

# 2024 Annual Report to the School Community

School Name: Kyneton Primary School (0343)



- 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 28 March 2025 at 09:37 AM by Alistair Rayner (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 28 March 2025 at 09:38 AM by Alistair Rayner (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
- 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').

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### 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'](#) 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

### School context

At Kyneton Primary School, we believe our children are entitled to a high-quality education that respects and responds to their existing competencies, cultural heritage, and histories. We want our children to learn to their full potential in an inspiring, challenging, and supportive environment. Our families are entitled to be confident that their children will have access to an education that promotes equity and excellence while also attending to the wellbeing of all children.

Respect, persistence, pride, responsibility, personal excellence, and care for others are critical to our children's success and our success as a school. All employees, students, parents/carers, volunteers, and visitors will be treated with dignity and respect, regardless of their sex, gender identity, socioeconomic status, cultural background, sexual orientation, or level of ability.

We aim to foster strong partnerships between home and school, as we recognize that the best educational opportunities are provided when a positive relationship exists between these two environments. We seek to create a real sense of belonging, involvement, and collaboration to support children in reaching their full potential.

School non-attendance is addressed through the provision of an active welfare program, using the Berry Street Educational Model built around The Respectful Relationships curriculum. Our wellbeing policy encompasses explicit procedures that support the school community and foster a sense of belonging, while appreciating individuality.

The school leadership team carefully monitors attendance data weekly using the Compass modular, web-based school management platform. Our qualified teaching staff engage in continuous professional learning to ensure they remain at the forefront of current educational research and can effectively use acknowledged best practices in learning and teaching methodologies. This is evidenced by our commitment to ongoing action-research PLC inquiries and specialist consultancy.

The school has 23.89 equivalent full-time staff: 2 in Principal Class, 19.69 teachers (including full-time and part-time), and 4.13 ES staff. The school enrolls approximately 333 students. In 2024, 3% of students have English as an additional language, and 2% are Aboriginal or Torres Strait Islander. We have a regular prep enrolment of 40-50 students each year.

The school is situated in Kyneton, a town of 10 898 people, located an hour's drive northeast of Melbourne.

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

#### Learning

In 2024, the school continued to focus on maximising student outcomes, with an emphasis on the

shared priority of student learning and a greater focus on numeracy.

The percentage of Year 3 students achieving "Strong" or "Exceeding" in NAPLAN testing was 72.2% for Reading and 74.1% for Numeracy, both of which exceeded the averages for similar schools and the state.

For Year 5 students, 84.8% achieved "Strong" or "Exceeding" in Reading, and 84.8% in Numeracy, again surpassing the averages for similar schools and the state.

It is important to note that the NAPLAN test was revised in 2023, and as a result, a two-year average has been provided for 2024. This shows higher results in both year levels across all areas when compared to similar schools and the state.

A targeted approach was implemented to provide numeracy and writing support for Year 3 and Year 5 students in Term 1. Afterward, students who were identified as needing additional support in NAPLAN proficiency levels in 2023 received ongoing assistance through the Tutor Learning Initiative.

The school continued its Visible Learning journey, with students responding positively to the ongoing focus on Learning Intentions and Success Criteria to help them progress. In 2024, the focus shifted to developing Learning Dispositions and exploring their role in enhancing individual learning outcomes. Additionally, Professional Learning Communities (PLCs) were utilized to develop inquiry investigations centered on sharing and using data to inform teaching.

## Wellbeing

In 2024, the school continued to focus on maximising student connectedness, engagement, and wellbeing.

The school community nurtures a caring, safe, and happy environment that promotes self-discipline and responsibility, mutual respect and tolerance, self-esteem, and genuine pride.

The Attitudes to School Survey (Year 4-6) data in the **Sense of Connectedness** domain was positive at 80.8%, higher than the average for similar schools and the state average. The four-year average data was 79.3%, ahead of both similar schools and the state average.

