

2024 Annual Report to the School Community

School Name: Mullum Primary School (4886)



- 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 11 April 2025 at 11:36 AM by Marie Beale (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 08 May 2025 at 05:25 AM by Marie Beale (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

At Mullum Primary School, is a vibrant community where kindness, honesty, curiosity, and respect flourish. We embrace diversity and inclusion, fostering a safe environment where everyone thrives. Through explicit instruction and a passion for excellence, we empower students to become compassionate, lifelong learners, and responsible global citizens. At Mullum Primary School every student counts, every moment matters.

Mullum Primary School is set amongst beautiful spacious school grounds, in North Ringwood, that provide a variety of play options for children including state-of-the-art netball court, basketball court, soccer and football oval, nature play spaces and vegetable gardens. In recent years there has been significant building works to create new teaching and learning spaces, Resource Hub, Visual Arts room, STEM room, offices and teacher resource areas.

In 2024, there were 259 students with the Family Occupation Education (SFOE) in the low-medium band. There were 2.0 Principal Class Officers, 1.0 Learning Specialist Mathematics, 0.4 Leading Teacher Wellbeing, 12.1 (EFT) teachers, 0.8 Classroom tutors and 8.24 (EFT) Education Support. This team is leading student learning improvement across the school in literacy, numeracy and wellbeing.

Wherever possible, the school is organised into single classes. In 2024, we had 11 classes run by 13 classroom teachers. Our school provides specialist instruction in Physical Education, Performing Arts, Visual Arts and Italian, as our Language Other Than English. Each classroom had dedicated homeroom teachers who worked collaboratively to support the learning outcomes of all students. This collaboration was supported by the assistant principal, learning specialist in Numeracy, tutors and intervention support, along with nine Education Support staff.

Over the course of 2024, we have continued to transform the teaching and learning of literacy and numeracy, by implementing evidence based practices, including direct instruction of phonemic awareness, phonics, further development of the Science of Reading and Talk for Writing. In numeracy we have continued to work on the Big Ideas in Number, with the support of a numeracy consultant who worked with all teams throughout the year to build teacher capacity to teach the big ideas in numeracy. Late in the year we introduced explicit teaching of numeracy through the purchase of the resource Top Ten. The Wellbeing Coordinator worked closely with the leadership team to implement whole school activities to support wellbeing including regular Kooramook sessions (cross-age activities), Buddy Program, Friendology, Restorative Practices and the Behaviour Matrix.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2024 NAPLAN data shows that the Grade 3 students in reading and writing, are working well above similar schools and the state averages (82.4% in Reading, 94% in writing). Grade 3 students are sitting slightly below similar and state averages (61.8%) which has prompted a change in curriculum delivery for numeracy in 2025. The strong literacy results are attributed to the explicit teaching of reading and writing over an extended period of time, this model of explicit teaching will now transfer into numeracy teaching. The Grade 5 student NAPLAN data in literacy and numeracy, aligns with the similar and state averages (72% in reading, 68% in writing and 68% numeracy). Our continued focus on literacy and numeracy is showing strong results in our junior and middle school and our senior students are showing gaps in their learning that, together with our tutors, we are working to close. There have been a number of highlights in capacity building and resourcing literacy and numeracy across the school in 2024. Outlined below are a few of these:

- Science of Learning** – At Mullum Primary School we believe that every student can be literate and numerate and that being so improves mental health and is fundamental to success at school and later in life. Science of learning is an extension of Science of Reading that we have been working on for some years now. It is the body of multi-disciplinary knowledge of education, linguistics, cognitive psychology, special education and neuroscience that can be applied to learning something new in the classroom. Implementing this research, into everyday classroom practice, has been a huge focus across the school and is supported by coaches, tutors, intervention teachers, literacy expertise and professional learning for all staff. Across the school students in Foundation to Grade 3 are showing strong improvement in their capacity to read, write and spell and our data collection at the classroom level shows that the approaches to teaching phonics, spelling and sentence structure, is providing a positive impact on students ability to read and write. Over the course of 2024, there was a growing demand from staff to see the same measurable level of improvement for all students in numeracy. With the introduction of explicit teaching of numeracy, first in Foundation to Grade 2, and now across the school we expect to see improvement in student numeracy data sets in the very near future.
- Talk for Writing** – In 2024, all staff understood professional learning in fiction writing with external coach and presenter Susie Hilliard. Susie brought to life the work we had already undertaken in improving writing and staff were keen to get back into the classroom and start implementing the different approaches. Throughout 2024, work continued on aligning the curriculum to our scope and sequence for writing, along with the development of rich units of work. Students are actively engaged in regular short bursts of writing and text construction that is scaffolded and supported by their teacher.
- Big Ideas In Numeracy** – Based on the work of Profession Di Siemon (RMIT) and together with numeracy consultant, Margarita Breed, in 2024, we continued working extensively to develop teacher confidence, skill, knowledge and capacity to teach significantly important areas of the mathematics curriculum – Number: trusting the count, place value, multiplicative thinking and partitioning. Student data shows us that we have not yet made the same impact on student mathematics results, as we have in literacy. As

