

# 2025 Annual Report to the School Community

School Name: Kunyung Primary School (5182)



- 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 22 April 2026 at 03:21 PM by Kim Jackson (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 22 April 2026 at 03:21 PM by Kim Jackson (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

Kunyang Primary School is dedicated to providing children with an education that will equip them for the 21st Century. Our program is designed to develop globally connected and internationally minded students through the implementation of the International Baccalaureate Primary Years Programme. We are committed to the philosophy of concept-driven, student-centred, inquiry-based learning. Programs are personalised to ensure student learning is optimised and our students are engaged and challenged. We create a learning environment that provides opportunities for students to be agents of their own learning.

We offer an exceptional, balanced education that builds on the diverse gifts and talents students bring to our learning community. We educate our students through challenging, coherent programs, using exemplary learning and teaching practice. We aim to develop inquiring, life-long learners who appreciate the richness of the world, view life through confident eyes and act to promote a peaceful, sustainable world. We value the integrity and goodness all members bring to our diverse school community. We promote international mindedness through following the qualities of the Learner Profile in our everyday life: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open Minded, Caring, Courageous, Balanced and Reflective. We promote responsible citizenship through the following attitudes: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance. We see these values as being central to the life of our school.

Our school has 46 equivalent full time staff: 1 Principal, 3 Assistant Principals, 46 teachers and 9 Education Support Staff. We have a reputation for supporting and developing students to be the best they be: academically, socially & emotionally. A strong partnership between staff and parents supports student endeavours.

Our school is set in a beautiful coastal environment. Our 760 students enjoy access to modern, well-equipped facilities, supporting quality classroom and specialist programs.

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

#### Learning

In 2025 we continued to focus on student learning - with an increased focus on numeracy - and student wellbeing through our AIP.

Our collaborative approach to researching and implementing best practice in Literacy, Numeracy and the Programme of Inquiry continued to empower teachers to develop their students' Learner Agency, leading to improved learning outcomes. Student centred, inquiry based learning is the leading pedagogy in every classroom. The Approaches to Learning and the Kunyang Learners'

Cycle were explicitly taught to develop students' understanding of why and what they are learning, how best to learn and how to measure their success.

Leadership and teachers worked collaboratively to continue to use data to inform individual needs to maximise potential. Teachers regularly met to analyse data and identify the next steps in student learning, in order to create and communicate learning pathways for each individual student. Discussing and analysing an array of data also supported teachers to form consistent judgements about their students' learning achievements. Further work has been undertaken through Collaborative Planning, the Coaching Program, CoPs and PLCs to support teachers to explicitly teach students at their point of need in focus groups and conferencing. Teachers have been engaged in the Instructional Growth Model through the provision of full time Instructional Coaches in both Numeracy and Literacy. Modelling and coaching expertise has also been available from our Approaches to Teaching Learning Specialist.

Kunyang Primary School is proud of its achievements in Student Learning. In 2025, our school data continued to show consistently high standards. In 2025, according to teacher judgement, 95% of students from Prep to Year 6 achieved at or above age expected standards in Reading, Writing and Mathematics. Our Year 3 Naplan results were much higher than State and Similar schools in Reading and Writing. Our Year 5 Naplan results in Reading, Writing and Mathematics were much higher than State and Similar schools. Our Year 5 NAPLAN results indicated high achievement for our students with 92% of the cohort in the Exceeding or Strong categories for Reading. Our Year 5 Numeracy NAPLAN results indicated high achievement for our students with 88% of the cohort in the Exceeding or Strong categories for Mathematics. This was significantly higher than Similar Schools, Network and State results. Additionally, we identified students in Years 2 and 4 to be challenged and extended through a Mathematics Enrichment program.

A range of Tier 2 Literacy supports were continued (Minilit, MacqLit and Levelled Literacy Intervention) with great success. In 2025, additional support programs continued to enhance Literacy and Numeracy outcomes through the Tutor Learning Initiative and Victorian High Ability Program.

Across 2025, students with additional needs have access to personalised goals as identified in their Individual Education Plans. They were also engaged in real-world experiences such as the Cooking Club to reinforce curriculum content and to meet wellbeing needs.

