

2024 Annual Report to the School Community

School Name: McKinnon Primary School (4366)



- 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 31 March 2025 at 10:12 PM by Suzanne Khatib (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 10:12 PM by Suzanne Khatib (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

McKinnon Primary School is recognised for high academic standards and outstanding achievements for all students in an inclusive environment. We are committed to developing internationally-minded learners in a safe and nurturing environment. Students are empowered to develop 21st-century skills and attitudes that develop respect, compassion, caring and understanding for their role as global citizens.

McKinnon Primary School is an authorised International Baccalaureate (IB) World School implementing the Primary Years Programme (PYP) from Foundation to Year 6. As an International Baccalaureate (IB) school, McKinnon Primary School's values are aligned with the guiding principles outlined in the IB Learner Profile. The IB Profile represents 10 attributes that support guiding individuals and groups to become more responsible members of local, national and global communities.

As learners, we strive to be: Caring, Open-Minded, Courageous, Thinkers, Inquirers, Reflective, Knowledgeable, Principled, Communicators, and Balanced. Our "Be Expectations" also support student learning and behaviour - Be Caring, Be Safe, Be a Learner and Be Respectful.

The school community is culturally diverse with a very high percentage of families with a language background other than English. We celebrate that we are a multicultural community. Parents are actively involved in all aspects of school life, whether it be School Council, Parents' Club, classroom helpers, fundraising or social activities. A learning partnership is established between the teacher, parent and student, three-way and Student-led conferences are conducted regularly throughout the year to reflect on learning achievement and develop future goals.

At the conclusion of 2024, McKinnon Primary School had a student population of 822 students (this number also includes our international students). The staffing structure includes 3 Principal Class Officers (1 Principal and 2 Substantive Assistant Principals), 1 Leading Teacher and 4 Learning Specialists, 36 classroom teachers and 10 specialist teachers. There is a strong educational support team including the administration team inclusive of the business manager, 3 office assistants, and a first aid officer (registered nurse). Additionally, we have a library technician, literacy intervention, English as a Second Language (EAL) and 16 education support staff working directly with students and teachers. McKinnon Primary School prides itself on supporting staff to regularly access professional learning and development to ensure teaching, learning and wellbeing are continually improving for our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

With an AIP focus of maximising the learning growth of every student in English, there continued to be a strong focus on current best practices in reading instruction. The introduction of a systematic phonics program and evidence-based reading assessment supported this. Based on teacher judgement against the Victorian Curriculum- English, 94.3% of McKinnon students are working at or above the expected standards. Our NAPLAN data shows 77% of students in Year 3 and 94% of students in Year 5 were in the top two bands for reading. In writing, 88% of students in Year 3 and 91% of students in Year 5 were in the top two bands.

In line with our commitment to continuous improvement in Mathematics, our focus was on developing teachers' capacity to plan high-quality, engaging learning tasks collaboratively and developing documentation for the implementation of the new Mathematics 2.0 curriculum. To start the year, we had a professional learning day with Michael Minas that revisited previous learning he had conducted at school as well as developing a school-wide collaborative planning protocol. From this, the school undertook a professional learning cycle on developing collaborative planning protocols. At the completion of the cycle, we developed a whole school planning protocols that focuses on unpacking assessments and developing differentiated lessons. The protocols are now in use in teams two-hour collaborative planning meetings. The Professional Learning Team's focus in 2024, was developing documentation for the implementation of Mathematics 2.0. Throughout the year, we worked closely to develop a school wide scope and sequence, content maps for each year level and curated professional learnings that helped to support teachers with the planning, implementing and assessment of the new curriculum.

The structure for learning support continued from the previous year with the Learning Support Team consisting of a Learning Specialist, 1 tutor (TLI), 1 EAL staff member and 2 staff providing the MiniLit program. The TLI tutoring was provided by a teacher 3 mornings a week. 30 students accessed this program from years 3-6 for 3 sessions a week over the course of the year. EAL intervention/support role is 5 days per week, with groups of no more than 4 having 2 sessions a week in addition to some in class support for targeted students. 45 students accessed this program. MiniLit had 35 students accessing the program 3 sessions a week. This team is led by a Learning Specialist who has supported learning referral processes and communication with all staff and parents.

Wellbeing

The McKinnon Whole School Wellbeing Model details 9 wellbeing approaches/strategies that are supported by all levels and specialist areas. In 2024, the vertical Professional Learning Team developed a whole school Well-being survey in order to monitor student well-being more regularly and take action when needed.

