

# 2024 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 18 March 2025 at 08:21 AM by Darryl Diment (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 28 April 2025 at 09:33 AM by Darryl Diment (Principal)

# 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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Mirripoa comes from the Wadawurrung language and means sunny plains. The school is located in Mount Duneed approximately 10 kilometers from Geelong. In 2024, Mirripoa Primary School had an enrolment of 549 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 2024 there was the equivalent of 31.3 FTE Teaching Staff and 18 FTE Support Staff. The Student Family Occupation was 0.31 and Education (SFOE) Index was 0.26. 11 percent of students had English as an additional language. Our professional and caring staff continually strive to improve student outcomes by using evidenced-based teaching strategies (both structured literacy and explicit instruction) 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 2.0, delivering excellent 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.

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

#### Learning

In 2024, the school's Annual Implementation Plan (AIP) focused on three strategic goals. These included:

1. To improve student outcomes in Literacy and Numeracy for all students, with a particular focus on Number and Algebra.
2. To enhance student voice, agency and learning.
3. To develop students who display actions, behaviours and attitudes that reflect the school values.

The school progressed its strategic goals and supported improvement in Literacy and Numeracy for all students by implementing a structured literacy approach, developing an updated instructional model and continuing its professional learning through the Primary Mathematics and Science Specialists initiative. Student voice, agency and leadership was further developed by the use of student learning goals and continued professional learning focussed on a whole school understanding of what student voice, agency and leadership represents. Developing students who display actions, behaviours and attitudes that reflect the school values was supported revising and

updating our school wide positive behaviour matrix and explicit modelling of the behaviours throughout the year.

The percentage of Year 3 Mirripoa Primary School in the strong or exceeding bands for NAPLAN Reading 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 was below the State and 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 and above State average.

## Wellbeing

The school's wellbeing leader was supported by two wellbeing officers in 2024. They worked with the assistant principal and staff to continue the implementation of the school's Visible Wellbeing program especially with our new staff who received training. The wellbeing leader and officer 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 improved through further enhancement and use of our dedicated wellbeing and sensory room. Student feedback was sought through the development of student voice survey at the end of each term.

## Engagement

In 2024 the school's average number of absence days was 19.6 below the similar schools and state average of 20.4 and 21.8 respectively. School lateness remained an area of concern for our students. After community consultation and school council discussion the school's timetable was 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. The MPS Math's Camp was again held to engage our students with mathematics. The school entered a debating team for the first time and was an active participant in the Surf Coast Sports Association competition throughout the year. In 2024 we held our first art show to celebrate the artistic talents of our students and engage our community.

## Other highlights from the school year

In 2024 the school held its first art show at school. The event was highlight of the school year and was well attended. 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.

## Financial performance

Mirripoa Primary School finished the 2024 year in a surplus due to the finances being carefully developed and managed in consultation with the school council and always following DoE 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. The establishment of new classrooms also being a significant cost for the school (\$155,000). Equity funds of \$29,056 were used toward an increase in hours for additional education support staff and to run the Jo Seamer program. The casual relief staff total cost of \$210,000 (agency and CRT) is a major expense and increased due to more staff at the school. 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 and maintenance shed. The Mirripoa school community supported our school by holding a trivia night, Christmas raffle and Easter raffle. The majority of DoE 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.

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### SCHOOL PROFILE

#### Enrolment Profile

A total of 514 students were enrolled at this school in 2024, 242 female and 272 male.

17 percent of students had English as an additional language and 4 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).

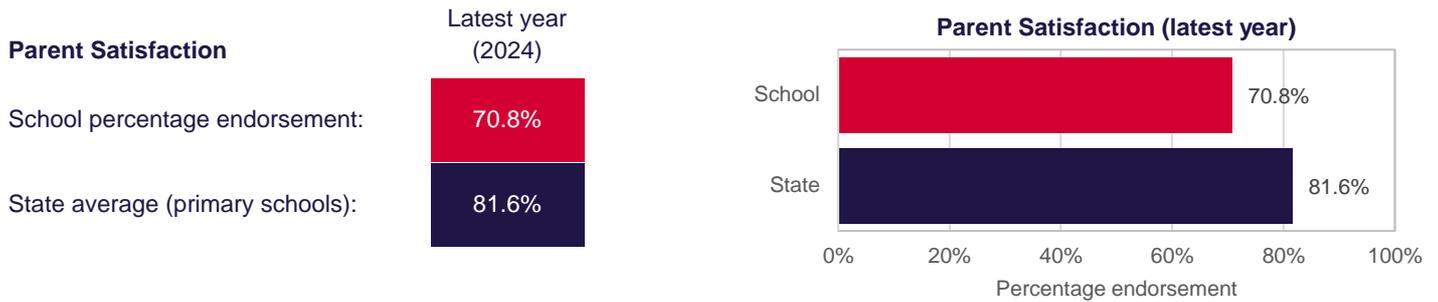
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

