2025 Annual Report to the School Community

School Name: Mentone Primary School (2950)

- 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 24 March 2026 at 03:27 PM by Andrew Holmes (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 24 March 2026 at 03:27 PM by Andrew Holmes (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 Primary School is located in the residential beachside suburb of Mentone in the City of Kingston on **Bunurong Country**. Since opening in 1889, the school has served the local community for over 135 years and has developed a strong sense of tradition, connection and shared values. In 2025, Mentone Primary School had a confirmed enrolment of 299 students. The school operated 14 home groups, organised as straight year levels with two classes at each year level from Prep to Year 6. Staffing included 2.0 EFT Principal Class employees, 0.4 EFT Learning Specialist, 18.2 EFT teachers, 4.7 EFT Education Support staff (teacher aides) and 2.31 EFT non-teaching support staff who supported the operation of the school and delivery of programs.

The school's vision is to foster a vibrant learning community where every student thrives academically, socially and emotionally. Mentone Primary School aims to nurture meaningful connections that embrace the diversity of students' cultural backgrounds, individual needs and unique abilities. Through this approach, students are empowered with the knowledge, skills and dispositions to shape the world around them. The school's core values underpin all aspects of school life and encourage students to be **Respectful, Honest, Friendly, Caring and Team Players**.

Mentone Primary School provides a broad and engaging curriculum designed to support all learners. Teaching staff work collaboratively in **Professional Learning Communities (PLCs)** to plan, implement and evaluate learning programs that challenge students and respond to their individual needs. Literacy and Numeracy programs are a strong focus across the school and are complemented by an integrated inquiry approach to learning in other curriculum areas.

The curriculum is further enriched by specialist programs in **Auslan, Library, Physical Education, STEM and Visual Arts**, providing students with diverse opportunities to develop skills, creativity and curiosity. The school also places a strong emphasis on sustainability, student leadership and the effective integration of digital technologies to support contemporary learning experiences.

Mentone Primary School is proud to provide an **inclusive learning environment** that supports the diverse needs of its students. A number of students are supported through the Disability Inclusion Profile, with teachers and education support staff working collaboratively to provide targeted interventions and inclusive learning opportunities.

Students benefit from a wide range of extracurricular opportunities, including outdoor education camps from **Year 3 to Year 6**, interschool sport and leadership programs such as PLAY leaders, student leaders and school captains. The school also offers additional support through a **Breakfast Club** supported by parent volunteers and Year 6 student leaders, as well as **Before and After School Care provided by TeamKids**.

Mentone Primary School is committed to the **Child Safe Standards** and actively promotes the safety, wellbeing and inclusion of all students. A strong sense of community involvement and partnership with families continues to be a defining feature of the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the school continued to make strong progress toward its strategic goal of improving student learning outcomes in English and Mathematics. A sustained focus on high-quality teaching practices, collaborative planning, and targeted intervention ensured that the majority of students achieved or exceeded expected standards across the school.

Teacher judgement data indicates that **95.8% of students from Prep to Year 6 achieved at or above the expected level in English**, while **95.0% achieved at or above the expected level in Mathematics** against the Victorian Curriculum. These results reflect the school's ongoing emphasis on explicit instruction, regular formative assessment, and differentiated learning to meet individual student needs.

NAPLAN results further highlight the strong academic performance of students. In **Year 3 Reading, 92.7% of students achieved in the Strong or Exceeding proficiency levels**, significantly higher than both similar schools (81.1%) and the state average (69.5%). Similarly strong outcomes were recorded in **Year 3 Numeracy, with 95.0% of students in the Strong or Exceeding bands**, well above similar schools (80.0%) and the state (66.2%). These results demonstrate the effectiveness of the school's structured literacy and numeracy approaches implemented across the early years.

Students continued to perform strongly in the middle years. **Year 5 Reading results showed 93.0% of students achieving in the Strong or Exceeding proficiency levels**, while **86.4% of Year 5 students achieved these levels in Numeracy**, again outperforming both similar schools and state averages.

Growth data also indicates positive learning progress over time. Between **Year 3 and Year 5, 83.3% of students achieved High or Medium relative growth in Reading and 81.4% achieved High or Medium growth in Numeracy**, both above similar school and state averages. This suggests that the majority of students are making strong learning gains during their time at the school.

Key highlights for 2025 included the continued strengthening of professional learning communities, the implementation of evidence-based literacy and numeracy practices, and targeted support programs for students requiring additional extension or intervention. These initiatives supported consistent improvement in student learning outcomes across the school.

Wellbeing

In 2025, the school continued to prioritise student wellbeing as a key focus of the School Strategic Plan. A whole-school approach to wellbeing supported the development of positive relationships,

inclusive practices and a safe learning environment where students feel valued, supported and connected to their school community.

