

2024 Annual Report to the School Community

School Name: Mirboo North Primary School (2383)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 24 April 2025 at 03:16 PM by Matthew Snell (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 24 April 2025 at 03:17 PM by Matthew Snell (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
- 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 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

Mirboo North Primary School upholds the motto “Working Together.” Through close collaboration with families, carers, and the wider community, we strive to create opportunities that help children develop into caring, confident, and capable individuals with a positive outlook on themselves, learning, and life.

Our goal is to nurture responsible, self-assured students who exhibit respect for themselves, others, and their environment. We encourage healthy self-esteem, self-discipline, and a strong sense of community. Above all, we empower our students to embrace challenges and pursue their learning with enthusiasm and resilience.

At Mirboo North, we are committed to ensuring that every child has the opportunity to succeed and experience growth. Following the Victorian Teaching and Learning Model 2.0 our curriculum is designed to assess each student’s individual needs, build on their strengths, and provide both academic and social support to help them achieve their best.

We offer an inclusive, safe, and inspiring learning environment, complemented by a wide variety of extracurricular activities, including:

- Bi-annual School Performances
- Picture Book/Media Competitions
- Camps and Excursions
- Sporting Events at varying levels
- Art Performances and Community Service Initiatives
- Annual BeYou Events
- Lunchtime Activities
- Outdoor Education in our beautiful grounds, including the Arboretum
- Breakfast Club

In addition, we participate in local cultural events, further enriching our students' educational experience.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the school prioritised **Building Practice Excellence** and **Creating a Positive Climate for Learning**, with a strong focus on student wellbeing as we investigated then changed our

school vision and values. Resources were allocated to enhance teacher practice through professional learning, demonstrating our commitment to continuous improvement. Despite the challenges posed by the 2024 February storms in Mirboo North, we were incredibly pleased with the outcomes from our facilitated internal professional development (PD) sessions and the progress made during our teaching and learning meetings through our robust Professional Learning Communities (PLCs).

The work within the PLCs played a key role in monitoring our use of the **Sounds-Write** phonics program across the school, aimed at improving student phonics comprehension, as well as the redevelopment of our mathematics curriculum. With the support of, four dedicated experts—two in Literacy and two in Mathematics—were appointed to lead these initiatives, resulting in significant improvements. Notably, our strong performance in **NAPLAN** in reading, writing and numeracy has positioned us well above similar schools and above state in numerous areas.

Our tutor program funded by Equity Funds, made a significant impact on 75 students identified as being at educational risk. This initiative has played a vital role in supporting these students' learning journeys.

We've also continued to strengthen student agency by enhancing student-centered programs and expanding leadership opportunities. The student responses to changing school values, picking new ones then promoting school pride, contributed to a positive and inclusive school culture.

Looking ahead, we are refining our behaviour management approach aligning with our new values, aiming for greater clarity and consistency while aligning more closely with community expectations.

Wellbeing

In 2022, we began implementing significant changes in how our school addresses the wellbeing of both students and staff and as a result in 2024 we were proud of our ongoing efforts to support wellbeing across the school and our broader community. We have taken steps to enhance the individual levels of support we offer while also bringing in specialist supports for individuals and families to the school. Our leadership team was able to dedicate more time to meet, formalise action plans, and strengthen our partnerships with Chaplaincy and external agencies. This will continue to develop in 2024, with the introduction of MHIPS and the training involved with it, as well as continued learning support for leadership and key wellbeing team members.

The school's welfare team collaborates closely with the community, engaging not only through the **BeYou** program but also through a range of wellbeing initiatives like **Life Skills**, **Breakfast Club**, local church groups, and **Community Service Programs**. We also work in partnership with our **Community Foundation (MNDCF)** and **Bendigo Bank**, all with the shared goal of improving wellbeing outcomes for everyone in our community.

Significant time and effort was invested by wellbeing staff and staff in general post the February storms, to ensure every child and family in need was identified and supported to the best of our abilities. Even into 2025 we still have families living out of their homes still dealing with insurance agencies and the ongoing impacts of the storm. We continue to provide support in terms of space for counselling and provide extra classroom supports where appropriate for these families. All staff undertook professional development with 'Storm Birds' training when dealing with the aftermath of natural disasters, while key staff will be delivering the program to groups of children at the beginning of 2025.

