

2024 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 01 April 2025 at 12:44 PM by Leisa Higgins (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 01 April 2025 at 12:44 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
- 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

Mentone Park Primary School (MPPS) is situated in the suburb of Mentone and was established in 1968 and occupies a special place in the heart of the community. MPPS enrollment for 2024 was 186 students (95 females and 91 male) with 9 classes running from Foundation to Grade 6. Our staff consists of, Acting Principal, 7 full time staff members, 9 part time staff members, 9 Educational Support Staff members, Numeracy Leader, Literacy Leader and Wellbeing and Disability Inclusion Leader. MPPS has large grounds, which means we provide a spacious school for students to play and explore, with two large ovals where students play soccer, cricket and AFL, and 2 playgrounds (senior students playground area and a junior student playground area), and a well resourced library. Also, MPPS has continued to enjoy the second year of the new building which housed the three grade 1/2 classes, along with a atrium area that can be used during wet weather.

Mentone Park Primary School is dedicated to the ongoing enhancement of high-quality teaching and learning. Our school culture and practices foster an environment where every individual is valued and given the chance to succeed. We aim to create a community where all members feel safe, happy, included, and proud. The core values of Teamwork, Integrity, Excellence, and Respect guide and support this vision.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the school remained focused on achieving the objectives outlined in the four-year School Strategic Plan. The three key goals were: improve student achievement in literacy and numeracy, improve student agency and social engagement, and improve student wellbeing.

Our 2024 teacher judgement data for English indicated that 90.5% of students from Prep to Year 6 were performing at or above the expected level. This outcome exceeds the average for the state. Additionally, in the 2024 NAPLAN data showed for *Reading*, Grade 3 students at 78.3% in the 'Strong or Exceeding' with it being above the State average. Our Grade 5 students NAPLAN *Reading* was 85.7% in the 'Strong or Exceeding' category, with it being above the state average. The introduction of the InitialLit program in 2024, a systematic synthetic phonics program from Foundation to Year Two, demonstrated a commitment to evidence-based approaches to teaching and learning and the pleasing NAPLAN results. Along with the work of the Tutor Learning Initiative (TLI) which supports students in targeted small group, using the MiniLit and MacLit program.

Our 2024 teacher judgment data for mathematics indicated that 90% of students from Prep to Year 6 were performing at or above the expected level. This outcome exceeds the average for the

state. In the 2024 NAPLAN data showed *Numeracy for Grade 5* students being 75.0% in the 'Strong or Exceeding'. This outcome exceeds the average for the state.

Looking ahead to 2025, we remain committed to maximising learning growth for every student. Additionally, we will continue to develop, document, and embed consistency whole-school collaborative approaches to curriculum planning, assessment, and shared instructional practices.

Wellbeing

In 2024, staff remained dedicated to prioritising student wellbeing by aligning with the school's strategic goals, focusing on the resources available to support students' mental health and overall wellbeing, especially for those students most at risk. This included the ongoing implementation of the Resilience, Rights, and Respectful Relationships curriculum through weekly lessons. A key element of the school's wellbeing framework was the continued use of the Zones of Regulation, which is integrated across all classrooms. This approach promotes a common language within the school community, helping students recognise their emotions and apply effective self-regulation techniques. By fostering emotional awareness and self-management, the Zones of Regulation played a significant role in creating a more supportive and unified school environment. Looking ahead to 2025, the school plans to strengthen its wellbeing initiatives by participating in The Resilience Project schools programs.

Engagement

Our student absence rates for 2024 sit below those of the state and similar Schools. Our Junior School students attended school at a greater rate than our Senior School students with our Foundation and Grade 2 cohort reporting a 92% attendance rate which was the highest in the school, and the Year 1 and Year 3 cohorts reported a 91% attendance rate. Our dedicated staff work diligently to engage with and support families experiencing hardship and wellbeing challenges. Staff have built and maintained strong relationships with our parents/carers to ensure all efforts are made to promote school attendance. School leadership and teachers regularly met with affected families to ensure appropriate support was provided, fostering an environment where students felt, safe, supported, and engaged in their learning.

