

# 2025 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 16 March 2026 at 11:46 AM by Samuel Carlton (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 04 May 2026 at 12:53 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
  - 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
  - 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

Kismet Park Primary School (KPPS) is located in the growing suburb of Sunbury within the City of Hume. The school serves a vibrant and diverse community and is committed to providing a high-quality education that supports the academic, social and emotional development of every student. Our vision is to build the foundations for success and happiness, guided by our core values of resilience, integrity, courage and kindness. These values underpin our teaching and learning programs and shape the positive culture of our school community.

In 2025, Kismet Park Primary School had an enrolment of approximately 375 students from Foundation to Year 6. The school operates with a mix of straight and composite classes designed to support effective teaching and learning across year levels. The school's Student Family Occupation and Education (SFOE) band sits within the low-medium range, reflecting a community with low to moderate levels of socio-educational disadvantage.

The school is supported by a dedicated staff of approximately 36.85 equivalent full-time staff, including Principal Class leadership, Learning Specialists, classroom teachers, education support staff and administration staff. Staff work collaboratively through Professional Learning Teams to analyse student data, plan targeted teaching and continuously improve instructional practice.

Kismet Park Primary School provides a broad curriculum aligned with the Victorian Curriculum. Students participate in specialist programs including visual arts, performing arts, physical education and Japanese. The school maintains a strong commitment to inclusive education, providing targeted support and differentiated learning to ensure all students can achieve their potential. Strong partnerships with families and the wider community contribute to a positive, supportive learning environment and enhance opportunities for student engagement and success.

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

#### Learning

In 2025, Kismet Park Primary School continued to focus on strengthening teaching practice and improving student learning outcomes in literacy and numeracy, aligned with the goals of the School Strategic Plan and Annual Implementation Plan. A key priority for the year was building greater consistency in teaching practices across the school and strengthening staff capability through collaborative Professional Learning Teams (PLTs).

Teachers engaged in regular PLT meetings to analyse student data, moderate assessment tasks and plan targeted teaching strategies. Professional learning supported staff to deepen their understanding of assessment and use student data to inform differentiated instruction. This work

strengthened curriculum planning, supported consistent teacher judgement against the Victorian Curriculum and ensured teaching practices were increasingly aligned across year levels.

A key highlight in 2025 was the continued focus on literacy improvement across the school. Programs supporting the explicit teaching of phonics and spelling in the early years strengthened foundational literacy skills for students in Prep to Year 2. NAPLAN data showed positive trends in reading and writing growth, with high and medium relative growth slightly above similar schools and a reduction in the proportion of students demonstrating low growth over the past three years.

The school also strengthened numeracy teaching through the implementation of the Victorian Curriculum Mathematics 2.0. Teachers worked collaboratively to unpack curriculum expectations and refine teaching practices to support student understanding and problem solving in mathematics.

Another highlight was the introduction of the Kismet Kidlets transition program, designed to support children and families in the transition to Foundation. The program provides opportunities for pre-school children to become familiar with the school environment, participate in early learning experiences and build connections with staff and peers. This initiative has supported early identification of student learning needs and strengthened school readiness for incoming Foundation students.

While performance data indicates that the proportion of students achieving strong and exceeding proficiency levels remains below similar schools in some areas, the school review confirmed that Kismet Park Primary School has established strong collaborative teaching practices and a positive professional learning culture. These foundations position the school well to continue improving student learning outcomes in the coming years.

## Wellbeing

In 2025, Kismet Park Primary School continued to prioritise student wellbeing to ensure all students felt safe, supported and ready to learn. A key focus of the year was strengthening the systems and supports that enable students to engage positively in learning and school life. Staff worked collaboratively to maintain a calm and orderly learning environment where positive relationships and clear expectations support student engagement.

A significant area of development in 2025 was strengthening the school's work within the **Disability Inclusion (DI) framework**. Staff continued to build their understanding of DI processes and supports to ensure students with additional learning and wellbeing needs were appropriately supported. Individual Education Plans (IEPs), regular Student Support Group meetings and classroom adjustments ensured that students were supported both academically and socially. Education Support staff worked closely with classroom teachers to support individuals and small groups of students, while leadership coordinated case management across the school.

The school also strengthened its wellbeing supports through the work of the wellbeing teacher, School Chaplain and speech pathologist. These supports assisted students requiring additional social, emotional and communication support and enabled staff to respond proactively to emerging student needs. Staff also continued to build their knowledge and capacity through professional learning focused on supporting diverse learners and responding to complex student needs.

