

# 2023 Annual Report to the School Community

School Name: Mirripoa Primary School (5571)



- 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 15 April 2024 at 02:44 PM by Darryl Diment (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 23 April 2024 at 12:09 PM by Jacqui Chapman (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## 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

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## School context

Mirripoa comes from the Wadawurrung language and means sunny plains. The school is located in Mount Duneed approximately 10 kilometers from Geelong. In 2023, Mirripoa Primary School had an enrolment of 416 students. The school values are respect, excellence and kindness. The school motto is *Learning and Growing Together*. The school vision is *Together we inspire and grow curious learners who think critically and thrive in their communities*. In 2023 there was the equivalent of 32.4 FTE Teaching Staff and 12 FTE Support Staff. The Student Family Occupation was 0.35 and Education (SFOE) Index was 0.28. 11 percent of students had English as an additional language and 3 percent identify as Aboriginal or Torres Strait Islander. Our professional and caring staff continually strive to improve student outcomes by using evidenced-based teaching strategies to inform their practice using collaborative planning and reflection. They provide individualised approaches to foster each student's academic and social development. We work in partnership with the school community to create a safe, friendly and inclusive environment where every child is known, valued and supported in their learning. The school curriculum is based on the Victorian Curriculum, delivering strong academic achievement with a strong focus on literacy and numeracy. We use an integrated inquiry approach to curriculum planning that links curriculum content across different subjects in meaningful ways for our students. The school offers specialist programs in the performing arts, visual arts, STEM and PE with LOTE (Indonesian) taught by classroom teachers.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023, the school's Annual Implementation Plan (AIP) focused on two strategic goals. These included:

1. To enhance student voice, agency and learning.
2. To develop students who display actions, behaviours and attitudes that reflect the school values.

The school progressed its strategic goals and supported improvement in student voice, agency and learning by developing students ownership and responsibility for their learning. A whole school understanding of what student voice, agency and leadership in learning looks like was developed. Opportunities such as the student voice survey to activate student voice, agency and leadership in learning were identified and activated throughout the year.

Developing students who display actions, behaviours and attitudes that reflect the school values was supported by establishing a Visible Wellbeing school improvement team to lead the work of the AIP goals and priorities. All new staff were trained in Visible Wellbeing and a showcase was created to present whole school changes and impact of professional learning.

During 2023 the school participated in the Primary Maths and Science Specialists Initiative with two teachers (released 0.50) working together to strengthen the math's teaching expertise of our staff.

The percentage of Year 3 Mirripoa Primary School in the strong or exceeding bands for NAPLAN Reading and Writing were comparable to the similar schools average but above the State average. In Numeracy the percentage of students was just below the similar schools average but above the State average.

The percentage of Year 5 Mirripoa Primary School students in the strong or exceeding bands for NAPLAN Reading and Writing were above the State and at the similar schools average. In Numeracy the percentage of students in the strong or exceeding bands was below both the State and similar schools average.

The percentage of students working at or above age expected standards in English and Mathematics (Teacher Judgement) was comparable to the similar schools average.

### Wellbeing

The school appointed a wellbeing leader for the first time in 2023. The wellbeing leader worked with the assistant principal and staff to continue the implementation of the school's Visible Wellbeing program. The wellbeing leader directly supported students' mental health through building relationships with all stakeholders including students, families and support services. The percentage endorsement on Sense of Connectedness and Management of Bullying factors, as reported in the Attitudes to School Survey was below like schools. The mental health, wellbeing, inclusion and engagement of our Mirripoa PS students was also improved through the creation of a designated wellbeing and sensory room. Throughout the year students used a student diary based on the Resilience Project to develop their gratitude, empathy, and mindfulness. Student feedback was sought through the development of student voice survey at the end of each term.

## Engagement

In 2023 the school's average number of absence days was 17 well below the Similar Schools and State average of 19.1 and 20.5 respectively. School lateness remained an area of concern for our students. After community consultation and school council discussion the school's timetable will be changed in 2024 with the school day scheduled to commence at 9:00 am. Lunchtime clubs continued to evolve e.g. gardening and library clubs throughout the year and are now conducted by teachers and our ES staff. For the first time the school employed a fulltime STEM teacher who had a positive impact on student engagement especially in the upper years. In term four the inaugural MPS Math's Camp was held to engage Year 4 students with mathematics.

