

2025 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 20 April 2026 at 10:47 AM by Suzanne Khatib (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 20 April 2026 at 10:47 AM 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
 - 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

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.

McKinnon Primary School is an authorised International Baccalaureate (IB) World School implementing the Primary Years Programme (PYP) from Foundation to Year 6. Students are empowered to develop 21st-century skills and attitudes that develop respect, compassion, caring and understanding for their role as global citizens. 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 throughout the year to reflect on learning achievement and develop future goals. At the conclusion of 2025, McKinnon Primary School had a student population of 805 students. The staffing structure includes 3 Principal Class Officers (1 Principal and 2 Substantive Assistant Principals), 1 Leading Teacher and 4 Learning Specialists, 34 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 team including English as a Second Language (EAL) support and 18 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

In 2025, English at McKinnon focused on the implementation of the Victorian Curriculum 2.0 and aligned with the Victorian Teaching and Learning Model (VTLM) 2.0 with an emphasis on explicit teaching practices. Staff engaged in targeted professional learning and collaborative planning to strengthen consistent teaching and assessment approaches across all year levels.

Our systematic phonics program (Little Learners Love Literacy) was further refined and embedded in Foundation to Year 2, with explicit instruction also supporting identified learners in Years 3–6. Additionally, in line with the new curriculum, a team of teachers developed and trialed rich literature units, integrating reading and writing, with plans for whole-school implementation in 2026.

In 2025, 84.9% of our students demonstrated high or medium growth between Year 3 and 5 testing on NAPLAN for Reading which was 2.9% above the average for similar schools.

In Mathematics in 2025, our initial focus was on strengthening teachers' understanding of reporting in relation to the new Mathematics Curriculum. Staff participated in whole-school professional learning centred on the new curriculum, with a particular emphasis on developing consistent and accurate teacher judgements using agreed school-based tools.

Our second focus aligned with the Victorian Teaching and Learning Model, specifically the element of *Revisiting and Reviewing*. Whole-school professional learning sessions were conducted to deepen teachers' understanding of this concept and how it supports student learning. Following this professional learning, the Professional Learning Team began developing classroom learning experiences informed by both the professional learning and analysis of student data.

In 2025, 87.4% of our students demonstrated high or medium growth between Year 3 and 5 testing on NAPLAN for Numeracy which was 3.3% above the average for similar schools.

The structure for Learning Support Team consisted of a Learning Specialist, 1 tutor (TLI), 1 EAL staff member and 2 staff providing the Year 1 Reading Intervention using the Mini Lit and Little Learners Love Literacy programs. This was the beginning of the transition to align our Learning Support sessions to our Tier 1 program running in class (Little Learners). The TLI tutoring was provided by a teacher 3 mornings a week. 20 students accessed this program from years 3-6 for 3 sessions a week over the course of the year. EAL intervention/support role is 4 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. 35 students accessed this program. Mini Lit and Little Learners had 28 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 2025, the vertical Professional Learning Team continued to refine and embed our whole-school Well-being survey to monitor student well-being termly and take action when needed.

In 2025, we continued to prioritise the Rights, Resilience and Respectful Relationships, ensuring they were established as high-priority actions for staff and in all classrooms. The Mental Health fund was used to continue with the second year of implementation of the positive, proactive “Bully Stoppers” initiative. This was a major undertaking with a team of three dedicated staff members leading this work. This culminated in the second year of our school-wide day to acknowledge and promote the importance of safety and positive relationships every day and the role we can all play.

The Disability Inclusion Profile (DIP) process has been substantially enhanced. In 2025, we continued to refine our processes and practices to support DI applications, resulting in students receiving significant funding to meet their needs from Foundation to Year 6. Our Education Support staff continued to meet weekly and be supported with professional learning to meet the needs of the students that they support.

In 2025, we engaged an expert to help us identify opportunities to improve our school-wide approach to inclusion. This was informed by learning walks and regular meetings with a core group of 18 staff volunteers interested in bettering their understanding of inclusion. This group worked together to identify a list of school-wide strategies to promote inclusion, with the first being a consistent visual timetable across all classrooms. All staff completed a number of in-person professional learning sessions focused on *Understanding the Function of Behaviour*, along with a minimum of 2 hours of independent time completing the Inclusion Units on 'All Play'.

The school refined and relaunched the Individual Education Plans (IEP) process, which was strengthened with a renewed focus on meeting students' individual needs. 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 our student engagement continued to be a key priority throughout 2025 as while the 2024 Attitudes to School Survey (AtSS) had shown improvements we were still provided with opportunities for further growth all areas.

In 2025 we conducted two professional learning communities' cycles on to focus on aspects of the Positive Classroom Management Strategies to support student wellbeing, engagement with school and maximise students' sense of belonging. These strategies were Classroom Procedures and Routines and Encouraging Expected Behaviour. A protocol was developed to use data collected from our regular year level wellbeing surveys to also track our progress around these two strategies and use the student feedback from these and plan accordingly for further improvement.

Additionally, Ben Zonker worked with all staff to enhance our teaching of Approaches to Learning from the IB (these prioritised self-regulation skills, social skills, communication skills, thinking skills and research skills). As a result, staff developed detailed skill continuums to support the explicit teaching of these critical and transferrable skills across Foundation – Year 6.

As a result of our continued focus on wellbeing, engagement and belonging we received increases in all areas of our 2025 AtSS data.

In 2025 we noted that ‘Sense of Connectedness/School Connectedness’, went from 83% in 2024 to 85% in 2025. A notable highlight in this section was the increase from 79% in 2024 to 84% in 2025: “I feel proud about being a student at this school.”