The Attitudes to School Survey (Year 4-6) data in the **Management of Bullying** domain was positive at 87.0%, surpassing the averages for similar and state schools. The four-year average was very positive at 81.4%, also higher than the averages for similar and state schools.

In 2024, the school's key improvement strategies in the area of wellbeing were: to strengthen staff capacity to activate student agency and engagement in learning, and to further develop the school's approach to wellbeing and inclusive practices.

Initiatives that supported wellbeing at our school included:

- Additional staff members trained in the Berry Street Education Model (BSEM).
- All staff and students were provided with a BSEM Diary, which served as a structured daily reminder of the wellbeing and learning principles at the core of the model.
- Focus on the Berry Street Education Model at whole-school assemblies, with explicit instruction on self-regulation strategies and learning readiness.
- Student Support Group meetings and Disability Inclusion applications.

- Honey, our Dogs Connect dog, worked closely with our wellbeing team and in classrooms, supported by Grade 5/6 students who were trained as 'Honey Helpers.'
- Lunchtime activities: Art, Music, Zen Zone, LEGO, Code Club, Chess Club, Drama Club.
- Engagement with State Schools' Relief and Food Bank (Breakfast Club).

## Engagement

Kyneton Primary School students are engaged and connected to their school. We take pride in our programs and our focus on social and emotional literacy, which help students build resilience, persistence, engagement, and social capacity.

The average number of school absence days (22.3) was slightly higher than both the similar schools average (21.1) and the state average (21.8). The attendance rate was highest in Prep, Year 1, and Year 2, while the attendance rate in Year 6 (86%) was the lowest. A significant factor affecting this data was a range of extended family holidays taken during term time.

The school follows a staged response to student absences and works with families to identify and address the causes of these absences. We also facilitate and participate in transition programs for students entering at Foundation level and exiting at Year Six. Common reasons for non-attendance include illness and extended family holidays.

To support students with chronic absences, the school continues to consult with and engage wellbeing and engagement leaders from the regional office. The school's wellbeing team works closely with students and their families, ensuring student voice and agency are integral to re-engagement plans and strategies to support mental health.

## Other highlights from the school year

- Year 2,4 & 6 camps
- Prep pizza and disco night
- Year level excursions & incursions
- Colour Run
- French Day
- Interschool sports events
- P-6 Swimming/Aquaware Program
- Responsible Pet Ownership Incursion
- Ride/Walk to School Days
- Art Show
- Open Classrooms

- River Detectives
- Working Bees
- Book Fair
- Book Week Celebration/Parade and dress up day
- Instrumental concerts
- Parents & Friends events - disco, movie night, mothers/fathers day stalls, Prep park play, Daffodil Festival pulled pork stall

## Financial performance

At Kyneton Primary School the 2024 year finished with a surplus of \$9 239. This surplus was aided by a strong staffing model and long term planning. Together with a \$30 000 grant from Cricket Australia, \$50 000 was the school's contribution to the VSBA oval upgrade (\$450 000) which began in Term 4. The school continued to maintain and expand its technological asset base with the purchase of two Promethean boards and a set of notebooks to support student adjustments. The 2024 Annual Implementation Plan continued to provide the framework for the school council allocation of funds to support school programs and priorities. The School's equity funding supported a range of targeted and additional inclusion programs throughout the year.

**For more detailed information regarding our school please visit our website at  
<https://www.kynetonprimaryschool.com.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 335 students were enrolled at this school in 2024, 159 female and 176 male.

