

2024 Annual Report to the School Community

School Name: Monbulk Primary School (3265)



- 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 29 April 2025 at 08:26 AM by Estelle Alder (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 29 April 2025 at 08:27 AM by Estelle Alder (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

Our Vision at Monbulk Primary School is to develop confident learners of outstanding character who are valued members of our community. Our Values are Respect, Courage, Compassion and Co-operation. Our values are part of how we learn, work and play together, and are explicitly taught, reinforced and celebrated every day. **Respect** - We do what's right. **Courage** - We show strength. **Compassion** - We help others. **Co-operation** - We work together. We learn that *R triple C is the way to be!*

Our Mission is that we work collaboratively, share responsibility and use evidence to achieve our Vision. These cornerstones shape and inform how we work as a staff and as individuals, forming the basis for a positive culture of collaboration and teacher efficacy. **Collaboration**- We all have a voice and are expected to contribute. **Shared Responsibility**- we all share responsibility for the learning and engagement and wellbeing of students. **Evidence** - we all use evidence to inform our planning, guide our teaching and evaluate our impact.

Monbulk Primary School is located in the Dandenong Ranges and is at the heart of the Monbulk community. There are 212 students across 10 classes, and we offer 4 Specialist subjects: STEM, PE, The Arts, and AUSLAN. The Stephanie Alexander Kitchen Garden is offered for students in grades 3-6. Classes are organised into multi-age classes to enable learning extension and support as needed. The school has a total of 35 staff which includes the Principal, a Learning Specialist, 20 teachers, 13 part-time education support staff and 2 part time Administration staff. Monbulk Primary School prioritises sustained improvement in student achievement through consistent high-quality teacher practice and providing a safe and happy school environment to support student's wellbeing and engagement.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 we continued to embed our teaching and learning improvement initiatives, including SMART Spelling and a new Maths Instructional Model, and began renewal of our Literacy program.

NAPLAN results were particularly promising for Gr 3, and show great growth between Gr 3 and Gr 5. Significant numbers of students perform in either the 'Strong' or 'Exceeding' categories.

The Primary Maths Science Specialists program continued led by two Learning Specialists who continued with their professional development and leading mathematics at MPS. This included the implementation of a new pedagogical model, maths proficiencies, assessments and challenging learning tasks. They also overhauled our curriculum as we launched Maths 2.0 Victorian Curriculum, developed the Assessment Scheduled, modified our planner documents, and aligned

Learning Tasks. These staff also led math tutoring and intervention across the school.

New Literacy Leaders were appointed and undertook the Leading Literacy course through the Victorian Academy of Teaching & Leadership. Initiatives to ensure consistency in teaching and assessing Writing were implemented, and research into a new phonics program completed. Staff undertook professional learning in order to deliver the new phonics program in Prep-Gr 2 from 2025.

Curriculum Teams for Literacy, Maths, Wellbeing and Specialists subjects were established. Curriculum Teams oversee their curriculum area using an Action Plan based on the Annual Improvement Plan (AIP). Teams worked on their projects and sought input from teachers across the school and ensure consistency from Prep-Gr 6.

Wellbeing

Wellbeing support for students continued to expand throughout 2024.

In 2024 we continued with programs and initiatives from the Mental Health Menu. Funds were allocated towards our Wellbeing Leader, Chaplain, Wellbeing Dog, along with additional support in classrooms. The Chaplain program continued to support students individually in and out of the classroom, as well as providing the Art Retreat Art Therapy program, boys and girls social skills groups, and friendship groups.

As a school we continue to roll out the School Wide Positive Behaviour and Supports (SWPBS). Our Vision and Values continued to be embedded around the school environment, and our language as a school community. Our school values were launched through explicit teaching, public recognition, and information sent home to families. Our Behaviour Matrix was updated, published and promoted, along with the Behaviour Response Flow Chart.

We continued to fund allied health experts to support teachers and learning assistants and provide support and evidence for funding applications. We also welcomed an Inclusion Outreach Coach (IOC), another DET initiative. The IOC met with teachers, learning assistants and leaders to understand and meet the needs of students showing disengagement, or dysregulation.

Our student data shows pleasing increases in our target areas of emotional awareness and regulation, perseverance and motivation.

