

2024 Annual Report to the School Community

School Name: Kalinda Primary School (5121)



- 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 27 March 2025 at 02:11 PM by Shaun McClare (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 31 March 2025 at 09:32 AM by Shaun McClare (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

School Vision: At Kalinda Primary School we are committed to developing the whole child and a lifelong love of learning.

School Values: We are kind, we are resilient, we are respectful.

Kalinda Primary School is located in the City of Ringwood in the eastern suburbs of Melbourne, approximately 40 kilometres from the Melbourne Central Business District. The school was founded in 1980 to serve the rapidly growing population. The 11 acres of school grounds include a range of purpose-designed play areas, adjoining treed parkland and synthetic sporting surfaces including basketball courts. A stadium with full-sized basketball court, music room, large kitchen and multipurpose learning areas is well used by both the school and the wider community.

Kalinda Primary School is a dynamic learning environment where teachers work in teams, to deliver a guaranteed and viable curriculum utilising evidence-based best practices to ensure every students' individual learning needs are met.

Our students acquire competencies needed for further education, the workplace of the future and to face the challenges of life. In 2024, Kalinda had 454 students enrolled across 18 classrooms. Kalinda offered a broad curriculum with specialist programs including Performing Arts, Visual Arts, Physical Education, STEM and Japanese.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our student achievement in 2024 was a result of the collaborative, evidence-based pedagogical approach that teachers at Kalinda have adopted.

Teachers worked collaboratively to plan highly differentiated learning tasks for students to ensure it was at their point of need as determined by high-quality formative assessment.

NAPLAN results demonstrate that our achievement in Year 3 and Year 5 Reading and Numeracy are significantly ahead of the State Average. NAPLAN results in Year 3 Reading and Year 5 Numeracy were improved on the results in 2023.

Changes to NAPLAN measurements make it difficult to see long-term averages and the results are difficult to compare against the previous year's performance. Our Instructional Models in Reading, Writing, and Numeracy were well established in 2024 to ensure consistency of highly effective teaching practices across the school.

Consistent learning progress by our students funded through Disability Inclusion was maintained throughout 2024. Significant modifications were made to support their learning and this was reflected in their Individual Education Plans.

Wellbeing

At Kalinda, student wellbeing is a major focus and we believe it has equal importance to academic learning. Building the well-being capacity of our staff provides our students with the opportunity to maximise their learning achievements and to flourish in life.

Wellbeing lessons were a regular part of the daily curriculum in 2024. Led by our Wellbeing Leader and Wellbeing Professional Learning Team, staff members took a pro-active approach to developing our students' capacity to build positive emotions, and positive relationships, celebrate their accomplishments and build their resilience.

Staff capacity to utilise Restorative Practices continued to be a major professional learning priority in 2024 and this work continues in 2025. Our School Counsellor continued to provide valuable support to students they worked with and we also utilised DET resources and called upon the expertise of Regional Support staff to work on issues in relation to student wellbeing.

Attitudes to School Survey data demonstrates that the Sense of Connectedness is an area of focus for further improvement, with very consistent results to the previous year. Positive endorsement of the Management of Bullying significantly improved from the previous year (growing from 67.4% to 75.5%). This reflects the outstanding work of the staff in embracing restorative practices.

Engagement

Student absences in 2024 were slightly above the State average. Teachers continued to focus on ensuring student autonomy and voice within the classroom, with their learning, and in school-wide decisions.

Our student leadership program is a strength of the school and students have the opportunity to be involved in key decisions being made within the classroom and across the school.

In 2025 we will continue to work on improving a high level of student engagement and connection to the school to ensure student absences (outside of being unwell) are minimised. Student attendance data is monitored closely and strategies are put in place for any student with regular unexplained absences. A focus on continually improving student engagement through building student agency in both classroom and whole school decisions continues to be a major focus.

Other highlights from the school year

Alongside the continued improvement in teaching and learning practices at Kalinda in 2024, there were some great highlights that focused on student wellbeing and building community connections.

Our Year 3 to Year 6 students all had the opportunity to attend school camps in 2024. The camp program provided students with the opportunity to build connections with the teachers and their peers, develop their resilience and build great memories.

A number of Year 5 and Year 6 students attended a school trip to Japan. This trip provided them with an amazing opportunity to strengthen language skills, cross-cultural understanding and develop their personal strengths including resilience and independence.

Kalinda Crews, multi-age well-being groups, were further embedded in 2024. These groups met together every second week, with a focus on building relationships between students from a range of year levels. The activities were planned and delivered by our senior students.