a result, Top Ten resources were purchased in October for Foundation - Grade 2 with further resources available in 2025 for Grade 3-6. We are encouraged by other schools who have used these resources with exceptional results. Top Ten resources provide teachers with resources, lesson plans, differentiation tools, and assessment tasks that make teaching mathematics explicit. Extensive professional learning will be provided in 2025.

- **Instructional Model** - In the latter part of 2024, all staff participated in the development of the Mullum Primary School 'Model of Explicit Instruction' that uses the Victorian Teaching and Learning Model 2.0 as its base, to structure the explicit teaching of literacy and numeracy.

Wellbeing

Across 2024, to support student wellbeing across the school, all students were provided with a broad range of learning in the classrooms, these includes but not limited to: weekly UR Strong Friendology lessons; use of restorative practices framework to discuss behaviours as they arise in the classroom; weekly Bush Talk sessions for Grade 5/6; weekly iYarn surveys for students in Grade 3-6 as a wellbeing check-in tool that prompts lessons in the classroom; ten-week Hawks FRIENDS program for Grade 5/6 to promote social and emotional skills; Extended transition program for some disengaged Grade 6 students with the local secondary college; Circle Time in classrooms to support wellbeing conversations; simple check-in strategies for some students to support positive play.

Activities across the school also supported student wellbeing, including; school camps to Ballarat and Mt Evelyn; excursions and incursions; a broader range of lunch time clubs; whole school events like the picnic, Twilight Sports, Athletics Carnival and Swimming program; Junior School Council successfully organised and ran the Colour Run for all students; Cross-Age Kooramook sessions focused on the school values; new playground with climbing ropes and monkey bars; Fathering Project activities included Pancake Breakfast, paper plane competition, sports activity;

In 2024, we were fortunate to work closely with an Inclusion Outreach Coach, Jacqui Walker, providing professional learning in effective classroom management, understanding behaviours in students, development of a Behaviour Matrix and the use of the Student Behaviour Tracker to track and monitor student behaviours. Working with the coach provided opportunities to support student wellbeing with the introduction of Zones of Regulation in many classrooms; Friendship Leaders program for Grade 2-4 students; continued development of iYarn as a monitoring tool; staff developed list of universals for all classrooms and the introduction of physical resources (wobble stools, noise cancelling headphones and focus tools) in every classroom. In September, 2024, our Student-led Walkthrough had a wellbeing focus and all of the tools and strategies available to students was on display and presented to parents.

Across the school we continue to support individual needs of students by working closely with NDIS therapy providers on-site providing 1:1 support; implementing termly Student Support Group meetings; planning and implementing Individual Education Plans for students and establishing Behaviour Support Plans including playground support for students who require this.

The Attitude to Schools Survey conducted in May 2024, showed that Grade 4-6 students surveyed did not feel as connected to their school as students in similar schools, 70.4% of students gave a positive endorsement, compared to 79.8% in similar schools. Although still below desired levels, there was a 10% increase in this result from 2023. Student perception of Managing Bullying was also lower than hoped for with 63.2% of students providing positive results, although higher than

in 2023 where 59% of students gave a positive endorsement in this area. These results were the impetus for the work with the inclusion coach to better understand what was happening for students and the development of the Behaviour Matrix and universal supports in the classroom. There is ongoing work required to ensure all students feel connected and supported at school.

Engagement

Student attendance at school everyday is the biggest driver of student success in learning, and therefore, improved mental health and wellbeing. The average number of days our students were absent in 2024 was 24.1%, this was higher than 2023, and higher than similar and state averages.