Student Attitudes to School Survey data indicates that **74.6% of students in Years 4–6 reported a positive sense of connectedness to school**. While this result is slightly below similar schools (78.0%) and the state average (77.1%), it continues to reflect a strong foundation of positive relationships between students, staff and the broader school community. Throughout the year, the school strengthened initiatives designed to enhance student voice, belonging and engagement, recognising the important role these factors play in supporting both wellbeing and learning outcomes.

The school also continued to focus on maintaining a safe and respectful learning environment. In the **Managing Bullying factor of the Attitudes to School Survey, 75.7% of students provided positive responses**, which is comparable with similar schools (77.0%) and the state (76.4%). This reflects the school's proactive approach to promoting respectful behaviours, clear expectations and consistent responses to student concerns.

Several key initiatives contributed to wellbeing outcomes during the year. The continued implementation of the school's wellbeing framework supported the development of social and emotional skills, helping students build resilience, empathy and positive peer relationships. Staff also maintained a strong focus on classroom practices that promote inclusion, emotional safety and student voice.

Targeted supports were provided for students requiring additional wellbeing assistance, including small group programs and individual support where required. The school also strengthened partnerships with families to ensure a shared approach to supporting student wellbeing.

Overall, the school remains committed to building a positive, inclusive and supportive environment where every student feels safe, connected and ready to learn. Continued focus on student voice, respectful relationships and proactive wellbeing practices will remain a priority in the coming years.

Engagement

In 2025, the school continued to prioritise student engagement as an important driver of both learning and wellbeing. Through a range of strategies aligned with the **Framework for Improving Student Outcomes (FISO) 2.0**, the school focused on strengthening student attendance, promoting student voice and agency, and providing a range of opportunities that foster a strong sense of belonging and participation in school life.

Student attendance remained strong across the school. In 2025, students recorded an **average of 17.8 absence days**, which is lower than both similar schools (18.6 days) and the state average (21.5 days). This indicates that the majority of students attend school regularly and are able to access consistent learning opportunities.

Attendance rates across year levels were generally high, particularly in the early years. **Prep, Year 1 and Year 2 attendance ranged between 92.7% and 93.5%**, reflecting strong engagement with school routines and learning programs in the foundation years. Attendance rates in the middle and upper years remained solid, with **Year 3 at 91.9%, Year 5 at 90.4% and Year 6 at 89.0%**. Year 4 recorded an attendance rate of **88.4%**, highlighting an area for continued

monitoring and support. The school continues to work closely with families to promote the importance of regular attendance and to provide support where attendance concerns arise.

Several initiatives supported student engagement throughout the year. Teachers continued to strengthen opportunities for **student voice and agency**, encouraging students to take an active role in their learning and school decision-making processes. Leadership opportunities, classroom discussions and collaborative learning experiences helped students develop a greater sense of ownership and connection to their school community.

Engagement was also supported through a range of **extracurricular activities, school events and whole-school programs** that encouraged participation and strengthened relationships across year levels. These experiences contributed to a positive school culture where students feel motivated to attend school and actively participate in learning.

The school will continue to prioritise strategies that promote strong attendance, meaningful student participation and positive connections to school, recognising that engagement is essential for improving both learning and wellbeing outcomes for all students.

Other highlights from the school year

Throughout 2025, the school provided a wide range of enriching experiences that supported student learning, wellbeing and connection to the wider community. These opportunities complemented classroom programs and allowed students to develop confidence, teamwork and a strong sense of belonging within the school.

School camps continued to be an important part of the school's outdoor education program. Students in **Years 3 and 4 attended the three-day camp to The Island at Phillip Island**, where they participated in a variety of outdoor learning experiences that promoted independence, teamwork and resilience. **Year 5 and 6 students attended the three-day camp to Silverband Lodge in Halls Gap**, engaging in a range of outdoor education activities within the Grampians National Park. These camps provided valuable opportunities for students to strengthen relationships with their peers and teachers while developing important personal and social skills.

The school also continued to strengthen its **Programme of Inquiry**, with students across all year levels engaging in six transdisciplinary units of inquiry throughout the year. These units encouraged students to explore conceptual understandings through classroom investigations as well as through a range of incursions and excursions that supported deeper learning and real-world connections.

A highlight for the senior students was their continued participation in **Puttin' On The Hits (POTH)** as a shared unit of inquiry for Years 5 and 6. Students explored the mechanics of performance through collaborative team-based presentations while also analysing elements of a professional stage production. This experience allowed students to develop creativity, teamwork and performance skills.

The school proudly celebrated **Kindness Week for the second consecutive year**, working in collaboration with the Lachlan McLaren Foundation. Throughout the week, students participated in activities that promoted empathy, inclusion and respectful relationships, strengthening the school's positive culture.

Students also enjoyed continued success in **school sport**, with several students and relay teams representing the school at the **State Athletics Finals** and achieving outstanding results, including top-three placings.

