

# 2025 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 15 April 2026 at 09:48 AM by Marie Beale (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 15 April 2026 at 09:48 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
  - 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

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 2025, there were 251 students, with the Family Occupation Education (SFOE) in the low-medium band. There were 1.4 Principal Class Officers, 1.0 Learning Specialist Mathematics, 0.4 Leading Teacher Wellbeing, 12.1 (EFT) teachers, 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 2025, we had 11 classes run by 12 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 and intervention support, along with nine Education Support staff.

Over the course of 2025, we continued to transform the teaching and learning of reading, writing, spelling and numeracy. We have implemented evidence based practices, including direct instruction of phonemic awareness, phonics, morphology, further professional learning for all staff in our Talk for Writing practices with a focus on non-fiction. In numeracy, we introduced fully a new resource, Top Ten, and have provided extensive professional learning to introduce worked examples, explicit teaching of content, extensive use of concrete materials and using assessment and 'Maths Buddies' to guide lesson development. 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. As we moved towards the end of the year, we shifted our focus to look at routines and practices in our classrooms that supported 100% participation of all students in their learning, this included call to attention routines, lining up routines, exiting and entering the classrooms. This work leads into setting up classrooms in 2026.

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

### Learning

The 2025 NAPLAN data sets show that both Grade 3 and Grade 5 students are making increased growth in reading, writing and mathematics. Students in Grade 3 are working above similar schools in reading and mathematics, dipping just under for writing. Grade 5 students are working above similar, network and state in mathematics and writing while working above similar and state averages in reading. The strong literacy and numeracy results across the school are attributed to collegeate planning using student data; explicit teaching of content in literacy and numeracy; access to resources that engage students in their learning; small group and individual support for students; tracking and monitoring student learning outcomes. Across all domains, the school has been able to reduce the number of students requiring support which means that everyone is doing better.

Throughout 2025, there have been a number of highlights in building staff capacity and resourcing in literacy and mathematics, these include:

- **Top Ten Resource** - This resource was trialled in Term 4 2024 and rolled out across the school in 2025. This resource enabled significant improvement in the planning and delivery of mathematics, and therefore can be attributed to the increase in student learning outcomes in mathematics. Highlights included: valuable professional learning around place value; staff effectively planning and explicitly delivering quality lessons to all students; the introduction of the "Maths Buddy" (who is a student of like ability working alongside each other and being provided with challenge or support as needed throughout the lesson) ensured that the right level of support was provided at the point of need; lessons were repeated over two days, allowing more time for extension and support for students who required it; a focus on setting work out in student work books ensured that students could track their learning, look back on what was learnt previously and continue to develop skills.
- **Talk for Writing** - Following on from a very successful fiction writing professional learning we started the school year in 2025 with a non-fiction writing professional development session from consultant Susie Hilliard. Similar to our previous learning opportunities with Susie, writing came to life and enabled the development of rich writing units that engaged students and provided them with regular opportunities to showcase their developing writing skills.
- **Morphology** - Following on from our very successful phonemic awareness and phonics work in the early years, it was necessary to look for resources that would support the ongoing work on spelling and we introduced "Word Origins" a practical introduction to morphology for Grades 3-6. Daily students were presented with etymology and morphology to increase their word knowledge and usage.
- **Reading** - With ongoing support from assistant principal, all teams spent time out of their classrooms working on reading. As we moved into the second half of the year, a greater emphasis was put on building student's background knowledge by reading content from the science, history and geography units that were being studied in the classes. Literacy

days run by assistant principal allowed teams of teachers to explore the impact of these changes to the content and frequency of reading.

- **Instructional Model** - Throughout 2025, we continued to refine the Mullum Primary Model of Explicit Instruction, working specifically around modelled and worked examples. Professional learning, practicing and rehearsing these in teams, then in classrooms with whole class instruction, the use of the document camera and instruction on setting out student work books, ensured that all students received high quality instruction from all teachers.