Areas of need identified in our Attitudes to School Survey were taken into consideration when creating the survey questions to ensure we were meeting the student's needs. Respectful

Relationships continues to be a high priority for the school. The Wellbeing Team reviewed current implementation of the RRRR and vertically ensured that lessons were covered across the school.

In 2024, the McKinnon continued to prioritise the Rights, Resilience and Respectful Relationships ensuring it was established as a high-priority action for staff and in all classrooms. The Mental Health fund was used to apply the positive and proactive “Bully Stoppers” initiative. This was a major undertaking with a team of three dedicated staff leading this work. This culminated in a school wide day at the end of 2024 to acknowledge and promote the importance of safety and positive relationships everyday and the role we can all play in making this a reality.

The Disability Inclusion Profile (DIP) process has been substantially enhanced. The School Improvement Team believes there is a well-structured process in place to support DIP applications, resulting in students receiving significant funding to meet their needs. In 2024, sixteen Disability Inclusion applications were submitted, with a 75% success rate across students from Foundation to Year 6.

The Individual Learning Plan (ILP) process was strengthened with a renewed focus meeting students individual need. Supporting documentation for students with additional and individual needs was also developed including Behaviour Support Plans, Risk Management Plans, Communication Plans, Profile Pages, Playtime Plans, Sensory Profiles, and English and Maths Intervention Plans.

Engagement

Improving student engagement remained a key priority throughout 2024. The 2023 Attitudes to School Survey (AtSS) results provided valuable insights, measuring our progress and identifying opportunities for further improvement. Key focus areas included Student Voice and Agency, School Connectedness, and Stimulated Learning—each showing positive growth in the 2024 AtSS.

Student Voice and Agency saw an 8.2% improvement in 2024. Within Learning and Teaching, we continued to emphasise the importance of explicitly designing lessons that empower students with choice and responsibility. This was further supported by our ‘Agency Week’ initiative in Semester 2, where teaching teams worked in six-week cycles to develop transdisciplinary skills that enhance student agency. Students responded positively to these initiatives, as reflected in both internal surveys and classroom engagement.

McKinnon PS strengthened opportunities for student voice through trying to create more opportunities for student leadership, an active Student Representative Council (SRC), and classroom strategies such as co-constructed success criteria, student reflections, and feedback-driven learning. The SRC played a key role in establishing a school canteen, organising clubs and events, and enhancing outdoor spaces through direct collaboration with School Leadership and the broader student body.

School Connectedness improved by 6%, supported by our refined ‘Building the Learning Community’ unit at the start of the year. This whole-school approach establishes clear expectations, strengthens relationships, and fosters a shared sense of belonging in the classroom. Throughout the year, this was further reinforced through programs such as ‘Social Stencil’ and ‘Rights, Responsibilities, and Respectful Relationships,’ ensuring students feel safe, valued, and engaged in their learning environment.

Stimulated Learning improved by 6.5%, reaching 87% in 2024. To support this growth, the school invested in professional development focused on numeracy and the International Baccalaureate (IB), ensuring learning remains meaningful and engaging for all students. As part of this initiative, maths educator Michael Minus was engaged to lead professional learning on 'Challenging Learning Tasks,' helping teachers design engaging activities that can be adapted to both support and extend students. Additionally, Sharon Bailey worked with staff to enhance 'Student-Centered Learning,' ensuring lessons are tailored to student interests, strengths, and needs.

Protocols for checking attendance and unexplained absences were reviewed and communicated to staff. Family holidays at the start and end of the calendar year remain a significant portion of student absences. We reviewed communication to parents about this issue in particular and how we can improve parent readership of critical information.

Other highlights from the school year

In 2024, McKinnon PS had their first major Year 3-6 school production in several years. This was truly a collaborative effort from staff, students and community who stepped up to produce an incredible showcase of "Shrek the Musical". The organisation of a whole school musical such as this one is huge undertaking and there are very few experiences in a school setting that can match the amount of work required to organise such an event, let alone one that was so successful. We received wonderful feedback from parents, students and staff and are very proud of our all our students who shared their talents in such a public and formal manner on stage.

Diwali was a very special cultural and community celebration hosted by the members of McKinnon PS school community in November 2024. This celebration saw the coming together of a large number of students, families and staff as well prominent community members to officially open this event. At the heart of the event were incredible student performances both musical and dance items as well as some comedy all working to help us embrace the meaning of Diwali and lift a sense of community and togetherness at the school.

