

2024 Annual Report to the School Community

School Name: Kismet Park Primary School (5180)



- 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 19 March 2025 at 08:10 AM by Samuel Carlton (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 27 March 2025 at 03:06 PM by Samuel Carlton (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').

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

Kismet Park Primary School is nestled in the growing suburb of Sunbury within the City of Hume, known for its rich community spirit and diverse population. Our school is committed to providing a holistic education that fosters the academic, social, and emotional development of our students. With a mission to build the foundations for success and happiness, our values of resilience, integrity, courage, and kindness steer our educational approach and community interactions.

In 2024, our school serves a dynamic student body of 441 pupils, supported by a dedicated staff of 45 members, including teachers and educational support personnel. Our school structure is organised into straight and composite classes from Prep to Year 6, facilitating targeted and age-appropriate learning experiences. The geographic location of our school not only enhances our community oriented projects but also enriches our environmental and sustainability programs, integral to our curriculum.

In 2024, our staff profile comprised two Principal Class Officers, one Leading Teacher of Wellbeing, two Learning Specialists (one with a Teaching and Learning Focus in Literacy and the other with a Teaching and Learning Focus in Numeracy), 27 teachers (23.8 EFT), nine Education Support Staff (5.3 EFT), three Administration Staff (2.9 EFT), a First Aid Coordinator (0.78 EFT), and a Chaplain three days a week.

This year, Kismet Park continues to embrace its vision by enhancing educational programs that promote active and informed citizenship among students. The school's infrastructure supports a range of specialist programs in the visual arts, performing arts, and physical education, alongside a Japanese language program, each designed to expand the cultural and artistic horizons of our students. Furthermore, Kismet Park is deeply committed to inclusive education, with tailored programs and supports that ensure all students, regardless of their backgrounds or abilities, are empowered to achieve their full potential. We actively engage with local communities and organisations to enrich our educational offerings and provide students with real-world experiences that complement their classroom learning. Additionally, the school prioritises the integration of technology across all areas of the curriculum, preparing our students to thrive in a rapidly changing digital world.

Progress towards strategic goals, student outcomes and student engagement

Learning

Kismet Park Primary School's commitment to educational excellence in 2024 has been evident through our structured approach to enhancing literacy and numeracy across all levels. This year, we have seen significant advancements in our teaching and learning strategies, supported by comprehensive leadership in key areas.

Leadership in learning has been strengthened with the establishment of dedicated roles including an Assistant Principal – Teaching and Learning, and specialists in Literacy and Numeracy. These roles have been pivotal in driving our strategic focus on raising educational outcomes. Our Professional Learning Communities (PLC) have been central to this effort, ensuring that high-impact teaching strategies are embedded across the curriculum.

In 2024, our school continued to focus on the PLC inquiry process with integrity, using it to foster collaboration and collective efficacy. This was supported by external consultants who provided expertise in numeracy and literacy, assisting our teams in aligning the school's instructional practices with the Victorian Curriculum 2.0. This collaborative approach has allowed us to refine our Scope and Sequence to meet the specific needs of our students more effectively.

The implementation of targeted interventions through the Tutor Learning Initiative has been a key strategy to support students needing additional help and to extend those who are thriving. This initiative has been instrumental in providing personalised learning experiences, which have been reflected in the improved NAPLAN results:

- Year 3 Reading: 70% of students achieved at the 'Exceeding' or 'Strong' levels, an improvement that positions us above the state average.
- Year 3 Writing: 69% of students reached the 'Exceeding' or 'Strong' levels, demonstrating our effective strategies in literacy.
- Year 5 Numeracy: 61% of students attained 'Exceeding' or 'Strong' proficiency levels, showcasing significant growth and achievement in mathematical understanding.
- Year 5 Reading: 73% of students were assessed at the 'Exceeding' or 'Strong' levels, reflecting our focused efforts on literacy enhancement.

These outcomes not only highlight the efficacy of our teaching methods but also the dedication of our staff to ensure that all students achieve their best. The data also indicates positive trends in teacher judgements, with a notable percentage of students in Years Prep to 6 performing at or above the expected standards in English and Mathematics.