The most common reason for lack of attendance was extended family holidays in Australia and overseas. Attendance is closely monitored by classroom teachers, office manager and the leadership team. There were several students whose absences were chronic and together with parents, therapy services, psychologists and staff from the Department of Education we saw some improvement for some, across the year. Regular conversations with parents, putting in place supports for individual students, meeting with therapy teams and promotion of "It's not OK to be away" through the newsletter will continue to support greater attendance and therefore greater levels of achievement and wellbeing.

A highlight was the Grade 6 - Year 7 extended transition activity where five students, at risk of disengaging, attended a weekly program in Term 4, with the local secondary college. The purpose of this was to create familiarity with the new setting, students and staff and was well received by parents and students.

Financial performance

The Operating Expenditure was monitored throughout the year, however, the year finished on a deficit. This deficit was a direct result of decisions made to support student wellbeing and staff health and wellbeing. This included staffing decisions, student academic support and intervention; and individual student support in the classroom and playground.

The Tutor Learning Initiative was provided for students in Grade 3-6 who required additional support for literacy and numeracy. Disability Inclusion funding supported 1:1 literacy intervention for students in Grade 1 & 2.

The school did not receive any additional grants in 2024.

The Parents' Association and Junior School Council raised funds through activities across the school. The funds have been used to purchase a new playground, improvements for the running track and new benches around the school.

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 244 students were enrolled at this school in 2024, 108 female and 136 male.

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

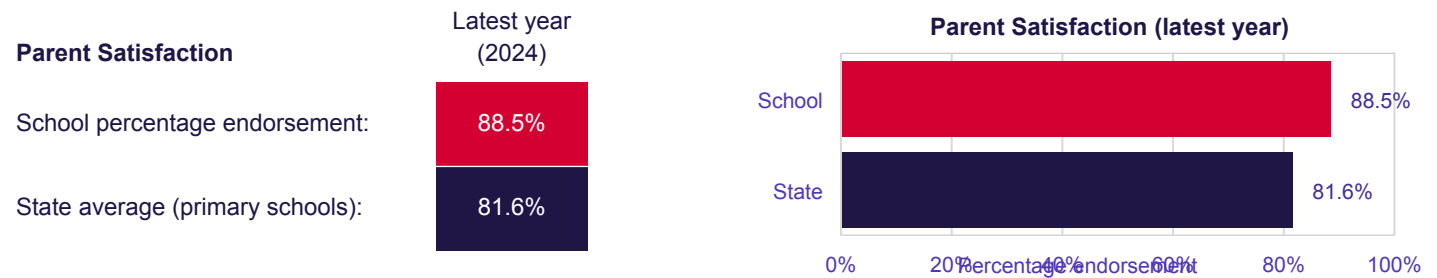
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

School percentage of students at or above age expected standards:

Latest year
(2024)

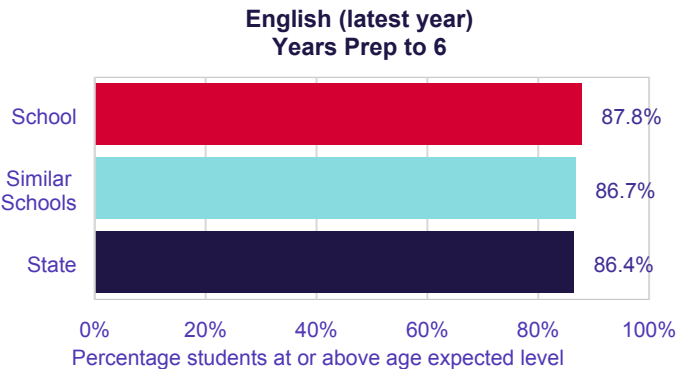
87.8%

Similar Schools average:

86.7%

State average:

86.4%



**Mathematics
Years Prep to 6**

School percentage of students at or above age expected standards:

Latest year
(2024)

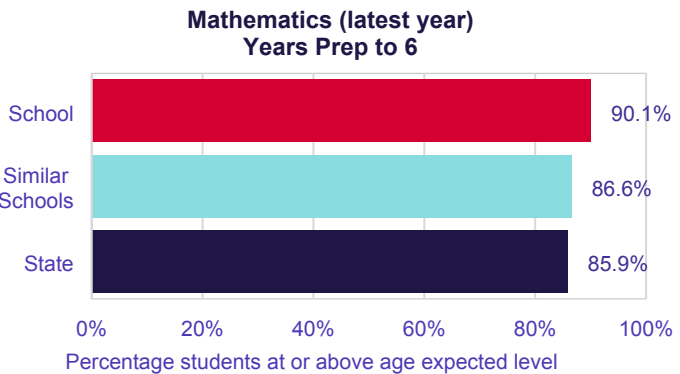
90.1%

Similar Schools average:

86.6%

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.

