurturing the whole child and ensuring a rich, meaningful learning journey.  Our vision is to be a community of inclusive and inspired learners. Be Respectful, Be Safe, Be Proud and Be Inclusive is our school vision that is embedded with children, parents, carers and the wider community, shaping the way we learn, collaborate, and support one another.  Situated in Southwest Victoria, KDPS proudly supports 174 students, including 15 Indigenous students and children from diverse socio-economic backgrounds, some of whom were born outside of Australia.  The school is structured into eight classes, organized within three learning communities: Foundation/One, Two/Three, Grades Three/Four, and Grades Five/Six, forming junior, middle, and senior learning environments.  At KDPS we cultivate a culture of collaboration, support, and a commitment to continual improvement. Koroit and District Primary School provides clear behaviour expectations for staff and students, ensuring a positive and productive learning environment. We follow the Victorian Curriculum by implementing a whole school Instructional Model across all subject areas. Our specialist program includes Physical Education, STEAM, Performing Arts and Eco Connection which includes the kitchen garden, sustainability and Indigenous Language.  We deeply value our partnership with parents and carers, encouraging their involvement in all aspects of school life. We have high expectations from our students, promoting regular attendance, active participation and respect.  At KDPS we recognize and celebrate the diversity of backgrounds and abilities within our community, ensuring an inclusive environment that supports a wide range of learning needs. We have a considerable number of students with additional learning needs, including developing and monitoring Student Support Plans and Individual Learning Plan in consultation with families. |
| Progress towards strategic goals, student outcomes and student engagement |
| Learning |
| During 2024 our Professional Learning Community focussed on embedding planning to support Structured Literacy Intervention.  To complement the work done in 2024 with Differentiated Support for School Improvement (DSSI), we ensured that our teachers continued to develop an inquiry stance on Literacy and the components of Structured Literacy.  In 2024, we implemented Differentiated Support for School Improvement (DSSI) coaching for teachers in Structured Literacy for senior grades (3-6), building on the successful introduction of Sounds-Write and Heggerty in the junior grades. Structured Literacy is characterized by its explicit, systematic, cumulative, diagnostic, and responsive approach, ensuring that all students can read and interact with rich, grade-level, and complex texts. Collaborating with the coach, we aimed to enhance literacy learning, fostering enthusiasm and motivation among our students to tackle more challenging materials. Our programs prioritize engagement and well-being, with a focus on literacy and numeracy designed to cultivate skills for lifelong learning. However, our literacy data for years 3 and 5 indicates that we are slightly below the average of similar schools over a two-year period.  At KDPS we take great pride in empowering staff to assess their own teaching and learning practices. To facilitate this, Evaluate and Diagnose days are organized in five-week cycles, enabling educators to reflect on student progress and align future planning and instruction with the zone of proximal development for every student. The responsibility for data collection has shifted from being solely the duty of individual classroom teachers to a collaborative team responsibility.  Our Tutor program (TLI) also been integral to our initiatives, with regular weekly data discussions ensuring a student-centred approach. For TLI, we have focused on enhancing literacy support by utilizing our DIBELS data and offering students various opportunities to engage with Sounds Write and comprehension activities. |
| Wellbeing |
| At KDPS we prioritize evaluating the wellbeing of our students as a whole school, learning community, individual room, small group and individual level and respond to needs by designing the best support plan accordingly. This ensures we are able to respond to needs by designing the best support plan accordingly.  Our Engagement and Wellbeing Leader works with the leadership team to ensure whole school supports are in place for all students and we seek external services when required. During this time, children engaged in art therapy, drum beat, mindfulness and social stories, which explicitly teach students to problem solve difficult situations with a range of shared strategies and supports. We use these resources to implement the teaching and learning of wellbeing strategies at the appropriate age and stage of learning. The KDPS Big Life program supports a healthy, positive mindset at school through agreements that encourage all members of the school community to take responsibility and contribute to a safe and happy school. The Zones of Regulation develops awareness of feelings, energy, and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.  This provides a consistent way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life.   KDPS runs an incredibly successful 'Connect' program for children of all ages that supports student learning and engagement.  An additional targeted 35 children were involved in 'Connect' that enhanced their connectedness, attendance and engagement at school.  As part of our wellbeing focus in 2024, KDPS concentrated on supporting our students to participate in a range of Tier 2 interventions.  One key intervention is a Health and wellbeing staff member who is available to support children individually and in small groups in a safe and inclusive environment. |