Student Attitudes to School Survey results indicated that most wellbeing measures were slightly below similar schools, with areas such as motivation, confidence and connectedness identified as opportunities for further improvement. However, feedback from students, staff and families during the School Review highlighted the strong relationships within the school and the positive and supportive culture that has developed in recent years.

These foundations position the school well to continue strengthening wellbeing practices and developing clearer multi-tiered systems of support to ensure all students are able to engage confidently and successfully in their learning.

## Engagement

In 2025, Kismet Park Primary School continued to focus on strengthening student engagement as a key enabler of both learning and wellbeing. The school recognises that students who feel connected to their school community and attend regularly are more likely to experience success in their learning. Throughout the year, staff worked proactively with students and families to support positive engagement and encourage consistent school attendance.

Attendance remained an ongoing focus for the school. In 2025, the average number of absence days for students in Prep to Year 6 was 23.5 days, which is slightly higher than similar schools (20.7 days) and the state average (21.5 days). Attendance rates varied across year levels, ranging from 90.5% in Year 2 to 84.4% in Year 6, indicating an area of continued focus as students move through the upper year levels. Staff regularly monitored attendance data and worked with families to support improved attendance, following the Department's *Guide to Attendance* and maintaining open communication with parents and carers.

A highlight in 2025 was the employment of a speech pathologist, who worked alongside teachers and Education Support staff to support students with communication and language development. This initiative strengthened students' ability to participate confidently in classroom learning and social interactions, helping remove barriers that can impact student engagement.

Students were also provided with opportunities to participate in a range of activities beyond the classroom, including camps, excursions, sports programs and lunchtime clubs. These experiences supported students to build friendships, develop confidence and strengthen their connection to the school community.

Through these strategies, Kismet Park Primary School continued to promote a positive and inclusive environment where students are supported to participate actively in both learning and school life.

## Other highlights from the school year

2025 was a positive year for the Kismet Park Primary School community, with strong engagement from students, staff and families across many school events. These opportunities continue to strengthen our sense of community and create memorable experiences for students beyond the classroom.

One of the highlights of the year was our school production “Living in Colour.” It was fantastic to see so many students involved, whether performing on stage or supporting behind the scenes. The production showcased the creativity and confidence of our students and brought the school community together to celebrate their efforts.

Students also had the opportunity to attend Camp Summit and Anglesea Camp, which continue to be memorable experiences for our students. Camps provide opportunities for students to challenge themselves, build independence and strengthen friendships while learning in a different environment.

Book Week is always a highlight at Kismet Park and 2025 was no exception. The excitement around the Book Week parade and classroom activities celebrating reading created a great buzz across the school and reinforced our strong culture of literacy.

It was also pleasing to see the positive results from the School Staff Survey, which reflected the strong culture of collaboration, trust and support that has continued to grow across the school. This positive staff culture plays an important role in creating a supportive environment for both staff and students.

## 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 2025 year with a surplus.

Several important projects were undertaken during the year. These included the installation of new fencing around a significant portion of the school perimeter and internally, as well as the replastering, painting and new carpeting in the Year 1/2 area of Building C. The school was also successful in securing a number of grants, including \$1,000 from Villawood and \$2,500 from Hume City Council through the **Seedlings for Schools** program, in addition to \$12,750 raised through our school **Sponsorship Program**.

The school was also successful in securing funding through the **Accessible Buildings Program** to improve accessibility across the school site, ensuring our facilities better support all students and members of the community. In addition, the school received **Emergency Maintenance Program funding** to address safety and operational concerns within the main office area.

In 2025, the school continued to invest in strengthening both learning and wellbeing practices. Equity funding supported professional learning for staff in leadership practices that promote calm, engaging classrooms, along with the continued development of the **Schoolwide Positive Behaviour Matrix**. The school also continued to fund an additional day for our School Chaplain to support student mental health and wellbeing.

Furthermore, school funds were allocated to employ a **Speech Therapist three days per week**, whose work included supporting student communication needs and contributing to the development and implementation of the **Kismet Kidlets transition program**.

