

2024 Annual Report to the School Community

School Name: Mill Park Primary School (5160)



- 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 03 March 2025 at 10:42 AM by Carol Vidmar (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 03 March 2025 at 10:42 AM by Carol Vidmar (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

Mill Park Primary School's vision is to inspire lifelong learning. Our mission is working together to empower all through quality education. The school is committed to providing the highest quality education through the recognition of individual learning styles, effective communication, professional growth, continuous improvement, and the development of teamwork. Grounded in the Science of Learning, we implement Explicit Direct Instruction (EDI) to ensure every student receives structured, evidence-based teaching that maximizes their learning potential.

At Mill Park Primary School, we see ourselves as a community of lifelong learners, eager to become good citizens. Our values of Respect, Integrity, Compassion, and Excellence underpin all that we do.

Mill Park Primary School opened in 1980 and is located in the northern suburbs of Melbourne. A total of 518 students were enrolled at this school in 2024, 249 female and 278 males. 34% of the enrolments of students had English as an additional language and 3% were Aboriginal or Torres Strait Islander. The school's socio-economic band value is: Low – Medium. The school comprises of 23 classrooms - three classes of Preps, four classes of Year 1, four classes of Year 2, three classes of Year 3, three classes of Year 4, three classes of Year 5 and three classes of Year 6. There are five specialist areas including Science and Technology, Italian, Visual Arts, Performing Arts and Physical Education, which all students attend one session per week. An EAL program supports students with their language needs, and we provide a number of programs to students that require additional support or extension.

The staffing profile is made up of 1 Principal, 1 Assistant Principal, 2 Learning Specialists, and 33 teachers, 9 Education Support staff, 2 Psychologists, 1 Speech Therapist, 1 Business Manager, 2 Admin Assistants.

English and Mathematics continue to be the highest priorities for resourcing and professional development, with teaching grounded in the Science of Learning and delivered through Explicit Direct Instruction (EDI) to ensure structured, evidence-based learning. Digital Technology continues to be embedded throughout the curriculum, enhancing student engagement and learning outcomes.

The Wellbeing program from Prep to Year 6 encompasses Respectful Relationships, Values, and the School Wide Positive Behaviour Support program, fostering a positive and inclusive school culture.

Students' progression through the school is supported through various transition programs. Whole school events are conducted annually to embrace and enrich home-school relationships and enhance the development of a strong learning community

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the school remained focused on its strategic goal of maximizing student achievement and learning growth.

The Year 3 NAPLAN results demonstrated outstanding performance, with reading proficiency levels surpassing those of similar schools by 10%, network schools by 17%, and state schools by 10%. Writing results were equally impressive, exceeding similar schools by 8%, network schools by 15%, and state schools by up to 10%.

Numeracy outcomes were strong, surpassing similar schools by 6%, network schools by 15%, and state schools by 5%. Spelling performance was also above average, exceeding similar schools by 8%, network schools by 13%, and state schools by 10%.

Grammar and punctuation results further highlighted student success, outperforming network schools by 7%.

The 2024 Year 5 NAPLAN results showcased exceptional student achievement, with reading proficiency levels surpassing similar schools by 18%, network schools by 21%, and state schools by 18%. Writing performance was equally strong, exceeding similar schools by 9%, network schools by 12%, and state schools by up to 11%.

Numeracy outcomes were solid, outperforming similar schools by 4%, network schools by 8%, and state schools by 2%. Spelling results were also above average, exceeding similar schools by 12%, network schools by 12%, and state schools by 14%.

Grammar and punctuation results further demonstrated student success, surpassing similar schools by 16%, network schools by 22%, and state schools by 16%.

These outstanding achievements reflect the school's dedication to high-quality, evidence-based teaching and learning, ensuring every student reaches their full potential.

In English, the percentage of students working above age-expected standards from Prep to Year 6 was 89% in Reading and Viewing, 95% in Speaking and Listening, and 87% in Writing—exceeding the averages of similar, network, and state schools by 3% to 11%.

In Mathematics, 89% of students from Prep to Year 6 were working at or above age-expected standards. However, comparative data from similar, network, and state schools was not available.

The school remains committed to tracking student performance closely and addressing any concerns related to expected learning growth (12 months) in English and Mathematics. A range of assessment tools and moderation sessions are used to validate teacher assessments, ensuring consistency and driving continuous improvement in instructional practice across all year levels.

Students supported through the Program for Students with a Disability demonstrated satisfactory progress in achieving the individual goals outlined in their Individual Education Plans. Overall, the 2024 achievement standards were exceptional, reflecting the school's strong focus on high-quality teaching and learning.