STEM (Science, Technology Engineering and Maths) was also a major highlight of the year. Students participated in a range of amazing hands-on learning experiences that required collaboration, problem solving and scientific methodology. A number of students competed in the Victorian Schools 3D Printer Car Tournament.

Financial performance

A secure financial position has been preserved during 2024. Government funds and those raised through parent contributions and local fundraising were allocated to meet the needs of students consistent with the school's Strategic Plan and Annual Implementation Plan.

A Net Operating Surplus of \$9,450 was achieved through careful management of school staffing and is a result of funds that have been allocated for major infrastructure works in 2025 and beyond.

Property maintenance and development, as well as the provision of capital equipment in a modern technological learning environment, will require careful planning and the employment of appropriate prioritisation strategies.

With management and the ongoing support of our school community, which values the provision of high-quality educational opportunities for children, the school is well-positioned to meet the challenges that lay ahead.

**For more detailed information regarding our school please visit our website at
<https://www.kalinda.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 454 students were enrolled at this school in 2024, 217 female and 237 male.

11 percent of students had English as an additional language and NDP 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).

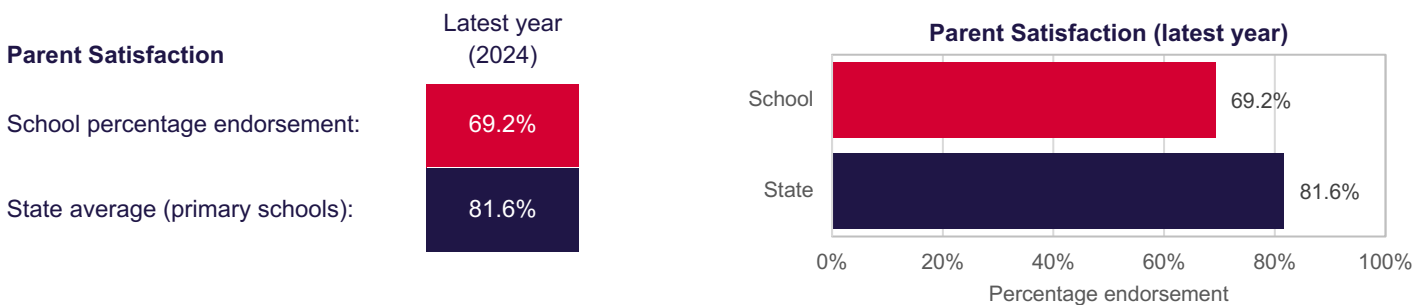
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

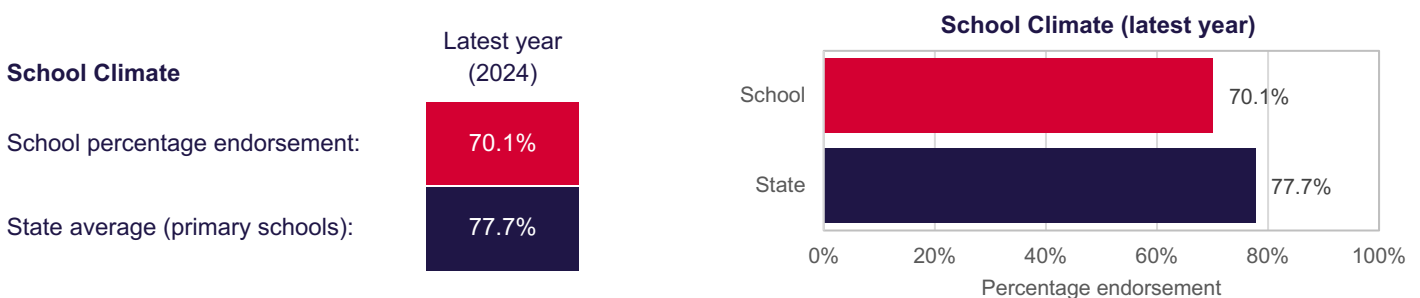


School Staff Survey

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.