We saw that ‘Learning Confidence (Sense of Confidence)’, went from 83% in 2024 to 86% in 2025. A notable highlight in this section is the increase from 81% in 2024 to 87% in 2025: “I can do challenging schoolwork”.

Self-Regulation and Goal Setting saw an increase going from 81% in 2024 to 87% in 2025. A notable highlight in this section is the increase from 76% in 2024 to 85% in 2025: “I ask my teacher for help when I find work difficult”.

Members of the Wellbeing Professional Learning Team continued to champion attendance in their year levels and monitor attendance, checking with teachers to monitor and follow up on attendance with wellbeing phone calls. Family holidays at the start and end of the calendar year remain a significant portion of student absences; however, families were supportive in completing forms to indicate when they plan to return following holidays, allowing staff to closely monitor and track these aspects of student attendance. In 2025, our Foundation-Year 6 average for days away saw a positive decrease to 15.7 days. This is lower than our four-year average and lower than similar schools' average absence levels.

Other highlights from the school year

On 1st May 2025, we were visited by the Minister for Education and Deputy Premier Ben Carroll MP to see our classes in action. This was a significant highlight in 2025, and we were very impressed with our school captains for the way they shared a special Acknowledgement of Country that they had collectively written last year in Year 5 after researching the significance of country. We were pleased to present and share our high-performance results in both academic learning and wellbeing as well as share where we are headed to in the future with the Minister for Education. Our guests toured several classrooms to sit in on the explicit teaching of phonics across Foundation-Year 2. This visit was followed by an official announcement in the Victorian State Budget that McKinnon PS would receive the \$12.6 million to continue with our major buildings works. We believe this visit was something that supported this fantastic outcome for all our students and the school.

In 2025, staff and students worked towards our first ‘Student Art Show’ to be held at the school in many years. The Art show was very well attended, with the majority of community members joining us, and it surpassed all our expectations of the event. I saw many families engaged in conversation and activities whether it was looking around and appreciating the meticulously displayed student artwork, taking part in the community art mural, engaging in the interactive voting process set up for the student art competition, placing colourful dots on the full white art installation (very Kusama inspired), taking family photos in front of the inviting flower garden wall,

watching the ‘making of’ video on the big screen. It was truly a joy to be a part of, and it showcased the love we have for expressing ourselves through art.

Financial performance

The School Strategic Plan, along with the 2025 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 surplus of \$223,664. The funding approved for students with a disability individualised funding was not received until the end of year reconciliation. The school’s commitments were closely monitored by the School Council.

Significant expenditure during 2025 related to new playground specifically for the younger year levels (Foundation – Year 2), significant replacement staffing costs, new shelving units in the Library, health and wellbeing activities and resources, classroom air conditioners.

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 International Baccalaureate 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


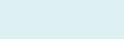

A total of 771 students were enrolled at this school in 2025, 358 female and 413 male. 44% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	80.0%	
	Similar schools	83.0%	
	State	82.0%	

School Staff Survey


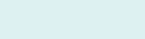


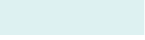

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	81.4%	
	Similar schools	80.5%	
	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	
English Prep - 6 % of students at or above age expected standards	School	95.1%	
	Similar schools	95.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	94.7%	
	Similar schools	94.1%	
	State	84.2%	

NAPLAN

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


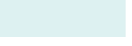


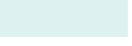

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	89.7%	85.7%
	Similar schools	86.3%	86.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	94.0%	92.5%
	Similar schools	89.8%	90.2%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	88.9%	87.8%
	Similar schools	86.0%	86.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	94.9%	93.8%
	Similar schools	90.6%	89.3%
	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'.


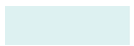

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	84.9%	
	Similar schools	82.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	87.4%	
	Similar schools	84.1%	
	State	74.0%	

WELLBEING


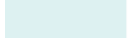

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	84.8%		79.2%
	Similar schools	81.6%		81.0%
	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
Years 4 to 6 % positive endorsement	School	77.4%		70.5%
	Similar schools	79.1%		77.6%
	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	15.7	17.2
	Similar schools	17.0	17.8
	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	92.4%	
Year 1	School	91.4%	
Year 2	School	92.7%	
Year 3	School	91.8%	
Year 4	School	92.1%	
Year 5	School	92.3%	
Year 6	School	92.0%	

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	\$7,677,521
Government Provided DET Grants	\$918,555
Government Grants Commonwealth	\$12,553
Government Grants State	\$0
Revenue Other	\$41,295
Locally Raised Funds	\$970,116
Capital Grants	\$0
Total Operating Revenue	\$9,620,039

Equity	Actual
Equity (Social Disadvantage)	\$9,887
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$9,887

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

Expenditure	Actual
Student Resource Package ¹	\$7,680,463
Adjustments	\$0
Books & Publications	\$1,058
Camps/Excursions/Activities	\$446,494
Communication Costs	\$5,665
Consumables	\$111,686
Miscellaneous Expenses ²	\$47,768
Agency Staff	\$277,904
Professional Development	\$23,788
Equipment/Maintenance/Hire	\$44,180
Property Services	\$196,550
Salaries & Allowances ³	\$432,038
Support Services	\$30,147

Expenditure	Actual
Trading & Fundraising	\$32,629
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$66,004
Total Operating Expenditure	\$9,396,375
Net Operating Surplus/-Deficit	\$223,664
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$512,732
Official Account	\$148,934
Other Accounts	\$5,507
Total Funds Available	\$667,174

Financial Commitments	Actual
Operating Reserve	\$285,756
Other Recurrent Expenditure	\$17,453
Provision Accounts	\$0
Funds Received in Advance	\$61,823
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$45,000
Repayable to the Department	\$146,337
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$45,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$621,369

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.