The school's **sustainability program** also continued to flourish. The leadership of the Year 5 Dolphin Research Institute program ambassadors contributed to the school being recognised as the **'I Sea, I Care' School of the Year for 2025**, highlighting the strong commitment of students and staff to environmental awareness and action.

Financial performance

Funds received from the Department, 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. The school operated within the designated expenditure budget for the 2025 year. The school budget funded a number of educational programs, school facilities and maintenance projects.

Mentone Primary School remains in a sound financial position with a net operating surplus in 2025. Well planned budgets are monitored against the annual budget to ensure the school's resources support its educational priorities. The school monitors parent contributions and user pay activities to meet the needs of the students. School Council was informed at each meeting of the school's financial position.

1. The Financial Performance and Position report shows a total of $412,119.39 being available at the end of the year.
2. Included in the positive cash balance was a cumulative $21,368.01 of fundraising monies from our Community Engagement sub-committee of School Council. Some of these funds have been spent on new drinking trough taps/bubblers and a water bottle refilling station, enhancements to the Year 6 building inclusive of; new LED lighting, painting, glass partitioning, and interactive whiteboards; a reefurbishment of the First Aid room and the ongoing installation of acoustic soundboards in various learning spaces across the school.
3. The school was in receipt of $65,606 of 2025 Curriculum Contributions from parents; $4,588 in Building Fund donations; $4,751 in Library donations, before the end of the 2025 school year.
4. As the school responsible for the Kingston Network of schools finances, Mentone Primary School was holding $17,009.31 of newtork funds.
5. The school received a small amount of Equity Funding, $10,822.40 (cash), which contributed towards the emplyment of a staff member for student wellbeing initiatives such as therapy dog training and the use of a school-based counsellor.

All expenses have been signed off by the Principal, Business Manager and School Council nominee. The Finance sub-committee, in consultation with the School Council, has been diligent in monitoring and overseeing the 2025 Cash Budget and is acknowledged for its work.

For more detailed information regarding our school please visit our website at https://www.mentoneps.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 299 students were enrolled at this school in 2025, 156 female and 143 male. 15% had English as an additional language and 2% 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**	**75.6%**
	Similar schools	81.4%
	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**	**82.1%**
	Similar schools	79.7%
	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**	**95.8%**
	Similar schools	92.2%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**95.0%**
	Similar schools	90.4%
	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**	**92.7%**	**80.8%**
	Similar schools	81.1%	81.3%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**93.0%**	**94.5%**
	Similar schools	85.7%	86.6%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**95.0%**	**84.8%**
	Similar schools	80.0%	79.3%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**86.4%**	**88.4%**
	Similar schools	80.8%	79.9%
	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**	**83.3%**
	Similar schools	78.5%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**81.4%**
	Similar schools	74.2%
	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**	**74.6%**		**87.1%**
	Similar schools	78.0%		78.2%
	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**	**75.7%**		**88.7%**
	Similar schools	77.0%		76.7%
	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
Prep - 6	**School**	**17.8**	**19.3**
	Similar schools	18.6	18.9
	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	
Prep	**School**	**92.9%**	
Year 1	**School**	**92.7%**	
Year 2	**School**	**93.5%**	
Year 3	**School**	**91.9%**	
Year 4	**School**	**88.4%**	
Year 5	**School**	**90.4%**	
Year 6	**School**	**89.0%**	

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	$3,578,849
Government Provided DET Grants	$340,423
Government Grants Commonwealth	$27,097
Government Grants State	$0
Revenue Other	$45,487
Locally Raised Funds	$414,333
Capital Grants	$0
Total Operating Revenue	**$4,406,189**

Equity	Actual
Equity (Social Disadvantage)	$22,083
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$22,083**

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

Expenditure	Actual
Student Resource Package[1]	$3,692,326
Adjustments	$0
Books & Publications	$7,382
Camps/Excursions/Activities	$139,700
Communication Costs	$8,471
Consumables	$78,238
Miscellaneous Expenses[2]	$31,872
Agency Staff	$119,302
Professional Development	$35,423
Equipment/Maintenance/Hire	$35,295
Property Services	$124,514

Expenditure	Actual
Salaries & Allowances[3]	$105,972
Support Services	$30,801
Trading & Fundraising	$24,416
Motor Vehicle Expenses	$0
Travel & Subsistence	$80
Utilities	$29,951
Total Operating Expenditure	**$4,463,743**
Net Operating Surplus/-Deficit	**($57,555)**
Asset Acquisitions	**$80,692**

[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	$343,290
Official Account	$58,404
Other Accounts	$10,426
Total Funds Available	**$412,119**

Financial Commitments	Actual
Operating Reserve	$128,570
Other Recurrent Expenditure	$32,678
Provision Accounts	$0
Funds Received in Advance	$38,475
School Based Programs	$51,356
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$17,009
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	**$268,087**

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.