

# 2025 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 17 March 2026 at 04:17 PM by Leisa Higgins (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 17 March 2026 at 04:18 PM by Leisa Higgins (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

Mentone Park Primary School is a small, inclusive government school located in Mentone, approximately 21 kilometres from Melbourne's CBD. Established in 1968, the school proudly serves its local community and currently enrolls 188 students from Foundation to Year 6. Our size enables us to provide a supportive and connected environment where every student is known, valued and encouraged to achieve their personal best. Our staffing profile is: Acting Principal, Assistant Principal, Business Manager, 13 teachers and 6 Education Support Staff.

We acknowledge the Traditional Owners of the land, the Bunurong people of the Kulin Nation, and demonstrate our commitment to reconciliation through initiatives including our Indigenous Garden and the development of our Reconciliation Action Plan.

Our vision is to ignite a passion for learning and prepare students for the future. This is underpinned by our core values of **Teamwork, Integrity, Excellence and Respect (TIER)**, which guide learning, relationships and behaviour across our school community.

Mentone Park Primary School delivers a structured and evidence-based curriculum aligned with the Victorian Curriculum 2.0. Our instructional model reflects the Victorian Teaching and Learning Model 2.0 and incorporates explicit teaching to support strong student outcomes in literacy and numeracy.

Student wellbeing is central to our work. Whole-school approaches including The Resilience Project, Respectful Relationships and Zones of Regulation support students' social and emotional development. Specialist programs in Visual Arts, Physical Education, Auslan and STEM, together with strong partnerships with families, contribute to a rich and supportive learning environment.

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

#### Learning

Mentone Park Primary School had a significant improvement journey in 2025, with a strong focus on strengthening teaching practice and implementing evidence-informed approaches to improve student learning outcomes. A key driver of this work has been the considerable professional learning undertaken by staff throughout the year, building collective capability in effective instructional practices, curriculum implementation and the use of data to inform teaching.

This sustained work has resulted in Mentone Park Primary School achieving a 'High' overall performance rating in the School Performance Report, including a 'Medium' rating in the Wellbeing domain and a 'High' rating in the Learning domain, the highest possible performance

category. This outcome reflects the positive impact of consistent whole-school improvement in curriculum implementation, instructional practice and professional learning.

A key priority has been the implementation of a clear and consistent instructional model aligned with the Victorian Teaching and Learning Model 2.0. Teachers use explicit instruction and the Gradual Release of Responsibility (I Do, We Do, You Do) to ensure lessons are structured, purposeful and responsive to student learning needs. Professional learning, peer observation and collaborative planning have supported the development of a strong professional learning culture and consistent high-quality teaching practices across the school.

Our English program is informed by the Science of Reading and includes evidence-based programs across all year levels. InitialLit supports early literacy development in Foundation to Year 2, while SpellEx and PhOrMeS strengthen reading, spelling and vocabulary development in Years 3–6. Targeted intervention programs delivered through the Learning Lab provide additional support for students requiring further assistance to ensure all learners can successfully access the curriculum.

Student achievement data reflected the positive impact of these initiatives. In NAPLAN, 100% of Year 3 students achieved Strong or Exceeding in Writing, while 81% achieved Strong or Exceeding in Numeracy, 89% in Spelling, and 78% in Grammar and Punctuation. From Year 3 to Year 5, the school achieved higher levels of relative growth than similar schools and the state, including 95% high or medium growth in Reading, 80% in Writing, and 85% in Numeracy.

These results demonstrate the strong progress Mentone Park Primary School has made in improving teaching practice and strengthening student learning outcomes, with a continued commitment to ensuring every student is supported to achieve their full potential.

## Wellbeing

Mentone Park Primary School is committed to fostering a safe, inclusive and supportive environment where all students feel connected, respected and ready to learn. In 2025, the school strengthened its whole-school approach to wellbeing through a range of initiatives designed to support students' social, emotional and physical wellbeing.

A key development was the launch of The Resilience Project, which was embedded across the school through classroom lessons, community circles and mindfulness activities. These practices supported students in developing emotional awareness, gratitude, empathy and resilience. Wellbeing themes were also shared with families through the school newsletter to further strengthen the partnership between home and school.