Engagement

Teachers have a considerable focus on personalising student's learning to foster student engagement and success. Individual Education Plans are developed for students who are significantly ahead or behind academically, or requiring social/emotional support. Our high achievers experienced a range of activities to extend and challenge their learning. These included high ability incursions and excursions for maths, writing, STEM, drama, and art. Students requiring additional support were provided with Tutoring, Literacy intervention and speech therapy. As part of the Disability & Inclusion reform many students had access to learning support and social support in and out of the classroom.

Student absence rates continues to be higher compared to other school and across the state,

except in Prep. The most significant reasons for absence are Family Holidays, Illness and Unauthorised Parent Choice. We continue to experience higher rates of school refusal and difficulties transitioning from home to school. This has been addressed through wellbeing programs, Transition Plans, Individual Education Plans and the work of the Inclusion Outreach Coach.

We develop strong community through key events throughout the year, including weekly assemblies to recognise student's personal best. Assemblies are run by students, for students. We also celebrate and recognise ANZAC Day, Remembrance Day, hold a whole school picnic to celebrate our Grandparents and Special People, along with Book Week and Reconciliation events. Students had opportunities to shape our school through students voice. They organised and ran events and SRC Discos on their chosen themes, dress up days, fundraisers, and advocated for events to run at school. Several students participated in a program 'Young Leaders for Equality and Respect', hosted by Belgrave Sth PS. This program facilitated students to reflect on our gender inclusion, and find ways to address imbalance. This included a student enterprise market called Mini Merry Monbulk, where students made and advertised their own products, replicating the annual event in the town.

Other highlights from the school year

Monbulk Primary School continued our strong performance in sustainability in 2024. As a 5 Star Sustainability School opened up opportunities for our student's school. We hosted the Sustainability Victoria School Conference and welcome staff from over 30 schools who are considering the Resource Smart program for their school. This was led by our Sustainability Leaders and Sustainability Student Team in partnership with Resource Smart Victoria. We were able to increase our biodiversity through the planting of varieties of plants in the yard. We were also successful in being awarded a Yarra Valley Water Grant for a low water use sensory garden. We were also invited to partner with and present at a new community initiative, the Repower Festival. Students develop a working model of 'Future Monbulk' using technology and sustainable elements in their design.

We held our biannual School Fair, organised and run by Parent Volunteers. Many hours of planning, preparation went into the day, and we were very well supported by our local community. Despite some challenges presented by the weather, the day was a great success and provided many happy memories for our school and local community. Our parent community is highly involved with many families taking up opportunities to volunteer for the Fair, excursions, and supporting with school events and fundraising.

Camps were held for Gr 5/6 to Sovereign Hill, and Grade 3/4 to Forrest Edge. Our whole school events included our House Athletics Carnival, Colour Run, Cross Country, Dance Workshop Incursion, and Footy Day.

Financial performance

The school is in a positive financial position which has allowed resources to be allocated to support student learning and intervention. Equity funding supported targeted literacy and speech

therapy intervention. The Mental Health Menu funding supported many initiatives. These included increased time for the Wellbeing Leader, Chaplain, and the use of allied health professionals to provide reports and recommendations for students requiring additional support. We also received funding to participate in the Primary Maths Science Specialist initiative. The funding released the equivalent of a full time teacher, split between two teachers, to be released from class and lead a shift in maths teaching. Fundraising events, including the School Fair, were held throughout the year, and all funds raised went towards the purchase of new ICT devices. The Bushfire Preparedness Program funding was used towards ongoing maintain buildings and grounds, including safe maintenance of trees. We were successful in the Accessible Buildings **Grant** which was used to install contrast works for people with low vision, along with the installation of a ramp and changes to storage, for those with mobility needs. Our out of school hours program was expanded through the Vacation Care Establishment Grant which provided care for our school community, and local community. Sporting Schools Victoria Grants were used for coaching and equipment purchase, and the Monbulk Bendigo Bank also provided funding for sensory furniture.

For more detailed information regarding our school please visit our website at <https://monbulkps.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 211 students were enrolled at this school in 2024, 91 female and 117 male.

2 percent of students had English as an additional language and 0 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).