The school fosters an inclusive environment and last year one of our highlights was the school-wide Indigenous Living Culture incursion. The incursion was a valuable opportunity for students to deepen their understanding of Indigenous knowledge, storytelling sessions, and art-making.

Another highlight of the year was the celebration of the STEAM Open afternoon. Students were provided an opportunity to showcase the engaging and innovative learning occurring within STEAM. To mark the occasion, the school hosted a special open afternoon, where each year level presented their STEAM learning and achievements to the broader school community. Families were invited to participate in a variety of interactive STEAM activities, including hands-on experiences.

Other highlights from the school year

In 2024, two camps were organised for the 3/4 and 5/6 cohorts, lasting three days and two nights. The Foundation and 1/2 cohorts had excursions to Ripponlea Estate. MPPS also excelled in hosting whole-school events, including Footy Day, Olympic Day, Mother's and Father's Day Breakfasts and stalls, and Grandparents/Special Person Day. Additionally, students had the chance to perform in the STOMP event, where each class learned and showcased their class dance to parents, carers, and grandparents. The year ended with 'Carols on the Green,' a fundraising event and a celebration of the students' achievements, featuring class performances for the Mentone community on the MPPS oval, creating a joyful and positive conclusion to the year.

MPPS is proud to be part of the 2024 Kingston Koorie Mob, a program led by St Kilda Football Club for Koorie students within the Kingston Network, with several MPPS staff and students attending the events. The 'Green Gang,' a group of student sustainability leaders, took part in the Kingston Sustainability Program, and MPPS was honored to win the 'Golden Chook' award in Term 4 for the school's exceptional contributions to sustainability.

Financial performance

In 2024, the school successfully maintained a strong financial position. The PFA and the wider school community worked tirelessly to raise \$26,934.79 through various fundraising events, including the Colour Run, Bunnings BBQ, Carols on the Green, and Parent Trivia Night. These funds, raised by the community, were directed toward the interactive smart boards in classrooms for the foundation and grade 3/4's.

The parent community at MPPS is highly engaged and supportive of school activities. The PFA organises and hosts numerous successful events throughout the year for both students and parents/carers. Parents are encouraged to be actively involved in the educational process through the School Council and subcommittees, the Parents & Friends Association, and classroom support. Additionally, parents/carers are invited to participate in student learning celebrations, evening presentations, Family Fun nights, and sports days.

**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 186 students were enrolled at this school in 2024, 95 female and 91 male.

8 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).

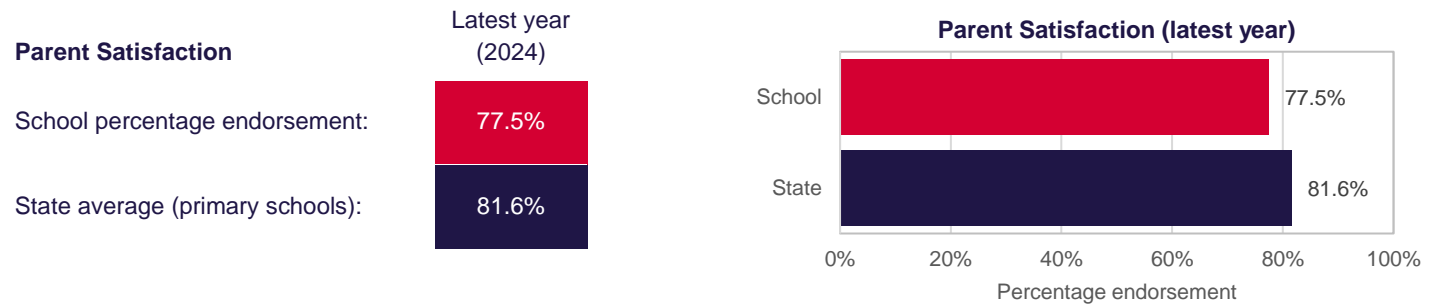
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

