

# 2025 Annual Report to the School Community

School Name: Kangaroo Flat Primary School (0981)



- 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 10 March 2026 at 08:32 PM by Kelsey Chaffey-Jones (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 10 March 2026 at 08:33 PM by Kelsey Chaffey-Jones (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

Kangaroo Flat Primary School (KFPS) is located at the southern gateway of Bendigo and serves more than 310 students. The school is positioned directly opposite Crusoe College, supporting strong community connections and a well-established transition pathway to secondary education. KFPS is committed to providing a safe, inclusive and stimulating learning environment where every student is recognised as an individual with unique abilities, talents and learning needs. Our mission is to provide tailored educational experiences that support the lifelong learning of all students. The school is guided by four core values: Being Your Best, Teamwork, Responsibility and Respect. These values underpin our commitment to building a strong and inclusive learning community.

The school is organised into Learning Neighbourhoods, supporting collaboration between staff and consistent approaches to teaching, learning and wellbeing. Our workforce includes teachers, education support staff and specialist staff who work collaboratively to support student learning and wellbeing. Staff engage in ongoing professional learning, coaching and peer observation to strengthen evidence-based teaching practices. Improving literacy and numeracy outcomes remains a key priority, with staff using student data to inform teaching practice and monitor student progress.

KFPS serves a diverse community with a high Student Family Occupation and Education (SFOE) index. Approximately 21% of students are identified as having English as an Additional Language, with many students from Karen and Afghani refugee backgrounds. Additionally, 16% of students identify as Aboriginal or Torres Strait Islander. Around 10% of students receive targeted support through the Disability Inclusion initiative and the Program for Students with a Disability.

Student wellbeing is supported through classroom programs and the school's Wellbeing Hub, which includes a dedicated Refocus Room. Allied health professionals are employed to maximise student outcomes.

Students at KFPS benefit from a broad curriculum and specialist programs including Physical Education, Music, Science, Mandarin and Visual Arts, supported by facilities such as a gymnasium, amphitheatre and library.

Enrolment in 2025 was 313 students (161 female and 152 male). The school employed 43.17 full-time equivalent staff, including two Principal Class members, two Leading Teachers and two Learning Specialists who led key improvement priorities across the school. In 2025, 90% of our Grade 6 students transitioned to Crusoe College through a well-supported transition process.

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

### Learning

In 2025, KFPS continued to focus on improving student learning outcomes through high-impact instruction, data-informed practices and the integration of evidence-based approaches. The school maintained a commitment to refining teaching models, supporting staff professional learning and providing targeted interventions to address student needs. While student achievement data highlights areas for ongoing growth, it also reflects notable progress and the positive impact of sustained school-wide initiatives.

In Literacy, the school built on its established foundation, with Foundation to Grade 6 students achieving 66.4% at or above age-expected standards, slightly below similar schools (69.3%). NAPLAN Reading results showed strong gains: 54.2% of Year 3 students and 59.1% of Year 5 students achieved Strong or Exceeding proficiency, with Year 5 results surpassing similar schools. Notably, 70.3% of students demonstrated High or Medium relative growth in Reading from Year 3 to Year 5, exceeding similar schools. These outcomes reflect the continued implementation of Little Learners Love Literacy, targeted small group support and an increased focus on consistent literacy strategies aligned with the Science of Learning.

In Numeracy, 53.3% of students were at or above age-expected standards, below similar schools (67.8%). NAPLAN outcomes were mixed, with 41.7% of Year 3 and 53.3% of Year 5 students achieving Strong or Exceeding proficiency. Relative growth in Numeracy from Year 3 to Year 5 was 52.6%, highlighting the need for continued focus. To address this, KFPS implemented Bond Blocks in F–2 classrooms, strengthened targeted intervention programs and refined instructional models through professional learning in line with the Science of Learning.

Key highlights in 2025 include collaboration with Nathaniel Swain on embedding Science of Learning strategies and consistent practice across classrooms, early implementation of the Victorian Teaching and Learning Model 2.0 and measurable achievements in intervention programs supporting both literacy and mathematics. Collectively, these initiatives have strengthened the school's instructional practice and laid the groundwork for further growth in 2026.

### Wellbeing

KFPS continued to prioritise student wellbeing through a whole-school approach focused on creating safe and supportive learning environments. The school built on previous initiatives while introducing new strategies to strengthen positive behaviour, social-emotional learning and wellbeing outcomes.