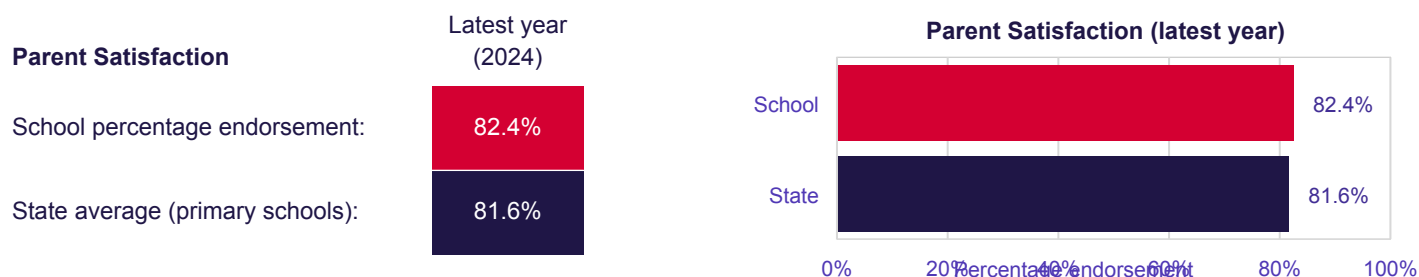
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

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.

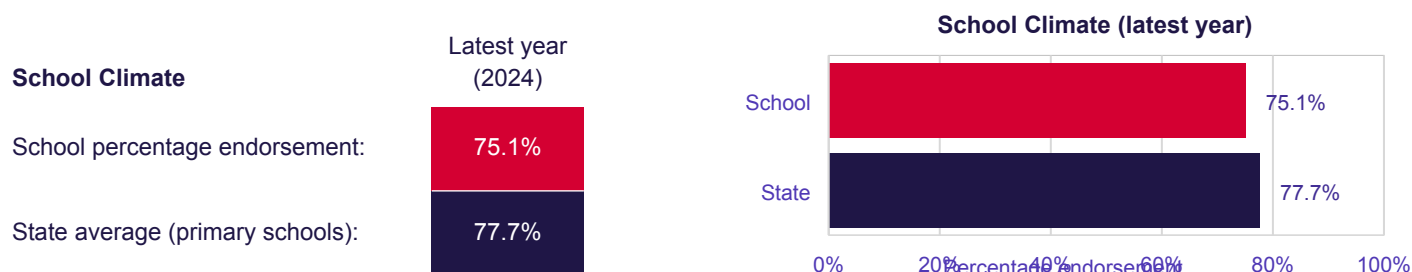


School Staff Survey

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.

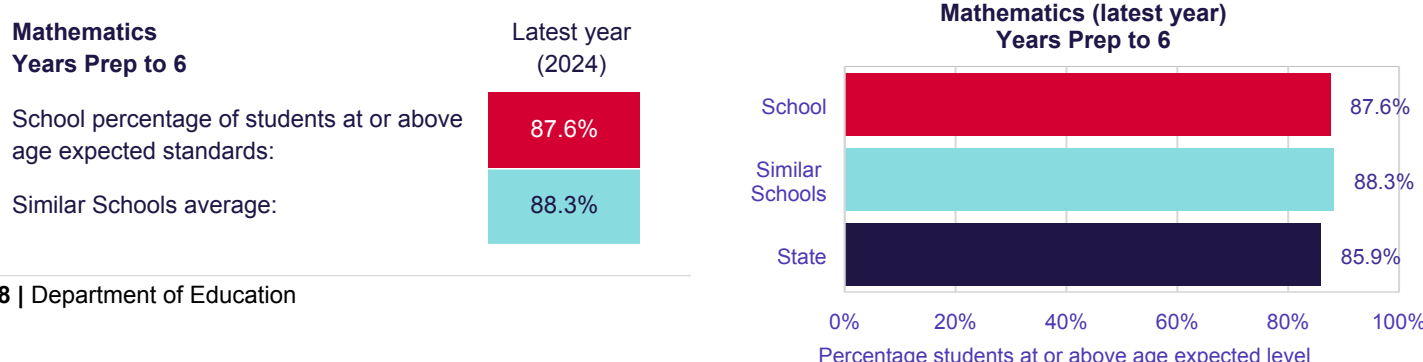
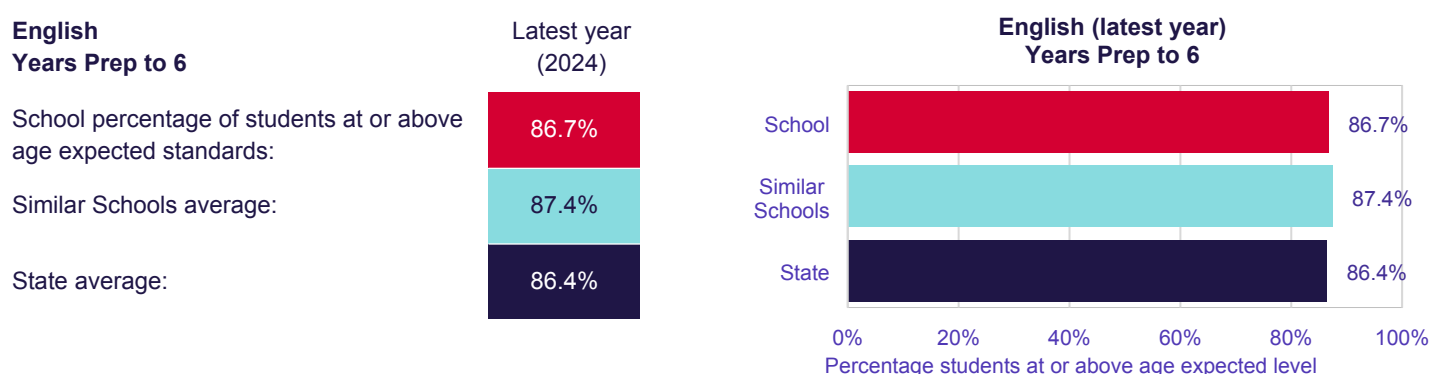


