

2023 Annual Report to the School Community

School Name: Mentone Park Primary School (4955)



- 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 25 March 2024 at 10:55 AM by Jarrod Bainbridge (Principal)

- This 2023 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 27 March 2024 at 03:32 PM by Trent Brickle (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Mentone Park Primary School is deeply committed to providing a holistic education that not only focuses on academic excellence but also fosters the development of well-rounded individuals. With a current enrollment of 186 students and facilitating 9 classes, we create and maintain strong connections with all our students and their families, fostering close relationships which are crucial in the overall success and well-being of every student.

The school's core purpose is to foster curiosity, a passion for learning and prepare students for the future as global citizens. This is underpinned by our four school values of Teamwork, Integrity, Excellence and Respect (TIER).

The school's buildings and environment are designed to facilitate learning and student well-being. Our new Junior School building features innovative design elements, allowing for collaborative learning and explicit instruction opportunities with external architecture representing Bunjil the Eagle from Australian Aboriginal mythology. This is complemented by our external indigenous garden and passive play space with yarning circle and natural landscape features. Mentone Park is revered for its expansive open spaces and natural grounds, a perfect environment for students to explore, learn and play.

Student voice and agency in education are critical components in creating our student-centred learning environment here at Mentone Park, promoting engagement, empowerment and meaningful learning experiences. By giving students the opportunity to be heard not only enhances academic outcomes but promotes the development of essential skills, attitudes and dispositions that prepare students for success in school and beyond.

Mentone Park has a reputation for creating an environment where all students feel valued, safe, supported and are able to fully participate in all learning experiences. By promoting inclusion and embracing diversity, our school creates an environment where every student can thrive.

Mentone Park Primary School is a dynamic learning environment committed to meeting the needs of every student while fostering a strong sense of community and belonging.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school emphasises a relevant and challenging curriculum that promotes educational excellence, creativity, and lifelong learning. Education practices are guided by whole school approaches to teaching and learning with a strong emphasis on Literacy, Numeracy and Wellbeing. In 2023, we introduced Auslan to our specialist program, and the year prior STEAM, as part of the Primary Mathematics and Science Specialist initiative. These lessons, in addition to Visual Arts and Physical Education, complement our Literacy and Numeracy programs.

We are dedicated to continuous improvement amongst staff, with a focus on curriculum development and personalised learning. Professional development opportunities are provided to ensure staff are skilled in delivering engaging programs. The introduction of the InitialLit program from 2024, a systematic synthetic phonics program from Foundation to Year Two, demonstrates a commitment to evidence-based approaches to teaching and learning and initiatives such as the Tutor Learning Initiative (TLI) support students with targeted small group programs.

Our Grade 5 cohort performed exceptionally well in Naplan and their results were above both State and Similar School averages in both Reading and Numeracy. Our Grade 3 cohort results within Naplan for Reading and Numeracy have seen us implement human resources into this area of the school for 2024 to provide further support within our middle school.

Wellbeing

Our Student Attitudes to School Survey results displayed a positive endorsement to the 'Sense of Connectedness' factor with the Year 4-6 cohort results being higher than both the State and Similar School averages. The students in these year levels also provided an extremely positive response to the 'Management of Bullying' factor in comparison to the State and Similar School averages. These results from the Student Attitudes to School Survey provide great endorsement for the environment that is in place at our school. It reinforces the ability for our students to connect with their school and also how they are able to get along and be inclusive of others.

Student Wellbeing continues to be a major priority at Mentone Park and collective efforts are made to ensure our environment is inclusive for all students. Our Student Wellbeing leader has worked closely with our families to provide a range of supports and tiered initiatives to assist student learning and wellbeing.

Disability Inclusion has been a key factor in providing an education for all at Mentone Park. Our Student Wellbeing leader has worked with students, families and Department of Education services to support the learning and wellbeing of all students. In 2023 a number of successful applications for Disability Inclusion Funding were processed.

Engagement

Our student absence rates for 2023 sit marginally below those of the State and also Similar Schools. Our Junior School students attended school at a greater rate than our Senior School students with our Foundation cohort reporting a 92% attendance rate which was the highest in the school.

Student voice and agency in education are critical components in creating our student-centered learning environment here at Mentone Park, promoting engagement, empowerment and meaningful learning experiences. By giving students the opportunity to be heard not only enhances academic outcomes but promotes the development of essential skills, attitudes and dispositions that prepare students for success in school and beyond.