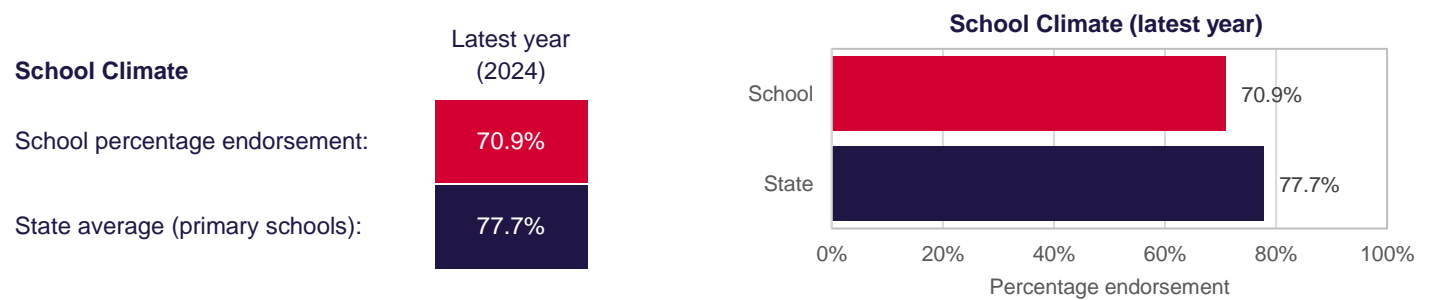


School Staff Survey

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.



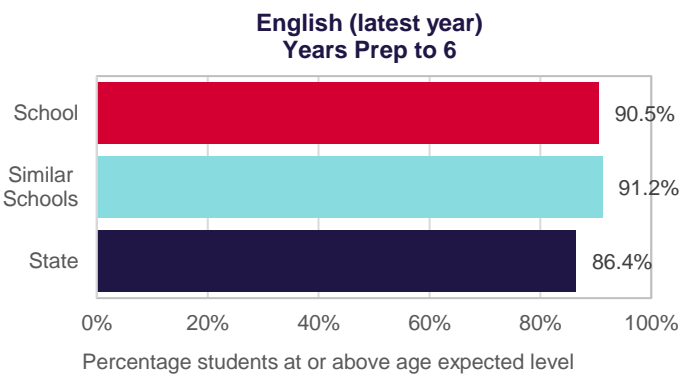
LEARNING

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.

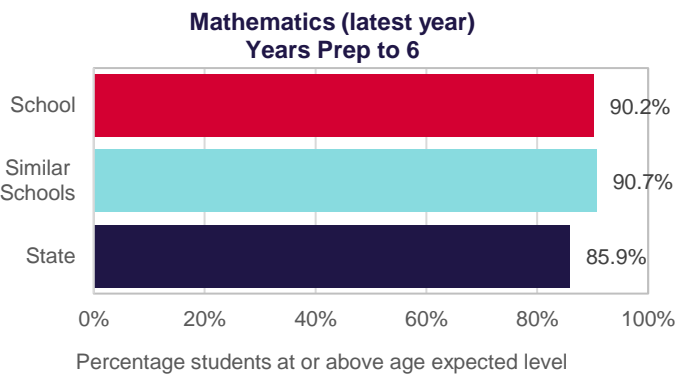
Teacher Judgement of student achievement against the Victorian Curriculum

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:	90.5%
Similar Schools average:	91.2%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	90.2%
Similar Schools average:	90.7%
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.