| Engagement |
| The KDPS priorities a sense of connectedness and belonging to the community. Big Life works with students, school staff and families to better prepare our young people for everyday life.  We ensure that our students start their learning in the right Zone of Regulation each day. In 2024 we implemented mental health support for students by including Connect, Junior School Council, a mental Health and Wellbeing staff member in a .5 capacity, we engaged in Koorie celebrations, renewed our vegetable garden and pet zone with the inclusion of budgies and chickens. We strengthened our school leadership team by student-led assemblies.  Student engagement, as measured by the average number of student absence days, remained slightly higher than like Schools (20%/21%). The school is acutely aware of the impact that absence from school can have on student learning and engagement. The school has thorough processes that have been reviewed and strengthened throughout 2024 to encourage the importance of being at school and to support families. Where a student's absence is unexplained, the school contacts the family directly within three days of being away. We work closely with the department and several different agencies to ensure support is in place for those who may be finding it difficult to attend school due to unforeseen circumstances. Our Wellbeing and Engagement Officer is proactive in supporting students who return to school. |
| Other highlights from the school year |
| Koroit and District Primary School celebrated many highlights throughout 2024. Our Grade 3-6 camps to Ballarat and Kangaroobie, fostered independence while our F-2 students participated in excursions that deepened their understanding of local Indigenous culture.   A standout achievement was our 3-4 Hoop Time basketball team making it to the State Finals, a remarkable effort.  The dedication of our Parents, Carers, and Friends (PCF) was invaluable, ensuring student readers were updated regularly, purchasing iPads for senior students to support their transition to secondary school, and providing furniture for our outdoor classrooms. Our Buddies Program connected Foundation and Grade 6 students, fostering leadership opportunities for seniors while providing younger students with positive role models.  Koroit and District Primary School led professional learning in structured literacy, with teachers from other schools visiting to observe our structured literacy approach, showcasing our explicit and responsive teaching practices. As part of the PLC Link Schools initiative, we played a key role in running Professional Learning Communities.  The concert at Lighthouse Theatre was a huge success, engaging with the community and giving students the experience of performing in a professional setting. One of the most exciting initiatives of the year was the launch of Fusion FM, our student-led radio station.  Our welcome back picnic is a highlight for parents, we have local artists (parents) play and sing for the event.  This is a fabulous starting point for our families to strengthen relationships from an early stage. |
| Financial performance |
| In 2024, we worked consistently to ensure that Koroit and District Primary School reduced the deficit. At the end of 2024 KDPS had a surplus of $34,000.  We worked closely with the School Council to review our programs and expenditure and celebrated significant savings where applicable.  In 2024, we received a grant of $2.1m to enhance our classroom space. This resulted in an undercover area between the Foundation and grade three and four classrooms. The deck in the grade 3/4 space was replaced and a side wall was built to allow for additional learning spaces. The provides the children with an opportunity to take their learning outside.  Koroit and District Primary School has an agreement with Their Care, a before and after school care for students. Their Care delivers high-quality Outside School Hours with Educators that are qualified, caring, open and engaged.  A highlight for Koroit and District Primary School was significant funds raised by Parents, Carers and Friends in 2024.  These funded student learning and included the purchase of reading materials and iPads for the senior students. |
| **For more detailed information regarding our school please visit our website at** [**koroit.ps@education.vic.gov.au**](file:///C:\Users\09923814\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\7YRT5K7W\koroit.ps@education.vic.gov.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 184 students were enrolled at this school in 2024, 77 female and 107 male.