Our staff have built and maintained strong relationships with our parents/carers to ensure all efforts are made to promote school attendance. We work alongside our families to support student engagement.

The parent community at Mentone Park PS is highly active and supportive of school events. Our PFA organises and runs many successful events throughout the school year for both our students and parents/carers. School Council is also supportive of the school's direction and holds meetings throughout the year.

Other highlights from the school year

During 2023 our school held two camps for our middle and senior school students that were run over three days and two nights. Our Grade 3/4 cohort attended Angahook Camp in Anglesea and our Grade 5/6 cohort attended the City of Melbourne Camp.

Following the completion of our Junior School Building, the school was able to also have a COLA (Covered Outdoor Learning Area) built over one of the netball/basketball courts. Further works are planned for 2024 to resurface both netball/basketball courts to make them modernised and a state of the art playing surface.

Financial performance

In 2023, the school has continued to maintain a balanced financial position. For the year 2023 the school has recorded a small operating deficit. This has been impacted by the staffing structure of the school and overall small class sizes in junior year levels. The school received Equity funding of just over \$5000 and this was allocated to programs within the school. The PFA and school community raised in excess of \$20000 through a variety of fundraising events throughout the year and this included the School Colour Run, Walkathon, Bunnings BBQ and Parent Trivia Night. These community raised funds were allocated towards the purchase of a bank of laptops for the middle school.

School Council maintains a Finance Committee that holds meetings regularly throughout the year to ensure checks are in place across the school's finances.

For more detailed information regarding our school please visit our website at
<https://www.mentonepark.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 163 students were enrolled at this school in 2023, 72 female and 91 male.

7 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).

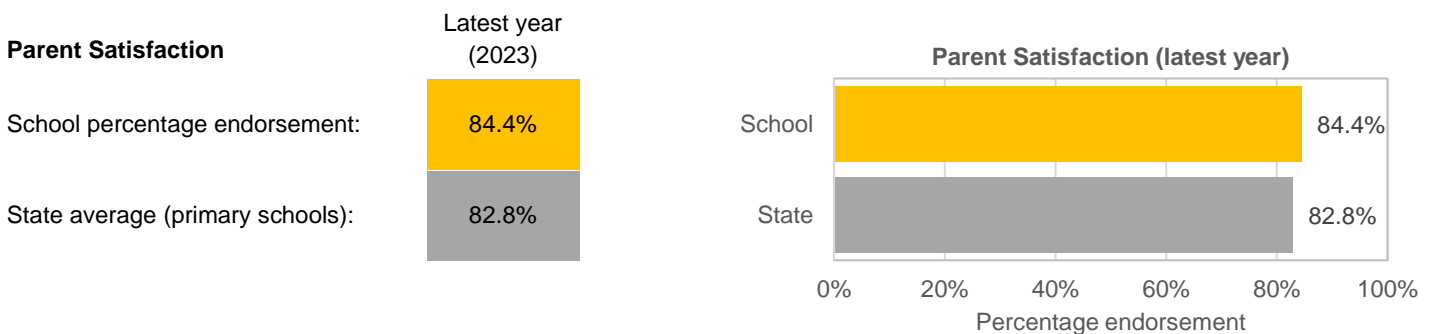
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

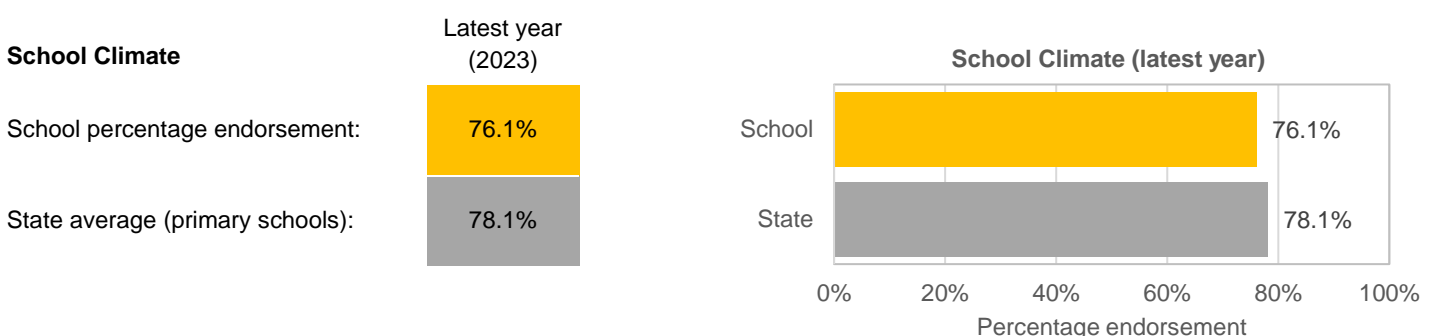


School Staff Survey

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
(2023)