Wellbeing

In 2024, the school remained committed to its strategic goal of enhancing student wellbeing and engagement. A positive learning environment was fostered through School-Wide Positive Behaviour Support (SWPBS) and dedicated weekly Wellbeing sessions led by classroom teachers, where students explored Respectful Relationships and core school values.

The 2024 Parent Opinion Survey yielded strong results, with an 84% parent satisfaction endorsement rate. Additionally, Google Form surveys were conducted throughout the year to gather feedback on student learning, allowing the school to refine communication strategies and offer targeted parent information sessions.

Staff feedback was equally encouraging, with the 2024 Staff Opinion Survey reporting an 89% positive School Climate rating—surpassing similar schools (79%), network schools (75%), and the state average (78%).

The 2024 Attitudes to School Survey also reflected positive outcomes. In Years 4–6, 89% of students provided positive responses regarding effective teaching practices for cognitive engagement, exceeding the 85% average across similar, network, and state schools.

Engagement

Our goal was to enhance student engagement by fostering greater student agency in learning, creating a positive school experience for all, and strengthening students' connection to the school.

In 2024, the school focused on the FISO 2.0 dimensions of Engagement, Support, and Resources. This work was ongoing and intentional, incorporating initiatives such as the Student Leadership Program, Student Council (Years 1–6), Sustainability Captains (Years 1–6), Library Monitors, Student Learning Leaders as tutors, and the Prep–Year 6 Buddy Program. Providing opportunities for student voice and agency remained a key priority throughout the year.

Mill Park Primary School also worked closely with families to promote strong attendance. Teachers maintained regular communication with parents and carers via Compass, addressing disengagement and learning concerns. SMS notifications were sent to request explanations for absences, and parents received monthly reports on unexplained absences. For extended periods of absence, follow-up phone calls were made, and external agencies were engaged to support chronic absenteeism and re-engagement strategies. Families taking holidays longer than five days were provided with schoolwork to maintain learning continuity.

In 2024, the average student absence rate from Prep to Year 6 was 19 days. 31% of students achieved an attendance rate of 95% or higher, exceeding the averages of similar schools (27%), network schools (24%), and the state average (26%).

Financial performance

Mill Park Primary School maintained a strong financial position throughout 2024, ensuring careful

and strategic management of funds. Guided by the 2022–2026 School Strategic Plan and the 2024 Annual Implementation Plan, the School Council allocated resources to support key programs and priorities.

The Financial Performance and Position Report recorded an end-of-year surplus of \$236,036, this was attributed to sound financial management as well as locally raised funds.

Equity Funding played a vital role in supporting staff professional learning, enhancing teacher capacity, and employing additional staff for targeted intervention and extension programs. The school also continued to invest in student wellbeing, employing a Speech Therapist and two Psychologists to support student learning and development.

**For more detailed information regarding our school please visit our website at
www.millparkps.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 520 students were enrolled at this school in 2024, 241 female and 279 male.

33 percent of students had English as an additional language and 3 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).

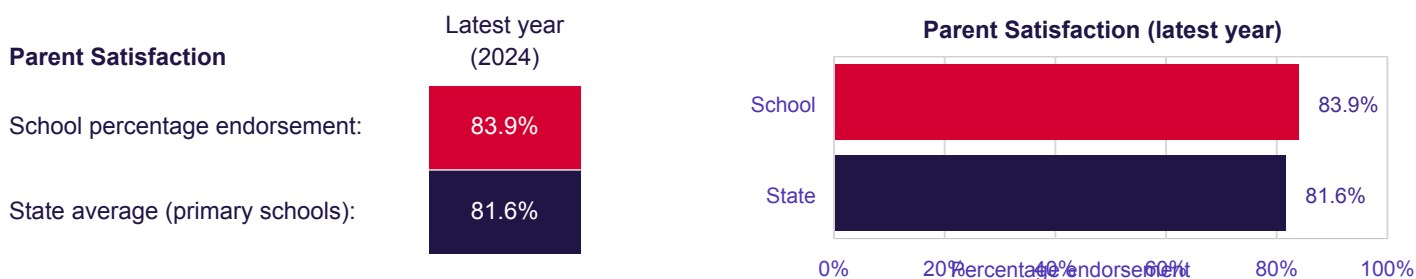
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