Engagement

In 2024, opportunities for students to experience achievement and build confidence were once more through a variety of camps, excursions, and school-based activities, all of which were back on track and led by our dedicated staff after storms in February. These initiatives provided a broad range of engaging options throughout the year, catering to all age groups. Our staff went above and beyond to offer a wealth of experiences, from extensive camps to lunchtime activities, check-ins, and detailed reports, contributing to a truly memorable year after a horrific start for many families in the town.

The school continued its commitment to student wellbeing by integrating the **BeYou** and **PATHS** frameworks into daily school life, as well as during special feature days. Our **Wellbeing Team**, an organized and highly effective group, consistently reflects on and monitors parent feedback while remaining proactive in improving student outcomes, both inside and outside the school environment.

Our efforts with the **PATHS** program have led to improvements in student engagement and reinforced consistent behavioral expectations. However, after preliminary discussions, we recognize the need for a review and update of the **PATHS matrix** and are considering input from secondary school staff and students to further refine our approach in 2025.

In addition, we've remained focused on leveraging current technologies to enhance student engagement and build digital literacy skills. To complement these efforts, we also introduced **Drama** and **Music** as part of the curriculum, expanding our creative and artistic offerings.

Financial performance

Our school has made the strategic decision to continue to allocate additional staff resources to support and plan for changes in 2025. While this continues to mean that our financial position from 2023-2025 may not appear as strong, the investment in extra specialist staff and support staff will play a key role in delivering the objectives outlined in the end of our four year strategic plan.

The school received several generous grants, including:

- **Sporting Schools:** Funding for community sports programs such as swimming, basketball, football, tennis, bowls, and netball.
- **Victorian Bushfire Authority:** Grants to fund essential safety upgrades.
- **Mirboo North and District Community Foundation:** Support for the welfare needs of families in our community and introduction of 'Storm Birds'.
- **Bendigo Bank:** Contributions to enhance specific school programs, including the **Breakfast Club** and murals.

These significant contributions have been instrumental in expanding opportunities for our students, particularly in targeted areas of need. Our parents and staff have also been exceptional

in raising additional funds to support our school, both through parents club and start of year donations.

While the school concluded the year with a large deficit in its **Credit Budget** for 2024, this result was better than anticipated, thanks to careful planning with staff and the School Council at the beginning of the year.

**For more detailed information regarding our school please visit our website at
<https://mirboonorthps.wixsite.com/official>**

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 286 students were enrolled at this school in 2024, 131 female and 155 male.

NDP percent of students had English as an additional language and 5 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).

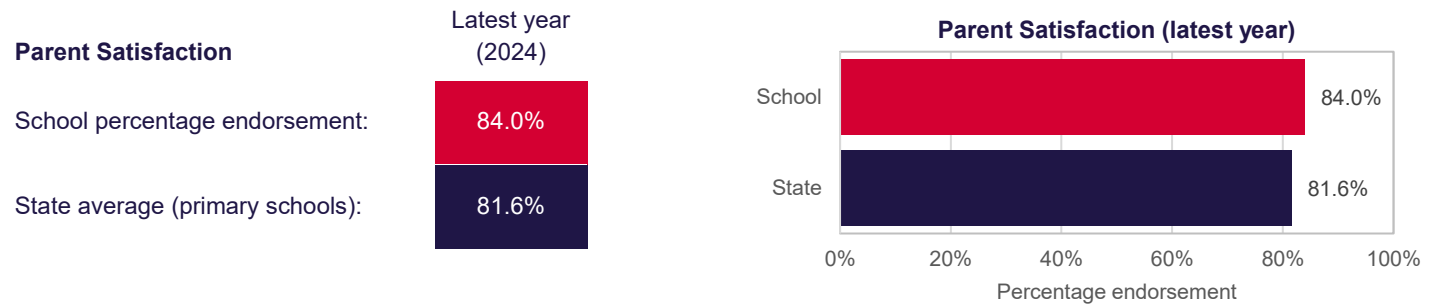
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **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.

