

2025 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 02 April 2026 at 07:59 AM by Estelle Alder (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 02 April 2026 at 07:59 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
 - 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

Our Vision at Monbulk Primary School is to develop confident learners of outstanding character who are valued members of our community. Our core Values - Respect, Courage, Compassion and Co-operation, are embedded in all aspects of school life. These values guide how we learn, work and interact, and are explicitly taught, modelled and celebrated every day.

- Respect - We do what's right
- Courage - We show strength
- Compassion - We help others
- Co-operation - We work together.

Our community proudly lives with the motto "*R triple C is the way to be!*"

Our mission is grounded in collaboration, shared responsibility and the use of evidence to achieve our vision. These principles underpin a strong professional culture and collective efficacy among staff:

- **Collaboration** – All voices are valued and contribute
- **Shared Responsibility** – We are collectively accountable for student learning, engagement and wellbeing
- **Evidence** – Data informs our planning, teaching and evaluation

Monbulk Primary School is located in the Dandenong Ranges and is at the heart of the Monbulk community. There are 212 students across 9 classes, and we offer 4 Specialist subjects: STEM, PE, The Arts, and AUSLAN. A formal Kitchen Garden program is offered to 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 Leading Teacher, 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 students' wellbeing and engagement.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 we began the Intensive School Support Initiative, including an Alignment Review which developed our new School Strategic Plan (SSP). The 2025 School Performance Report showed overall improvement for the year; our Wellbeing measures were 'High', leading to an overall assessment of 'Medium'. In 2026 we will continue to move our teaching practice forward through the implementations of the Victorian Teaching and Learning Model (VTLM 2.0). We implemented the synthetic phonics program of InitiLit in Prep-Gr 2. There were some challenges as staff worked through the implementation of the program. The program is structured for discrete year levels, and our multi-age classes presented a challenge. Staff were supported through professional learning, additional planning days, and school visits. A Curriculum Leading Teacher was appointed to lead the teaching and learning work across the school. This includes team planning, differentiation, learning walks and leading Literacy. Their leadership resulted in intensive support for team planning, curriculum review in preparation for implementation of the 2.0 Victorian Curriculum, and a revised Assessment Schedule.

Wellbeing

In 2025, student wellbeing was further strengthened through targeted leadership, expanded programs and improved systems of support.

A dedicated Wellbeing Leader was appointed, with responsibility for overseeing Learning Assistants, Disability and Inclusion, School-Wide Positive Behaviour Supports (SWPBS), and the Mental Health in Primary Schools initiative. This enabled a more coordinated and strategic approach to supporting students across the school.

Key improvements were made to Student Support Group (SSG) and Individual Education Plan (IEP) processes, ensuring greater consistency, clarity and collaboration with families. Education Support staff were provided with increased professional learning and guidance, strengthening their capacity to support students effectively. Enhancements to Disability Inclusion Profile processes also ensured that students received more targeted and appropriate support.

The Chaplaincy program continued to play a significant role, working across three days each week to provide both individual and small group support. Programs included *Art Retreat*, *Girl Power*, *Boy Power* and *Friendship Groups*, supporting students' social, emotional and behavioural development.

A highly successful Breakfast Club was launched, operating twice weekly. The program was strongly supported by student volunteers, families and the local CWA, reflecting the strength of our community partnerships. Its success was recognised within the Foodbank and Breakfast Club

networks. As part of this initiative, fresh fruit was made available to all students through classroom fruit bowls, and food boxes were provided to families experiencing cost-of-living pressures.

Students in Years 5 and 6 participated in the *Let's Talk* program, designed to promote psychological safety and ensure every student feels *seen, heard and valued*. Students not only engaged in structured learning but also took on leadership roles in the yard, supporting their peers.

We also introduced the *I CAN* mentoring program, delivered by mentors with autism for students with autism. This weekly program supported students to build confidence, develop social connections and foster a strong sense of inclusion and belonging.

Engagement

Student engagement continued to be a strong focus in 2025, with deliberate strategies to build connection, voice and participation across the school.

A key strength was the active involvement of students in leadership and peer-support roles. Programs such as *Let's Talk Leaders* and Breakfast Club volunteers provided meaningful opportunities for students to contribute to the school community, develop leadership skills and build a sense of ownership and belonging.

Targeted wellbeing initiatives also supported engagement, particularly for students who may be at risk of disengagement. Programs such as *I CAN*, Chaplaincy groups and social support initiatives created inclusive spaces where students felt safe, connected and supported to participate fully in school life.

The introduction of Breakfast Club further enhanced student readiness for learning, ensuring students began the day settled, nourished and ready to engage. The strong uptake of this program reflects both student need and its positive impact on engagement.

An Attendance program called 'Every Day Counts' was launched to highlight the importance of regular school attendance. This included changing out 'Late Pass' to a 'Welcome Pass', fridge magnets sent home with a flyer about attendance and our attendance motto *Every day counts - missing school is missing out!* Attendance was added to the Student Support Group template as an item, and Attendance data was added to semester reports. Attendance data is regularly reviewed, and a staged response to low attendance was implemented. Analysis of attendance data shows that we are well below similar schools with students who attend over 95%. However, there is a strong positive improvement of students attending 90-95%, and a significant reduction in those with very low attendance.