Financial performance

The School Strategic Plan, along with the 2024 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position Report shows a deficit of \$276,023. The school's commitments were closely monitored by the School Council.

Significant expenditure during 2024 related to demolition and rebuilding of Adventure playgrounds along Tucker Road, significant replacement staffing costs, new shelving units in the Library, health and wellbeing activities and resources, new shade sail, upgraded security system, classroom furnishings and whiteboards.

The Sporting Schools Grant was used for new sporting equipment and specialised activities such as athletics and softball across the year levels.

Maintenance of buildings and grounds, staffing and innovative curriculum through the PYP program continue to be significant items of expenditure. McKinnon Primary is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining the facilities and resources at the current high standard.

**For more detailed information regarding our school please visit our website at
<https://mckinnon-primary.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

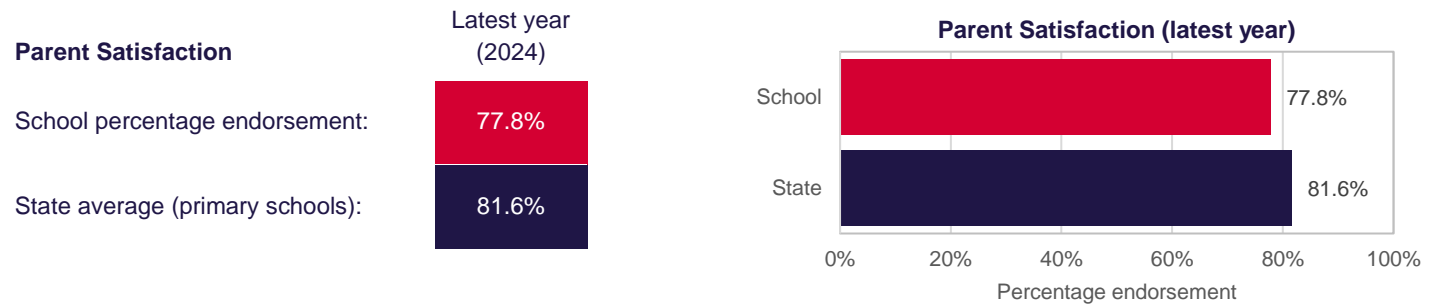
A total of 771 students were enrolled at this school in 2024, 351 female and 420 male.
43 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

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**

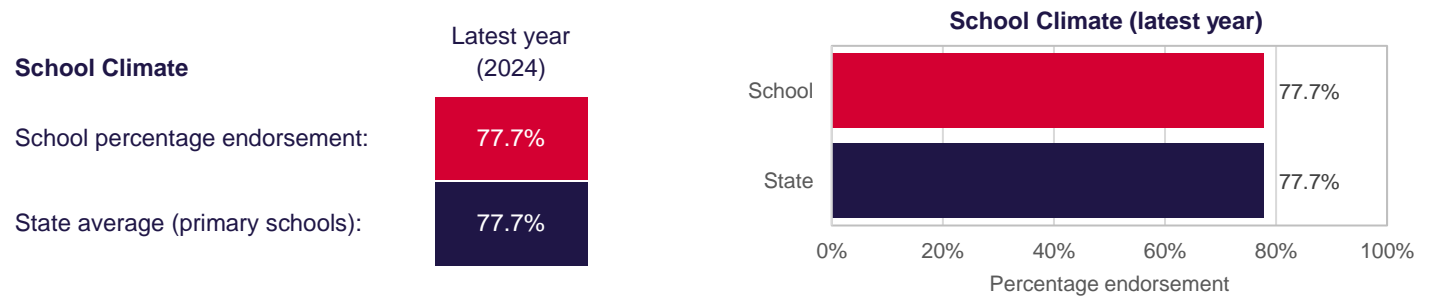
Parent Satisfaction Summary

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

Latest year
(2024)

School percentage of students at or above age expected standards:

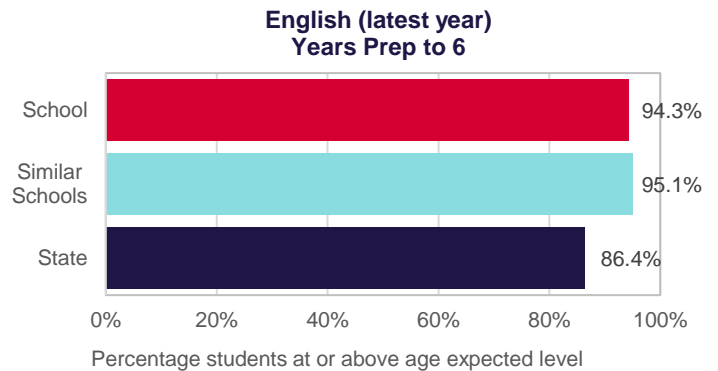
94.3%

Similar Schools average:

95.1%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

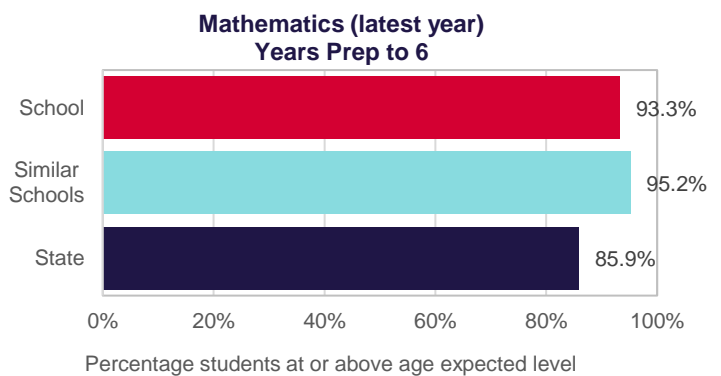
93.3%

Similar Schools average:

95.2%

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.

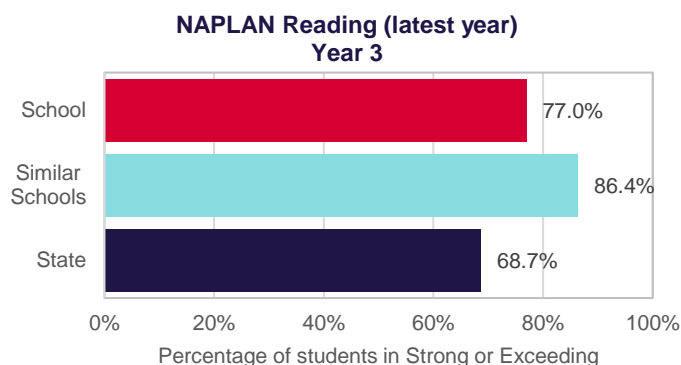
NAPLAN

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.

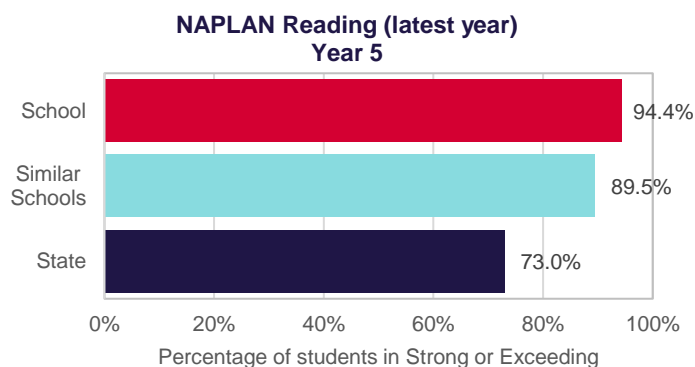
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.0%	83.3%
Similar Schools average:	86.4%	87.0%
State average:	68.7%	69.2%



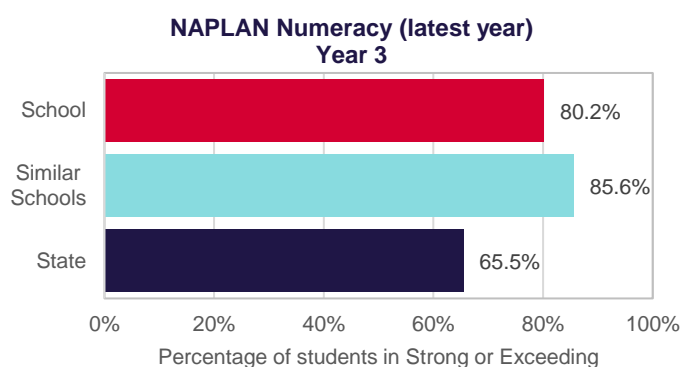
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	94.4%	92.0%
Similar Schools average:	89.5%	90.5%
State average:	73.0%	75.0%