3 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

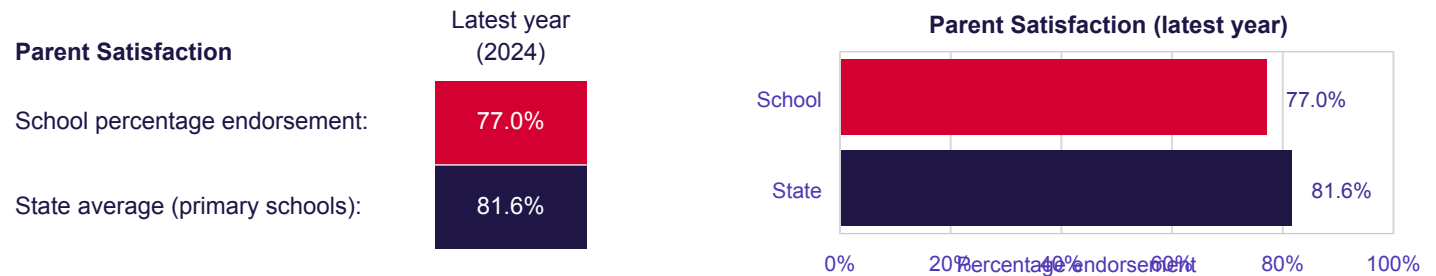
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