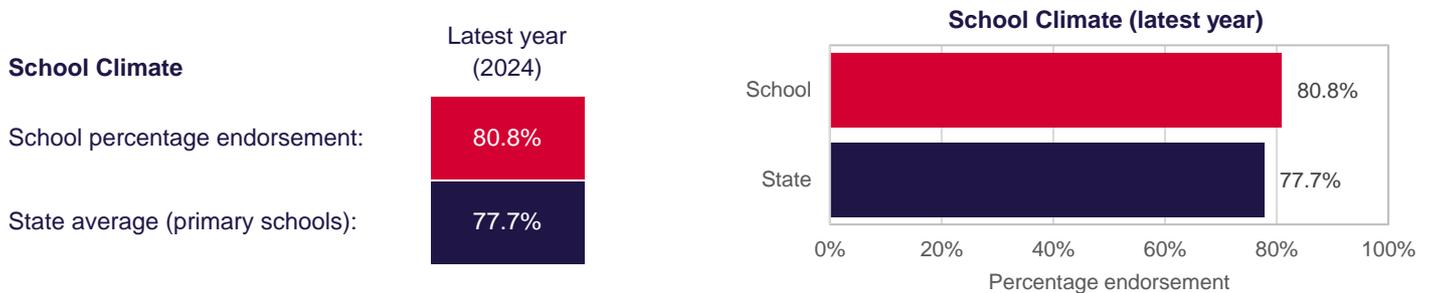


### School Staff Survey

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.

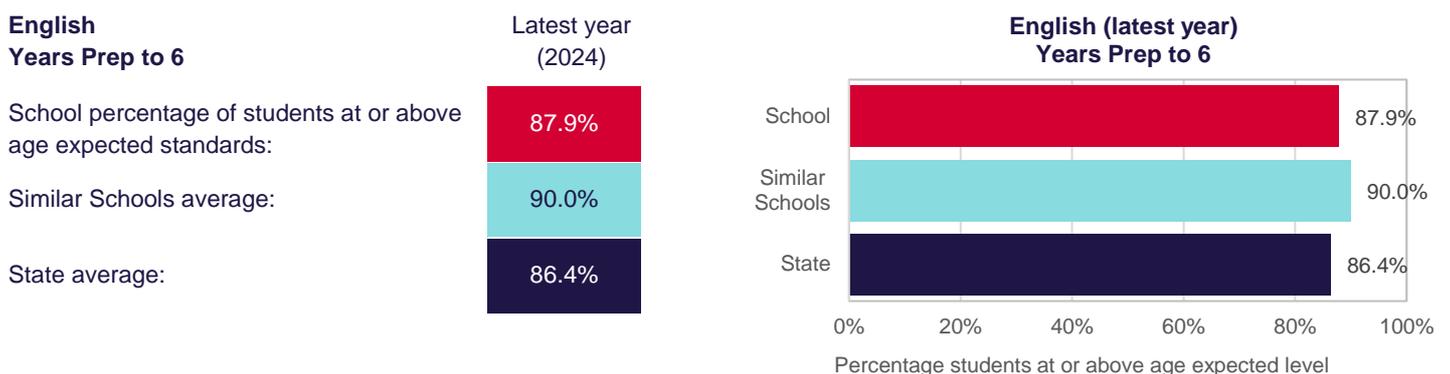


## LEARNING

**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.



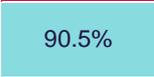
**Mathematics**  
**Years Prep to 6**

Latest year  
(2024)

