

2023 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 22 April 2024 at 02:27 PM by Andrew Holmes (Principal)

- This 2023 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 April 2024 at 10:59 AM by Nick Foster (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Mentone Primary School is situated in the residential beachside suburb of Mentone in the local government area of the City of Kingston in the South Eastern Metropolitan region. Mentone PS has been educating local children since 1889 and with 130 years of serving the local community's learning needs we have developed a strong sense of tradition and values. Our school staff comprised of 2 Principal Class, 22 Teaching Staff and 8 Education Support Staff. 23 staff were full-time and 9 staff were part-time.

Our school's agreed values are; *Honesty, Care and Compassion, Respect, Teamwork and Friendliness* and our shared learning community purpose is 'Learning Today for Tomorrow'. As such, we share high expectations of our professional practice and we aim to create an environment in which our students will thrive and develop emotionally and academically throughout their school years and take these skills with them into the future to become confident, valuable, resourceful, contributing members of society.

The school's student wellbeing programs, strongly frame-worked by Restorative Justice Philosophy (RJP) and Relational Learning practices, form a significant cornerstone of our school's positive identity and support consistent modeling of our agreed values.

Teaching the whole child and developing strong authentic relationships across all levels of the school community underpins the school's future vision to inspire curiosity, confidence and creativity.

Staff and students demonstrate a restorative approach by;

- *Participating in daily relational circles and learning circle activities*
- *Using a shared language with which to address wellbeing issues*
- *Building class community*
- *Developing reciprocally respectful relationships*
- *Empowering student voice and ownership of behaviours*
- *Participation in restorative conversations*

At Mentone PS we provide students with a broad range of excellent learning programs designed, developed and evaluated consistently by leadership and the staff professional learning teams within the school. All staff work collectively and collaboratively in Professional Learning Teams (PLTs) to design, develop and refine exciting and flexible learning experiences. These learning experiences are created to meet individual needs and challenge all students. We have a diverse range of Literacy and Numeracy programs supporting the improvement of individual student's levels of achievement, alongside quality learning programs delivered through an integrated and inquiry approach to learning in all other curriculum areas. The school curriculum is further enhanced through specialist program consisting of Visual Arts, Performing Arts, Physical Education, Science and Library studies. In addition, the school has a strong focus on sustainability and student leadership enabling students to become environmentally aware and socially competent. We have a strong commitment to the development and integration of technologies across the school curriculum providing excellent access at every level to flexible use of devices to complement learning programs.

At Mentone Primary School, Relationships matter, Learning is Powerful and we are Curious, Creative and Confident

Progress towards strategic goals, student outcomes and student engagement

Learning

This year, our school prioritised resourcing evidence-based numeracy support; Getting Ready in Numeracy (GRIN) training and Numeracy staff workshops, fostering teacher expertise. A coherent annual numeracy plan was developed and communicated to staff, guiding interventions and practices. Monitoring and evaluation of the impact on teacher practice and student learning were led, ensuring continual improvement. Leaders modelled practices, coached staff, and drove the understanding and use of Numeracy E4L resources.

Teachers intervened at evidence-based points of need, utilising improved knowledge and skills. They identified common numeracy misunderstandings and prioritised numeracy learning in PLTs. Assessment targeting all students' needs with specificity was implemented. Teachers consistently demonstrated understanding of NLP, referring to planning documents. They used instructional model components, observed each other's practice, and built numeracy skills. Teachers effectively used GRIN model skills to lift student outcomes, consistently identifying and monitoring intervention progress.

In 2023 English teacher judgements indicated 94.4% of our students from Prep - Year 6 were assessed at or above age expected standards.

In 2023, our school outperformed similar schools and the state for English.

In 2023 Mathematics teacher judgements indicated 89.7% of our students from Prep - Year 6 were assessed at or above age expected standards.

In 2023 our school outperformed the state.

Our 2023 NAPLAN results:

Year 3 Reading 68.6% strong or exceeding.

Year 3 Numeracy 76.5% strong or exceeding - outperforming the state average (67.4%).

Year 5 Reading 92.5% strong or exceeding - outperforming similar schools average (89.3%) and the state average (76.9%).