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 364 students were enrolled at this school in 2025, 177 female and 187 male. NDP had English as an additional language and 3% 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.

|                                                                                               |                 | 2025  |             |
|-----------------------------------------------------------------------------------------------|-----------------|-------|-------------|
| % positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey) | School          | 65.3% | <div></div> |
|                                                                                               | Similar schools | 79.6% | <div></div> |
|                                                                                               | State           | 82.0% | <div></div> |

### School Staff Survey

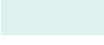
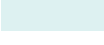
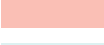
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

|                                                             |                 | 2025  |             |
|-------------------------------------------------------------|-----------------|-------|-------------|
| % positive endorsement School Climate (School Staff Survey) | School          | 80.8% | <div></div> |
|                                                             | Similar schools | 77.9% | <div></div> |
|                                                             | State           | 77.4% | <div></div> |

## LEARNING

### NAPLAN

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

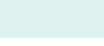
|                                                                             |                 | 2025         |                                                                                       | 3-year average |
|-----------------------------------------------------------------------------|-----------------|--------------|---------------------------------------------------------------------------------------|----------------|
| <b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>68.0%</b> |    | <b>68.5%</b>   |
|                                                                             | Similar schools | 72.6%        |    | 71.9%          |
|                                                                             | State           | 69.5%        |    | 69.3%          |
| <b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>70.4%</b> |    | <b>73.2%</b>   |
|                                                                             | Similar schools | 75.5%        |    | 75.8%          |
|                                                                             | State           | 73.9%        |    | 74.6%          |
| <b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>62.0%</b> |    | <b>69.0%</b>   |
|                                                                             | Similar schools | 70.1%        |    | 68.9%          |
|                                                                             | State           | 66.2%        |   | 66.4%          |
| <b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>70.4%</b> |  | <b>63.0%</b>   |
|                                                                             | Similar schools | 69.6%        |  | 68.7%          |
|                                                                             | 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         |                                                                                       |
|--------------------------------------------------------------------------|-----------------|--------------|---------------------------------------------------------------------------------------|
| <b>Reading Year 3 to 5 % of students High or Medium relative growth</b>  | <b>School</b>   | <b>72.0%</b> |  |
|                                                                          | Similar schools | 71.4%        |  |
|                                                                          | State           | 74.7%        |  |
| <b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b> | <b>School</b>   | <b>54.0%</b> |  |
|                                                                          | Similar schools | 66.1%        |  |
|                                                                          | 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          | 70.1% |  | 75.9%          |
|                                     | Similar schools | 75.3% |  | 75.3%          |
|                                     | 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          | 72.1% |  | 77.4%          |
|                                     | Similar schools | 75.9% |  | 75.1%          |
|                                     | 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          | 23.5 | 24.2           |
|          | Similar schools | 20.7 | 21.1           |
|          | 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 | 89.9% |  |
| Year 1 | School | 88.1% |  |
| Year 2 | School | 90.5% |  |
| Year 3 | School | 86.0% |  |
| Year 4 | School | 88.4% |  |
| Year 5 | School | 89.1% |  |
| Year 6 | School | 84.4% |  |

## 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       | \$3,905,481        |
| Government Provided DET Grants | \$629,144          |
| Government Grants Commonwealth | \$8,126            |
| Government Grants State        | \$80,556           |
| Revenue Other                  | \$23,711           |
| Locally Raised Funds           | \$436,398          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$5,083,416</b> |

| Equity                                              | Actual          |
|-----------------------------------------------------|-----------------|
| Equity (Social Disadvantage)                        | \$80,724        |
| Equity (Catch Up)                                   | \$0             |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$80,724</b> |

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

| Expenditure                           | Actual      |
|---------------------------------------|-------------|
| Student Resource Package <sup>1</sup> | \$4,000,272 |
| Adjustments                           | \$0         |
| Books & Publications                  | \$3,164     |
| Camps/Excursions/Activities           | \$142,557   |
| Communication Costs                   | \$3,401     |
| Consumables                           | \$88,547    |
| Miscellaneous Expenses <sup>2</sup>   | \$23,192    |
| Agency Staff                          | \$86,647    |
| Professional Development              | \$6,919     |
| Equipment/Maintenance/Hire            | \$42,809    |
| Property Services                     | \$200,593   |
| Salaries & Allowances <sup>3</sup>    | \$94,936    |
| Support Services                      | \$96,605    |

| <b>Expenditure</b>                    | <b>Actual</b>      |
|---------------------------------------|--------------------|
| Trading & Fundraising                 | \$67,408           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$48,344           |
| <b>Total Operating Expenditure</b>    | <b>\$4,905,394</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$178,022</b>   |
| <b>Asset Acquisitions</b>             | <b>\$117,922</b>   |

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

| <b>Funds Available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$369,854        |
| Official Account              | \$24,722         |
| Other Accounts                | \$7,533          |
| <b>Total Funds Available</b>  | <b>\$402,109</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---------------------------------------------|------------------|
| Operating Reserve                           | \$150,854        |
| Other Recurrent Expenditure                 | \$25,489         |
| 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              |
| <b>Total Financial Commitments</b>          | <b>\$176,342</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.*