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## Other highlights from the school year

In 2023 the school held it's first school concert at the Geelong Arena. The event was highlight of the school year and was attended by over 1000 people. The school delivered a comprehensive school camps and excursions program with all year levels participating. The school celebrated and acknowledged annual events such as Harmony Day, Book Week, ANZAC Day and National Simultaneous Storytime.

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## Financial performance

Mirripoa Primary School finished the 2023 year in a surplus due to the finances being carefully developed and managed in consultation with the school council and always following DE guidelines. Curriculum items and student needs are always prioritised, with a large amount of funds allocated to the purchase of class sets of netbooks and iPads, and a 3D printer for STEM. The establishment of new classrooms also being a significant cost.

Equity funds of \$21,517 were used toward an increase in hours for our Tutor Learning Program teacher. The casual relief staff total cost of \$172,419 (agency and CRT) is a major expense to the school, with unplanned COVID leave continuing to make in impact. In 2023 Mirripoa Primary School managed the Barwon South West Region Principal Network funds which is reflected in our finances.

Maintenance of our school buildings and grounds continues to be a large expense, including an increase to our contract cleaning cost due to the delivery of new relocatable buildings, football oval goal netting, and also the purchase of a bike shelter.

The Mirripoa Community supported our school by holding a Trivia Night, a Colour Run, and Eater Raffle and a Referendum BBQ. The majority of DE funds have been committed to support our student learning outcomes, and the operational needs of Mirripoa Primary School.

**For more detailed information regarding our school please visit our website at**  
<https://mirripoaps.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 393 students were enrolled at this school in 2023, 192 female and 201 male.

15 percent of students had English as an additional language and 3 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).

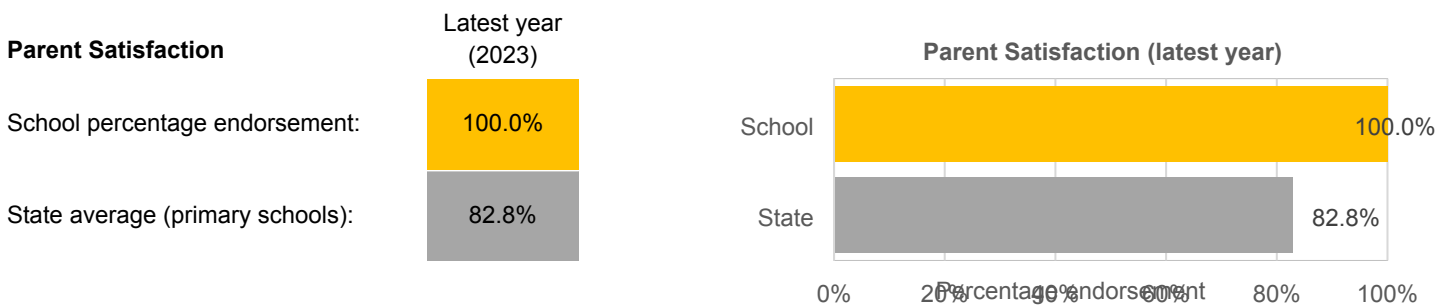
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

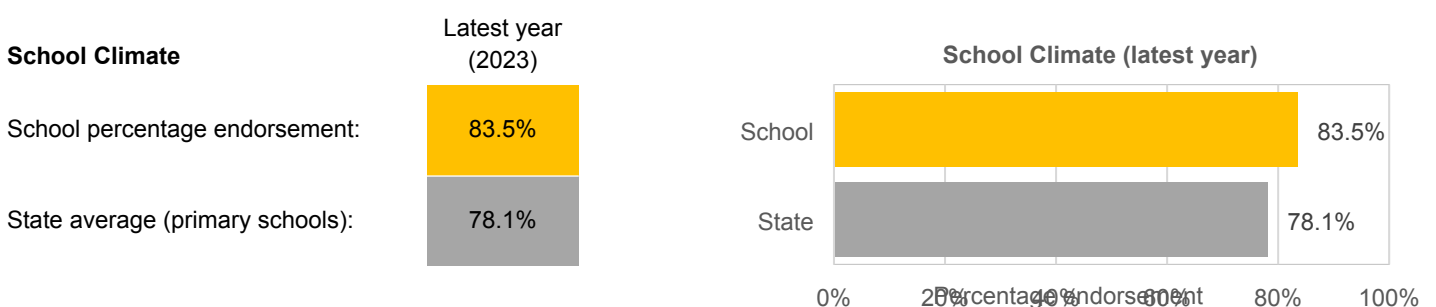


### School Staff Survey

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.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

