

2025 Annual Report to the School Community

School Name: Kinglake West Primary School (3255)



- 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 23 March 2026 at 12:03 PM by Courtney Smith (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 25 March 2026 at 09:33 AM by Courtney Smith (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

Kinglake West Primary School is a medium-sized rural school located atop the Great Dividing Range, approximately 60 kilometres north-east of Melbourne's central business district. Established in 1896, the school has a long and proud history of serving its local community. While the majority of students reside in Kinglake West, the school also draws enrolments from surrounding areas including Whittlesea, Flowerdale and Kinglake.

Our vision is to provide a safe, inclusive and supportive environment in which every student is empowered to become an active and informed global citizen. This vision is underpinned by our mission to work in strong partnership with families and the broader community to equip students with the personal qualities of resilience, gratitude, empathy, kindness and curiosity, enabling them to thrive as lifelong learners. We are committed to fostering the development of the whole child through a comprehensive academic, social and emotional curriculum that offers purposeful and engaging learning experiences.

Our school values define the culture of our community:

- **Honesty** – Demonstrating integrity, trustworthiness and fairness, and taking responsibility for our actions.
- **Everyone Matters** – Promoting a strong sense of belonging, inclusion and connection for all members of the school community.
- **Always Do Your Best** – Embracing a growth mindset, demonstrating persistence and resilience to achieve personal success.
- **Respect** – Valuing our own beliefs and those of others, and showing consideration for people, property and the wider community.
- **Teamwork** – Working collaboratively towards shared goals with empathy, patience and mutual support.

The school has maintained stable enrolment numbers and continues to provide a diverse range of programs and supports for students and families. In 2025, enrolment was 130 students. The school community reflects a range of socio-economic backgrounds, with a medium Student Family Occupation and Education Index (SFOE) recorded in 2025, indicating a moderate level of social disadvantage.

In 2025, the school employed 17 staff, comprising a full-time Principal, 12 teaching staff and 4 education support staff. This staffing profile enables the delivery of targeted, high-quality teaching and learning programs.

We recognise the critical importance of strong partnerships between school and home in supporting student learning, engagement and wellbeing. There is a shared commitment to maintaining an inclusive, safe and orderly learning environment. Student voice and agency are highly valued, with students actively contributing to decision-making and school improvement.

A broad range of extra-curricular opportunities enhances student engagement and complements the core curriculum. These include a comprehensive camping program across all year levels,

interschool sport, sports clinics, swimming, athletics and cross country events, as well as a variety of excursions and incursions.

Our commitment to developing the whole child is further supported through specialist programs in AUSLAN, Drama, Music, Visual Arts and Physical Education. Student leadership is a key feature of the school, with opportunities including School Captains, Vice Captains, House Captains, Sustainability Leaders and the Student Representative Council. Student leaders participate in workshops and conferences throughout the year to strengthen their leadership capabilities and confidence.

Teaching and learning programs are carefully designed to ensure all students are supported through targeted and scaffolded instruction. To further enhance learning outcomes, the school provides a range of additional programs and services tailored to individual and group needs, including:

- Social skills programs
- Lunchtime clubs
- Access to a school counsellor
- Literacy and numeracy intervention programs
- Education support staff assistance
- Speech intervention
- Art Extension group
- English as an Additional Language (EAL) support
- Outside School Hours Care (OSHC) services

Through these comprehensive approaches, Kinglake West Primary School continues to support every student to learn, grow and succeed.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 our key action from the Annual Implementation Plan was to align the schools Instructional Model for English and Mathematics to the VTLM 2.0 to ensure high quality classroom instruction was provided to all students.

To support these key actions the following was implemented:

- Implement a Professional Learning schedule that supports the development of knowledge for the VTLM 2.0 and instructional models
- Professional learning centred on the Science of Learning, including explicit instruction and cognitive load theory.

- Provide Professional Learning for Leaders and teachers in relation to the VTLM 2.0.
- Continued implementation Professional Learning Communities to inquire into aspects of the instructional models and how they impact student learning.
- Curriculum alignment audit

In 2025 68% of students experienced medium to high growth in NAPLAN reading from Years 3 to 5.

In 2025 52% of students experienced medium to high growth in NAPLAN numeracy from Years 3 to 5.

During the 2026 school year our instructional models and associated processes will continued to be refined with an emphasis upon Tier 2 targeted interventions.

Wellbeing

In 2025 our key action from the Annual Implementation Plan was to implement and embed whole school Social and Emotional Learning curriculum.

To support these key actions the following was implemented:

- Development and refinement of Social and Emotional Learning Curriculum Scope and Sequence
- Alignment between Resilience, Rights and Respectful Relationships curriculum and The Resilience Project curriculum in SEL scope and sequence
- Professional learning provided to staff to develop their capacity in delivery high quality SEL lessons

The school also continued to employ a school counsellor to support the needs of our students and families. Staff were provided with targeted professional learning to support students with additional needs e.g. dyslexia, ASD, PDA, ODD etc. We continue the implementation of our SWPBS framework across the school and our Mental Health and Wellbeing Leader continued to participate in our network Wellbeing Community of Practice where they worked alongside several other school from our network to identify and implement best practice.

In 2025 79.6% of students reported positive endorsement in the Attitudes to School Survey for Sense of Connectedness – above state and similar schools. 82.9% of students reported positive endorsement in the Attitudes to School Survey for Managing Bullying – above state and similar schools.

Engagement

Our students are engaged and connected to school which is supported through the implementation of the 'Welcome to West' program at the start of each year. This program assists students to understand the structures, routines and expectations across the school. We focus on consistency in every classroom and learning space across the school. These approaches support

students to build resilience, develop caring and respectful attitudes, responsible behaviours and a desire to display their personal best both in and out of the classroom.