Our focus on strengthening Individual Education Plans and Student Support Group processes also contributed to improved engagement, ensuring that adjustments and supports were tailored to individual student needs. This enabled more students to experience success in their learning and feel confident in the classroom.

Across the school, there has been a continued emphasis on fostering a culture where every student feels valued and connected. This is reflected in increased opportunities for student voice, leadership and participation, as well as targeted supports that enable all students to engage positively with their learning and their peers.

Other highlights from the school year

Our School Production of Disney's Moana was a wonderful celebration of student's creativity and talent, and provided wonderful experiences and memories for students and their families. Our Gr 3/4 Camp visited Phillip Island, and Grade 5/6 Campers experienced Mill Valley Ranch. We were pleased to host a range of whole school events and celebrations, including Grandparent's & Special Friends Day, Book Week Parade, the Colour Run, Cross Country, and Athletics Carnival. Our Student Leaders organised many events throughout the year including themed Discos, and Dress Up days. The Gr 6 Graduation was a wonderful celebration of our senior students and was a happy and positive night.

We continued our commitment to sustainability in several ways. Monbulk PS worked with the Shire of Yarra Ranges to host the Repower Festival. The Repower Festival featured a family fun day of activities and events, vendors and information about energy security and electrification. The Repower Festival was hosted across school grounds and the adjoining Living and Learning Hub. Students showcased their STEM learning through a 'Future Monbulk' showing sustainable living in our town. Students made working models of the town and included working circuits, mini electric cars, and featured renewable technology.

Financial performance

The school is in a solid 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. The Bushfire Preparedness Program funding was used towards ongoing maintenance of buildings and grounds, including safe maintenance of trees. The School Council awarded TheirCare the Out of School Hours contract after a procurement process. This provided the school with a sign-on bonus which was used to upgrade the facilities of the service. The service is widely used, with families from schools across the town, kinder and surrounding schools, using the service during term time and the holidays. School Council also proceeded with the divestment of the Monbulk Pre-School. The financial reconciliation of this is still being confirmed. However, the school will no longer be in a position to cover any financial shortfall which may occur at the kinder. Sporting Schools Victoria Grants were used for Prep to Grade 4 swimming lessons, coaching and equipment purchase, and the local Bank provided funding for incursions and playground items.

**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 213 students were enrolled at this school in 2025, 94 female and 117 male. 3% had English as an additional language and NDA 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**.


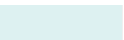

Parent Satisfaction Summary

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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	81.8%	
	Similar schools	81.8%	
	State	82.0%	

School Staff Survey


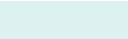


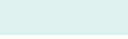

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	70.3%	
	Similar schools	79.0%	
	State	77.4%	

LEARNING













Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
English Prep - 6 % of students at or above age expected standards	School	82.1%	
	Similar schools	87.3%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	85.3%	
	Similar schools	86.7%	
	State	84.2%	

NAPLAN

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


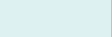


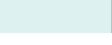

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	64.5%		63.9%
	Similar schools	72.1%		71.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	57.1%		67.1%
	Similar schools	75.9%		76.1%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	50.0%		60.0%
	Similar schools	70.0%		68.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	70.4%		61.4%
	Similar schools	72.4%		70.3%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.




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

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	73.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	58.3%	
	Similar schools	72.3%	
	State	74.0%	

WELLBEING


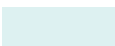

Student Attitudes to School – Sense of Connectedness

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
Years 4 to 6 % positive endorsement	School	75.2%		66.7%
	Similar schools	75.4%		75.7%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	80.4%		65.1%
	Similar schools	76.7%		76.9%
	State	76.4%		75.8%

ENGAGEMENT



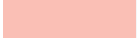




Average absence days per student

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

		2025	4-year average
Prep - 6	School	22.3	24.9
	Similar schools	21.1	21.5
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	90.2%	
Year 1	School	89.3%	
Year 2	School	86.8%	
Year 3	School	89.9%	
Year 4	School	91.6%	
Year 5	School	86.4%	
Year 6	School	88.0%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,556,961
Government Provided DET Grants	\$685,066
Government Grants Commonwealth	\$15,373
Government Grants State	\$0
Revenue Other	\$26,194
Locally Raised Funds	\$174,739
Capital Grants	\$0
Total Operating Revenue	\$3,458,333

Equity	Actual
Equity (Social Disadvantage)	\$31,323
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$31,323

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

Expenditure	Actual
Student Resource Package ¹	\$2,631,597
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$73,576
Communication Costs	\$2,245
Consumables	\$69,540
Miscellaneous Expenses ²	\$21,994
Agency Staff	\$25,991
Professional Development	\$7,948
Equipment/Maintenance/Hire	\$28,008
Property Services	\$128,023

Expenditure	Actual
Salaries & Allowances ³	\$381,653
Support Services	\$65,200
Trading & Fundraising	\$61,276
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,841
Total Operating Expenditure	\$3,527,891
Net Operating Surplus/-Deficit	(\$69,559)
Asset Acquisitions	\$10,835

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$310,615
Official Account	\$14,116
Other Accounts	\$8,780
Total Funds Available	\$333,511

Financial Commitments	Actual
Operating Reserve	\$149,382
Other Recurrent Expenditure	\$2,408
Provision Accounts	\$0
Funds Received in Advance	\$17,854
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$36,147
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$24,000
Capital - Buildings/Grounds < 12 months	\$10,907
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	\$240,698

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.