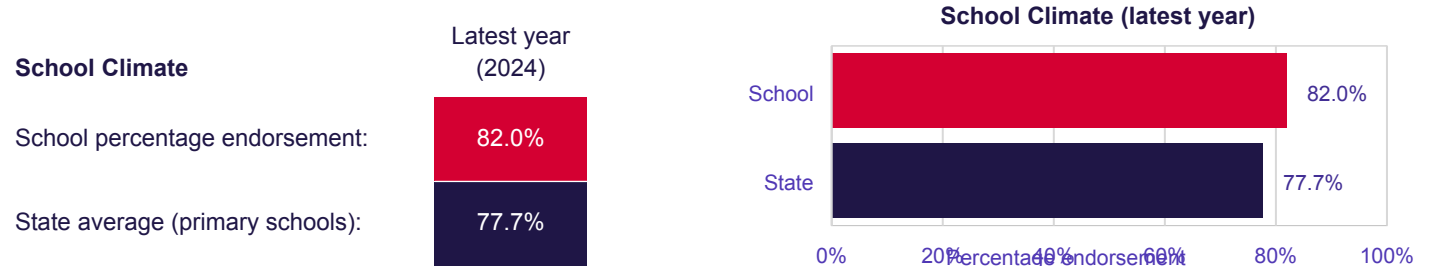


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



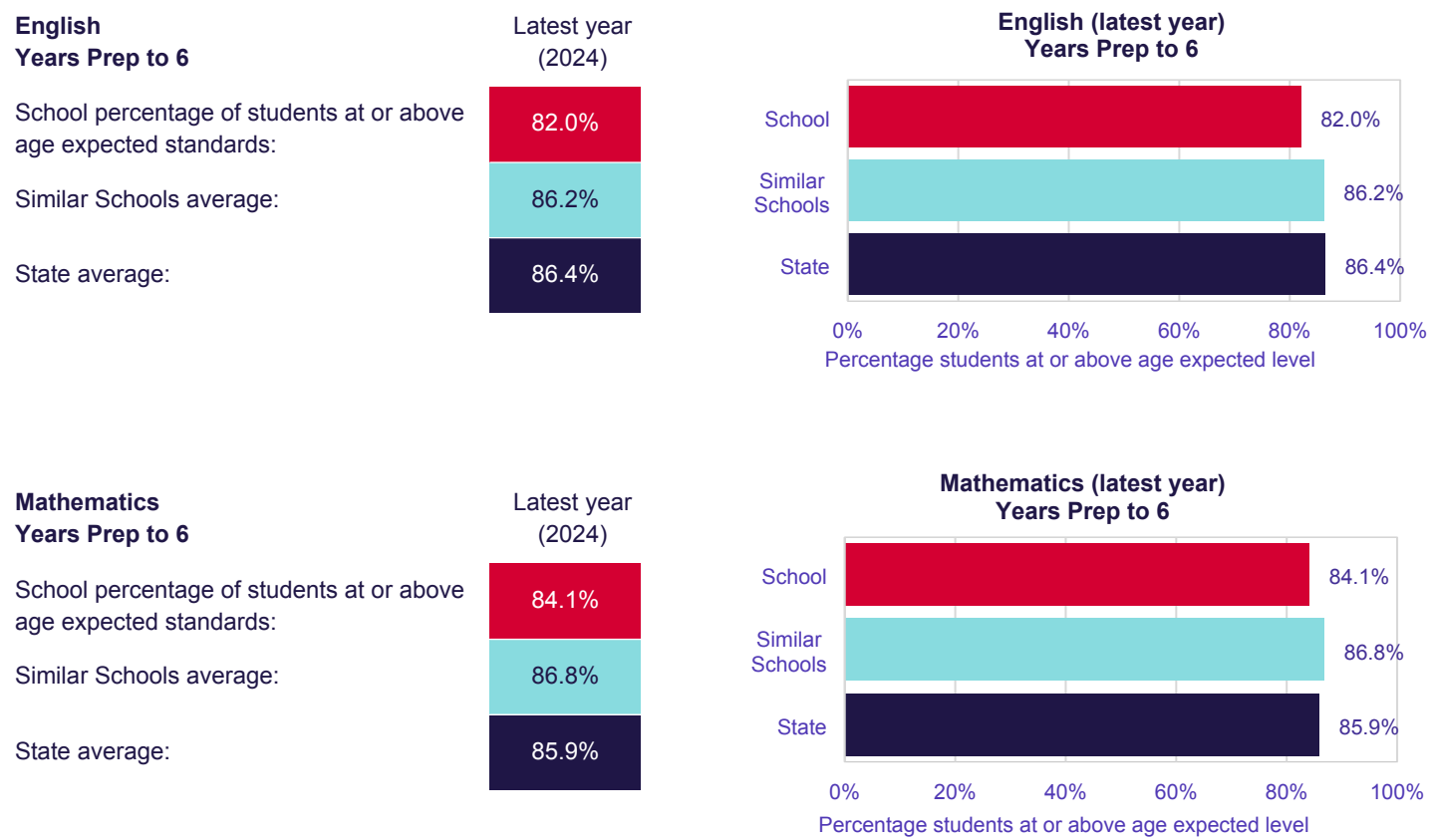


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



## 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.

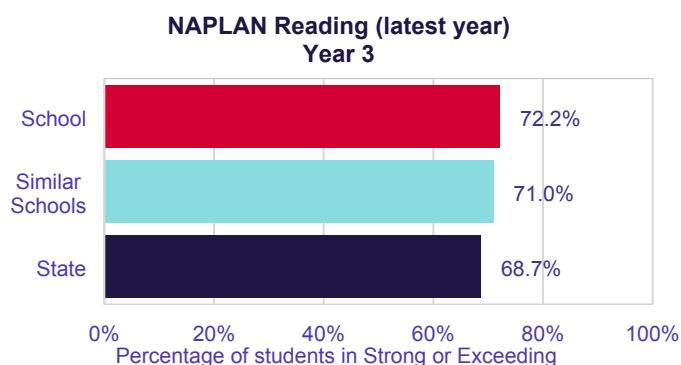
### NAPLAN

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.

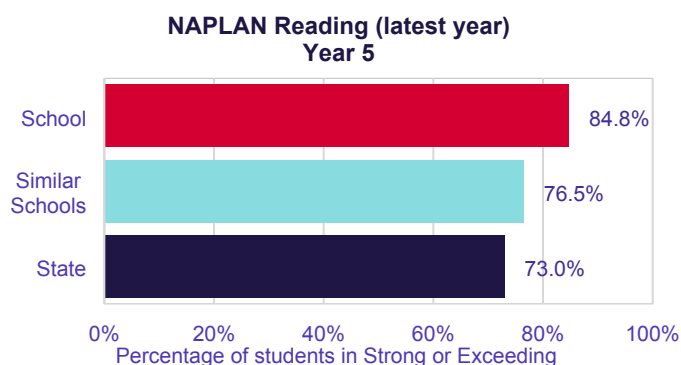
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.2%	75.8%
Similar Schools average:	71.0%	70.3%
State average:	68.7%	69.2%