## Wellbeing

Student wellbeing continues to be a focus of the school. The Student Opinion Survey data shows a slight dip in students feeling a sense of connectedness to school and a positive increase in students feeling that bullying was being well managed. Students across the school are provided with multiple opportunities to engage in learning about strategies to improve their wellbeing including the teaching of Respectful Relationships for all; Friendology (UR Strong) to Foundation - Grade 4; weekly iYarn surveys with students in Grade 3-6; ongoing use of restorative processes to manage disputes between students; extended transition programs for grade 6 students and the local secondary college; playground support for some students; ten-week FRIENDS program for Grade 5/6 students.

Activities across the school also supported student wellbeing, including: extensive lunchtime clubs program; participation in Victorian State School Spectacular for students in Grade 3-6; Athletics carnival; Swimming program; Junior School Council spent fundraising money on additional seating across the school; cross-age Kooramook sessions (three per term). Whole school events like our Twilight Sports, Athletics Carnival, Christmas Concert, Swimming program all contributed to the wellbeing of students at school.

In addition, we have an active Parent's Association who run a wide variety of events and activities for students including termly Breakfast Club, Pancake and Books, Lego Night, Trivia Night (for parents), established a Friends of the Garden Group and an Art at Mullum Group. All activities contributing to ensuring students and parents feel welcomed and a valued part of our community.

Across the school we continue to support individual student needs by working closely with NDIS therapists, termly Student Support Groups, Individual Education Plans for many students, classroom focus tools (including noise cancelling headphones, focus tools) in every classroom; Disability Inclusion funding applications for individuals.

Significant professional learning was provided to all staff in establishing routines in classrooms to ensure a calm, orderly working environment. The work in this area was driven by professional reading of leadership of the book "Running the Room" by Tom Bennett. Visits to Templestowe Heights PS was undertaken and strategies for ensuring all students are focused on the work at hand started with call to attention routines and moved into table set up in the rooms, positioning of the anchor charts and student learning material, all intended to reduce distraction in the classrooms so students can focus. This attention to norms "How things are done around here" has had a calming influence in all classrooms and a more positive response from students and parents around completion of work, a direct link to wellbeing.

## Engagement

Being at school everyday is a big focus across the school. Phone calls home are made regularly when absences are not explained. Our attendance data for 2025 is very pleasing. The number of students attending school between 95-100% has increased significantly from 23% in 2024 to 36% in 2025.

The most common reason for lack of attendance at school was extended family holidays in Australia or overseas. Attendance is closely monitored by classroom teachers and office manager and leadership teams. Classroom teachers have increased the number of phonecalls to parents in response to classroom activities and having attendance conversations that are starting to have an impact, parents know we care about their child being at school. There are several students whose absences are chronic and through working with parents, Department of Education staff, psychologists and therapy teams there has been some improvement in attendance.

A highlight was the Grade 6-Year 7 extended transition activity where five students attended their soon to be secondary college, these students were at potential risk of disengaging and attended three additional sessions of transition activity.

## Other highlights from the school year

The 2025 school year was packed full of highlights in sports, performing arts, Italian and more, highlighted below in more detail:

**Whole School Cross Country** - For the first time the Cross Country was run at school utilizing the tracks and facilities. By running the event at school we avoided parents not being able to see their child run the whole distance, students were able to come down for their specific event and from a child safety perspective it was a much more secure event and has set a precedent for future events.

**Whole School Production** - "Ali Baba and the Bongo Bandits" was a true celebration of our commitment to performing arts with our Grade 5/6 students starring in leading roles and all other students supporting through song and dance. This event is run at a local theatre in Ringwood and run over two nights.

**Victorian State School Spectacular (VSSS)** - For the first time students in Grade 3-6 were offered the opportunity to perform in the Mass Choir of the VSSS at John Cain Arena. It was a huge event with over 3000 performers and a great thrill to be part of.

**Italian Day** - Every second year Italian, our Language Other Than English, is celebrated in a day of all things Italian. We had a visit from Geppetto and Pinocchio, made cannoli, watched a theatrical performance by Spectacular Spettacolo, "L'ingrediente Segreto". The day was topped off with pizza and gelato for lunch.