English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

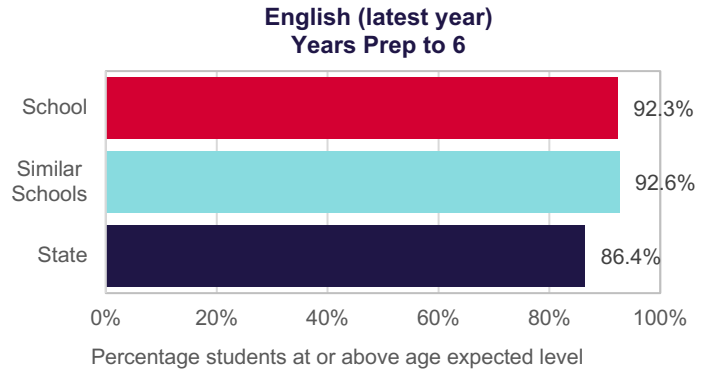
92.3%

Similar Schools average:

92.6%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

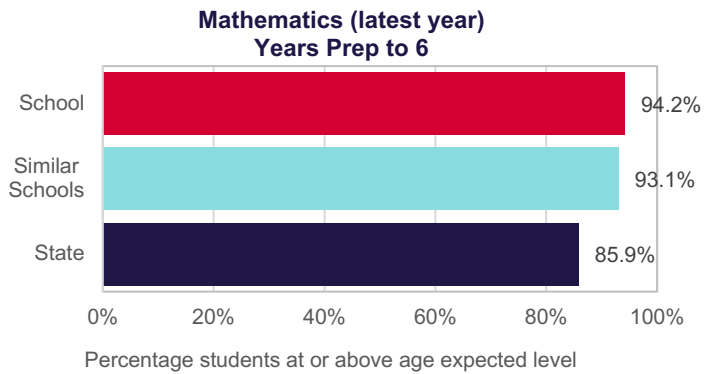
94.2%

Similar Schools average:

93.1%

State average:

85.9%



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

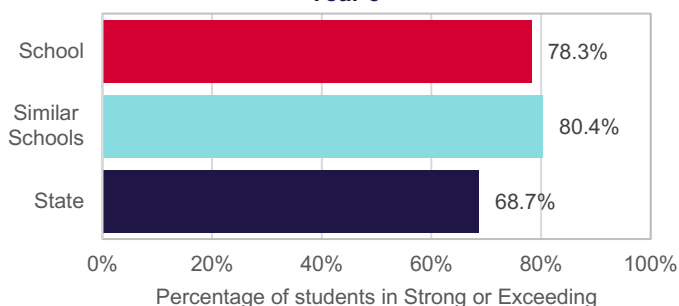
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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:	78.3%	75.2%
Similar Schools average:	80.4%	80.8%
State average:	68.7%	69.2%

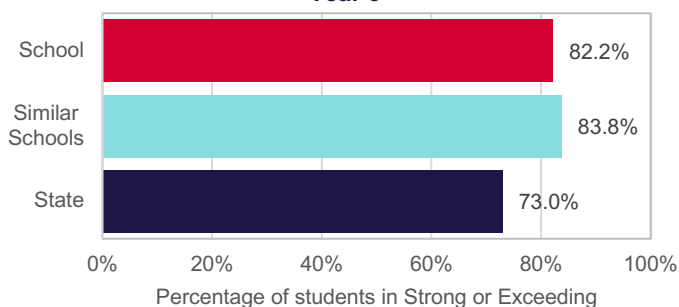
**NAPLAN Reading (latest year)
Year 3**



Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.2%	86.5%
Similar Schools average:	83.8%	86.2%
State average:	73.0%	75.0%

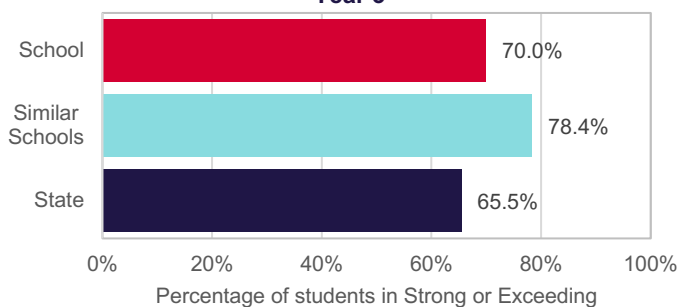
**NAPLAN Reading (latest year)
Year 5**



Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	69.2%
Similar Schools average:	78.4%	79.3%
State average:	65.5%	66.4%