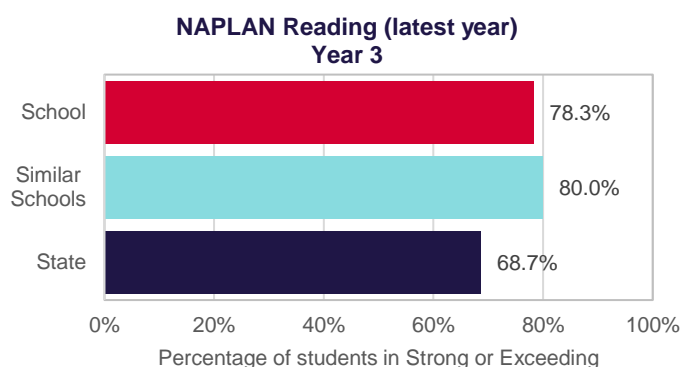
NAPLAN

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.

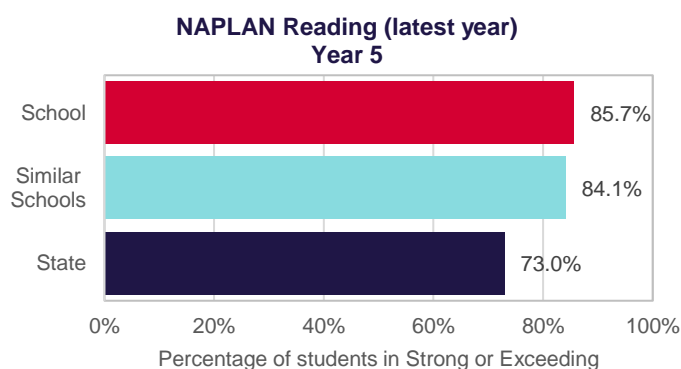
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.3%	71.4%
Similar Schools average:	80.0%	80.1%
State average:	68.7%	69.2%



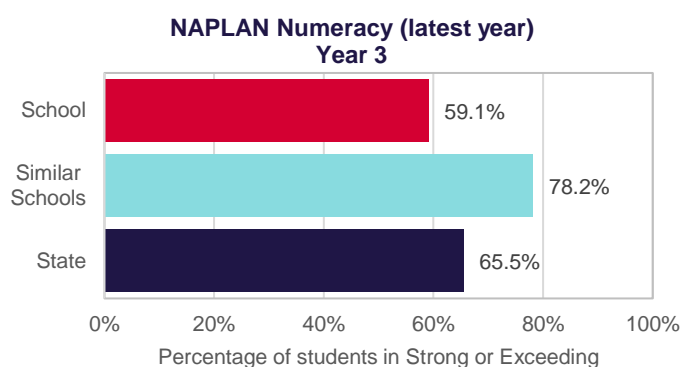
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.7%	87.8%
Similar Schools average:	84.1%	86.2%
State average:	73.0%	75.0%



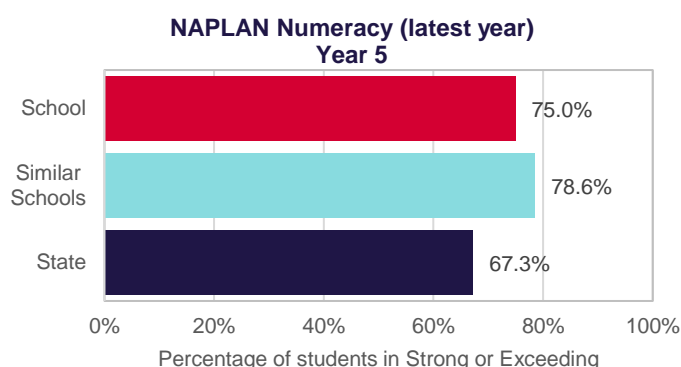
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.1%	59.6%
Similar Schools average:	78.2%	78.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	77.6%
Similar Schools average:	78.6%	77.7%
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:

86.4%

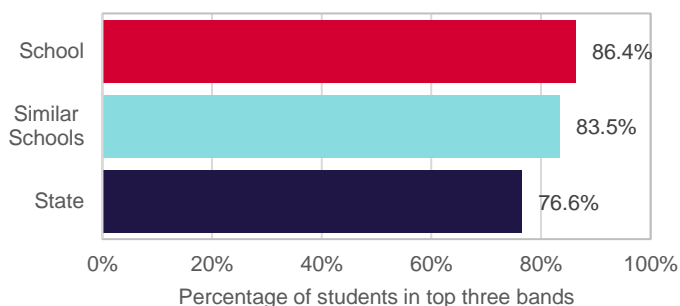
Similar Schools average:

83.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

88.2%

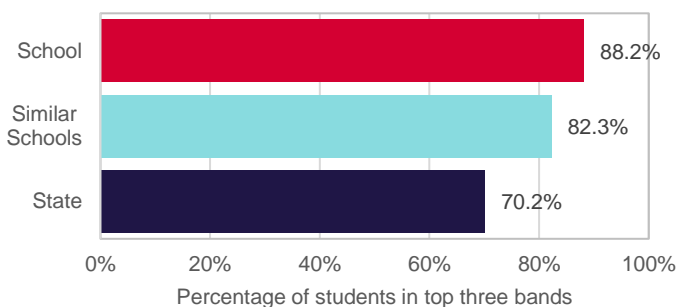
Similar Schools average:

82.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

72.7%

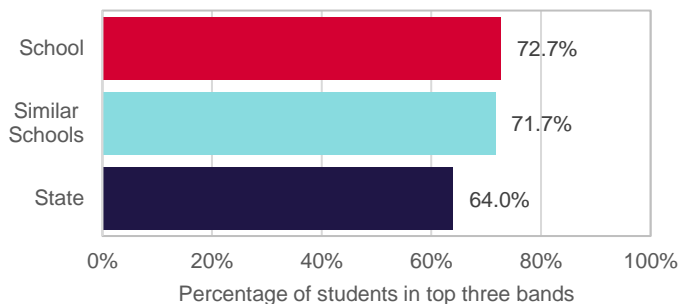
Similar Schools average:

71.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

60.0%

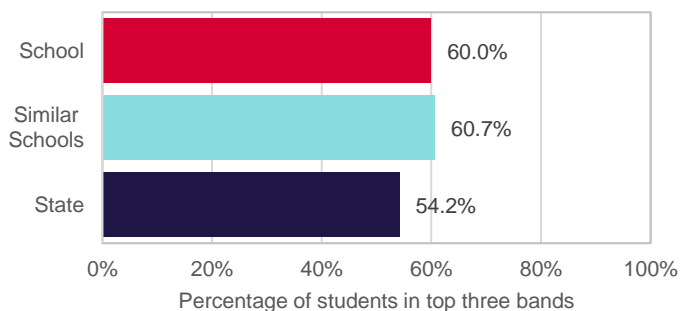
Similar Schools average:

60.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

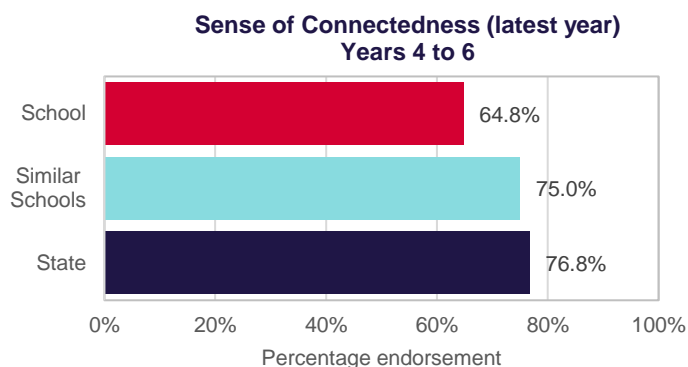
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	64.8%	78.1%
Similar Schools average:	75.0%	75.5%
State average:	76.8%	77.9%