School percentage of students at or above age expected standards:

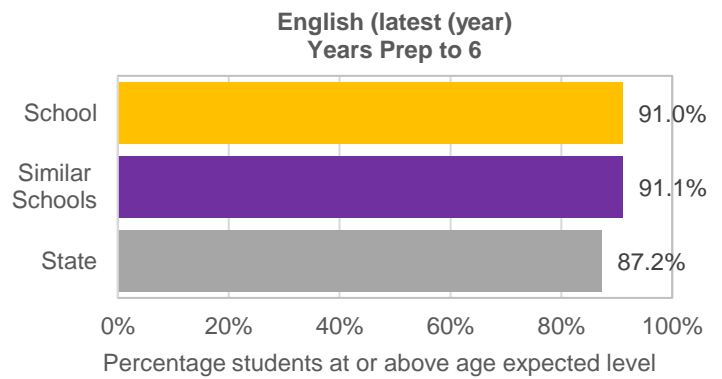
91.0%

Similar Schools average:

91.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

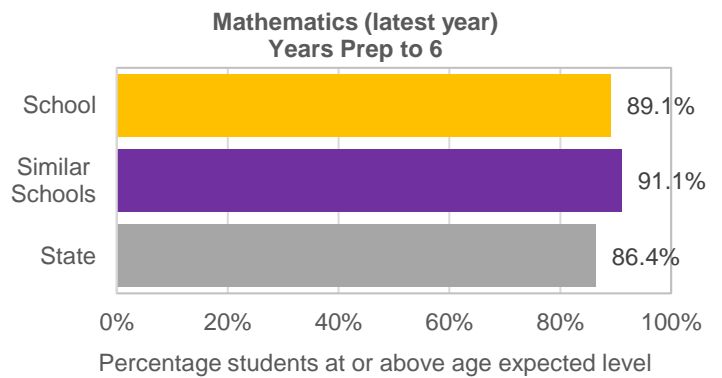
89.1%

Similar Schools average:

91.1%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.4%

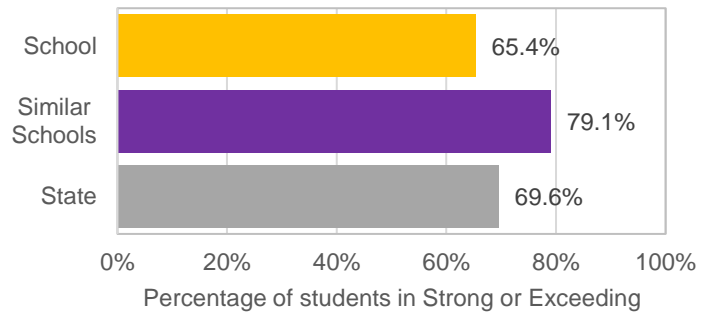
Similar Schools average:

79.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.5%

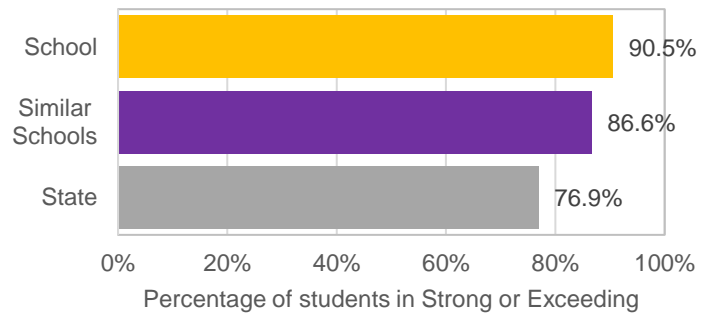
Similar Schools average:

86.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

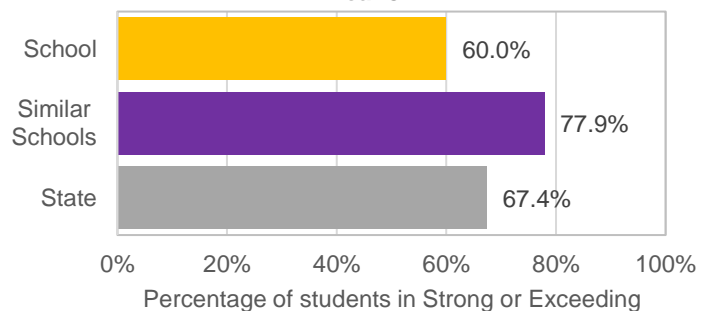
Similar Schools average:

77.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.0%

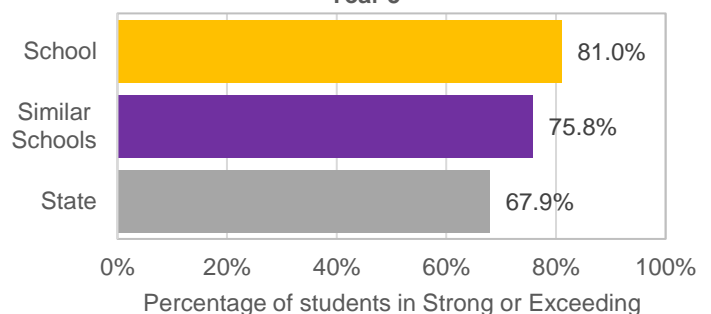
Similar Schools average:

75.8%

State average:

67.9%

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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

86.4%

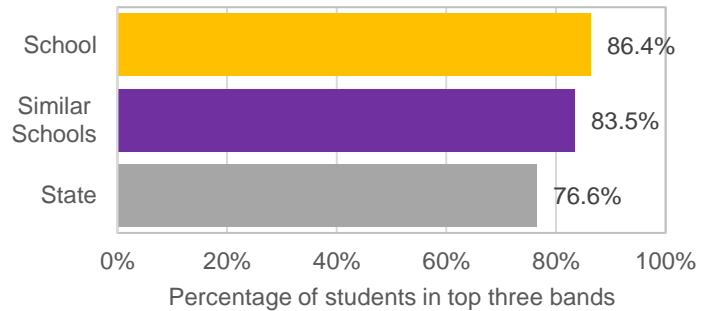
Similar Schools average:

83.5%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

88.2%

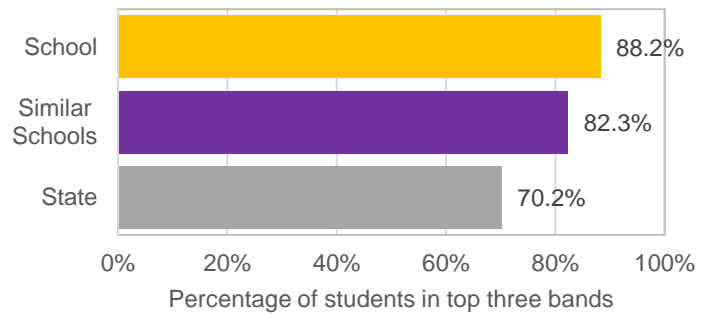
Similar Schools average:

82.3%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

72.7%

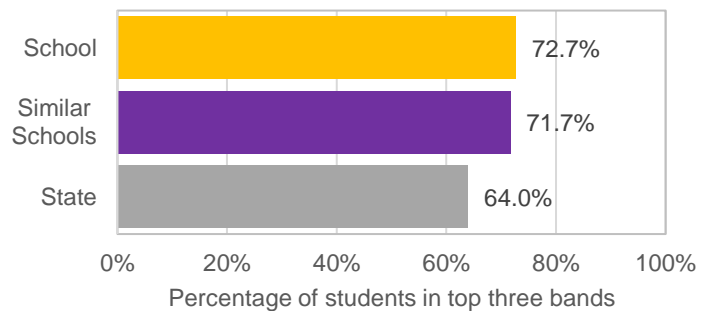
Similar Schools average:

71.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

60.0%

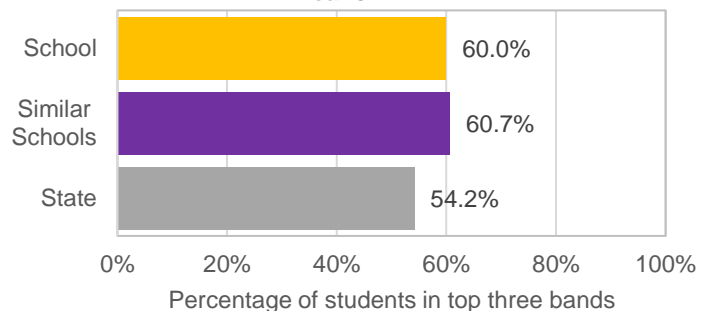
Similar Schools average:

60.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

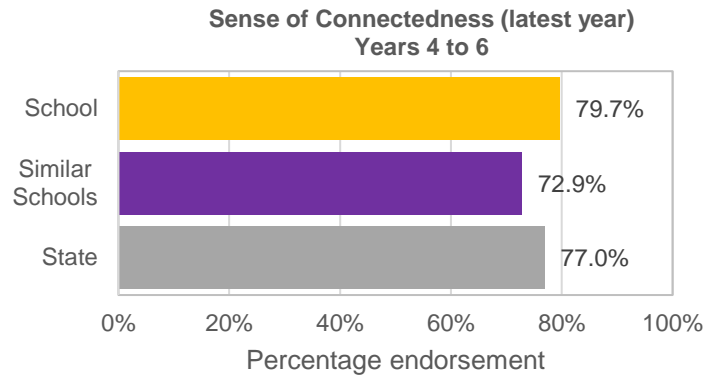
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percentage endorsement:	79.7%	82.8%
Similar Schools average:	72.9%	75.3%
State average:	77.0%	78.5%

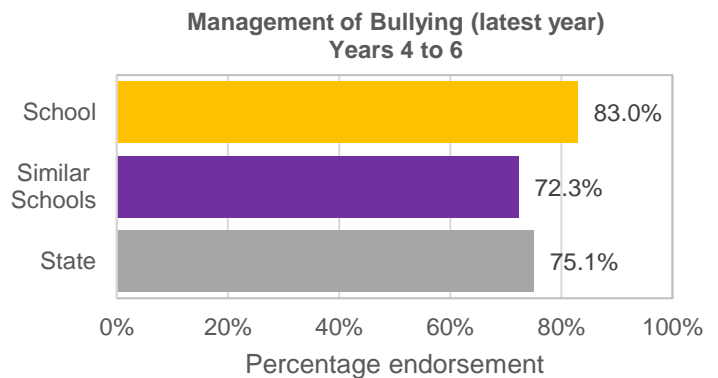


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	83.0%	83.3%
Similar Schools average:	72.3%	75.5%
State average:	75.1%	76.9%



ENGAGEMENT

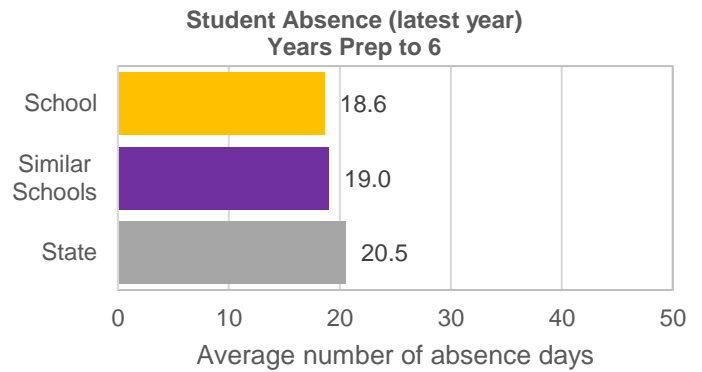
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School average number of absence days:	18.6	14.6
Similar Schools average:	19.0	16.4
State average:	20.5	18.1



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 (2023):	92%	91%	92%	91%	90%	88%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,711,882
Government Provided DET Grants	\$194,568
Government Grants Commonwealth	\$9,600
Government Grants State	\$0
Revenue Other	\$30,295
Locally Raised Funds	\$153,792
Capital Grants	\$0
Total Operating Revenue	\$2,100,138

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,565
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,565

Expenditure	Actual
Student Resource Package ²	\$1,728,150
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$68,402
Communication Costs	\$2,951
Consumables	\$34,168
Miscellaneous Expense ³	\$23,655
Professional Development	\$6,973
Equipment/Maintenance/Hire	\$40,804
Property Services	\$30,897
Salaries & Allowances ⁴	\$71,546
Support Services	\$34,894
Trading & Fundraising	\$17,949
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,343
Total Operating Expenditure	\$2,078,732
Net Operating Surplus/-Deficit	\$21,406
Asset Acquisitions	\$94,030

- (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 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$166,918
Official Account	\$7,811
Other Accounts	\$37,676
Total Funds Available	\$212,404

Financial Commitments	Actual
Operating Reserve	\$55,043
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$55,043

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.