Our work has not only focused on academic excellence but also on ensuring that our teaching strategies are inclusive and cater to the diverse needs of our students. Those enrolled in our Programme for Students with Disabilities have shown satisfactory progress, achieving their personalised educational goals through tailored support and interventions.

Wellbeing

In 2024, Kismet Park Primary School continued to place a strong emphasis on the holistic wellbeing of our students, ensuring that our strategies not only support academic achievement but also foster a supportive and inclusive school environment. Our wellbeing programs are designed to address the diverse needs of our student body, creating a culture where every student feels valued and supported.

Throughout the year, we focused on strengthening our frameworks around mental health and emotional support, guided by data from the Attitudes to School Survey, which provided valuable insights into our students' perceptions and experiences. The survey results from 2024 highlighted several key areas of success and opportunities for further enhancement:

Effective Teaching Practices for Cognitive Engagement: We achieved a positive response rate of

87%, indicating strong student engagement and satisfaction with our teaching methods.

Differentiated Learning Challenge: A positive response rate of 86% demonstrates our commitment to meeting the diverse learning needs of our students, ensuring that each child is challenged and supported appropriately.

Sense of Connectedness: With an 85% positive rate, this metric underscores the effectiveness of our community and relationship-building initiatives within the school.

Managing Bullying: Our proactive approaches to managing bullying have been effective, with a positive response rate of 84%, reflecting our ongoing efforts to maintain a safe and respectful learning environment.

Our strategies in 2024 included the implementation of the Berry Street Educational Model, which has equipped our teachers with tools to enhance students' resilience, emotional awareness, and self-regulation. This model has been integral in our efforts to embed social and emotional learning across the curriculum.

Furthermore, we introduced targeted programs aimed at improving student attendance and engagement. These initiatives have been supported by the high expectations our staff hold for student success, which has cultivated an environment where students strive to meet their full potential.

The positive impacts of these initiatives are evident not only in our survey results but also in the daily interactions and feedback from our students, parents, and staff. As we move forward, Kismet Park Primary School remains dedicated to building upon these foundations to ensure that our students are not only successful learners but also well-rounded individuals who feel secure, supported, and motivated in their educational journey.

Engagement

In 2024, Kismet Park Primary School enhanced our engagement strategies to build upon the previous year's efforts, aiming to further strengthen the connections within our school community and address the challenges from 2023, including those related to student attendance and engagement.

In response to challenges with student attendance, Kismet Park Primary School conducted a thorough review of our attendance processes in 2024. This review led to the development of a comprehensive, long-term plan aimed at improving attendance rates across all year levels. The plan includes targeted interventions to support students and families facing attendance barriers, enhanced communication strategies to keep families engaged, and the integration of attendance incentives to encourage regular school participation. These measures are designed to foster a more supportive and welcoming school environment, ultimately enhancing educational outcomes for all students.

Family and Community Engagement: This year, we expanded our engagement with families and the broader community by introducing several new initiatives. We hosted a series of family engagement events that were better attended than the previous year, thanks to our refined approach to community communication and involvement. These included more focused sessions that catered to the specific needs and interests of our community, such as coffee and chats, and parent volunteer programmes.

We continued to strengthen our relationships with local businesses and cultural organisations,

enhancing our community service programmes and co-curricular opportunities for students. This year, we were thrilled to receive a grant from City West Water, which supported the creation of a new sustainable garden at our school. This initiative not only enriches our science and environmental studies curriculum but also provides our students with hands-on experiences in sustainable practices. Additionally, our participation in National Plant a Tree Day complemented this project by involving students in enhancing the school's green spaces. These partnerships not only supported our curriculum but also helped students develop a deeper connection to the Sunbury community, fostering civic responsibility and personal growth.

Other highlights from the school year

In 2024, Kismet Park Primary School proudly hosted our first-ever Art Show, a milestone event that celebrated the creative talents of our students and showcased the diversity of artistic expression within our school community. This event marked a significant development in our cultural programs and provided a vibrant platform for students to display their artworks, ranging from paintings and sculptures to digital media.