Year 5 Numeracy 83.0% strong or exceeding - outperforming similar schools average (80.8%) and the state average (67.9%).

Wellbeing

In 2023 Mentone Primary School continued to provide a safe and happy environment for the students, effectively mobilizing available resources to support students' wellbeing and mental health, particularly those who are most vulnerable. We re-evaluated the wellbeing and inclusion role within our school community to define clear outcomes needed for the wellbeing of our students. We continuously identify and monitor improvement strategies for students at risk, ensuring they receive the necessary support to thrive academically and emotionally.

We continued to strengthen the positive, safe and supportive learning culture of our school. We investigated and pursued opportunities with school wide positive behaviour approaches including the Department's School Wide Positive Behaviour Supports Framework and Real Schools. We prioritised resources and professional learning time for these initiatives consistently throughout the year, conducting staff workshops to ensure alignment with our values and goals. Planning documents reflect the use of Respectful relationship curriculum and Zones of Regulation is implemented across the school. 2023 Student Attitudes to School Data demonstrates that our students are happy and connected at school with excellent responses for 'Sense of Connectedness 91% and Sense of Inclusion 96%. This student data is considerably higher than both the state average and the average for like schools. Overall parent satisfaction was a positive endorsement of 86% was above state level. The Health and Wellbeing of all students will continue to be a focus in 2024.

Engagement

Mentone Primary School provides a positive environment for teaching and learning allowing students to feel valued and connected within the school setting. Effective teaching, a targeted approach to curriculum delivery and respectful relationships between staff and students is promoted through the school. Teaching teams continued to work collaboratively to deliver the best outcomes for our students. Our school has maintained a strong focus on regular attendance. In 2023, the average number of absence days per child was 17.3. This figure was below the state average. All year levels had attendance of 90% and above, with the exception of Year 4 at 89%. This measurement is a positive endorsement of our strong connection with students and families. To support student non-attendance strategic email and phone communication was made with parents. Tutor Learning Initiative (TLI) sessions ran throughout the year, targeting reading, writing and maths. The students participated in 4 specialist sessions each week giving them the opportunity to experience various curriculum areas.

Additionally, the senior student leadership program, facilitated by a Year 5/6 teacher, is highly structured, providing students with learning opportunities that enhance their leadership skills, attendance at student leadership conferences, opportunities to peer teach across the school and the opportunity to seek and act on feedback from students in all year levels. Student leaders are highly visible and active across the school and in the wider community as role models attending and participating in events such as the Mentone Anzac Ceremony, and Remembrance Day commemorations. Younger students aspire to leadership in the school and in Year 4 students are able to experience formal leadership opportunities in their own right through inclusion in the Dolphin Research Project.

Financial performance

Mentone Primary School maintained a very sound financial position throughout 2023. The 2019-2022 School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows a total of \$666,198.00 being available at the end of the year. Included in the positive cash balance was a cumulative \$34,712 of fundraising from our Parent Helpers, having raised a profit of \$21,860 in the 2023 school year. Some of these funds have been spent on the installation of our Gaga Pits and Cubbies in the school playground. Further to this, the school was in receipt of \$36,000 of 2024 parent payment contributions, \$2000 Building Fund donations, \$2100 Library Fund donations, \$800 Maintenance Levy donations before the end of the 2023 school year.

The school received \$17,938.00 of Equity Funding, which contributed towards our breakfast club, excursions and whole school swimming program for those students in need.

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 344 students were enrolled at this school in 2023, 190 female and 154 male.

17 percent of students had English as an additional language and 1 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).