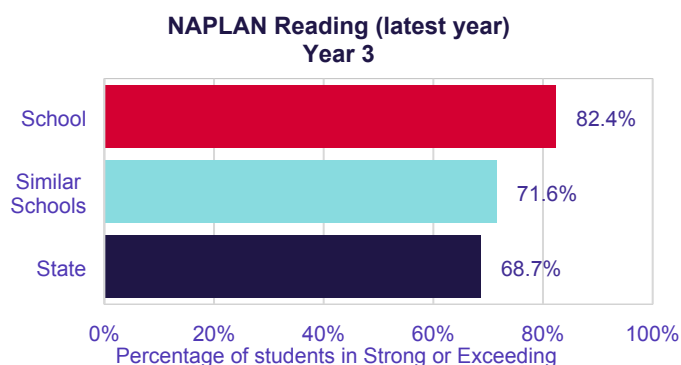
NAPLAN

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.

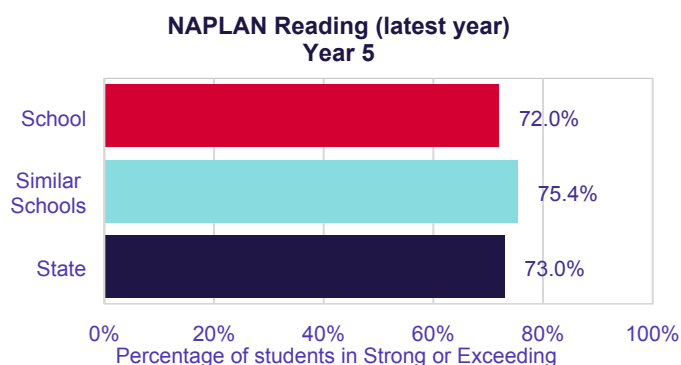
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.4%	80.3%
Similar Schools average:	71.6%	71.3%
State average:	68.7%	69.2%



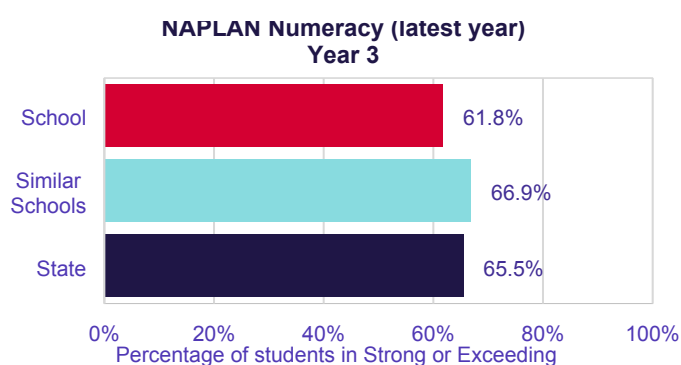
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.0%	69.4%
Similar Schools average:	75.4%	77.1%
State average:	73.0%	75.0%



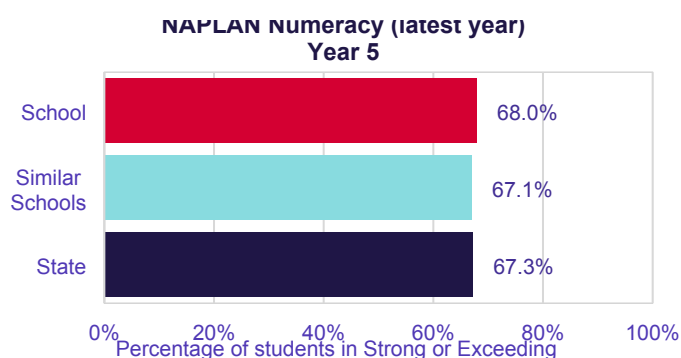
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.8%	65.7%
Similar Schools average:	66.9%	67.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.0%	62.5%
Similar Schools average:	67.1%	68.5%
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:

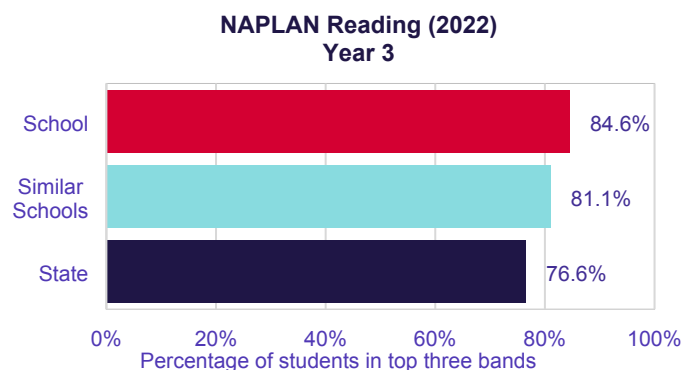
84.6%

Similar Schools average:

81.1%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

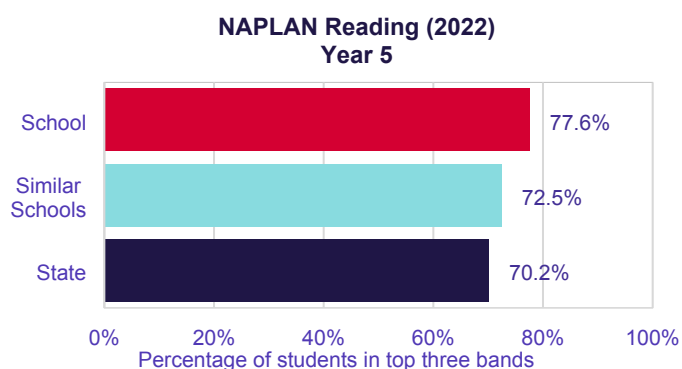
77.6%

Similar Schools average:

72.5%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

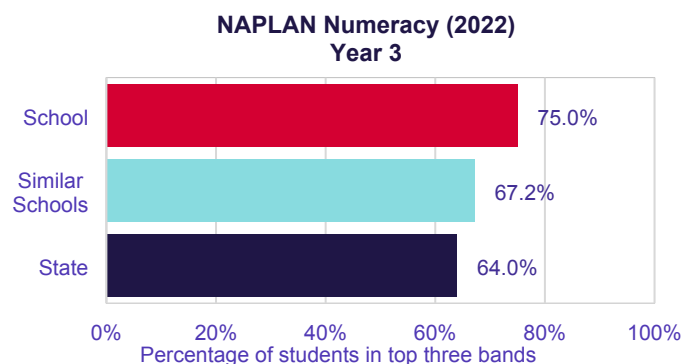
75.0%

Similar Schools average:

67.2%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

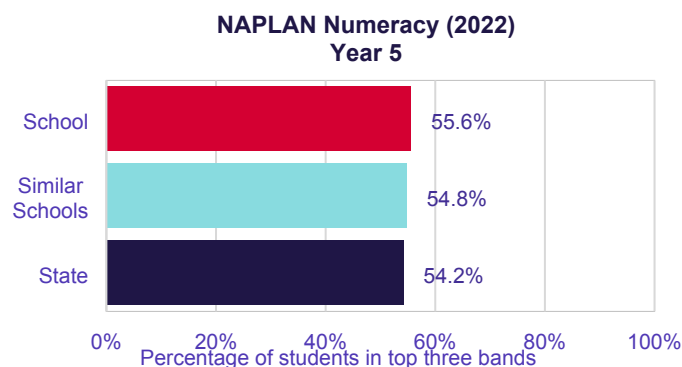
55.6%

Similar Schools average:

54.8%

State average:

54.2%



WELLBEING

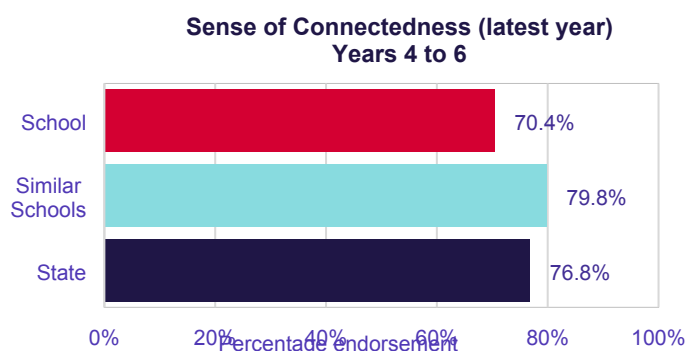
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	70.4%	65.5%
Similar Schools average:	79.8%	79.2%
State average:	76.8%	77.9%

