

2025 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 30 March 2026 at 01:26 PM by Darryl Diment (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 30 March 2026 at 01:26 PM by Darryl Diment (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

Mirriposa Primary School opened in 2020. The school is located in Mount Duneed approximately 10 kilometers from Geelong. In 2025, Mirriposa Primary School had an enrolment of 616 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 2025 there was the equivalent of 36.6 FTE Teaching Staff and 20 FTE Support Staff. The Student Family Occupation was 0.33 and the Student Family Occupation and Education Index was 0.27. Thirteen 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 student achievement with a strong focus on literacy and numeracy. We use an integrated approach to build knowledge by linking content across different curriculum areas 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

The school progressed its strategic goals and supported improvement in Literacy and Numeracy for all students by continuing the implementation of a structured literacy approach, an updated instructional model and continuing professional learning through participation in the Latrobe University Solar Lab Project. Student voice, agency and leadership was further developed by the revision of how student learning goals were used across the school. This resulted in students setting goals in English, mathematics and personal learning domains to make the process more manageable and impactful.

The percentage of Year 3 Mirriposa Primary School students in the strong or exceeding bands for NAPLAN Reading was above the similar schools average and State average. In Numeracy the percentage of students was above the similar schools average and State average. The percentage of Year 5 Mirriposa Primary School students in the strong or exceeding bands for NAPLAN Reading was well above the similar schools average and the State average. In Numeracy the percentage of students in the strong or exceeding bands was just below the similar

schools average and above the State average. The percentage of Year 3 to 5 students achieving high or medium relative growth in Reading and Numeracy was well above similar schools. 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. The school's performance in NAPLAN Writing was outstanding in both Year 3 and 5.

Wellbeing

The school continued to employ two wellbeing officers in 2025 who directly supported our students' mental health through building relationships with all stakeholders including students, families and support services. The school funded the provision a high number of student wellbeing and leadership programs throughout the year. These included: Project Rokit, iCan and the Play Program Leaders Program. All new staff continued to receive training in the Visible Wellbeing program. The positive percentage endorsement on the Sense of Connectedness and Management of Bullying factors as reported in the Attitudes to School Survey were above similar schools. The mental health, wellbeing, inclusion and engagement of our students was also improved through funding additional education support staff and the use of our dedicated wellbeing and sensory room. Student feedback was sought throughout the year by the use of our dedicated student voice survey at the end of each term.

Engagement

The percentage endorsement for the engagement domains of Effective Teaching Practice for Cognitive Engagement and Social Engagement were above similar schools in all factors. In 2025 the school's average number of absence days was 19.9 which was below the similar schools and State average. In 2025 the school had 32% of students with 95% attendance or higher and 34% of students with 20 or more absences with both figures better than similar schools.

Despite the introduction of additional strategies such as Do Now activities, school lateness remained an area of concern for our students. Lunchtime clubs continued to grow e.g. gardening and library clubs throughout the year and are now jointly conducted by teachers and our ES staff. The school entered another debating team and was an active participant in the Surf Coast Sports Association competition throughout the year. In 2025 we held our second school concerts (a senior and junior school concert) to showcase the performing arts talents of our students and engage our community.

Other highlights from the school year

In 2025 the school held its second school concert/s with the junior concert held at school and the senior concert taking place at the Geelong Arena. Both events received amazing support from the school community and were highly successful in production and attendance terms. The school

continued to deliver a comprehensive school camps and excursions program to complement the curriculum. The school celebrated and acknowledged annual events such as Harmony Day, Diwali, Book Week, ANZAC Day, Remembrance Day and National Simultaneous Storytime.

Financial performance

Mirripoa Primary School finished the 2025 year in a surplus due to the finances being carefully developed and managed in consultation with the school council and always following DoE guidelines. The staffing profile is a balanced mix of leadership, experienced and graduate teachers, and education support staff.