## Wellbeing

Kunyang Primary School ensures the school environment is inclusive, safe, calm and engaging to support students' positive learning experiences and wellbeing. In 2025, we focused on developing the concepts of relationships and belonging to ensure every child's school day is a positive and successful one.

According to the 2025 Student Attitudes to School Survey data, we have maintained exceptionally high levels of positive endorsement, 79.9% for Sense of connectedness and 77.3% for Managing bullying, both of which surpasses similar schools and state percentages. Attendance follows a 4 year trend of being above similar schools but below state. We have taken steps to share this data with our families and students. We have increased the regularity of gathering student feedback and wellbeing data via surveys conducted in our Respectful Relationships program or in the

classroom. This enables us to support individual students and identify cohort trends and direct coaching.

In 2025, the Education Sub-Committee worked to increase participation in the Parent Opinion Survey. One strong result in our 2025 Parent Opinion Survey positively endorsed general school satisfaction and placed us at 93.1%, which is significantly higher than similar schools and the state. Our parents also endorsed the safety of their children by acknowledging that Kunyung promotes positive behaviour and respects diversity across the school. Our Staff Opinion Survey results continue to positively endorse our culture of collective responsibility and collective focus on student learning with 85.4%, which is above both similar schools and state averages.

Our Wellbeing Program operates under a multi-tiered system of supports, which includes support for students, parents, school staff from our Wellbeing team and external agencies. The multi-tiered system of supports ensures students are able to access ongoing whole-class, small-group and 1:1 Wellbeing supports in the form of Respectful relationships, ILPs and IEPs, formal check-in chats, Social groups, SSGs and Educational assistant supports as well as MHiPS and PCMS coaching for all staff. These opportunities, interventions and adjustments target the students' social and emotional development. In 2025, we implemented a triage process; ensuring timely engagement of key stakeholders and relating action.

We launched the Kindness Cove as a dedicated wellbeing space supporting programs across the day, including The Reflection Room and Chill-Out Zone at lunchtimes.

We have also restructured the Wellbeing team which now consists of two Assistant Principals, a PCMS Leader and a MHiPS Leader.

In 2026, we have begun to capitalise on the newly appointed PCMS Leader to engage teachers in scheduled 1:1 data discussions and to further strengthen the triage process. The Wellbeing Team will continue to hold regular data meetings to ensure interventions and initiatives are adequately addressing the needs of our learning community and having the intended positive impact.

## Engagement

Kunyung Primary School students are engaged and connected to their school. Their engagement and connection is enabled through the development of Learner Agency, Personalised Learning and Inquiry based Learning.

Over their years of primary schooling, students develop their ability to make choices and to take more ownership of their learning. Student-initiated and personalised inquiry based learning invites students into the learning process leading to greater engagement in, and enjoyment of, school.

Our 2025 results for our Student Attitudes to School Survey in the area of Effective Teacher Practice for Cognitive Engagement for students from Years 4-6 remained consistently high, with all results in the high 80s (88%). These results were higher than both Similar Schools and State. In our 2025 AIP we planned and implemented strategies to engage students more fully in the learning process, ensuring they are more clearly able to articulate what they are learning, how they can best learn and how they will know if they are successful. Explicit teaching, modelling and practice of the Approaches to Learning throughout each student's educational journey at Kunyung, enables students to implement taught strategies, skills and attitudes to maximise their opportunities to achieve academic and emotional growth.

Our 2026 AIP seeks to continue the promotion of students' engagement and connection to school by developing and embedding a high quality, consistent whole school approach to the use of Positive Classroom Management Strategies and the new Department Mental Health in Primary Schools initiative. We will also focus on Student Voice and Agency through the establishment of a Junior School Council and weekly podcasting.

Kunyang is committed to providing a wide range of curriculum opportunities to enrich the learning of every student. Specialist programs in Visual Arts, Physical Education, Performing Arts, STEM, Respectful Relationships, Maths Connect and French provide students with outstanding opportunities to discover and develop their interests and skills

## Financial performance

A net operating deficit was recorded at the end of the 2025 school year. We carried forward locally raised funds that have accumulated over the past two years from fundraising and grounds donations. These funds will be used towards general improvements around the school. All other funds received 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 approval and the purpose for which funding was provided or raised. We would like to thank our School Council and Community for their continued support for our grounds improvement plan.