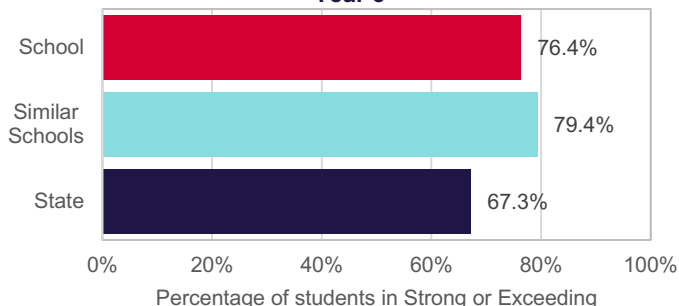
**NAPLAN Numeracy (latest year)
Year 3**



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.4%	80.1%
Similar Schools average:	79.4%	79.7%
State average:	67.3%	67.6%

**NAPLAN Numeracy (latest year)
Year 5**



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:

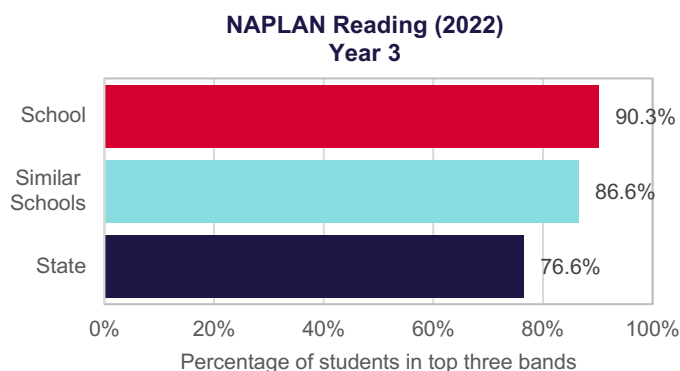
90.3%

Similar Schools average:

86.6%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

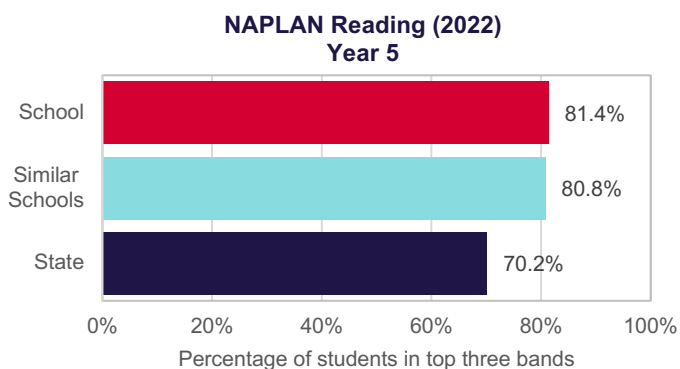
81.4%

Similar Schools average:

80.8%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

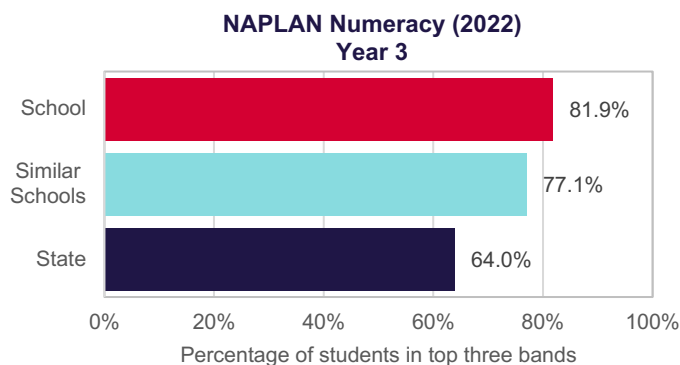
81.9%

Similar Schools average:

77.1%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

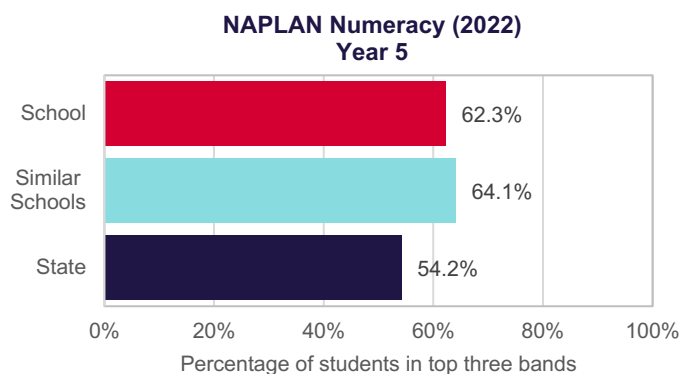
62.3%

Similar Schools average:

64.1%

State average:

54.2%



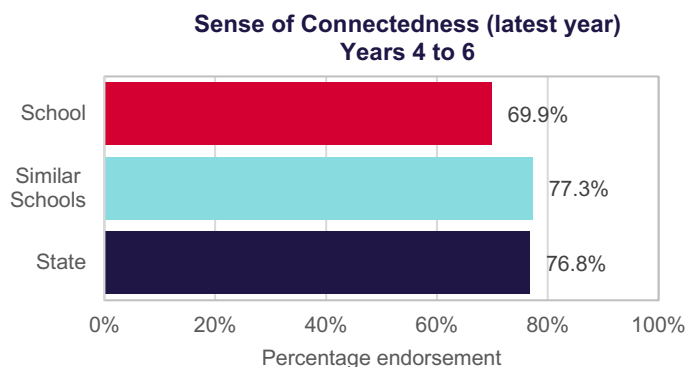
WELLBEING

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).

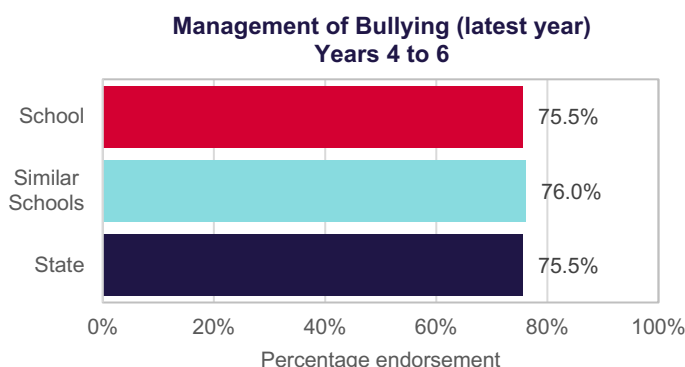
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	69.9%	71.6%
Similar Schools average:	77.3%	77.7%
State average:	76.8%	77.9%



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:	75.5%	72.1%
Similar Schools average:	76.0%	76.6%
State average:	75.5%	76.3%



ENGAGEMENT

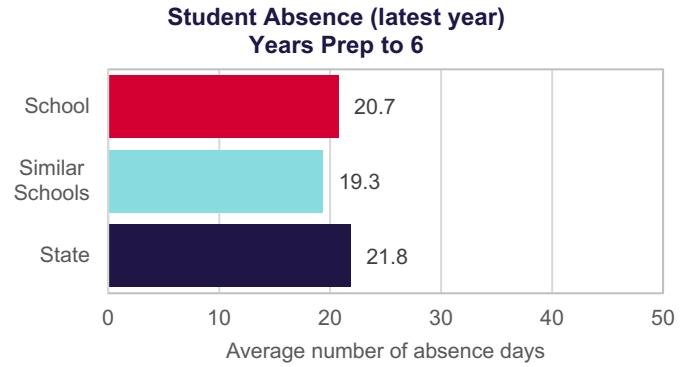
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	20.7	20.2
Similar Schools average:	19.3	17.3
State average:	21.8	20.1



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):	91%	92%	89%	90%	89%	90%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,332,430
Government Provided DET Grants	\$496,681
Government Grants Commonwealth	\$11,764
Government Grants State	\$0
Revenue Other	\$51,516
Locally Raised Funds	\$663,175
Capital Grants	\$0
Total Operating Revenue	\$5,555,567

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,713
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,713

Expenditure	Actual
Student Resource Package ²	\$4,372,040
Adjustments	\$1,870
Books & Publications	\$26,415
Camps/Excursions/Activities	\$254,016
Communication Costs	\$3,704
Consumables	\$95,752
Miscellaneous Expense ³	\$26,476
Professional Development	\$14,444
Equipment/Maintenance/Hire	\$120,664
Property Services	\$111,024
Salaries & Allowances ⁴	\$257,330
Support Services	\$206,157
Trading & Fundraising	\$35,581
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$39
Utilities	\$39,505
Total Operating Expenditure	\$5,565,017
Net Operating Surplus/-Deficit	(\$9,450)
Asset Acquisitions	\$570,672

- (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	\$796,811
Official Account	\$19,118
Other Accounts	\$6,892
Total Funds Available	\$822,821

Financial Commitments	Actual
Operating Reserve	\$199,253
Other Recurrent Expenditure	\$26,211
Provision Accounts	\$3,568
Funds Received in Advance	\$203,426
School Based Programs	\$215,428
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,857
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$48,923
Capital - Buildings/Grounds < 12 months	\$50,294
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$58,215
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$820,175

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.