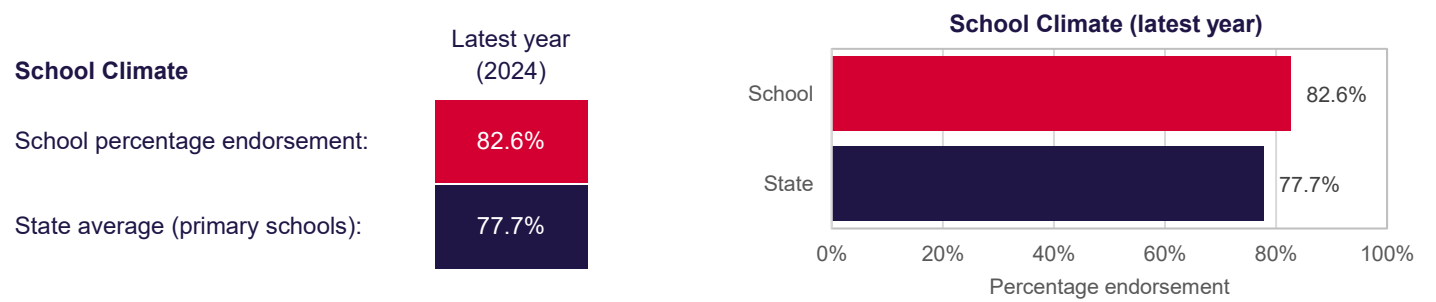


School Staff Survey

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

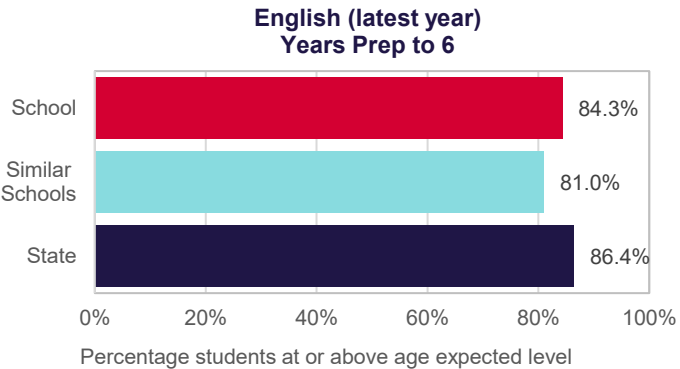
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

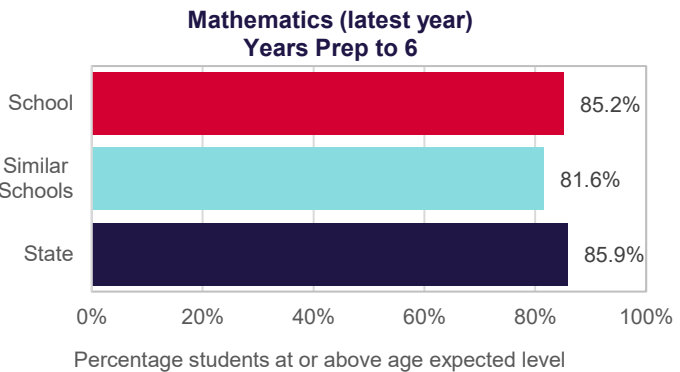
English
Years Prep to 6

	Latest year (2024)
School percentage of students at or above age expected standards:	84.3%
Similar Schools average:	81.0%
State average:	86.4%



Mathematics
Years Prep to 6

	Latest year (2024)
School percentage of students at or above age expected standards:	85.2%
Similar Schools average:	81.6%
State average:	85.9%



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.

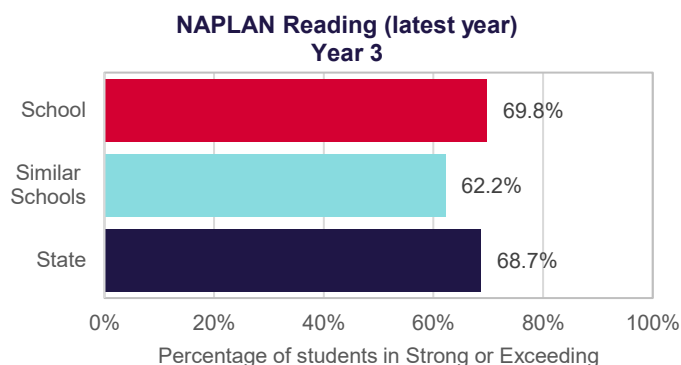
NAPLAN

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.