**For more detailed information regarding our school please visit our website at  
<https://kunyang.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 756 students were enrolled at this school in 2025, 379 female and 377 male. 1% had English as an additional language and 1% 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**.


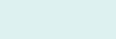

### Parent Satisfaction Summary

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.

		2025	
<b>% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)</b>	<b>School</b>	<b>93.1%</b>	
	Similar schools	76.2%	
	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	
<b>% positive endorsement School Climate (School Staff Survey)</b>	<b>School</b>	<b>85.4%</b>	
	Similar schools	79.0%	
	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>94.8%</b>	
	Similar schools	93.8%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>95.0%</b>	
	Similar schools	93.4%	
	State	84.2%	

## NAPLAN

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


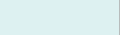

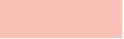
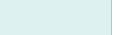

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.5%</b>	<b>84.2%</b>
	Similar schools	83.2%	83.2%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>93.2%</b>	<b>91.6%</b>
	Similar schools	88.0%	87.8%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>82.0%</b>	<b>80.4%</b>
	Similar schools	82.4%	82.1%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.4%</b>	<b>86.5%</b>
	Similar schools	83.2%	82.0%
	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'.


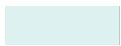

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>86.7%</b>	
	Similar schools	77.6%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>79.0%</b>	
	Similar schools	73.6%	
	State	74.0%	

## WELLBEING


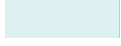

### Student Attitudes to School – Sense of Connectedness

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>79.9%</b>		<b>82.3%</b>
	Similar schools	74.7%		76.1%
	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>77.3%</b>		<b>79.3%</b>
	Similar schools	73.9%		74.5%
	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
<b>Prep - 6</b>	<b>School</b>	<b>19.7</b>	<b>20.5</b>
	Similar schools	18.1	18.7
	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	
<b>Prep</b>	<b>School</b>	<b>91.4%</b>	
<b>Year 1</b>	<b>School</b>	<b>90.9%</b>	
<b>Year 2</b>	<b>School</b>	<b>91.0%</b>	
<b>Year 3</b>	<b>School</b>	<b>88.8%</b>	
<b>Year 4</b>	<b>School</b>	<b>91.0%</b>	
<b>Year 5</b>	<b>School</b>	<b>89.5%</b>	
<b>Year 6</b>	<b>School</b>	<b>87.8%</b>	

## 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	\$7,031,131
Government Provided DET Grants	\$551,666
Government Grants Commonwealth	\$9,971
Government Grants State	\$0
Revenue Other	\$52,022
Locally Raised Funds	\$596,205
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,240,995</b>

Equity	Actual
Equity (Social Disadvantage)	\$25,981
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$25,981</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>	\$7,477,827
Adjustments	\$0
Books & Publications	\$3,179
Camps/Excursions/Activities	\$261,895
Communication Costs	\$2,813
Consumables	\$119,044
Miscellaneous Expenses <sup>2</sup>	\$41,877
Agency Staff	\$0
Professional Development	\$20,851
Equipment/Maintenance/Hire	\$49,470
Property Services	\$211,234
Salaries & Allowances <sup>3</sup>	\$442,588
Support Services	\$19,496

Expenditure	Actual
Trading & Fundraising	\$127,804
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$53,985
<b>Total Operating Expenditure</b>	<b>\$8,832,064</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$591,070)</b>
<b>Asset Acquisitions</b>	<b>\$49,911</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	\$271,410
Official Account	\$144,141
Other Accounts	\$4,240
<b>Total Funds Available</b>	<b>\$419,792</b>

Financial Commitments	Actual
Operating Reserve	\$225,706
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$3,137
School Based Programs	\$92,110
Beneficiary/Memorial Accounts	\$3,128
Cooperative Bank Account	\$6,796
Funds for Committees/Shared Arrangements	\$8,266
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$174,206
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>\$513,349</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.*