The school implemented the Berry Street Education Model to provide staff with strategies to support student wellbeing and effectively manage classroom behaviors. This approach helped create a supportive and inclusive school environment, fostering better student engagement and emotional resilience.

Our Parent Community Association (PCA) worked diligently on various events to raise funds for school improvements. The PCA contributed \$29,400 towards literacy resources and building updates, including the future renovation of our school toilets in 2025.

Financial performance

The school continued to manage its staffing and resources effectively within the allocated Student Resource Package. Kismet Park Primary School remains in a satisfactory financial position, ending the 2024 year with a surplus. Special projects funded in 2024 included roof works assigned as part of the Emergency Maintenance Program, with the scope of works totaling \$1.2 million. The school was successful in receiving a grant of \$20,000 from the Great Western Water Sustainability Project, which was used to install a 10,000L water tank and new buddy benches in our Indigenous garden for our school community. Additionally, we received the VGSA turf grant of 300 square meters of grass, which will be installed in 2025.

In 2024, the school committed to strengthening our learning and wellbeing practices. Our equity funding was directed towards engaging numeracy and literacy consultants who provided ongoing, job-embedded professional learning for all teachers. The school also continued to allocate an additional day of funding for our school chaplain to support the mental health and wellbeing of all students. Furthermore, equity funds were used to train all Professional Learning Team Leaders in trauma-informed practices as part of the Berry Street Education Model and to conduct an online Student Perception Survey on learning, wellbeing, and connectedness.

For more detailed information regarding our school please visit our website at
<https://www.kismetparkps.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 441 students were enrolled at this school in 2024, 211 female and 230 male.

NDP 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).

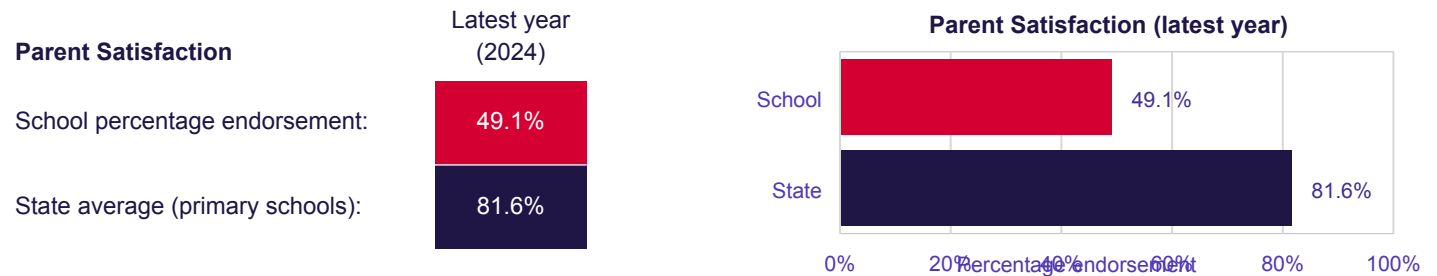
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

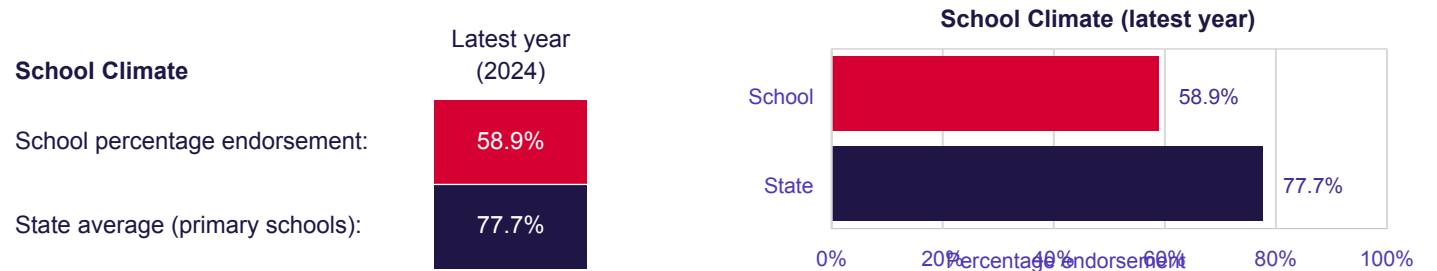


School Staff Survey

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.

