

2023 Annual Report to the School Community

School Name: Mildura Primary School (2915)



- 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 19 March 2024 at 03:41 PM by David Midgley (Principal)

- This 2023 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 06 May 2024 at 04:59 PM by Lyn Powell (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

“K.I.D.S. come first at Mildura Primary School”

Kindness – Integrity – Determination - Safety

MPS is committed to providing an environment where every student can learn and have social success. This belief in high quality relationships is pursued through the day to day interactions with teachers, students, parents, and community. MPS has a firm commitment to inclusion, active participation and social justice, and is proud of its multicultural context.

Mildura Primary School No. 2915 is one of four large primary schools in the Mildura Rural City Council local government area. The school currently serves a student enrolment of over 365 students. There are 19 classroom teachers, 4 additional support teachers and 12 Education Support staff in classrooms across the school. The School Leadership team consists of the Principal, Two Assistant Principals, two leading teachers focussing on Wellbeing and Student inclusion and a Learning Specialist. Additional student supports are provided by a full time social worker and a speech pathologist.

The multi-cultural student population comprises of a third Koorie students, Islander students and others from a range of cultural backgrounds. There are 24 students funded under the Program for Disabilities (6.8% against the Victorian average of less than 3%). They are supported by additional staff employed for the purpose.

The low SES promotes a perception from some sections in the broader community of the school being a poor performer in some key areas compared to others. The improvements in student learning and in the overall school climate evident over the last few years challenge these perceptions. Nevertheless, they persist in some quarters.

Our wonderfully multicultural town with it's deep cultural diversity is reflected in the enrolment at MPS, pair this with a genuine focus on student learning needs and a high expectations culture for all students and the success we are having at our school is immense.

Mildura Primary School has a firm focus on student outcomes and is committed to preparing students for further education and life. The school provides a quality teaching program catering for the needs of the individual and has specialist teaching in Physical Education, Performing Arts, STEM, Barkindji Health and Visual Arts. We provide many programs to cater for the children and the local community. This environment is very adaptable with moving walls, gymnasium, Visual Art and Performance spaces.

We take great pride at Mildura Primary in the way our school looks and presents itself to the local community and our school is extremely fortunate to have access to substantial Mildura Rural City Council community facilities adjacent to the school. These include a library, indoor and outdoor pools and ovals. Regular use is made of these facilities throughout the year.

The school provides outstanding experiences for each student. Our Catch cry of 'Kids First @ Mildura Primary' dictates what we do, think and act when educating our students. A 'High Expectations' environment caters for the individualised learning of every student.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2023 state Priority goal was - In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

Our school Key Improvement Strategy to support learning was to support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

A strong focus for the year was developing staff knowledge of being clear on the Learning Intentions and Success Criteria for lessons and supporting this with feedback to and from all stakeholders in classroom learning. This knowledge and understanding was then transferred to everyday practice.

Running along side this Learning Intention, Success Criteria and Feedback was the development of our maths program. We focussed in on developing the Big Ideas in Maths - Trusting the Count, Place Value and the four Operations. This to was supported by readjusting the assessment schedule to ensure it was collecting accurate data to direct planning for supportive teaching and learning for all students.

We also started our second year of implementing the Initial Lit and MacLit direct literacy teaching model which has seen an improvement in student literacy achievement.

For the 2023 School Year **Teacher Judgement** of Student Achievement against the Victorian Curriculum saw 47.1% of students at or above age expected standards for English - Reading, Writing and Speaking and Listening

44.2% of students at or above age expected standards for Mathematics

For **NAPLAN** the percentage of students categorised as Strong or Exceeding was:

Reading

Grade 3 - 45.2%

Grade 5 - 43.5%

Numeracy

Grade 3 - 40%

Grade 5 - 36.4%

All of which were lower than similar school and state averages.

Wellbeing

In 2023 we continued to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

Our Key Improvement Strategy for Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

This year saw a focus on revisiting and implementing Respectful Relationships across the school which was complimented with developing trauma informed practices when working with students and families within the school. This was implemented by whole staff professional learning throughout the year along with dedicated curriculum days.

We also moved into our second full year of implementing School Wide Positive Behaviours encouraging consistent teaching and recognition of expected behaviours within classrooms and communal play areas. The introduction of KIDS bucks and house points has been a huge success for students receiving recognition for expected positive behaviours.

As the year progressed what had much success in gaining funding through the Disability and Inclusion area for students needing/receiving adjustments and modifications so they can successfully access their individualised learning programs.