LEARNING

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.



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.

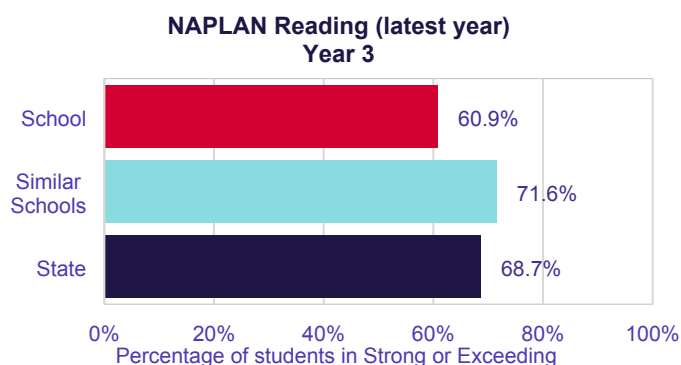
NAPLAN

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.

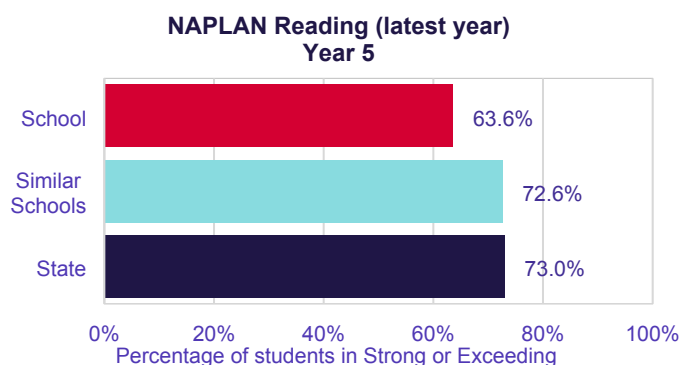
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.9%	63.5%
Similar Schools average:	71.6%	71.4%
State average:	68.7%	69.2%



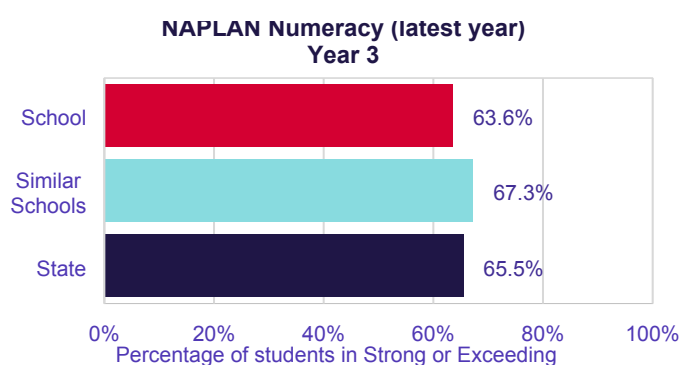
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.6%	72.2%
Similar Schools average:	72.6%	76.2%
State average:	73.0%	75.0%