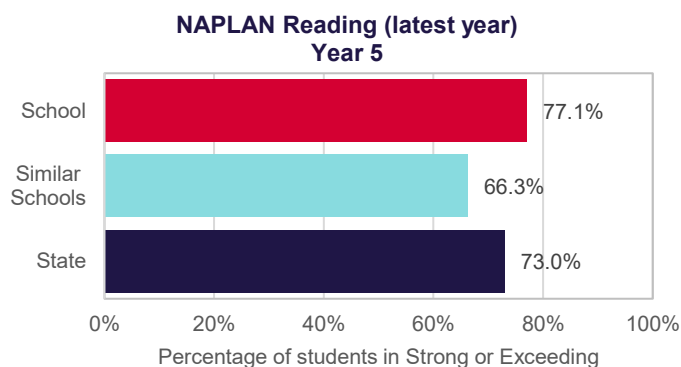
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.8%	72.6%
Similar Schools average:	62.2%	61.8%
State average:	68.7%	69.2%



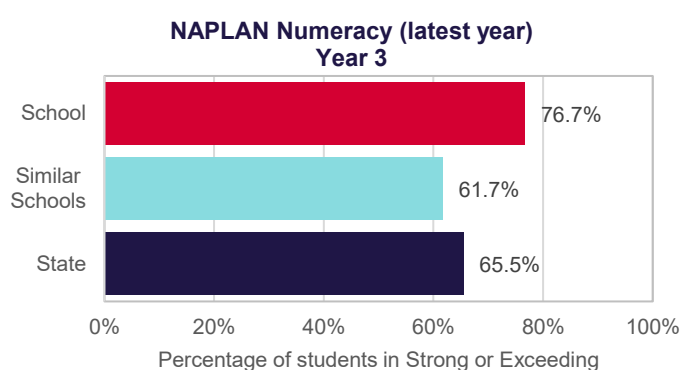
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.1%	78.6%
Similar Schools average:	66.3%	69.0%
State average:	73.0%	75.0%



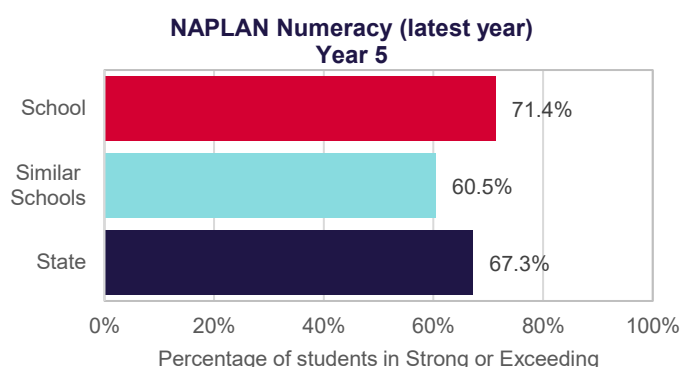
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.7%	76.2%
Similar Schools average:	61.7%	62.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	74.7%
Similar Schools average:	60.5%	60.2%
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:

67.4%

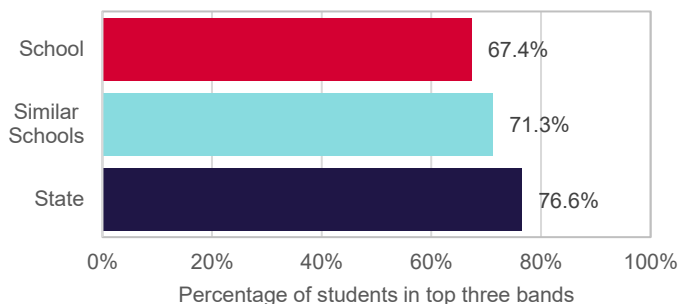
Similar Schools average:

71.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

79.4%

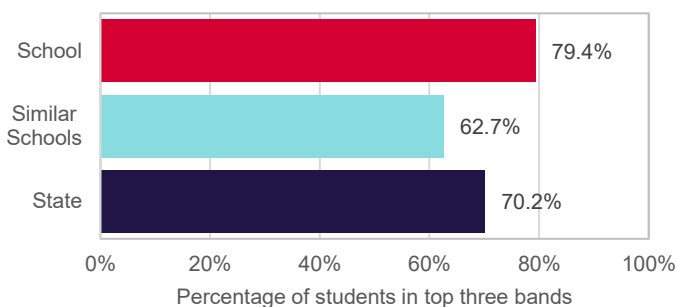
Similar Schools average:

62.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

66.7%

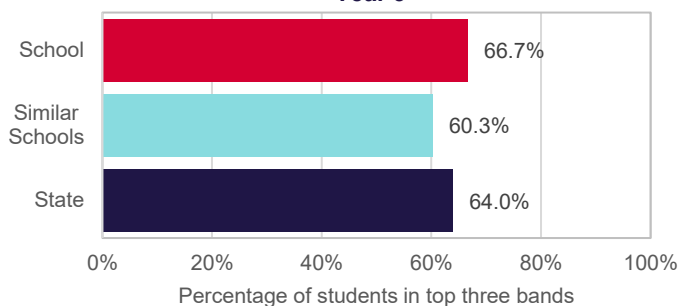
Similar Schools average:

60.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

70.6%

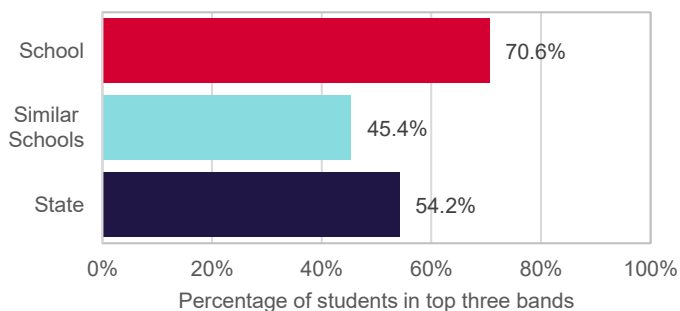
Similar Schools average:

45.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

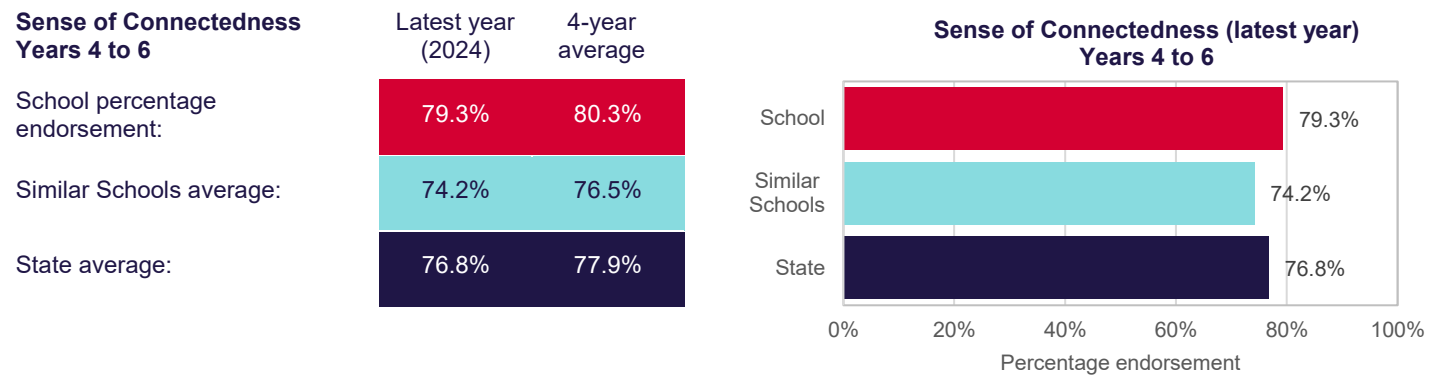


WELLBEING

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.