5 percent of students had English as an additional language and 8 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.

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| --- | --- |
| **Parent Satisfaction** | Latest year (2024) |
| School percentage endorsement: | 78.8% |
| State average (primary schools): | 81.6% |

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.

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| **School Climate** | Latest year (2024) |
| School percentage endorsement: | 83.2% |
| State average (primary schools): | 77.7% |

**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.

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| --- | --- | --- |
| **English**  **Years Prep to 6** | Latest year (2024) | |
| School percentage of students at or above age expected standards: | 76.8% |
| Similar Schools average: | 83.5% |
| State average: | 86.4% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2024) | |
| School percentage of students at or above age expected standards: | 80.7% |
| Similar Schools average: | 83.4% |
| 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.

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| --- | --- | --- | --- |
| **Reading**  **Year 3** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 64.5% | | 59.2% | |
| Similar Schools average: | 63.2% | | 62.8% | |
| State average: | 68.7% | | 69.2% | |

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| **Reading**  **Year 5** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 73.9% | | 68.1% | |
| Similar Schools average: | 67.3% | | 71.3% | |
| State average: | 73.0% | | 75.0% | |

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| **Numeracy**  **Year 3** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 59.4% | | 58.0% | |
| Similar Schools average: | 60.4% | | 62.5% | |
| State average: | 65.5% | | 66.4% | |

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| **Numeracy**  **Year 5** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 56.5% | | 53.2% | |
| Similar Schools average: | 60.1% | | 62.2% | |
| 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.

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| --- | --- |
| **Reading**  **Year 3** | (2022) |
| School percentage of students in the top three bands: | 50.0% | |
| Similar Schools average: | 70.0% | |
| State average: | 76.6% | |

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| --- | --- |
| **Reading**  **Year 5** | (2022) |
| School percentage of students in the top three bands: | 59.1% | |
| Similar Schools average: | 65.5% | |
| State average: | 70.2% | |

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| --- | --- |
| **Numeracy**  **Year 3** | (2022) |
| School percentage of students in the top three bands: | 35.0% | |
| Similar Schools average: | 60.4% | |
| State average: | 64.0% | |

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| **Numeracy**  **Year 5** | (2022) |
| School percentage of students in the top three bands: | 40.9% | |
| Similar Schools average: | 47.2% | |
| State average: | 54.2% | |

**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).

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| --- | --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2024) | 4-year average | |
| School percentage endorsement: | 75.7% | | 76.1% | |
| Similar Schools average: | 74.4% | | 76.4% | |
| State average: | 76.8% | | 77.9% | |

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).

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| --- | --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2024) | 4-year average | |
| School percentage endorsement: | 82.5% | | 79.2% | |
| Similar Schools average: | 77.1% | | 77.5% | |
| State average: | 75.5% | | 76.3% | |

**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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2024) | 4-year average | |
| School average number of absence days: | 20.0 | | 21.1 | |
| Similar Schools average: | 21.6 | | 20.2 | |
| State average: | 21.8 | | 20.1 | |

**Attendance Rate (latest year)**

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

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2024): | 92% | 88% | 91% | 91% | 91% | 90% | 87% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2024

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,970,326 |
| Government Provided DET Grants | $298,108 |
| Government Grants Commonwealth | $5,968 |
| Government Grants State | $0 |
| Revenue Other | $53,194 |
| Locally Raised Funds | $111,547 |
| Capital Grants | $0 |
| Total Operating Revenue | **$2,439,143** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $52,532 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$52,532** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,850,636 |
| Adjustments | ($250) |
| Books & Publications | $3,923 |
| Camps/Excursions/Activities | $36,683 |
| Communication Costs | $3,445 |
| Consumables | $35,847 |
| Miscellaneous Expense 3 | $47,529 |
| Professional Development | $10,736 |
| Equipment/Maintenance/Hire | $37,396 |
| Property Services | $81,643 |
| Salaries & Allowances 4 | $95,792 |
| Support Services | $10,959 |
| Trading & Fundraising | $25,122 |
| Motor Vehicle Expenses | $82 |
| Travel & Subsistence | $12,028 |
| Utilities | $22,164 |
| Total Operating Expenditure | **$2,273,736** |
| Net Operating Surplus/-Deficit | **$165,406** |
| Asset Acquisitions | **$32,910** |

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 16 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 | $373,267 |
| Official Account | $15,373 |
| Other Accounts | $0 |
| Total Funds Available | **$388,640** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $70,558 |
| Other Recurrent Expenditure | ($235) |
| Provision Accounts | $0 |
| Funds Received in Advance | $72,620 |
| School Based Programs | $54,019 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $20,960 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $20,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$237,922** |

*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.*