The **Attitude to School Survey** that is completed by students in grades 4 to 6 showed a 78.3% endorsement of a **sense of connectedness**. Which was 1.55% more than similar schools and 1.3% more than the state average.

Management of Bullying was 79%. Also higher than similar schools and 4.3% higher than the state average.

Engagement

This year we did see a slight improvement in the average number of days absent for each student. Moving from 45.9 to 46.5, still more than double the state average and needing a lot of improvement.

We continued with the regular class teacher check-ins, follow up phone calls from our attendance team, home visits and referral to the department attendance team. School recognition of high attendance continued with certificates each term recognising 100% and 97% attendance.

Meetings and attendance plans developed with families to identify needs and supports. COVID was still playing a major factor in increased absences and factors effecting families out of the schools control.

Other highlights from the school year

The Schools camps and Excursions program was back to the full program, accessing grants to reduce the cost of the grade 5 and 6 camps for all to attend.

Camps

Grade 6 - 5 days in Melbourne staying at Urban Camps

Grade 5 - 5 days in Queenscliff Cottage by the Sea (fully subsidised)

Grade 4 - 3 days at Camp Kedron Barmera

Grade 3 - 2 days in Swan Hill

Grade 2 - Sleepover at school

Grade 1 - Activity afternoon after school

Prep - Activities throughout the year.

Our NAIDOC celebrations brought many members of the community into the school to participate and also run activities for all school members. Once again our dance group performed and were invited to other community events to perform throughout the year.

As always our end of year concert had many family members come along and enjoy the students as they danced under the guidance of our Performing arts teacher. It may have been quite hot but was enjoyed by all that attended.

Financial performance

Mildura Primary School receives a significant amount of money via equity funding. This additional funding is used to employ teaching staff, additional support staff - Wellbeing, Speech, Additional Education Support and Leadership Supports. Along with supplementing the budgets of school priority areas of Literacy, Maths, Wellbeing and Specialists programs and camps, excursions and incursions.

Connected Beginnings is funded a Commonwealth Grant and works to engage with indigenous families and children prior to coming to school aiming for children to be school ready.

Funds have been allocated to the completion of major works around the school associated to the administration building and attached classrooms at the end of the 2023 school year and beginning of 2024.

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 376 students were enrolled at this school in 2023, 179 female and 197 male.

21 percent of students had English as an additional language and 38 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).

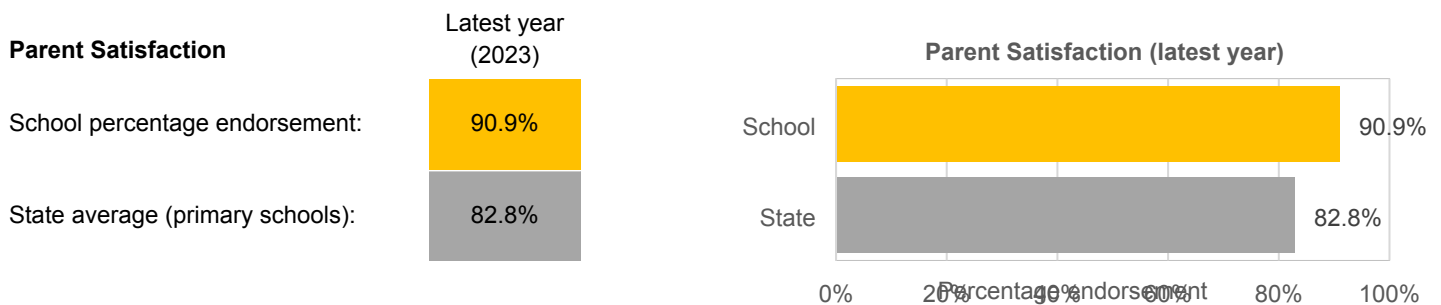
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