Student safety remained a priority throughout the year. Improvements were made to school security and processes, including upgraded gates, a security door at the office, improved visitor and volunteer procedures, and the installation of CCTV cameras. These measures, together with clear attendance and lateness processes, help ensure a safe and well-managed school environment.

The school continued to strengthen positive behaviour and expectations through the implementation of the Mentone Park Primary School Positive Behaviour Matrix, including clear expectations for shared spaces such as the toilets and library. Students were supported to understand and demonstrate respectful and responsible behaviour across all areas of the school.

Mentone Park Primary School is committed to inclusive education and supporting the diverse needs of all learners. Individual Education Plans (IEPs), Student Support Group meetings and collaboration with external agencies supported students requiring additional assistance. Staff also participated in professional learning to strengthen inclusive practices and support students funded through the Disability Inclusion model.

Student leadership opportunities, sustainability initiatives such as the Green Team and Nude Food Wednesdays, the introduction of the Student Representative Council (SRC) and inclusive school events also helped foster a strong sense of belonging and connection across the school community.

## Engagement

Mentone Park Primary School recognises that student engagement is a vital enabler of both learning and wellbeing. In 2025, the school introduced several initiatives to strengthen student connection, voice and participation.

To support engagement, we launched termly class excursions and incursions designed to deepen students' connection to learning and extend their classroom experiences. Additionally, we introduced a range of lunchtime activities, including Dance Club, Choir Group, Library Club, Table Tennis Club and an outside 'Chill Out Zone' with Lego, drawing, board games and puzzles. These activities provide students with varied opportunities to build friendships, develop interests, and foster a strong sense of belonging. Our school assemblies regularly showcase student dance and choir performances from a range of students, and our end of year school concert including the choir and dance club performance, further celebrating student creativity and involvement.

We value student voice and collaboration and re-established the Student Representative Council (SRC) in 2025. The SRC actively contributed to school improvement throughout the year by providing feedback on the 2025 Mentone Park Primary School Positive Behaviour Matrix, leading the MPPS House Sports days, and giving input on important School Council agenda items such as school uniform policy, facilities improvements, and healthy eating options. The SRC also played a key role in shaping the student leadership structure and empowering students to take greater ownership of their school community.

Student attendance remains a focus area for continuous improvement. The school monitors attendance closely and implements targeted support where required to ensure students are regularly attending and engaged in their learning. Our strong partnerships with families underpin these efforts, fostering a culture of shared responsibility for consistent attendance and active participation.

Through these initiatives, Mentone Park Primary School fosters a positive and inclusive environment where students are supported to be active, engaged learners and valued contributors to school life.

## Other highlights from the school year

In 2025, our students participated in a wide range of camps, incursions, and excursions that supported their learning, wellbeing, and personal development.

### **Camps:**

Students from different year levels engaged in camp experiences, including leadership development at Somers Camp, outdoor adventures at Cave Hill Creek for Grades 5/6, and nature-based learning at Angahook for Grades 3/4. These camps fostered teamwork, resilience, and leadership skills in engaging and supportive environments.

### **Incursions:**

MPPS hosted a variety of incursions to enrich classroom learning, including programs on Cyber Safety, Sustainability, Science, Creative arts, and personal wellbeing. Highlights included the Waste Wise Shopping Session, Bricks 4 Kidz, Program-A-Bot, Life Education, The Camp Quality Puppets, Body Safe Program, Metro Trains Rail Awareness & Safety, Terrific Toys Physical Science, Mad About Science, Police Visit, Kingston Youth Services Workshops, and the Writers' workshops.

### **Excursions:**

Students participated in numerous excursions that extended learning beyond the classroom. These included interactive and cultural experiences such as the Victorian Students' Parliamentary Program, Big Green Schools Conference, MCG and Australian Sports Museum tour, Polly Woodside, ACMI Museum, Melbourne Museum, Mentone Racecourse Reserve, Immigration Museum, PSC Art & Design Show, Mentone RSL Remembrance Ceremony, LEGOLAND, TwistED Science, Sorrento Snorkelling Charter, and the Year 6 'Big Day Out' at Gumbuya World.

Through these experiences, students developed skills in leadership, teamwork, scientific inquiry, creativity, cultural awareness, and community engagement. The wide variety of programs and activities provided opportunities for all students to thrive academically, socially, and personally, reflecting our commitment to a vibrant and inclusive school community.