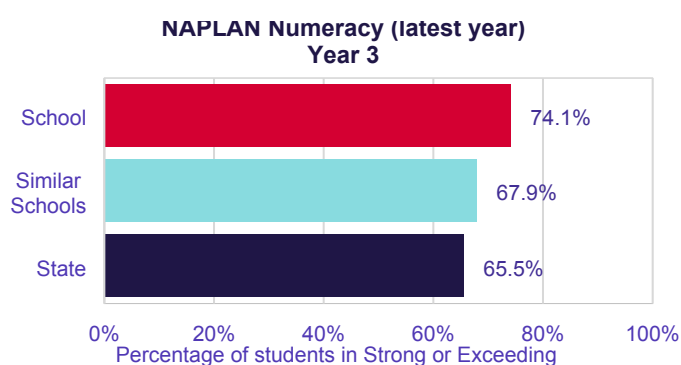
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.8%	87.1%
Similar Schools average:	76.5%	77.6%
State average:	73.0%	75.0%



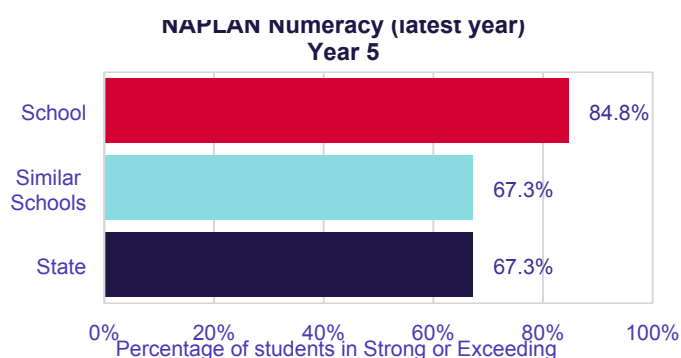
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.1%	76.6%
Similar Schools average:	67.9%	69.3%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.8%	79.8%
Similar Schools average:	67.3%	68.2%
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.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

86.4%

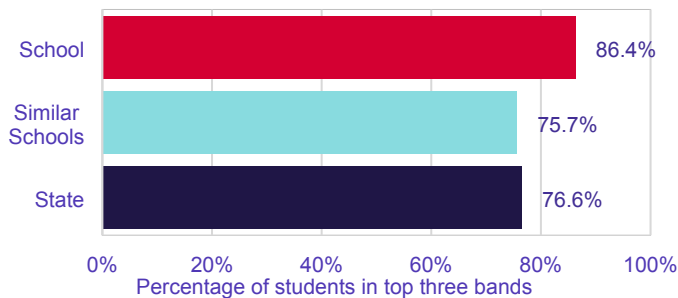
Similar Schools average:

75.7%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

75.6%

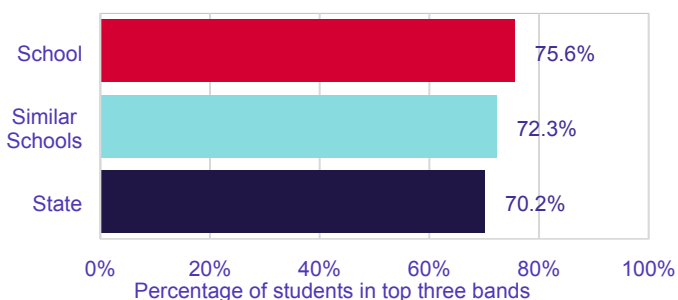
Similar Schools average:

72.3%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

81.8%

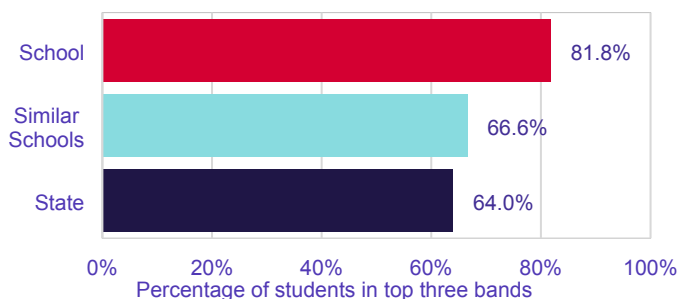
Similar Schools average:

66.6%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

56.5%

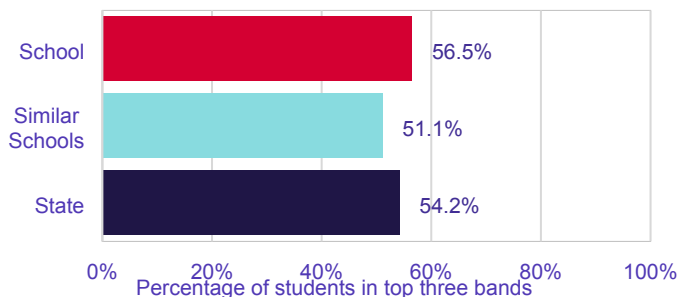
Similar Schools average:

51.1%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5

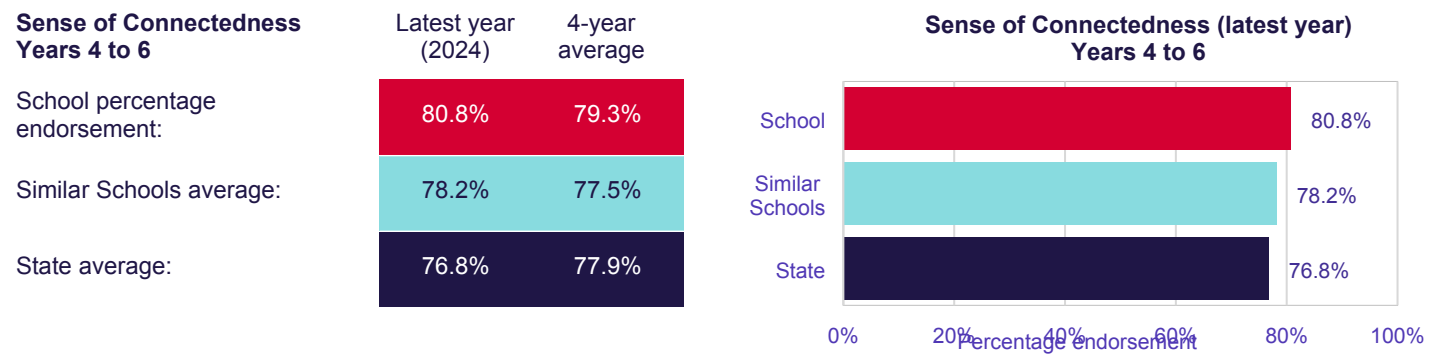


WELLBEING

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

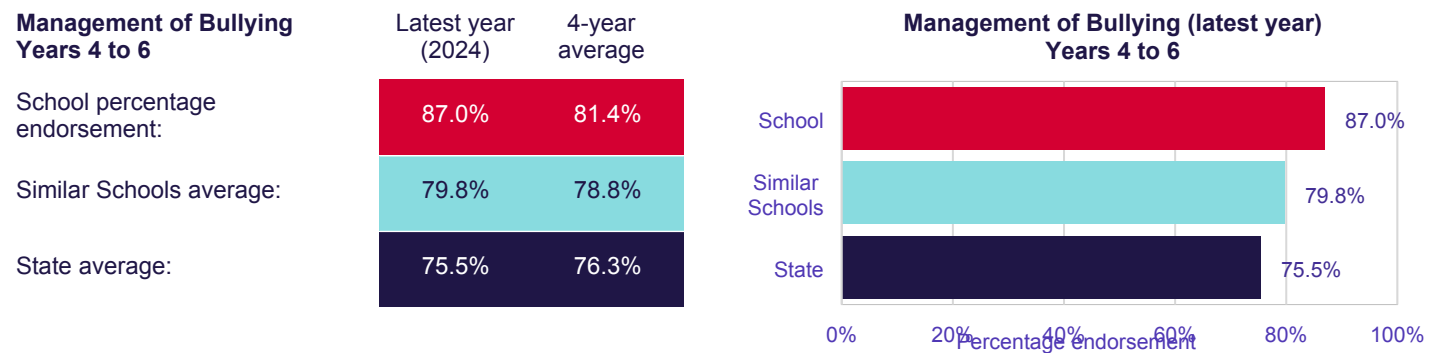
Student Attitudes to School – Sense of Connectedness