The school community is very supportive of our fundraising initiatives, including supporting our junior and senior concerts, trivia night and Easter raffle. Parent/Carer voluntary contributions totalled \$46,684, and the school received \$28,864 from overseas paying students. All funds have been committed to support our student learning outcomes, our diverse range of educational opportunities, and the operational needs of Mirripoa Primary School. Our continual enrolment growth has required funds to be allocated to the establishment of further new classrooms, furniture and classrooms essentials.

Equity funds of \$49,293.50 were used toward an increase in hours for additional education support staff, staff training, and to implement the Jo Seamer program. The casual relief staff total cost of \$244,594 (agency and CRT) is a major expense and increased due to more staff at the school. Mental Health funding of \$73,149 was used to employ extra wellbeing staff and many programs to support the wellbeing of our students. 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 a Mod 10 and an administration/staff room building.

**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

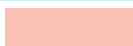


A total of 622 students were enrolled at this school in 2025, 289 female and 333 male. 21% had English as an additional language and 4% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - Medium**.




Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	87.0%	
	Similar schools	79.0%	
	State	82.0%	

School Staff Survey


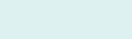


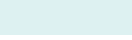

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	66.1%	
	Similar schools	79.2%	
	State	77.4%	

LEARNING


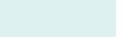


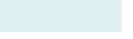


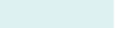




Teacher Judgement of student achievement against the Victorian Curriculum

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	88.1%	
	Similar schools	90.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	87.6%	
	Similar schools	88.4%	
	State	84.2%	

NAPLAN

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


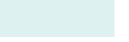


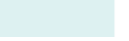

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	79.1%		76.5%
	Similar schools	75.8%		76.4%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	86.1%		81.6%
	Similar schools	79.4%		81.2%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	77.7%		73.8%
	Similar schools	73.8%		72.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	74.6%		69.7%
	Similar schools	75.6%		75.2%
	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'.


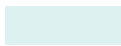

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	85.2%	
	Similar schools	74.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	78.3%	
	Similar schools	74.2%	
	State	74.0%	

WELLBEING


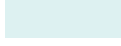

Student Attitudes to School – Sense of Connectedness

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	82.9%		73.7%
	Similar schools	75.7%		76.1%
	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	83.6%		75.5%
	Similar schools	76.1%		75.8%
	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	19.9	19.1
	Similar schools	19.8	19.9
	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	92.2%	
Year 1	School	89.6%	
Year 2	School	88.9%	
Year 3	School	90.1%	
Year 4	School	90.4%	
Year 5	School	89.3%	
Year 6	School	87.6%	

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	\$6,759,844
Government Provided DET Grants	\$1,122,201
Government Grants Commonwealth	\$14,146
Government Grants State	\$96,520
Revenue Other	\$43,710
Locally Raised Funds	\$401,424
Capital Grants	\$0
Total Operating Revenue	\$8,437,844

Equity	Actual
Equity (Social Disadvantage)	\$49,294
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$49,294

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

Expenditure	Actual
Student Resource Package ¹	\$6,444,209
Adjustments	\$0
Books & Publications	\$1,231
Camps/Excursions/Activities	\$185,118
Communication Costs	\$5,700
Consumables	\$126,239
Miscellaneous Expenses ²	\$20,726
Agency Staff	\$129,887
Professional Development	\$33,329
Equipment/Maintenance/Hire	\$174,611
Property Services	\$231,812
Salaries & Allowances ³	\$160,108
Support Services	\$36,711

Expenditure	Actual
Trading & Fundraising	\$45,455
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$501
Utilities	\$70,003
Total Operating Expenditure	\$7,665,640
Net Operating Surplus/-Deficit	\$772,204
Asset Acquisitions	\$203,889

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	\$797,669
Official Account	\$55,242
Other Accounts	\$17,603
Total Funds Available	\$870,514

Financial Commitments	Actual
Operating Reserve	\$203,572
Other Recurrent Expenditure	\$5,592
Provision Accounts	\$0
Funds Received in Advance	\$77,748
School Based Programs	\$238,857
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$140,000
Capital - Buildings/Grounds < 12 months	\$120,000
Maintenance - Buildings/Grounds < 12 months	\$190,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$975,769

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.