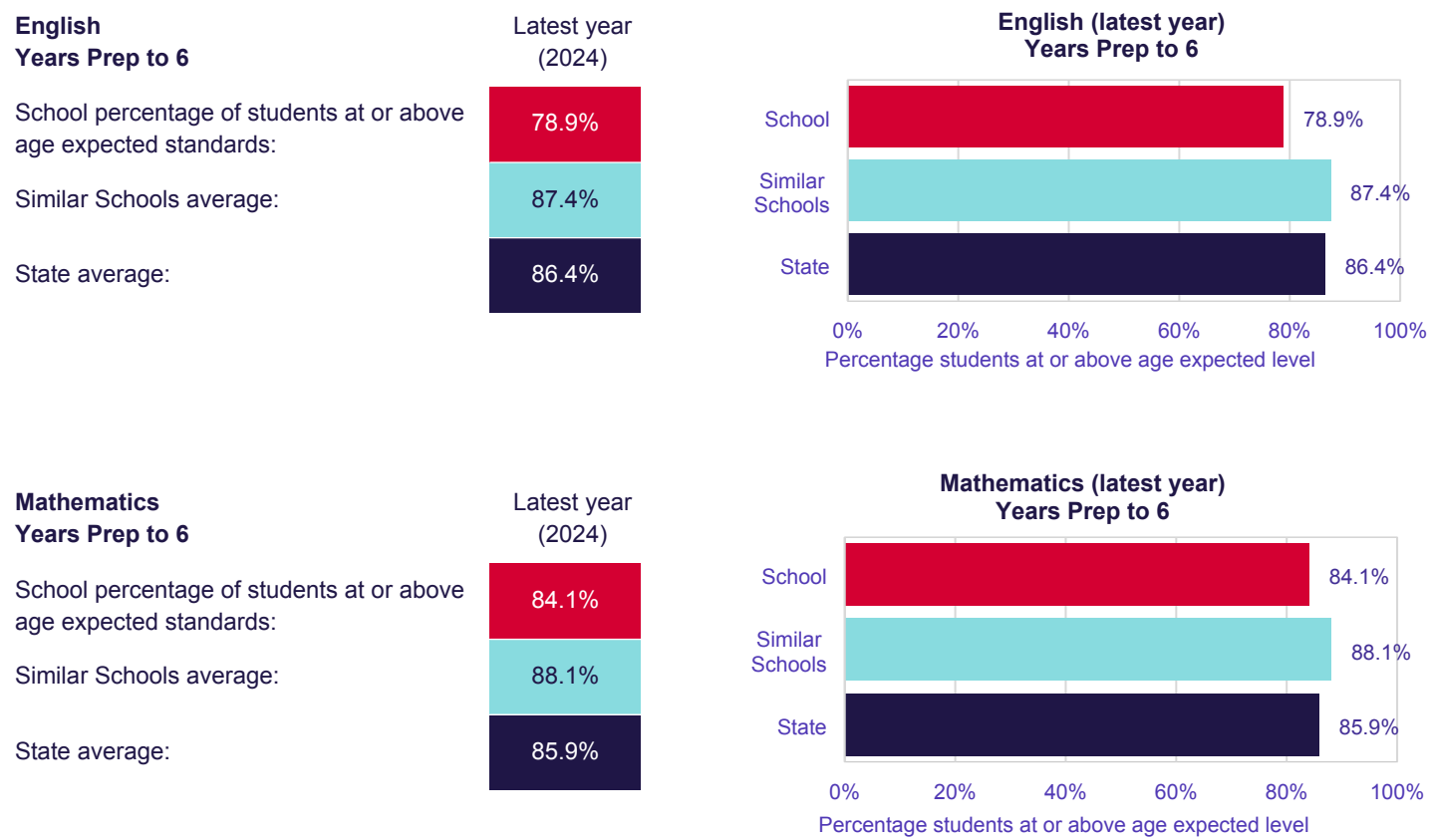


LEARNING

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.