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



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).

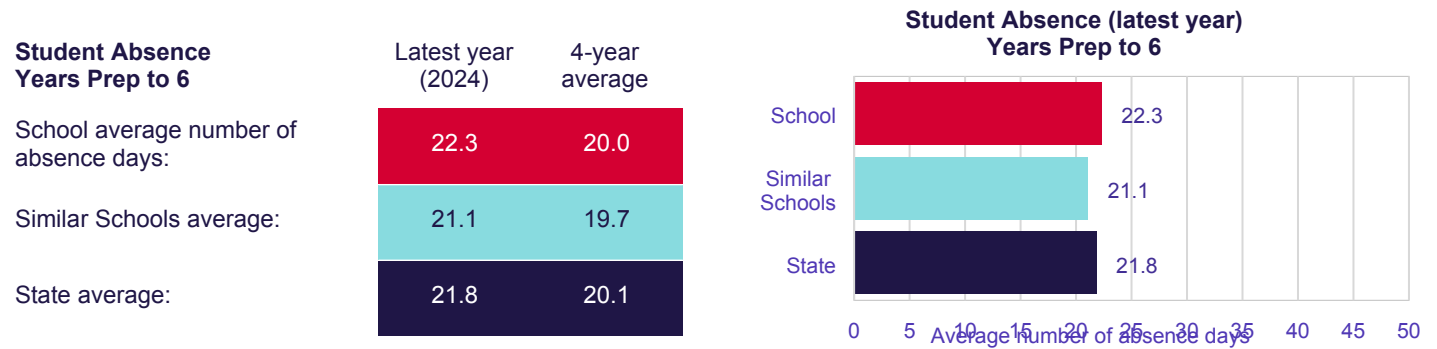


ENGAGEMENT

**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.



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 (2024):	90%	91%	87%	90%	89%	89%	86%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,318,897
Government Provided DET Grants	\$509,961
Government Grants Commonwealth	\$8,300
Government Grants State	\$0
Revenue Other	\$7,011
Locally Raised Funds	\$217,967
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,062,137</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$48,837
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$48,837</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,304,573
Adjustments	\$10,600
Books & Publications	\$443
Camps/Excursions/Activities	\$82,163
Communication Costs	\$3,512
Consumables	\$42,470
Miscellaneous Expense <sup>3</sup>	\$97,756
Professional Development	\$31,792
Equipment/Maintenance/Hire	\$16,944
Property Services	\$95,043
Salaries & Allowances <sup>4</sup>	\$255,735
Support Services	\$17,358
Trading & Fundraising	\$62,342
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$136
Utilities	\$32,030
<b>Total Operating Expenditure</b>	<b>\$4,052,897</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$9,239</b>
<b>Asset Acquisitions</b>	<b>\$22,552</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$138,905
Official Account	\$19,738
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$158,642</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$122,954
Other Recurrent Expenditure	\$2,642
Provision Accounts	\$0
Funds Received in Advance	\$139,004
School Based Programs	\$6,235
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,375
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
<b>Total Financial Commitments</b>	<b>\$272,210</b>

*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.*