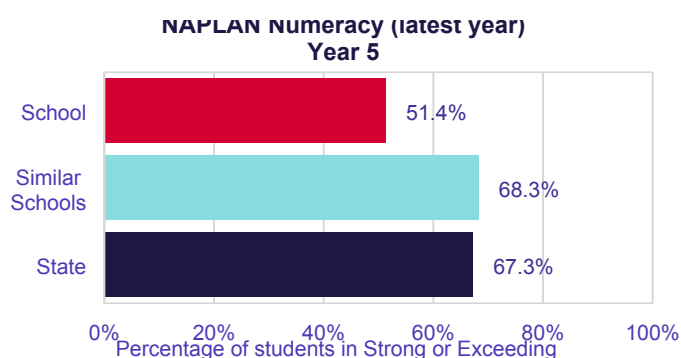
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.6%	66.7%
Similar Schools average:	67.3%	68.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.4%	57.1%
Similar Schools average:	68.3%	69.2%
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:

73.0%

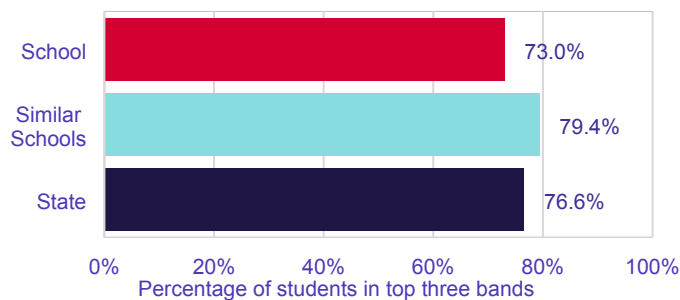
Similar Schools average:

79.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

82.1%

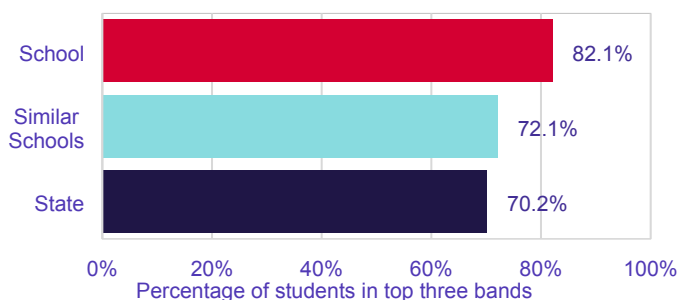
Similar Schools average:

72.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

64.9%

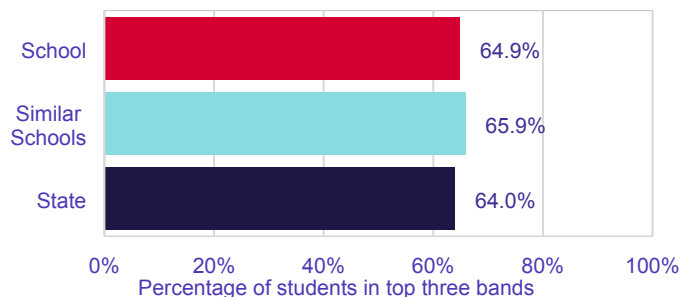
Similar Schools average:

65.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

35.7%

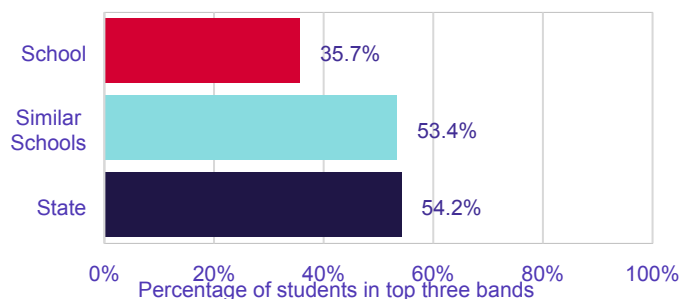
Similar Schools average:

53.4%

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:

55.9%

65.3%

Similar Schools average:

74.6%

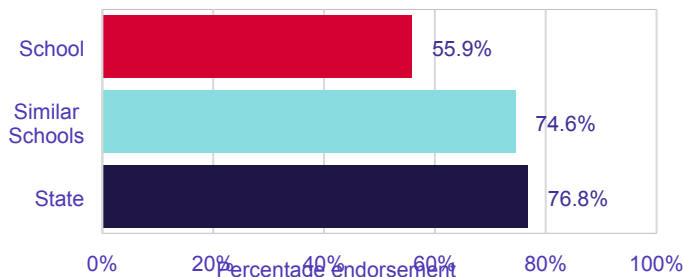
76.0%

State average:

76.8%

77.9%

Sense of Connectedness (latest year) Years 4 to 6



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

Latest year (2024) 4-year average

School percentage endorsement:

47.0%

63.9%

Similar Schools average:

76.7%

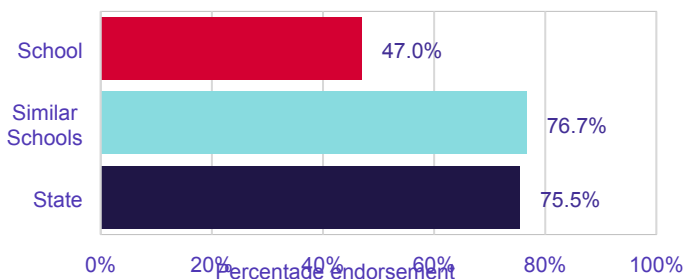
77.0%

State average:

75.5%

76.3%

Management of Bullying (latest year) Years 4 to 6

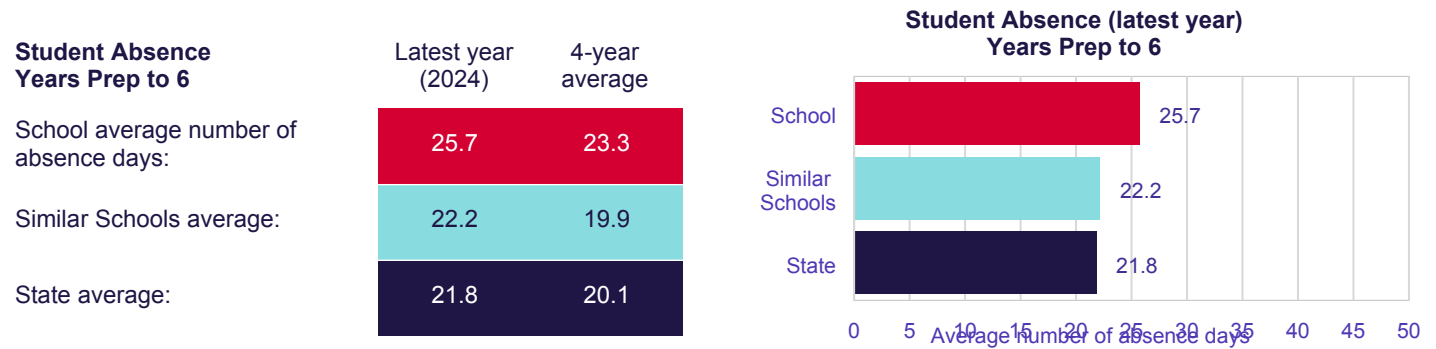


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	89%	87%	88%	90%	85%	86%	83%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,428,067
Government Provided DET Grants	\$613,195
Government Grants Commonwealth	\$4,950
Government Grants State	\$17,883
Revenue Other	\$29,725
Locally Raised Funds	\$175,439
Capital Grants	\$0
Total Operating Revenue	\$3,269,258

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,052
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$33,052

Expenditure	Actual
Student Resource Package ²	\$2,418,353
Adjustments	(\$120)
Books & Publications	\$0
Camps/Excursions/Activities	\$57,061
Communication Costs	\$2,507
Consumables	\$70,505
Miscellaneous Expense ³	\$27,430
Professional Development	\$5,142
Equipment/Maintenance/Hire	\$39,905
Property Services	\$112,897
Salaries & Allowances ⁴	\$331,358
Support Services	\$127,567
Trading & Fundraising	\$70,843
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,264
Utilities	\$30,027
Total Operating Expenditure	\$3,295,741
Net Operating Surplus/-Deficit	(\$26,483)
Asset Acquisitions	\$29,495

- (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	\$389,173
Official Account	\$9,587
Other Accounts	\$6,672
Total Funds Available	\$405,431

Financial Commitments	Actual
Operating Reserve	\$147,084
Other Recurrent Expenditure	\$406
Provision Accounts	\$6,147
Funds Received in Advance	\$20,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$106,900
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$24,000
Capital - Buildings/Grounds < 12 months	\$6,598
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$321,136

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.