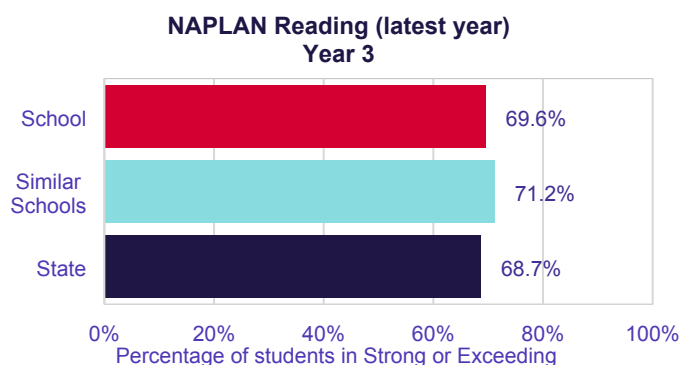
NAPLAN

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.

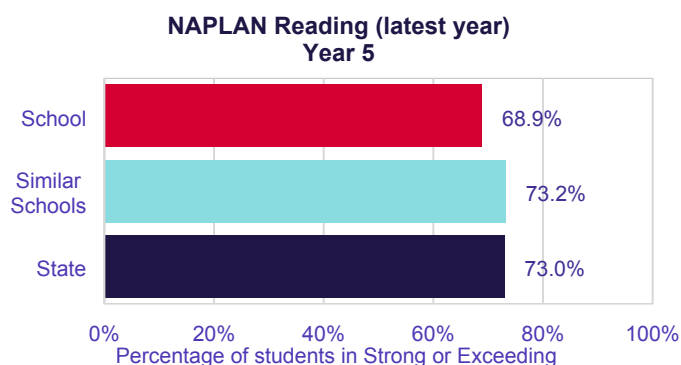
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.6%	68.7%
Similar Schools average:	71.2%	71.6%
State average:	68.7%	69.2%



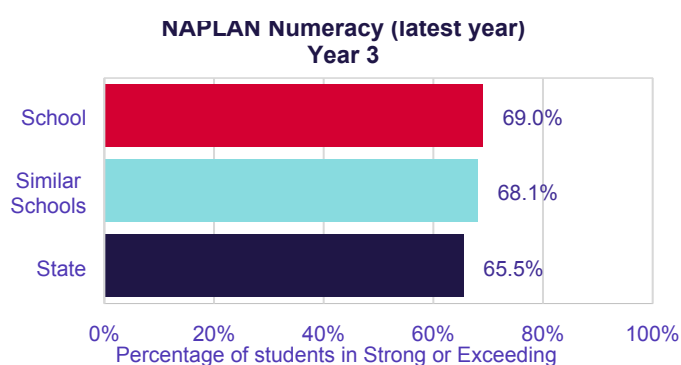
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.9%	74.4%
Similar Schools average:	73.2%	75.9%
State average:	73.0%	75.0%



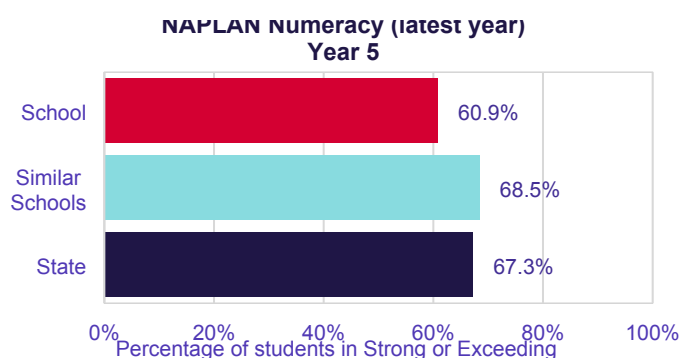
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.0%	71.5%
Similar Schools average:	68.1%	68.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.9%	59.8%
Similar Schools average:	68.5%	68.3%
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:

75.0%

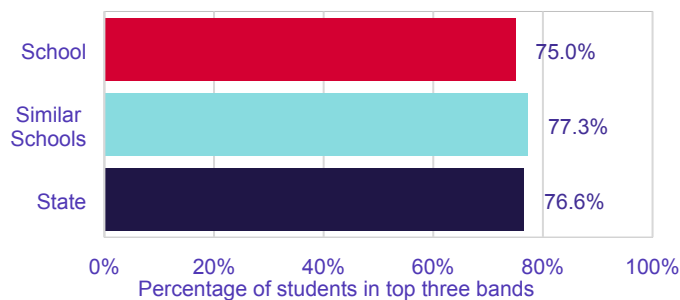
Similar Schools average:

77.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

72.1%

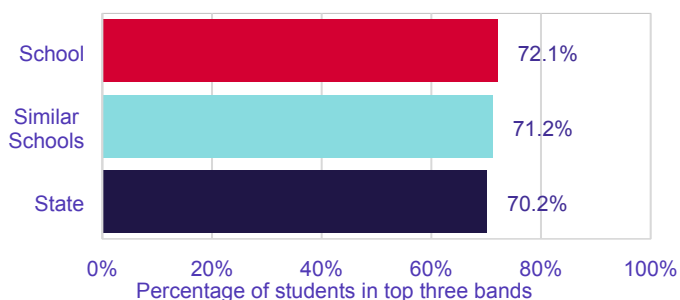
Similar Schools average:

71.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

62.9%

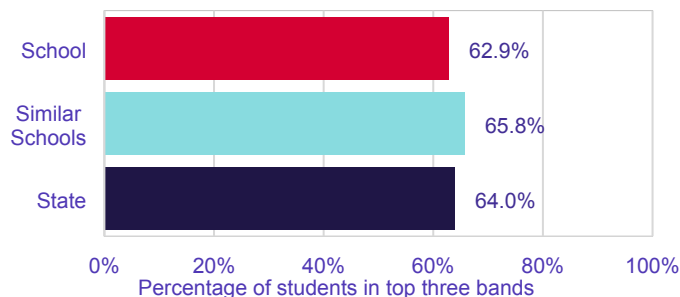
Similar Schools average:

65.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

44.8%

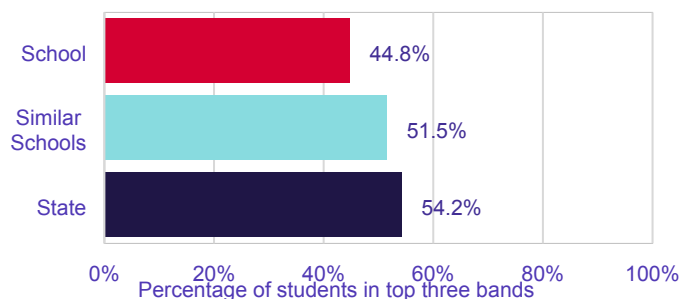
Similar Schools average:

51.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

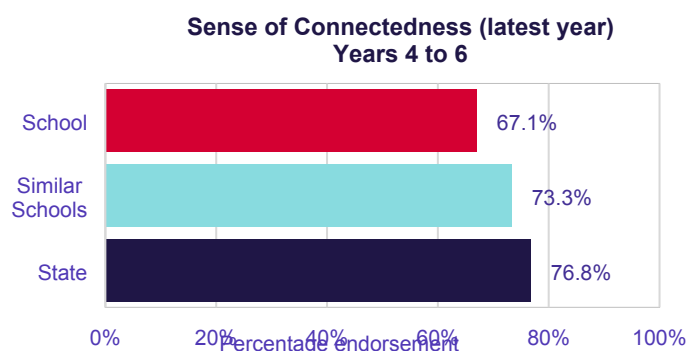
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	67.1%	77.0%
Similar Schools average:	73.3%	75.9%
State average:	76.8%	77.9%