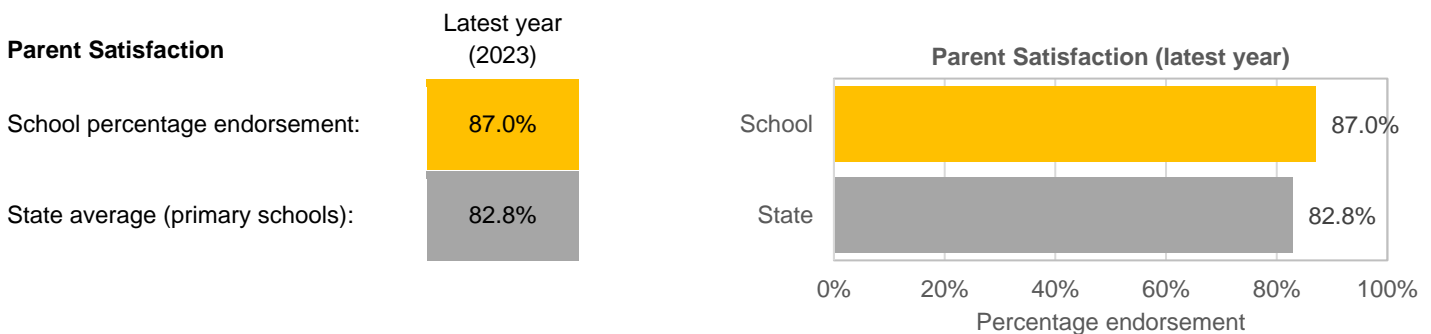
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

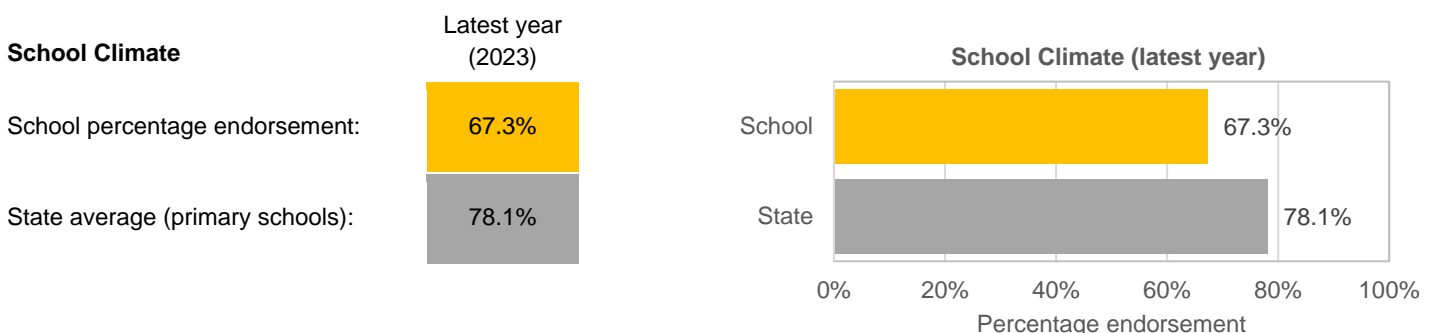


School Staff Survey

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
(2023)

School percentage of students at or above age expected standards:

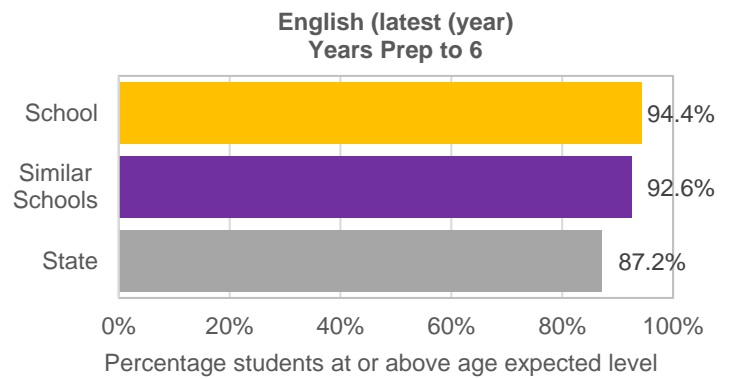
94.4%

Similar Schools average:

92.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

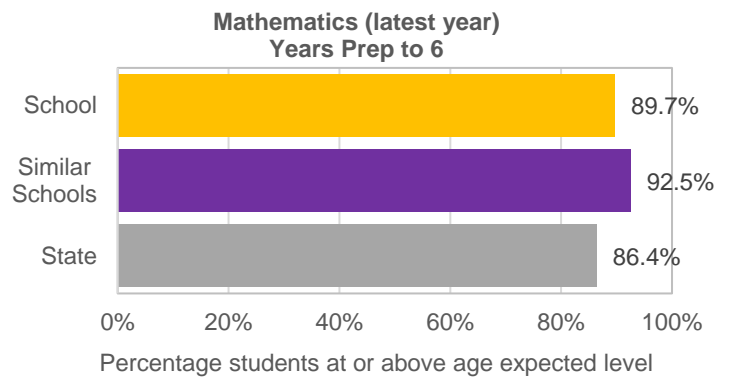
89.7%

Similar Schools average:

92.5%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.6%

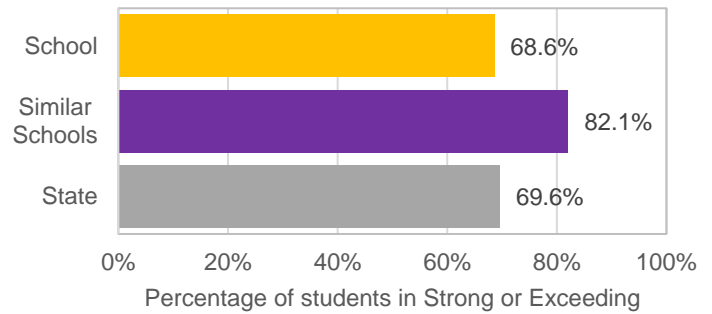
Similar Schools average:

82.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

92.5%

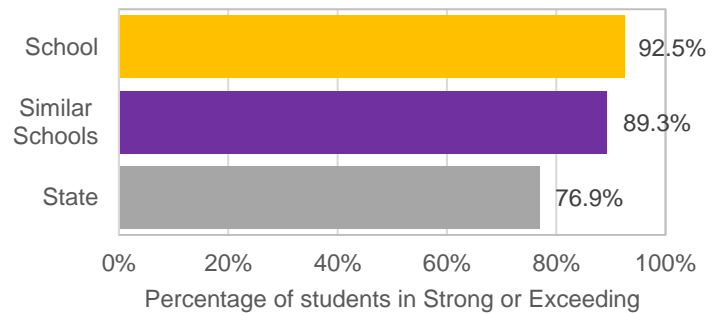
Similar Schools average:

89.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.5%

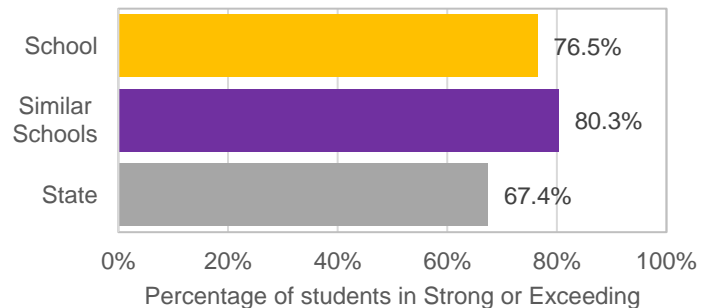
Similar Schools average:

80.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.0%

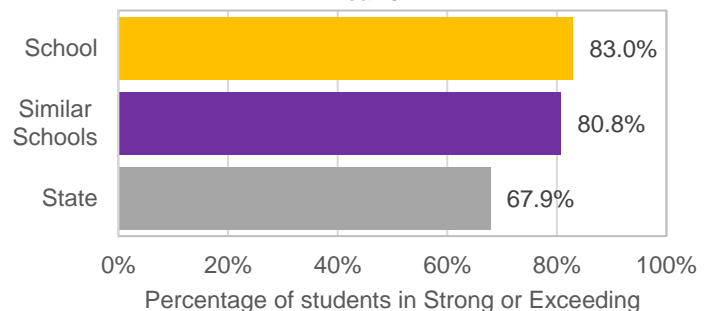
Similar Schools average:

80.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

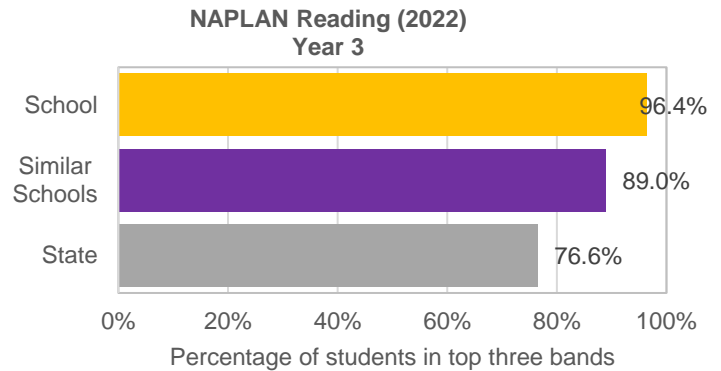
96.4%

Similar Schools average:

89.0%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

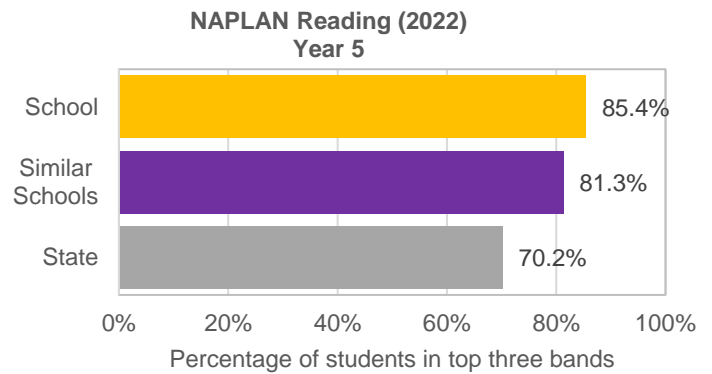
85.4%

Similar Schools average:

81.3%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

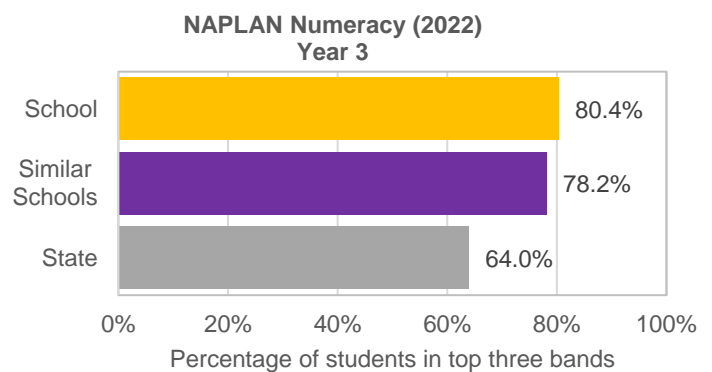
80.4%

Similar Schools average:

78.2%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

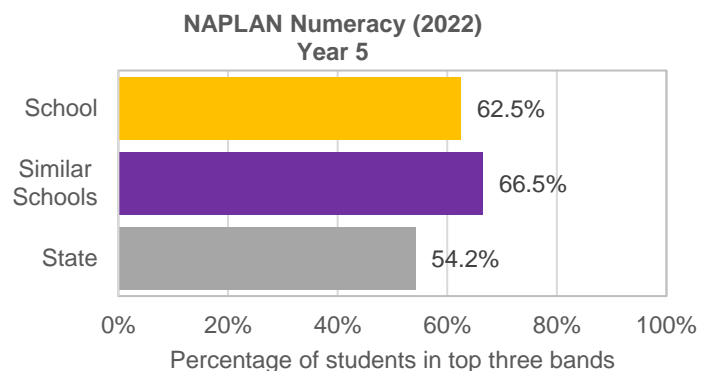
62.5%

Similar Schools average:

66.5%

State average:

54.2%



WELLBEING

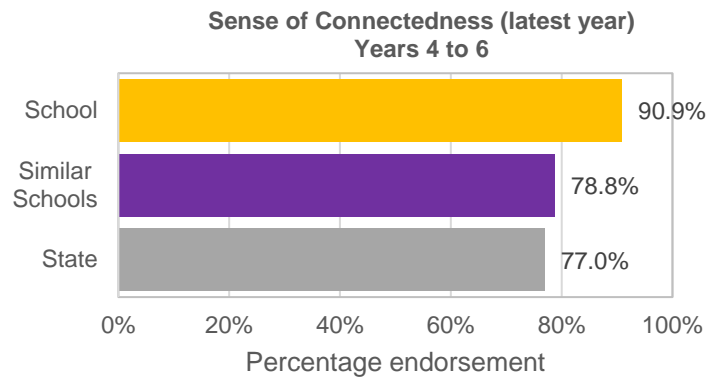
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percentage endorsement:	90.9%	92.1%
Similar Schools average:	78.8%	78.4%
State average:	77.0%	78.5%

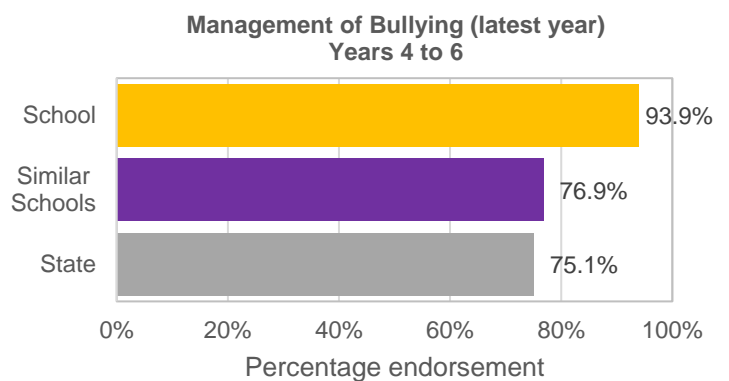


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	93.9%	94.7%
Similar Schools average:	76.9%	76.5%
State average:	75.1%	76.9%



ENGAGEMENT

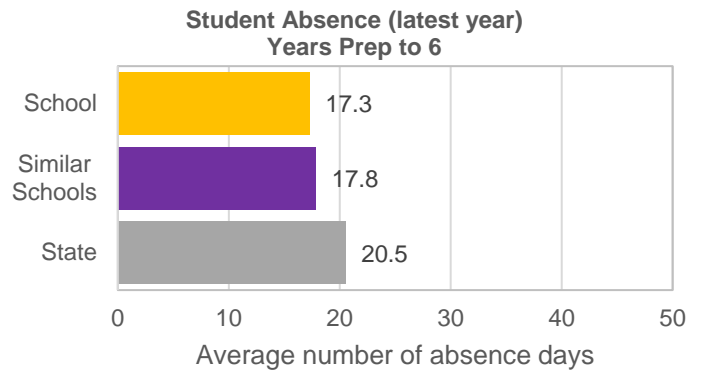
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	17.3	15.4
Similar Schools average:	17.8	15.3
State average:	20.5	18.1



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 (2023):	94%	93%	91%	91%	89%	91%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,363,417
Government Provided DET Grants	\$369,060
Government Grants Commonwealth	\$14,569
Government Grants State	\$0
Revenue Other	\$38,906
Locally Raised Funds	\$406,583
Capital Grants	\$0
Total Operating Revenue	\$4,192,535

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,938
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,938

Expenditure	Actual
Student Resource Package ²	\$3,189,561
Adjustments	\$0
Books & Publications	\$852
Camps/Excursions/Activities	\$139,540
Communication Costs	\$7,148
Consumables	\$94,434
Miscellaneous Expense ³	\$26,898
Professional Development	\$54,786
Equipment/Maintenance/Hire	\$84,621
Property Services	\$164,749
Salaries & Allowances ⁴	\$112,249
Support Services	\$143,487
Trading & Fundraising	\$23,601
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$67
Utilities	\$24,420
Total Operating Expenditure	\$4,066,414
Net Operating Surplus/-Deficit	\$126,121
Asset Acquisitions	\$170,748

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$577,094
Official Account	\$47,881
Other Accounts	\$41,223
Total Funds Available	\$666,198

Financial Commitments	Actual
Operating Reserve	\$120,966
Other Recurrent Expenditure	\$0
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	\$120,966

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.