A key focus this year was the review of the School Wide Positive Behaviour Support (SWPBS) framework. Staff commenced work with an SWPBS coach, established a dedicated site team and reviewed the school's SWPBS matrix to ensure consistent expectations across all learning

spaces. These efforts were complemented by the initial phases of professional learning in Positive Classroom Management Strategies, eight evidence-informed practices released by the Department of Education, designed to support safer and more purposeful classroom environments.

The Wellbeing Hub continued to provide a centralised space for the school's Wellbeing Team, including allied health professionals. Refined Refocus Room processes enabled many students to access short breaks to regulate and reset, supporting engagement and emotional regulation throughout the school day. Staff received ongoing coaching on integrating trauma-informed practices and social-emotional learning strategies into daily routines, contributing to a more inclusive and supportive culture.

The Resilience, Rights and Respectful Relationships (RRRR) curriculum remained embedded across year levels, supported by the Leading Teacher for Inclusion.

Student Attitudes to School Survey data reflects areas for continued focus. In 2025, 61.4% of Years 4–6 students endorsed a Sense of Connectedness (below similar schools at 72.7%) and 63.4% endorsed the Management of Bullying (below similar schools at 72.9%). These results highlight the importance of the ongoing SWPBS implementation and wellbeing initiatives in fostering stronger connectedness, safety and inclusion across the school.

In 2026, KFPS will build on its wellbeing initiatives by further embedding Positive Classroom Management Strategies and consistently applying the updated SWPBS matrix to support all students.

## Engagement

KFPS continued to prioritise student engagement in 2025, recognising its critical link to both learning outcomes and wellbeing. The school maintained a strong focus on student attendance, which remained an important indicator of engagement. Average student absence days decreased slightly to 23.4 days, below similar schools (26.7) and the school's four-year average (24.6), though still above the state average of 21.5 days. Attendance rates varied across year levels, with Year 4 showing the highest rate (90.6%) and Year 3 the lowest (86.5%), highlighting areas for targeted support.

The Wellbeing Team maintained oversight of student attendance, regularly following up with families to address barriers. Individual attendance plans were developed for students with low attendance, incorporating student voice and collaborative problem-solving with families. These strategies contributed to improved attendance patterns and strengthened connections between home and school.

To further promote attendance, KFPS introduced a range of incentives and recognition programs. Attendance awards were presented at assemblies to celebrate both individual and class achievements, while once-per-term 'golden ticket' celebrations rewarded students with the highest attendance. These initiatives fostered a culture of recognition, motivation and accountability.

Beyond attendance, the school continued to enhance student engagement through programs that build voice and agency, such as Hour of Power, Passions and Pathways and Choir. Opportunities for participation in extracurricular activities also contributed to students' sense of belonging and connection to the school.

Building positive relationships between staff and students, as well as among peers, remained central to promoting engagement as a key enabler of learning and wellbeing. Staff actively supported this through daily morning circles, the Respectful Relationships program and ongoing collaborative classroom activities, creating consistent opportunities for connection and social-emotional growth.

Through these combined efforts of fostering attendance, student voice, extracurricular participation, and positive relationships, KFPS strengthened engagement across the school, supporting both academic success and the wellbeing of students.

## Other highlights from the school year

The 2025 school year was filled with memorable experiences that enriched student learning and strengthened connections within the school community.

Grade 3 and 4 students attended the Doxa Camp in Malmsbury, participating in a variety of outdoor activities that fostered teamwork, resilience and independence. Grade 2 students enjoyed their first 'camp-like' experience during the annual sleepover at the Bendigo Discovery Centre.

Student leaders had the opportunity to attend a youth conference in Melbourne early in the year, building leadership skills and confidence in contributing to the school community. Grade 6 students once again participated in Wakakirri, showcasing creativity in drama, music and dance with a performance based on 'The Tortoise and the Hare'. They also engaged in the Passions and Pathways program, designing and creating a banner to be used at school events.

Excursions across all year levels provided rich learning experiences: Foundation students attended the Ulumbarra Theatre to see 'Josephine Wants to Dance', Grade 1/2 visited Echuca for TwistEd Science and a Paddle Steamer ride, Grade 3/4 explored the Melbourne Museum, and Grade 5/6 visited Scienceworks.

Building on the designs created in 2024 by Koorie students in collaboration with the local Dja Dja Warrung mob, the Koorie t-shirts and hats were officially added to the KFPS uniform list in 2025. All students were able to purchase and wear these items, which are now a permanent part of the school uniform.

Throughout the year, families were provided with additional opportunities to engage with their child's learning through Maths and Science nights, assemblies and classroom activities.

These highlights reflect KFPS's ongoing commitment to providing engaging, inclusive and memorable experiences that support both learning and community connection.