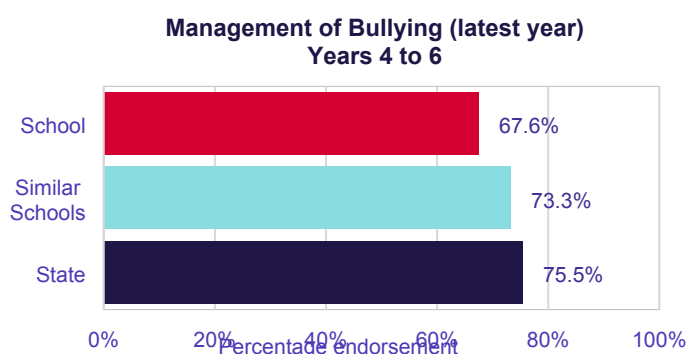


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	67.6%	76.7%
Similar Schools average:	73.3%	75.5%
State average:	75.5%	76.3%

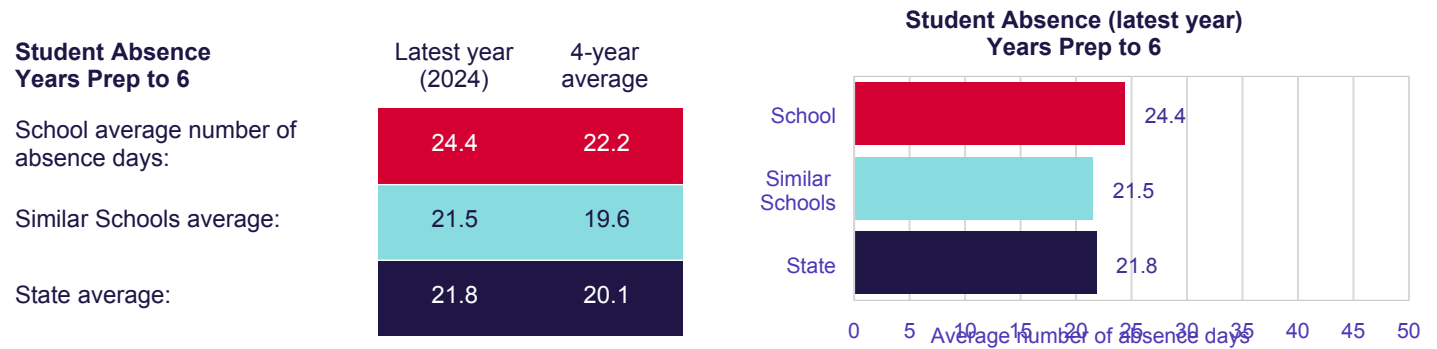


ENGAGEMENT

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.



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):	89%	91%	87%	88%	91%	84%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,308,708
Government Provided DET Grants	\$448,282
Government Grants Commonwealth	\$5,100
Government Grants State	\$20,456
Revenue Other	\$37,332
Locally Raised Funds	\$397,031
Capital Grants	\$0
Total Operating Revenue	\$5,216,910

Equity ¹	Actual
Equity (Social Disadvantage)	\$67,772
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$67,772

Expenditure	Actual
Student Resource Package ²	\$4,363,781
Adjustments	\$68
Books & Publications	\$8,143
Camps/Excursions/Activities	\$111,949
Communication Costs	\$3,245
Consumables	\$89,697
Miscellaneous Expense ³	\$16,387
Professional Development	\$6,887
Equipment/Maintenance/Hire	\$59,085
Property Services	\$122,230
Salaries & Allowances ⁴	\$110,230
Support Services	\$143,295
Trading & Fundraising	\$81,525
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$50,649
Total Operating Expenditure	\$5,167,171
Net Operating Surplus/-Deficit	\$49,739
Asset Acquisitions	\$25,527

- (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 17 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	\$371,226
Official Account	\$22,168
Other Accounts	\$5,149
Total Funds Available	\$398,543

Financial Commitments	Actual
Operating Reserve	\$135,291
Other Recurrent Expenditure	\$8,196
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	\$143,487

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.