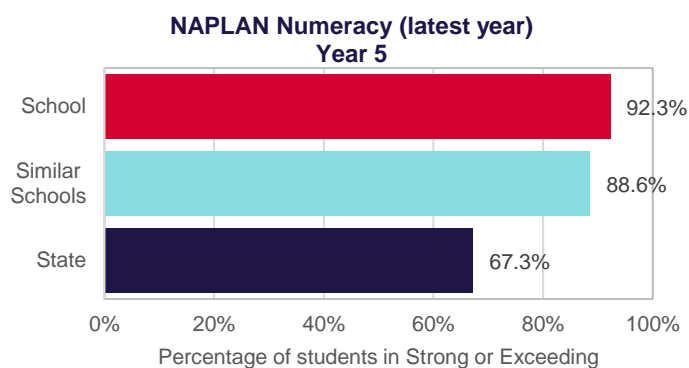
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.2%	87.2%
Similar Schools average:	85.6%	86.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.3%	93.3%
Similar Schools average:	88.6%	88.7%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

93.8%

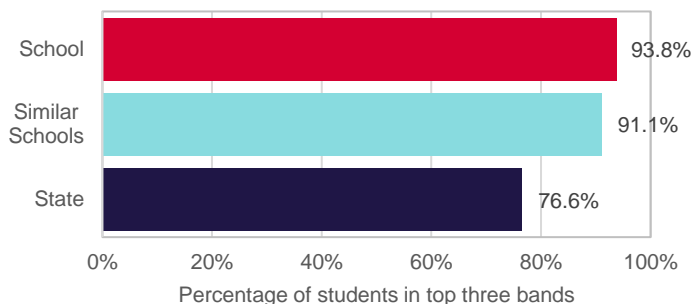
Similar Schools average:

91.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

91.4%

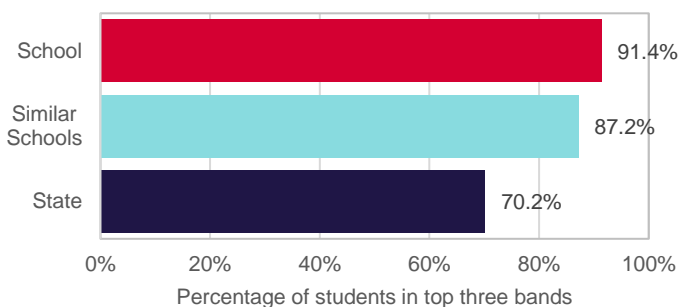
Similar Schools average:

87.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

85.8%

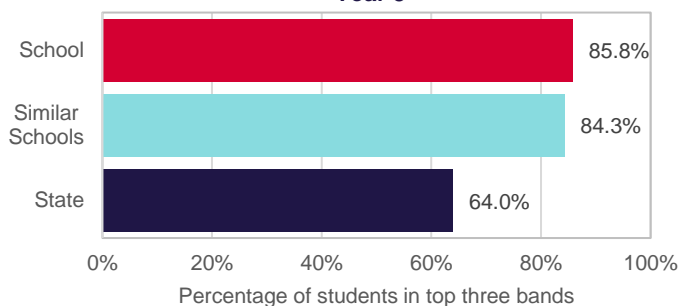
Similar Schools average:

84.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

85.2%

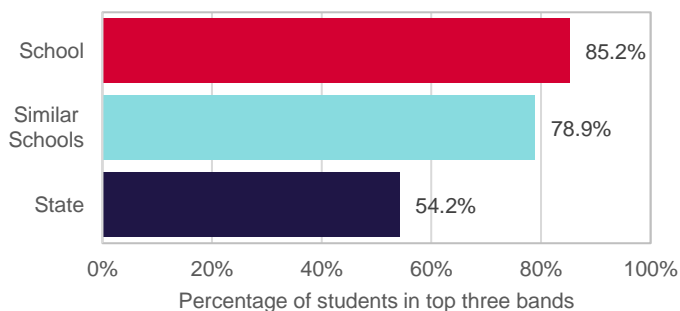
Similar Schools average:

78.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

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

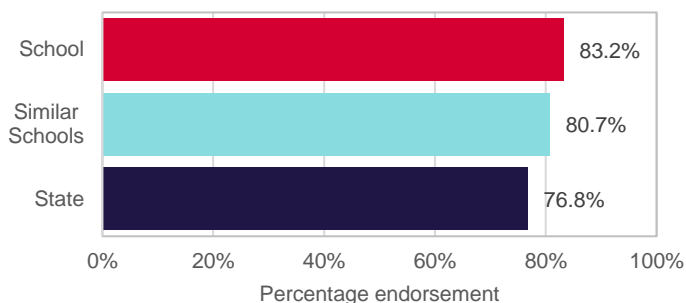
Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	83.2%	79.7%
Similar Schools average:	80.7%	81.0%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



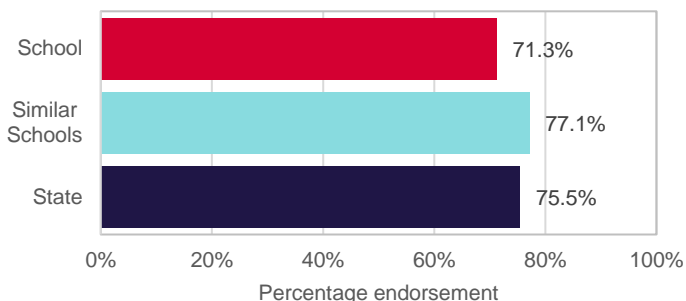
Student Attitudes to School – Management of Bullying

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:	71.3%	71.1%
Similar Schools average:	77.1%	77.4%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

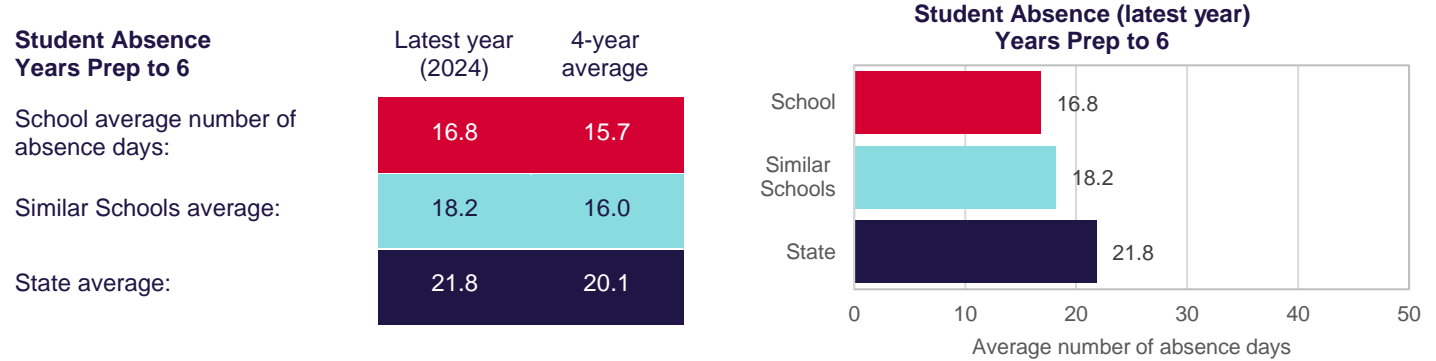


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	91%	92%	90%	92%	93%	92%	91%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,423,696
Government Provided DET Grants	\$819,244
Government Grants Commonwealth	\$14,699
Government Grants State	\$0
Revenue Other	\$44,652
Locally Raised Funds	\$887,557
Capital Grants	\$0
Total Operating Revenue	\$9,189,847

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,345
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,345

Expenditure	Actual
Student Resource Package ²	\$7,546,887
Adjustments	\$0
Books & Publications	\$3,318
Camps/Excursions/Activities	\$428,096
Communication Costs	\$6,935
Consumables	\$147,020
Miscellaneous Expense ³	\$75,378
Professional Development	\$44,023
Equipment/Maintenance/Hire	\$78,236
Property Services	\$205,310
Salaries & Allowances ⁴	\$313,044
Support Services	\$510,510
Trading & Fundraising	\$37,854
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,133
Utilities	\$67,126
Total Operating Expenditure	\$9,465,870
Net Operating Surplus/-Deficit	(\$276,023)
Asset Acquisitions	\$115,248

- (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 16 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	\$564,019
Official Account	\$137,218
Other Accounts	\$6,374
Total Funds Available	\$707,611

Financial Commitments	Actual
Operating Reserve	\$320,720
Other Recurrent Expenditure	\$32,218
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$33,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$169,450
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$675,388

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.