Our Year 5/6 students hold leadership responsibilities which are nurtured through their participation in the Young Leaders program as well local leaders training. They are responsible for the planning and delivery of the weekly assemblies which they do with confidence. Senior students support our younger students through the Buddies program where they work with their younger peers each fortnight on our social/emotional learning programs, supporting and guiding them to make positive and responsible choices.

In 2025 our attendance data indicates that 30% of our school population had 95% or high attendance, with absences lower to that of similar schools and the network. Our 2025 attendance rate overall from years prep to six was 91.5% which is the same as the previous year.

We continued to promote attendance in all classrooms and provided classroom staff with a monthly attendance data report. Teachers were required to follow up on any unexplained absences following the school's staged approach to attendance flow chart. Parents were notified of any absences through the Xuno notification system and prompted to enter a reason for their child's absence. Kinglake West Primary School worked closely with families to offer support and engagement for chronic absences.

Other highlights from the school year

Other highlights throughout the year included:

Our annual ART Show that showcases the wonderful artistic creations from throughout the year

Whittlesea Show story submissions where students performed well, taking home multiple 1st and 2nd prize placings

Excursions and Incursions across all year levels to support our Science and Humanities curriculum

Amazing fundraising efforts through colour fun run and other fundraisers

Year 3/4 3 day camp to Echuca

Year 5/6 3 day camp to Phillip Island

Prep Breakfast, Year 1 dinner and Year 2 school sleepover

Opening of our new Inclusive Schools Fund playground

Bike Ed program

Student Led Conferences

Breakfast Club

Raising our 7 chooks from babies and slowly releasing them back in to our school coop

Art Extension program

Local Kinder visits

We celebrated many days as whole school events as well as in class which include but are not limited to, Day for Daniel, Book Week, Education week, Science week, Harmony Day, Wombat Day and Footy day. A highlight being a student versus teacher basketball game.

Financial performance

Kinglake West Primary School is committed to providing an educational experience that supports learning for all students. There is a strategic approach to program budgets, revenue and expenditure – which is closely monitored and regularly scrutinised to ensure funds are being used for maximum impact on student learning, as well as maintaining a safe educational setting for all students and staff.

Kinglake West Primary School operated at a surplus during 2025. This was due to an increase in stable enrolment numbers, strategic allocation of funds and increased fundraising activities.

The school has continued to make improvements to our facilities and grounds to improve the look of the school grounds, purchasing additional resources to support teaching, learning and wellbeing.

The School Strategic Plan, along with the Annual Implementation Plan, continues to provide the framework for the allocation of human and physical resources to support student needs, school programs and priorities.

**For more detailed information regarding our school please visit our website at
<https://www.kinglakewestps.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 128 students were enrolled at this school in 2025, 55 female and 73 male. NDP had English as an additional language and 5% 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	77.3%	
	Similar schools	81.3%	
	State	82.0%	

School Staff Survey

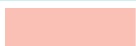
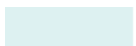
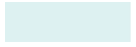
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	88.3%	
	Similar schools	78.8%	
	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	85.5%	
	Similar schools	82.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	88.7%	
	Similar schools	81.2%	
	State	84.2%	

NAPLAN

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

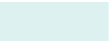
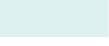
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	41.2%		61.1%
	Similar schools	61.6%		62.5%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	63.2%		72.2%
	Similar schools	69.7%		69.7%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	50.0%		66.7%
	Similar schools	61.2%		62.5%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	57.9%		69.1%
	Similar schools	64.2%		62.0%
	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	68.4%	
	Similar schools	71.8%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	52.6%	
	Similar schools	70.3%	
	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	79.6%		77.2%
	Similar schools	74.8%		74.3%
	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	82.9%		78.4%
	Similar schools	76.9%		75.6%
	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	16.8	19.3
	Similar schools	22.2	22.2
	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	91.1%	
Year 1	School	92.7%	
Year 2	School	90.9%	
Year 3	School	93.0%	
Year 4	School	90.4%	
Year 5	School	90.9%	
Year 6	School	91.3%	

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	\$1,631,751
Government Provided DET Grants	\$247,681
Government Grants Commonwealth	\$6,836
Government Grants State	\$0
Revenue Other	\$11,108
Locally Raised Funds	\$120,773
Capital Grants	\$0
Total Operating Revenue	\$2,018,148

Equity	Actual
Equity (Social Disadvantage)	\$30,102
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$30,102

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

Expenditure	Actual
Student Resource Package ¹	\$1,637,958
Adjustments	\$0
Books & Publications	\$1,297
Camps/Excursions/Activities	\$54,926
Communication Costs	\$3,268
Consumables	\$17,136
Miscellaneous Expenses ²	\$8,344
Agency Staff	\$0
Professional Development	\$2,069
Equipment/Maintenance/Hire	\$24,315
Property Services	\$71,617
Salaries & Allowances ³	\$40,729
Support Services	\$22,980

Expenditure	Actual
Trading & Fundraising	\$42,585
Motor Vehicle Expenses	\$6,394
Travel & Subsistence	\$0
Utilities	\$24,012
Total Operating Expenditure	\$1,957,631
Net Operating Surplus/-Deficit	\$60,517
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	\$130,268
Official Account	\$19,310
Other Accounts	\$1,302
Total Funds Available	\$150,880

Financial Commitments	Actual
Operating Reserve	\$53,279
Other Recurrent Expenditure	(\$100)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$53,179

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.