## Financial performance

The Operating Expenditure was monitored closely throughout the year as we set in place a managed deficit from 2024. Workforce Bridging was also received to cover excess staff salary. The year ended in a small deficit that will be covered in the 2026 budget. Budget decisions are made with student's academic and wellbeing foremost in our minds. Intervention and support in classrooms, in withdrawal program and in the playground are all set to support students achieve their best.

The school did not receive any additional grants in 2025.

The Parent's Association and Junior School Council raised funds through activities across the year. These funds have been used to purchase and install a Gaga Pit (will be installed in 2026) and the commencement of work to set up an inclusive playground space.

**For more detailed information regarding our school please visit our website at  
<https://www.mullumps.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

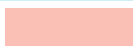
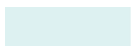

A total of 239 students were enrolled at this school in 2025, 101 female and 138 male. 32% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### 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**.


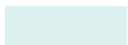

### Parent Satisfaction Summary

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	84.8%	
	Similar schools	80.8%	
	State	82.0%	

### School Staff Survey


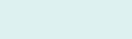


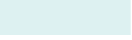

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	71.6%	
	Similar schools	80.0%	
	State	77.4%	

## LEARNING




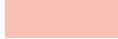
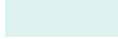


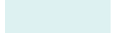


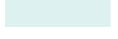

### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>89.4%</b>	
	Similar schools	87.0%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>90.9%</b>	
	Similar schools	85.5%	
	State	84.2%	

## NAPLAN

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





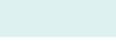

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>76.9%</b>		<b>79.1%</b>
	Similar schools	72.7%		71.7%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>77.1%</b>		<b>72.6%</b>
	Similar schools	76.0%		76.7%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>73.0%</b>		<b>68.2%</b>
	Similar schools	68.6%		67.6%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>76.5%</b>		<b>68.3%</b>
	Similar schools	69.2%		68.8%
	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'.


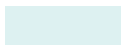

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>78.8%</b>	
	Similar schools	76.6%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>81.2%</b>	
	Similar schools	75.5%	
	State	74.0%	

## WELLBEING


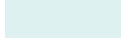

### Student Attitudes to School – Sense of Connectedness

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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>64.9%</b>		<b>64.3%</b>
	Similar schools	78.7%		79.1%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>68.5%</b>		<b>63.1%</b>
	Similar schools	78.6%		77.5%
	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	17.2	21.7
	Similar schools	20.9	21.6
	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	94.1%	
Year 1	School	89.3%	
Year 2	School	94.5%	
Year 3	School	90.3%	
Year 4	School	91.6%	
Year 5	School	90.7%	
Year 6	School	90.0%	

## 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	\$2,838,559
Government Provided DET Grants	\$356,608
Government Grants Commonwealth	\$8,405
Government Grants State	\$0
Revenue Other	\$10,487
Locally Raised Funds	\$184,453
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,398,512</b>

Equity	Actual
Equity (Social Disadvantage)	\$45,101
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$45,101</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$2,879,802
Adjustments	\$0
Books & Publications	\$2,318
Camps/Excursions/Activities	\$55,959
Communication Costs	\$5,629
Consumables	\$71,013
Miscellaneous Expenses <sup>2</sup>	\$6,104
Agency Staff	\$25,349
Professional Development	\$12,336
Equipment/Maintenance/Hire	\$15,027
Property Services	\$134,088
Salaries & Allowances <sup>3</sup>	\$77,453
Support Services	\$17,428

Expenditure	Actual
Trading & Fundraising	\$27,457
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$91
Utilities	\$22,196
<b>Total Operating Expenditure</b>	<b>\$3,352,249</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$46,263</b>
<b>Asset Acquisitions</b>	<b>\$16,001</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$218,210
Official Account	\$18,854
Other Accounts	\$4,297
<b>Total Funds Available</b>	<b>\$241,361</b>

Financial Commitments	Actual
Operating Reserve	\$78,741
Other Recurrent Expenditure	\$3,565
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$11,300
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$80,783
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$174,389</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.*