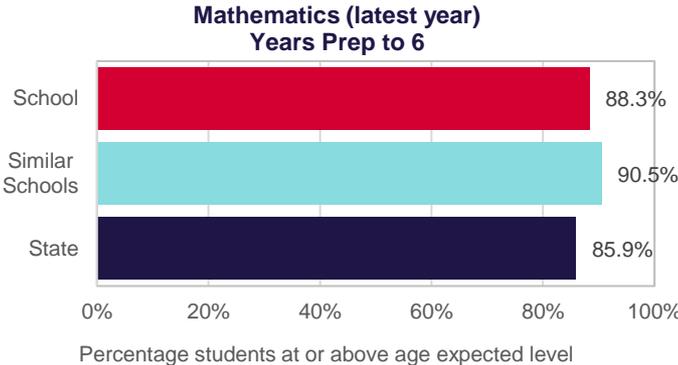
School percentage of students at or above  
age expected standards:



Similar Schools average:



State average:



## LEARNING (continued)

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

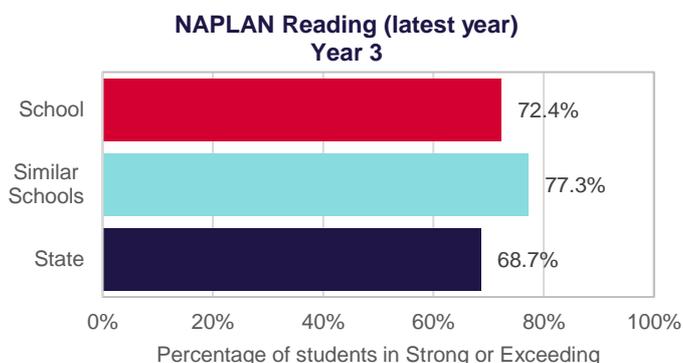
### NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

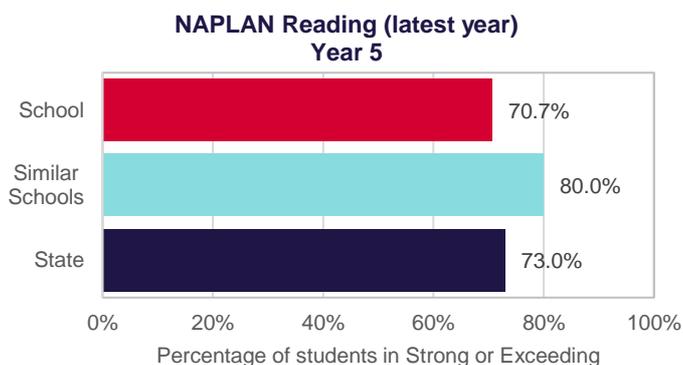
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.4%	74.6%
Similar Schools average:	77.3%	76.7%
State average:	68.7%	69.2%



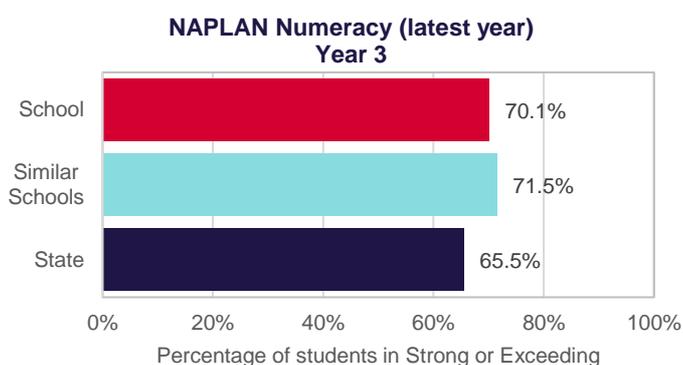
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.7%	77.3%
Similar Schools average:	80.0%	82.1%
State average:	73.0%	75.0%



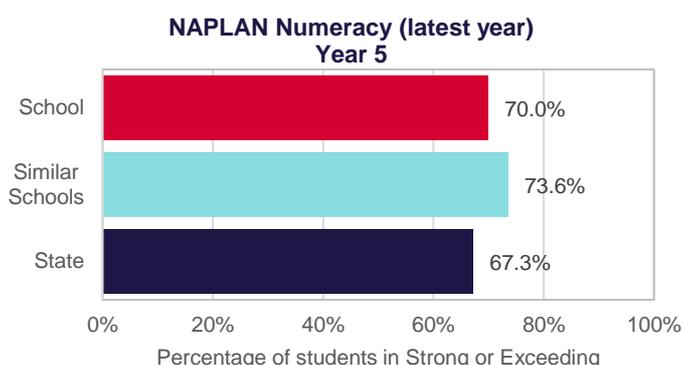
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.1%	71.0%
Similar Schools average:	71.5%	72.3%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	64.8%
Similar Schools average:	73.6%	74.9%
State average:	67.3%	67.6%