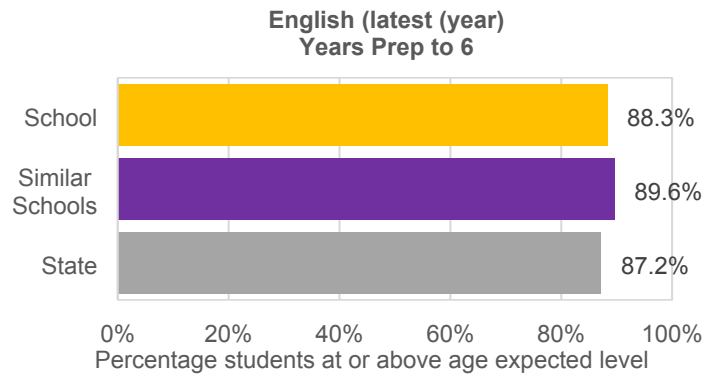
88.3%

Similar Schools average:

89.6%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

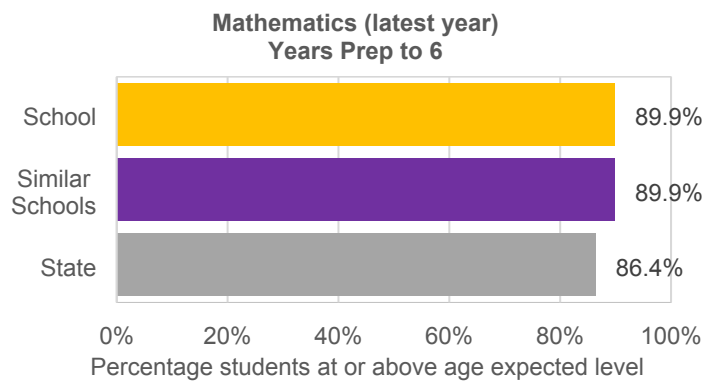
89.9%

Similar Schools average:

89.9%

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:

77.8%

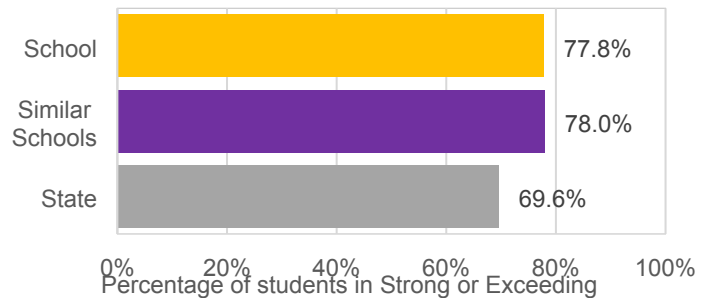
Similar Schools average:

78.0%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.3%

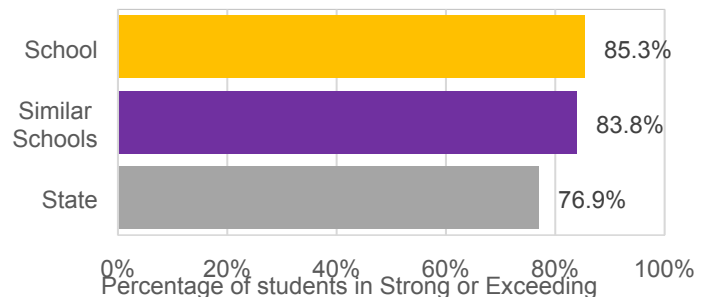
Similar Schools average:

83.8%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.2%

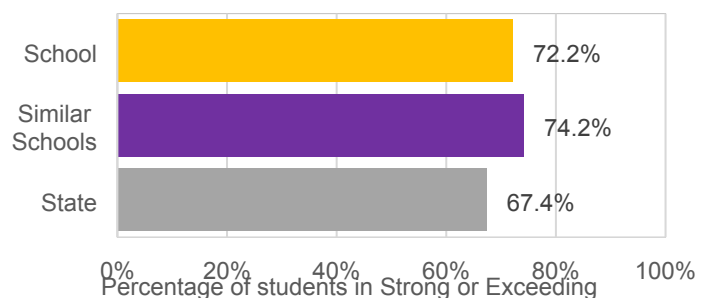
Similar Schools average:

74.2%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.1%

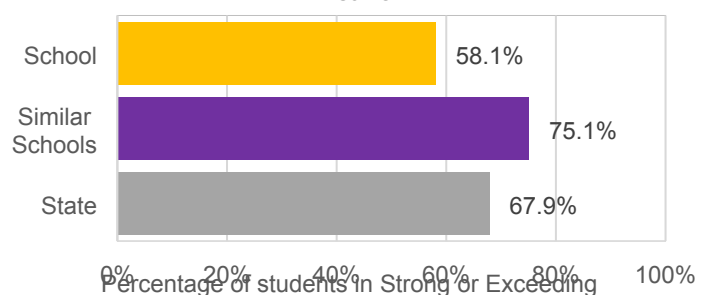
Similar Schools average:

75.1%

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:

87.1%

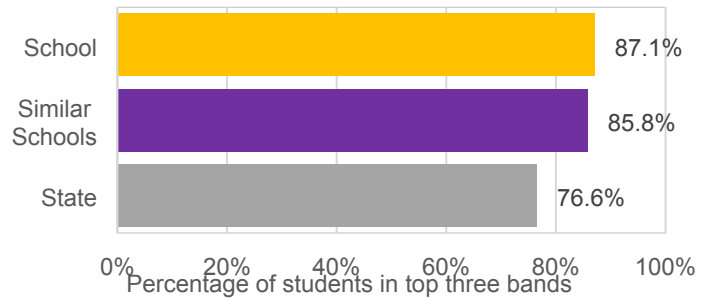
Similar Schools average:

85.8%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

86.2%

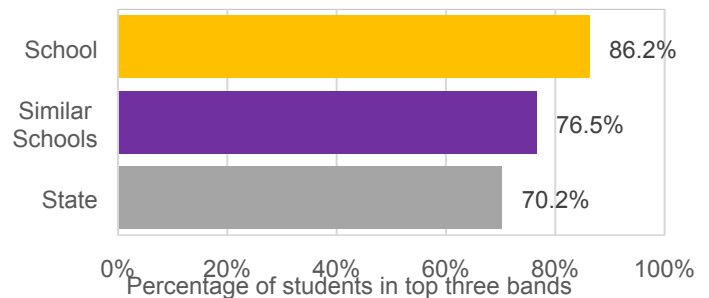
Similar Schools average:

76.5%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

67.9%

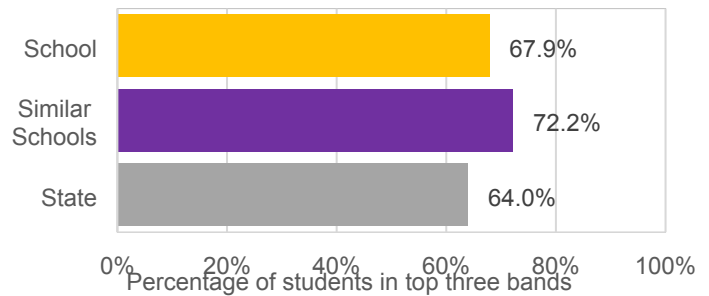
Similar Schools average:

72.2%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

69.2%

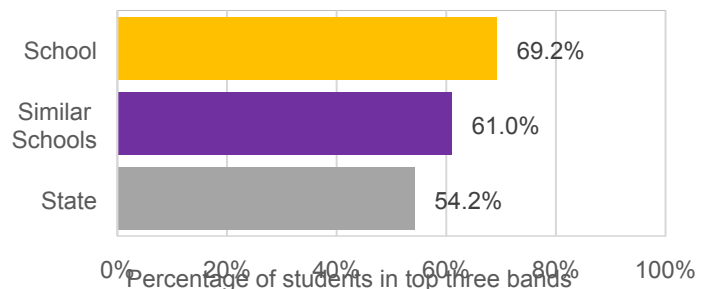
Similar Schools average:

61.0%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

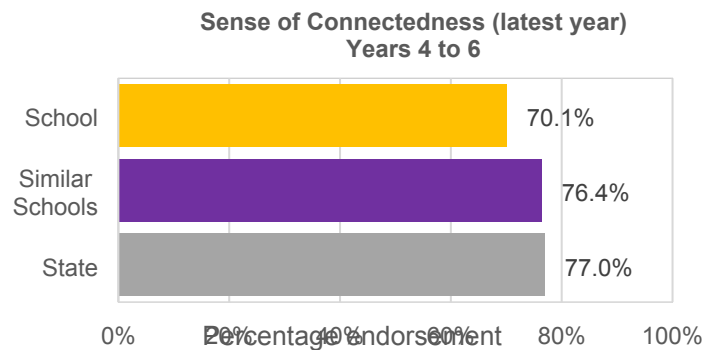
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2023)	4-year average
School percentage endorsement:	70.1%	69.0%
Similar Schools average:	76.4%	78.1%
State average:	77.0%	78.5%

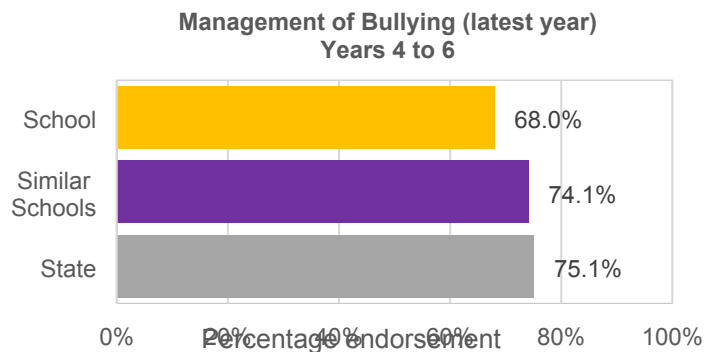


### Student Attitudes to School – Management of Bullying

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:	68.0%	71.1%
Similar Schools average:	74.1%	76.4%
State average:	75.1%	76.9%



## ENGAGEMENT

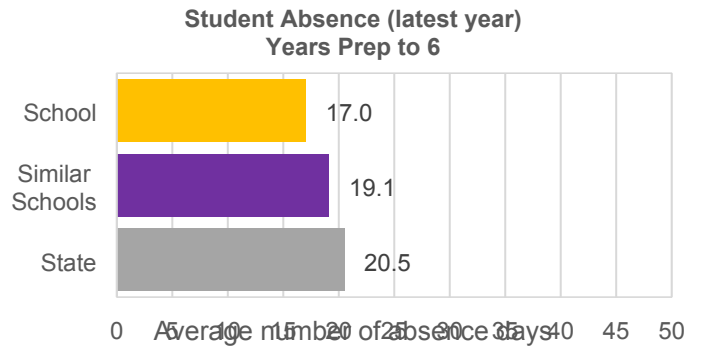
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	17.0	16.0
Similar Schools average:	19.1	16.3
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):	91%	92%	93%	92%	89%	92%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,737,236
Government Provided DET Grants	\$769,431
Government Grants Commonwealth	\$8,899
Government Grants State	\$5,236
Revenue Other	\$33,925
Locally Raised Funds	\$268,876
Capital Grants	\$32,000
<b>Total Operating Revenue</b>	<b>\$4,855,604</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$21,517
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$21,517</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,464,801
Adjustments	\$0
Books & Publications	\$3,216
Camps/Excursions/Activities	\$101,900
Communication Costs	\$4,982
Consumables	\$117,669
Miscellaneous Expense <sup>3</sup>	\$22,528
Professional Development	\$31,782
Equipment/Maintenance/Hire	\$133,692
Property Services	\$135,262
Salaries & Allowances <sup>4</sup>	\$91,364
Support Services	\$110,243
Trading & Fundraising	\$20,279
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,556
Utilities	\$37,549
<b>Total Operating Expenditure</b>	<b>\$4,276,823</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$546,781</b>
<b>Asset Acquisitions</b>	<b>\$113,840</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$279,298
Official Account	\$51,236
Other Accounts	\$8,116
<b>Total Funds Available</b>	<b>\$338,650</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$124,296
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$7,704
School Based Programs	\$181,679
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,848
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$74,200
Capital - Buildings/Grounds < 12 months	\$70,583
Maintenance - Buildings/Grounds < 12 months	\$95,129
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$562,439</b>

*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.*