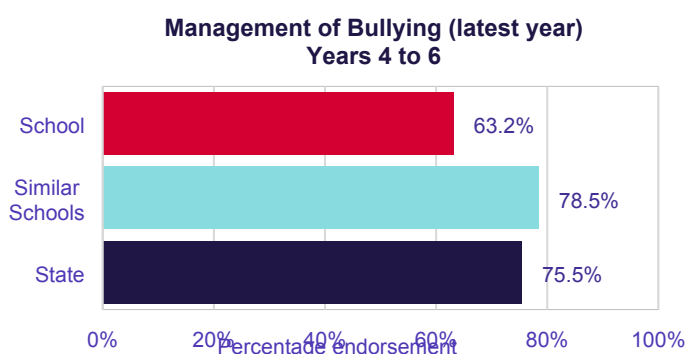


Student Attitudes to School – Management of Bullying

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:	63.2%	65.1%
Similar Schools average:	78.5%	77.2%
State average:	75.5%	76.3%

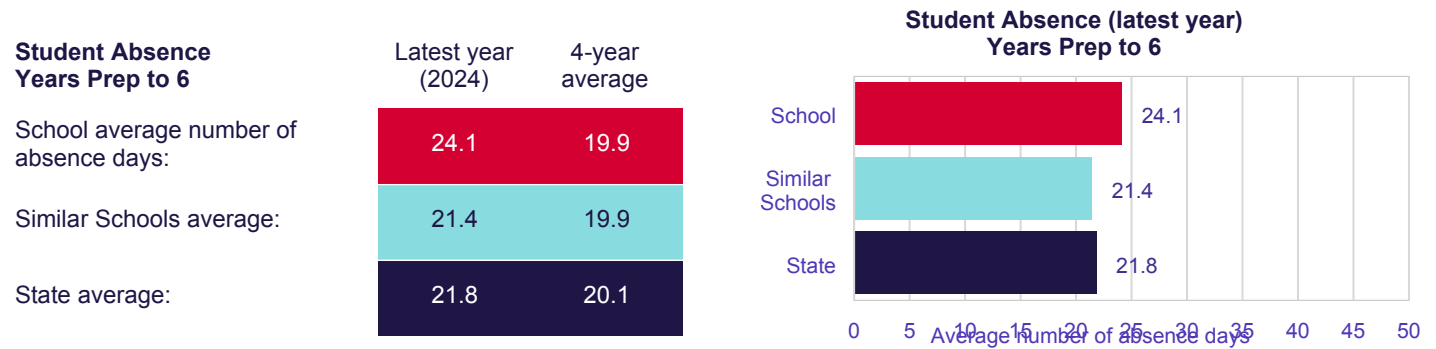


ENGAGEMENT

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.



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):	89%	92%	89%	90%	88%	85%	79%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,763,602
Government Provided DET Grants	\$229,362
Government Grants Commonwealth	\$14,725
Government Grants State	\$0
Revenue Other	\$12,931
Locally Raised Funds	\$200,587
Capital Grants	\$0
Total Operating Revenue	\$3,221,206

Equity ¹	Actual
Equity (Social Disadvantage)	\$51,037
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$51,037

Expenditure	Actual
Student Resource Package ²	\$3,006,736
Adjustments	\$4,450
Books & Publications	\$2,950
Camps/Excursions/Activities	\$84,739
Communication Costs	\$4,730
Consumables	\$64,945
Miscellaneous Expense ³	\$7,900
Professional Development	\$9,795
Equipment/Maintenance/Hire	\$17,999
Property Services	\$147,130
Salaries & Allowances ⁴	\$53,872
Support Services	\$78,229
Trading & Fundraising	\$34,405
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,020
Total Operating Expenditure	\$3,536,900
Net Operating Surplus/-Deficit	(\$315,694)
Asset Acquisitions	(\$4,450)

- (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	\$188,862
Official Account	\$23,991
Other Accounts	\$7,035
Total Funds Available	\$219,888

Financial Commitments	Actual
Operating Reserve	\$88,151
Other Recurrent Expenditure	\$4,835
Provision Accounts	\$0
Funds Received in Advance	\$4,160
School Based Programs	\$13,121
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$10,778
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$3,886
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$124,932

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.