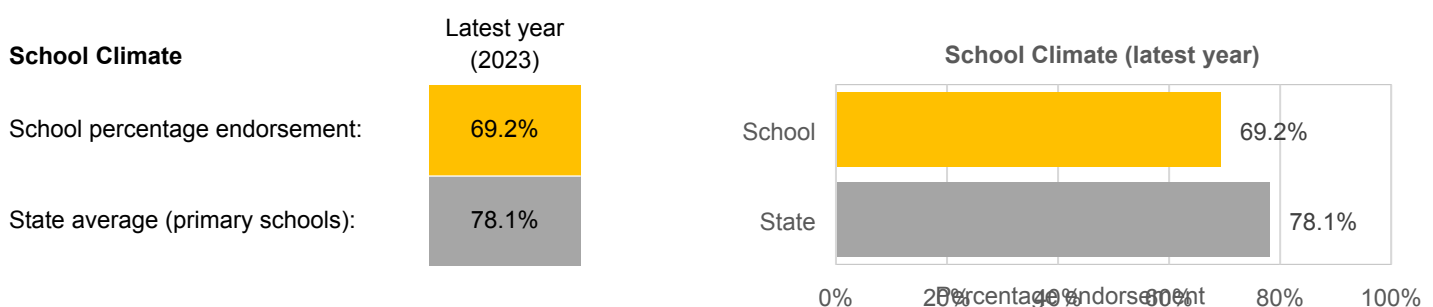


School Staff Survey

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.

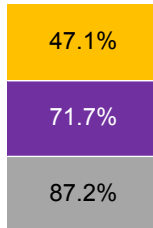
English Years Prep to 6

School percentage of students at or above age expected standards:

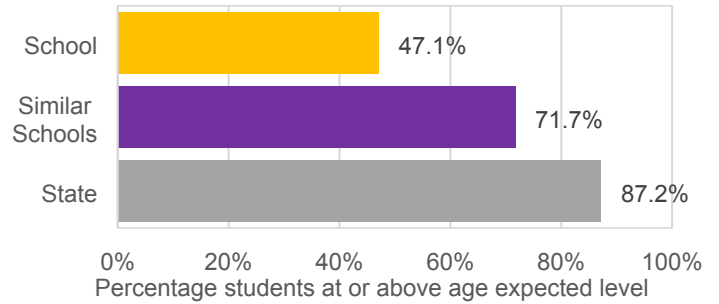
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



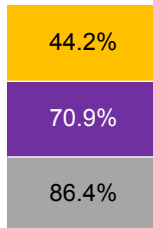
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

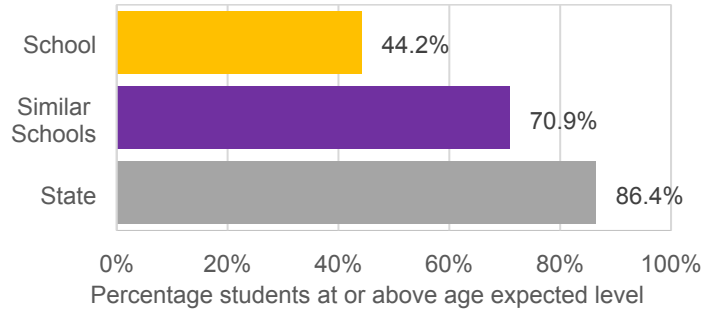
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 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

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

45.2%

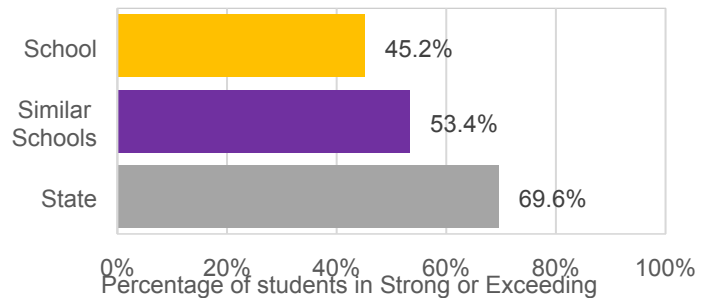
Similar Schools average:

53.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

43.5%

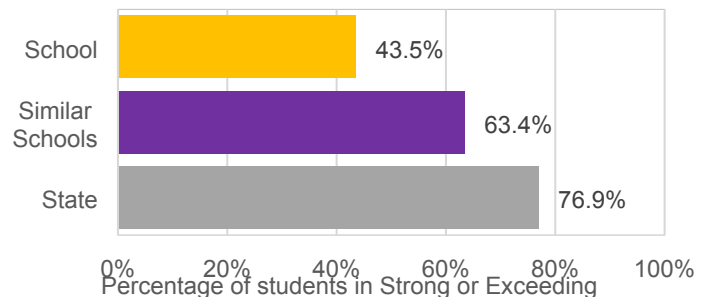
Similar Schools average:

63.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.0%

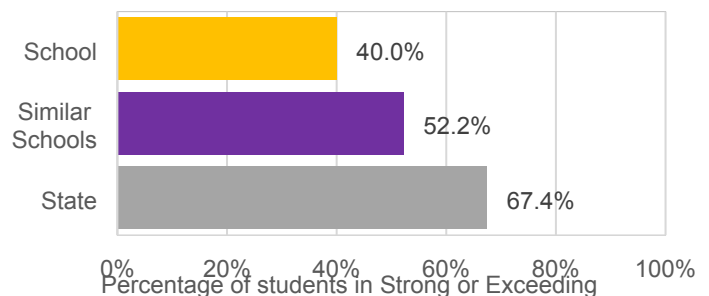
Similar Schools average:

52.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

36.4%

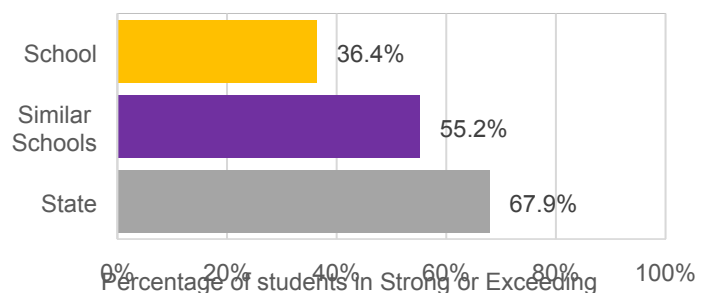
Similar Schools average:

55.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

41.5%

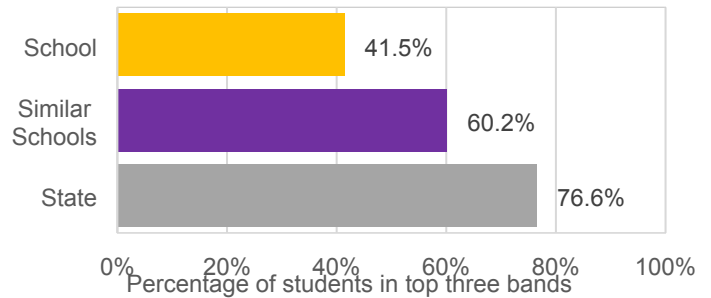
Similar Schools average:

60.2%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

34.0%

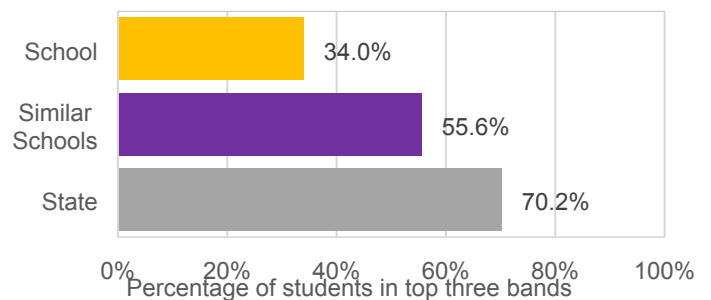
Similar Schools average:

55.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

26.8%

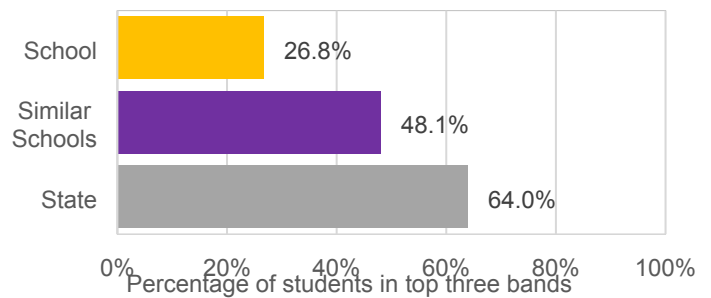
Similar Schools average:

48.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

28.6%

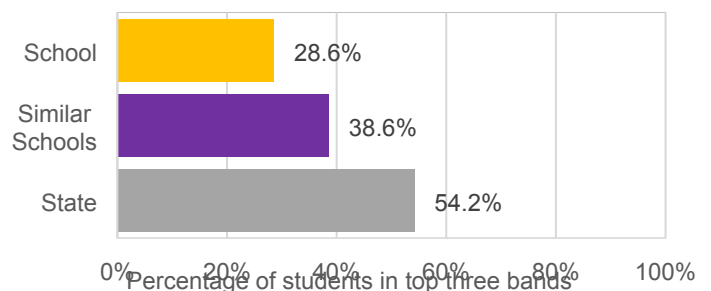
Similar Schools average:

38.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

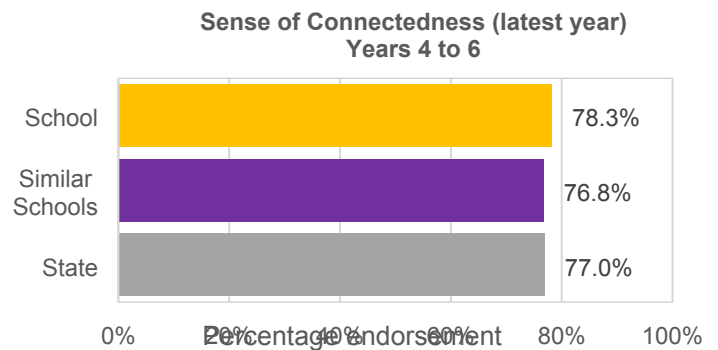
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	78.3%	83.5%
Similar Schools average:	76.8%	76.9%
State average:	77.0%	78.5%

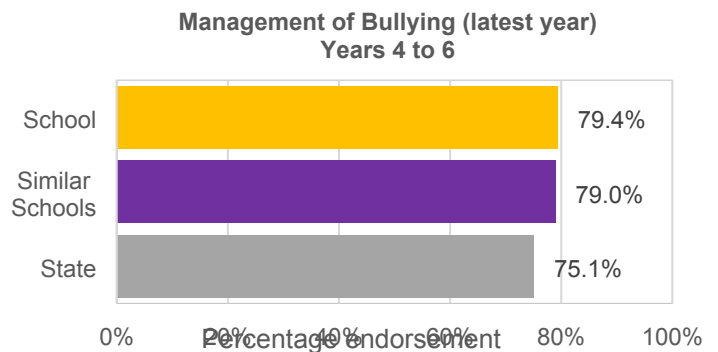


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	79.4%	82.9%
Similar Schools average:	79.0%	78.3%
State average:	75.1%	76.9%



ENGAGEMENT

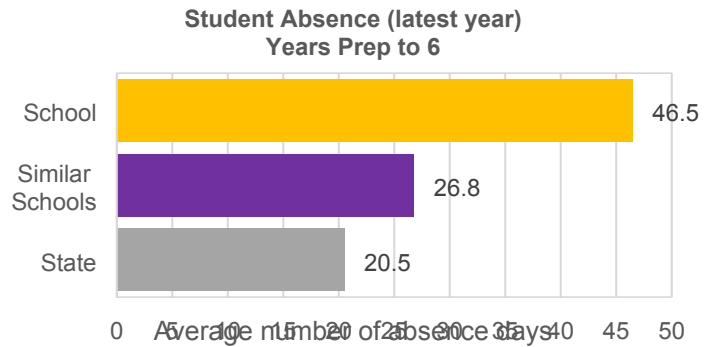
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	46.5	37.9
Similar Schools average:	26.8	24.8
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	69%	77%	74%	79%	76%	80%	78%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,304,516
Government Provided DET Grants	\$760,140
Government Grants Commonwealth	\$728,536
Government Grants State	\$10,186
Revenue Other	\$146,506
Locally Raised Funds	\$178,687
Capital Grants	\$0
Total Operating Revenue	\$7,128,571

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,539,643
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,539,643

Expenditure	Actual
Student Resource Package ²	\$6,061,586
Adjustments	\$0
Books & Publications	\$4,915
Camps/Excursions/Activities	\$105,829
Communication Costs	\$9,492
Consumables	\$145,819
Miscellaneous Expense ³	\$35,147
Professional Development	\$38,985
Equipment/Maintenance/Hire	\$106,789
Property Services	\$396,528
Salaries & Allowances ⁴	\$180,641
Support Services	\$48,495
Trading & Fundraising	\$20,806
Motor Vehicle Expenses	\$8,454
Travel & Subsistence	\$27,010
Utilities	\$50,356
Total Operating Expenditure	\$7,240,852
Net Operating Surplus/-Deficit	(\$112,281)
Asset Acquisitions	\$75,137

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$2,813,909
Official Account	\$56,032
Other Accounts	\$0
Total Funds Available	\$2,869,941

Financial Commitments	Actual
Operating Reserve	\$145,763
Other Recurrent Expenditure	\$6,190
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$14,400
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$185,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$351,354

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.