## Financial performance

Mentone Park Primary School maintained a strong and stable financial position, enabling essential programs and facility enhancements. Key expenditure included safety upgrades, such as improved lighting around the school to ensure safe access during evening events like school discos, and the installation of a secure front office door and future car park improvements, funded by the Department of Education. Revenue was supported through a combination of government funding, including equity and special grants and local school fundraising initiatives. Our highest school fundraisers were Carols on the Green, Colour Run and Bunnings Sausage Sizzle.

The school council entered into agreements with a local kindergarten to allow use of our junior playground and library, strengthening community connections. Additional contracts and programs funded by the school supported extracurricular opportunities, including the Art Club on Thursday afternoons, and the Before and After School Care program (TheirCare), including a holiday

program. These financial investments reflect the school's commitment to student safety, enriched learning experiences, and strong community engagement.

**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

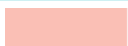


A total of 188 students were enrolled at this school in 2025, 96 female and 92 male. 7% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### 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	80.4%	
	Similar schools	81.5%	
	State	82.0%	

### School Staff Survey


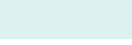


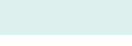

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	78.8%	
	Similar schools	79.9%	
	State	77.4%	

## LEARNING





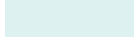




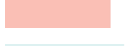


### Teacher Judgement of student achievement against the Victorian Curriculum

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>88.1%</b>	
	Similar schools	91.1%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>86.2%</b>	
	Similar schools	89.0%	
	State	84.2%	

## NAPLAN

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


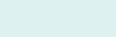


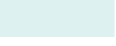

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>77.8%</b>		<b>73.7%</b>
	Similar schools	78.4%		79.6%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>85.0%</b>		<b>87.0%</b>
	Similar schools	85.6%		86.0%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>81.5%</b>		<b>67.6%</b>
	Similar schools	77.7%		78.1%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>70.0%</b>		<b>75.4%</b>
	Similar schools	78.6%		78.0%
	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>95.0%</b>	
	Similar schools	78.8%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>85.0%</b>	
	Similar schools	74.3%	
	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>72.9%</b>		<b>75.5%</b>
	Similar schools	76.9%		76.0%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>70.0%</b>		<b>76.1%</b>
	Similar schools	75.9%		74.7%
	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>18.7</b>	<b>19.8</b>
	Similar schools	19.4	19.9
	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>92.9%</b>	
<b>Year 1</b>	<b>School</b>	<b>92.3%</b>	
<b>Year 2</b>	<b>School</b>	<b>90.6%</b>	
<b>Year 3</b>	<b>School</b>	<b>90.1%</b>	
<b>Year 4</b>	<b>School</b>	<b>89.5%</b>	
<b>Year 5</b>	<b>School</b>	<b>89.9%</b>	
<b>Year 6</b>	<b>School</b>	<b>87.6%</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	\$2,188,091
Government Provided DET Grants	\$248,952
Government Grants Commonwealth	\$10,927
Government Grants State	\$0
Revenue Other	\$16,071
Locally Raised Funds	\$200,003
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,664,045</b>

Equity	Actual
Equity (Social Disadvantage)	\$9,960
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$9,960</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>	\$2,228,724
Adjustments	\$0
Books & Publications	\$14
Camps/Excursions/Activities	\$96,898
Communication Costs	\$2,716
Consumables	\$35,292
Miscellaneous Expenses <sup>2</sup>	\$21,265
Agency Staff	\$39,467
Professional Development	\$16,358
Equipment/Maintenance/Hire	\$47,556
Property Services	\$44,546
Salaries & Allowances <sup>3</sup>	\$105,928
Support Services	\$14,677

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$16,559
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,752
<b>Total Operating Expenditure</b>	<b>\$2,693,754</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$29,709)</b>
<b>Asset Acquisitions</b>	<b>\$7,525</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	\$124,616
Official Account	\$28,546
Other Accounts	\$38,104
<b>Total Funds Available</b>	<b>\$191,267</b>

Financial Commitments	Actual
Operating Reserve	\$77,505
Other Recurrent Expenditure	\$30
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
<b>Total Financial Commitments</b>	<b>\$77,535</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.*