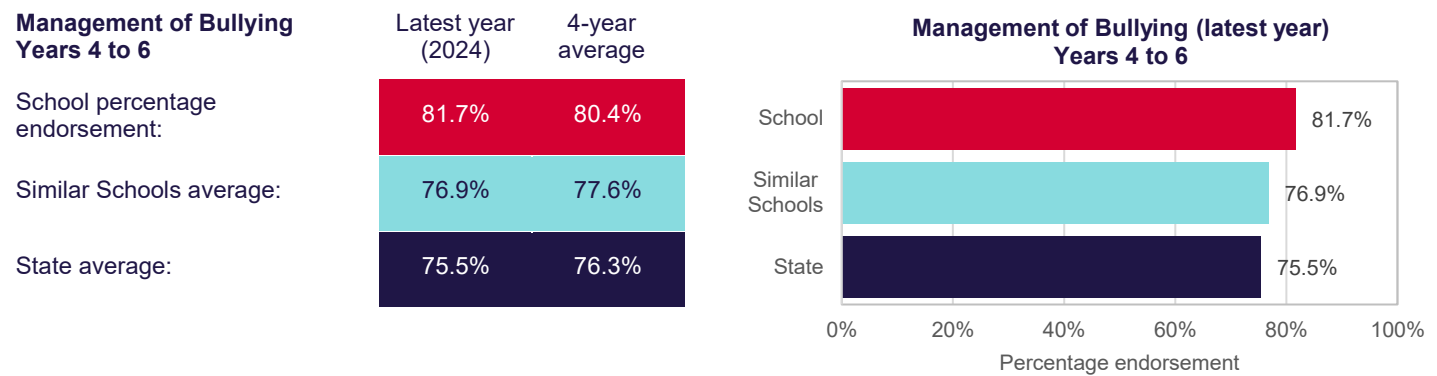
Student Attitudes to School – Sense of Connectedness

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).



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).

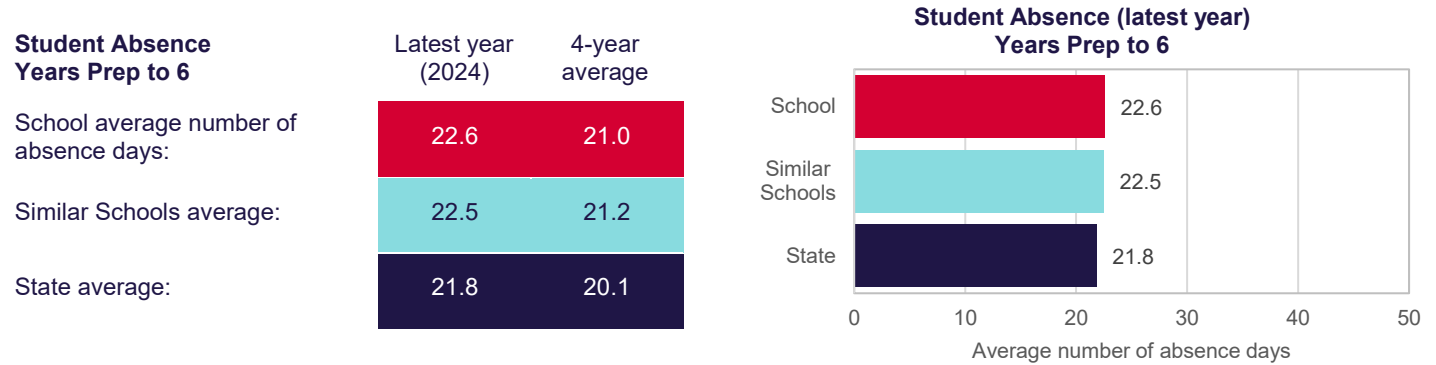


ENGAGEMENT

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.



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):	90%	91%	88%	88%	89%	87%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,089,569
Government Provided DET Grants	\$305,627
Government Grants Commonwealth	\$0
Government Grants State	\$20,250
Revenue Other	\$86,578
Locally Raised Funds	\$182,466
Capital Grants	\$0
Total Operating Revenue	\$3,684,489

Equity ¹	Actual
Equity (Social Disadvantage)	\$194,519
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$194,519

Expenditure	Actual
Student Resource Package ²	\$3,452,431
Adjustments	\$0
Books & Publications	\$1,808
Camps/Excursions/Activities	\$97,232
Communication Costs	\$4,214
Consumables	\$50,374
Miscellaneous Expense ³	\$72,415
Professional Development	\$14,991
Equipment/Maintenance/Hire	\$44,713
Property Services	\$210,350
Salaries & Allowances ⁴	\$161,429
Support Services	\$0
Trading & Fundraising	\$37,085
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,742
Total Operating Expenditure	\$4,186,784
Net Operating Surplus/-Deficit	(\$502,295)
Asset Acquisitions	\$18,000

- (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 16 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

Funds available	Actual
High Yield Investment Account	\$368,794
Official Account	\$3,446
Other Accounts	\$0
Total Funds Available	\$372,240

Financial Commitments	Actual
Operating Reserve	\$122,430
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$129,385
School Based Programs	\$5,964
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$41,025
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$42,098
Maintenance - Buildings/Grounds < 12 months	\$29,852
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$370,754

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.