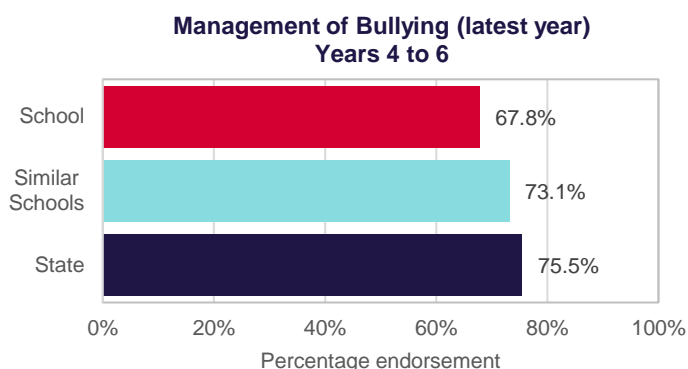


Student Attitudes to School – Management of Bullying

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:	67.8%	79.3%
Similar Schools average:	73.1%	74.4%
State average:	75.5%	76.3%

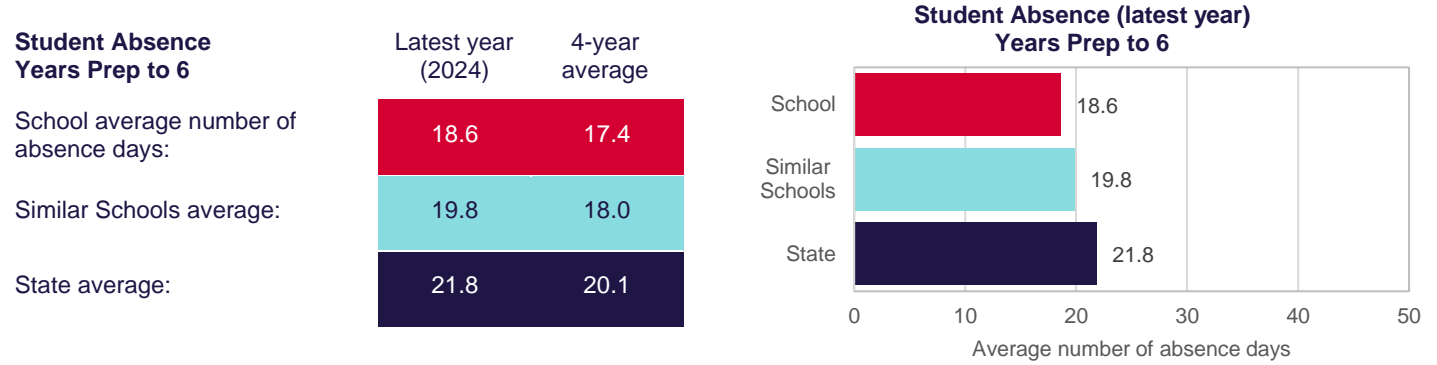


ENGAGEMENT

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):	92%	91%	92%	91%	88%	90%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,966,775
Government Provided DET Grants	\$186,001
Government Grants Commonwealth	\$4,846
Government Grants State	\$0
Revenue Other	\$14,923
Locally Raised Funds	\$167,456
Capital Grants	\$0
Total Operating Revenue	\$2,340,001

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,215
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,215

Expenditure	Actual
Student Resource Package ²	\$1,997,390
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$75,085
Communication Costs	\$2,731
Consumables	\$37,542
Miscellaneous Expense ³	\$27,253
Professional Development	\$10,347
Equipment/Maintenance/Hire	\$36,426
Property Services	\$48,748
Salaries & Allowances ⁴	\$73,130
Support Services	\$39,313
Trading & Fundraising	\$16,993
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,043
Total Operating Expenditure	\$2,387,001
Net Operating Surplus/-Deficit	(\$47,000)
Asset Acquisitions	\$4,275

- (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	\$196,982
Official Account	\$12,680
Other Accounts	\$42,454
Total Funds Available	\$252,115

Financial Commitments	Actual
Operating Reserve	\$66,248
Other Recurrent Expenditure	\$12,241
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	\$78,489

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.