## Financial performance

The school received \$1,011,391 in Equity Funding. This funding supported reduced class sizes through the establishment of two additional classrooms. Equity funding also provided time release for the Leading Teachers and Learning Specialists to lead school improvement in learning and wellbeing. Additional intervention staffing, including one classroom teacher and two education

support staff, supported targeted literacy and numeracy programs and funding was also allocated to purchase literacy intervention resources for the MiniLit and MacqLit programs. The funding further supported the employment of multicultural education aides to assist students and families, the purchase of information and communication technology devices and software, and the acquisition of wellbeing resources such as a sensory swing.

The school received \$1,159,771 in government-provided Department of Education grants. These funds supported professional learning with Dr Nathaniel Swain to strengthen implementation of the Science of Learning, new furniture for Grade 5 and 6 classrooms and the employment of allied health professionals including an occupational therapist, art therapist and speech pathologist. Funding also supported full-time staffing of the Refocus Room within the Wellbeing Hub.

Additional funds supported upgrades to the staffroom to accommodate the growing staff at KFPS and improvements to the school grounds, including relocating the bike shed and installing vegetable gardens with an automatic watering system. The air conditioning system in the gym was upgraded.

The school received Active Schools Grants to upgrade sports equipment and run sports clinics.

Funds have been reserved for 2026 improvement projects, including further landscaping and continued professional learning with Dr Nathaniel Swain.

**For more detailed information regarding our school please visit our website at  
<https://www.kangarooflatps.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

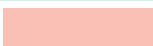


A total of 316 students were enrolled at this school in 2025, 160 female and 156 male. 20% had English as an additional language and 16% were Aboriginal or Torres Strait Islander.

### 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 **High**.




### 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	100.0%	
	Similar schools	83.0%	
	State	82.0%	

### School Staff Survey


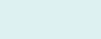


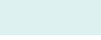

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	65.8%	
	Similar schools	71.4%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>66.4%</b>	
	Similar schools	69.3%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>53.4%</b>	
	Similar schools	67.8%	
	State	84.2%	

## NAPLAN

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


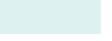


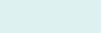

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>54.2%</b>	<b>54.8%</b>
	Similar schools	54.4%	50.7%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>59.1%</b>	<b>57.3%</b>
	Similar schools	56.6%	57.9%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>41.7%</b>	<b>39.2%</b>
	Similar schools	48.0%	46.7%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>53.3%</b>	<b>44.7%</b>
	Similar schools	49.4%	47.6%
	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.

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>70.3%</b>	
	Similar schools	66.0%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>52.6%</b>	
	Similar schools	66.5%	
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>61.4%</b>		<b>74.1%</b>
	Similar schools	72.7%		74.0%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>63.4%</b>		<b>74.5%</b>
	Similar schools	73.1%		74.4%
	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	23.4	24.6
	Similar schools	26.7	26.7
	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	88.8%	
Year 1	School	88.7%	
Year 2	School	87.2%	
Year 3	School	86.5%	
Year 4	School	90.6%	
Year 5	School	87.0%	
Year 6	School	88.7%	

## 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	\$4,676,686
Government Provided DET Grants	\$1,159,771
Government Grants Commonwealth	\$5,758
Government Grants State	\$0
Revenue Other	\$76,466
Locally Raised Funds	\$171,572
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,090,253</b>

Equity	Actual
Equity (Social Disadvantage)	\$1,011,391
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,011,391</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>	\$4,867,645
Adjustments	\$0
Books & Publications	\$76
Camps/Excursions/Activities	\$48,260
Communication Costs	\$6,095
Consumables	\$130,395
Miscellaneous Expenses <sup>2</sup>	\$33,664
Agency Staff	\$59,393
Professional Development	\$60,974
Equipment/Maintenance/Hire	\$107,368
Property Services	\$418,144
Salaries & Allowances <sup>3</sup>	\$240,146
Support Services	\$299,833

Expenditure	Actual
Trading & Fundraising	\$44,450
Motor Vehicle Expenses	\$26
Travel & Subsistence	\$2,667
Utilities	\$69,827
<b>Total Operating Expenditure</b>	<b>\$6,388,965</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$298,712)</b>
<b>Asset Acquisitions</b>	<b>\$0</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

Funds Available	Actual
High Yield Investment Account	\$630,350
Official Account	\$59,362
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$689,712</b>

Financial Commitments	Actual
Operating Reserve	\$253,553
Other Recurrent Expenditure	\$793
Provision Accounts	\$0
Funds Received in Advance	\$77,624
School Based Programs	\$12,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,276
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$47,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$626,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,030,746</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.*