## LEARNING (continued)

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

### NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

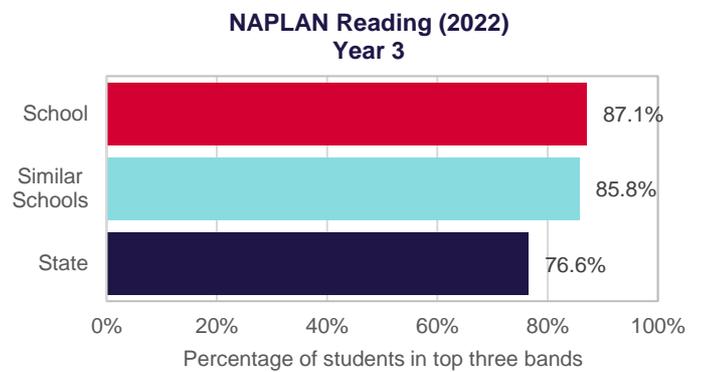
87.1%

Similar Schools average:

85.8%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

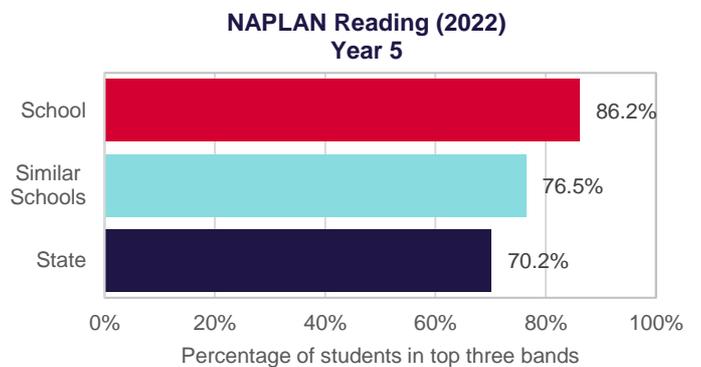
86.2%

Similar Schools average:

76.5%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

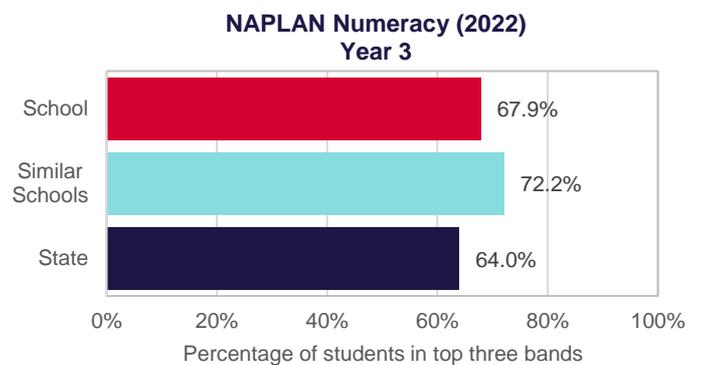
67.9%

Similar Schools average:

72.2%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

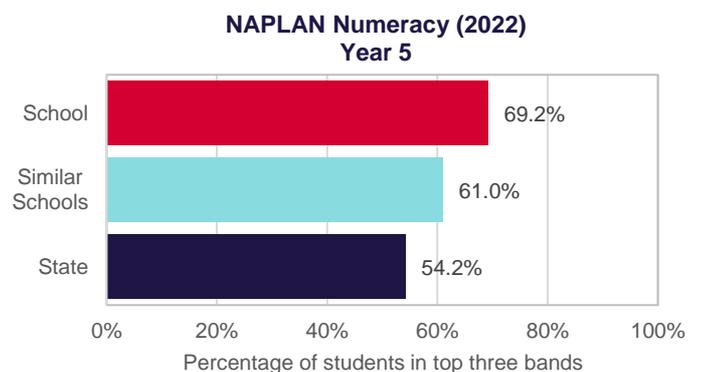
69.2%

Similar Schools average:

61.0%

State average:

54.2%



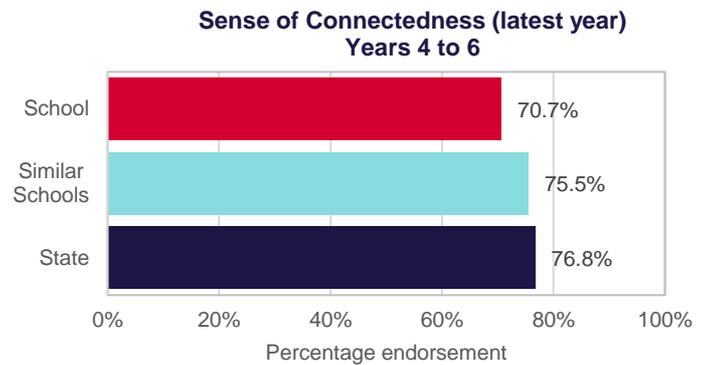
## WELLBEING

**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).

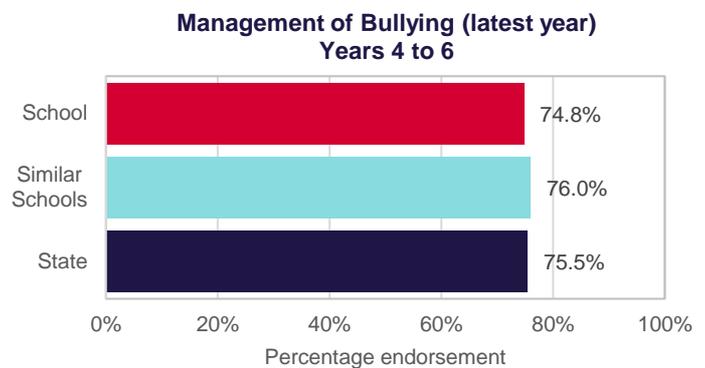
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	70.7%	69.6%
Similar Schools average:	75.5%	77.2%
State average:	76.8%	77.9%



### Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	74.8%	72.5%
Similar Schools average:	76.0%	76.3%
State average:	75.5%	76.3%



## ENGAGEMENT

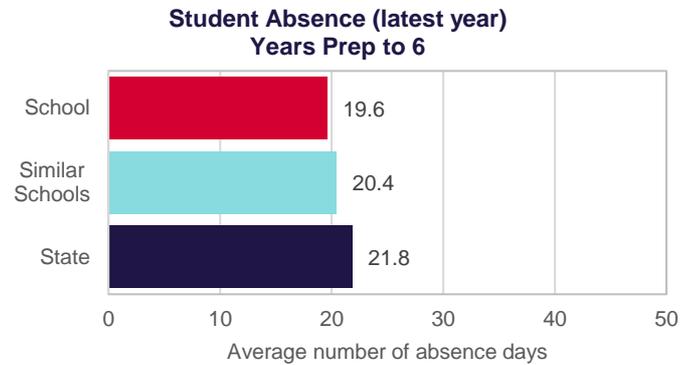
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2024)	4-year average
School average number of absence days:	19.6	17.6
Similar Schools average:	20.4	18.0
State average:	21.8	20.1



### 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 (2024):	92%	90%	90%	90%	89%	89%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,390,185
Government Provided DET Grants	\$1,015,072
Government Grants Commonwealth	\$21,940
Government Grants State	\$0
Revenue Other	\$25,988
Locally Raised Funds	\$328,490
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,781,674</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$29,057
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$29,057</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,860,448
Adjustments	\$0
Books & Publications	\$3,762
Camps/Excursions/Activities	\$133,153
Communication Costs	\$4,465
Consumables	\$130,839
Miscellaneous Expense <sup>3</sup>	\$33,742
Professional Development	\$18,497
Equipment/Maintenance/Hire	\$220,203
Property Services	\$237,805
Salaries & Allowances <sup>4</sup>	\$155,247
Support Services	\$94,001
Trading & Fundraising	\$15,795
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,055
Utilities	\$54,928
<b>Total Operating Expenditure</b>	<b>\$5,963,940</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$817,734</b>
<b>Asset Acquisitions</b>	<b>\$121,629</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 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$665,881
Official Account	\$82,933
Other Accounts	\$12,475
<b>Total Funds Available</b>	<b>\$761,289</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$187,121
Other Recurrent Expenditure	\$16,591
Provision Accounts	\$0
Funds Received in Advance	\$242,880
School Based Programs	\$216,728
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$135,000
Maintenance - Buildings/Grounds < 12 months	\$167,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,005,320</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.*