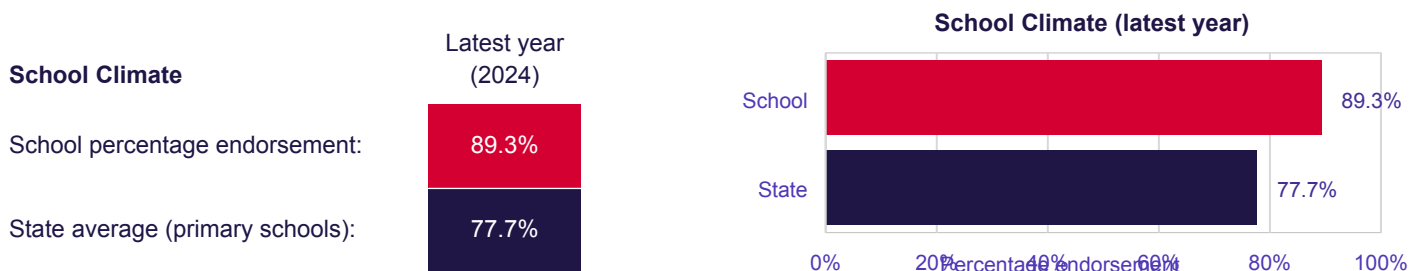


School Staff Survey

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)

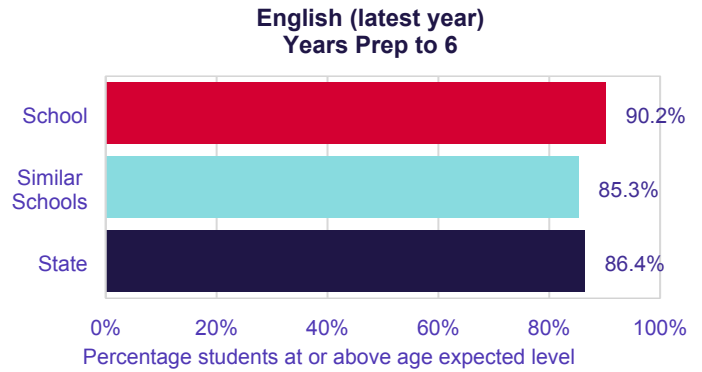
90.2%

Similar Schools average:

85.3%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

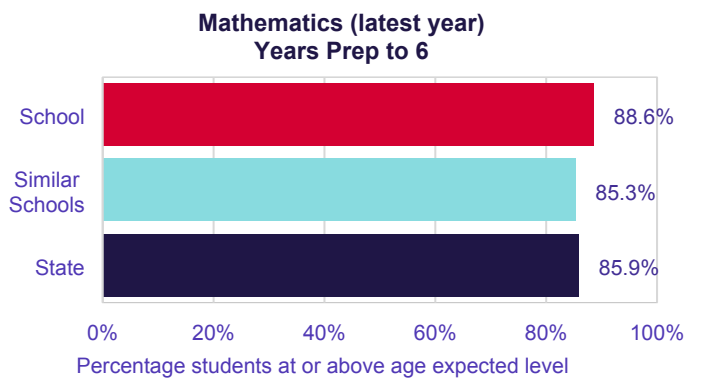
88.6%

Similar Schools average:

85.3%

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.

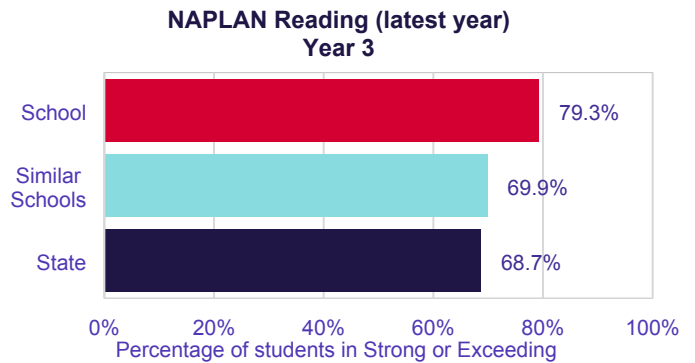
NAPLAN

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.

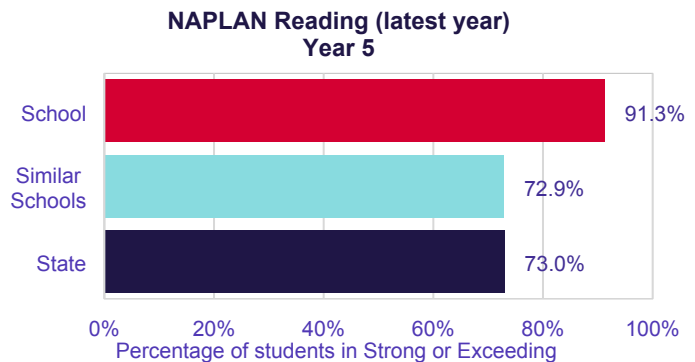
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.3%	73.4%
Similar Schools average:	69.9%	70.2%
State average:	68.7%	69.2%



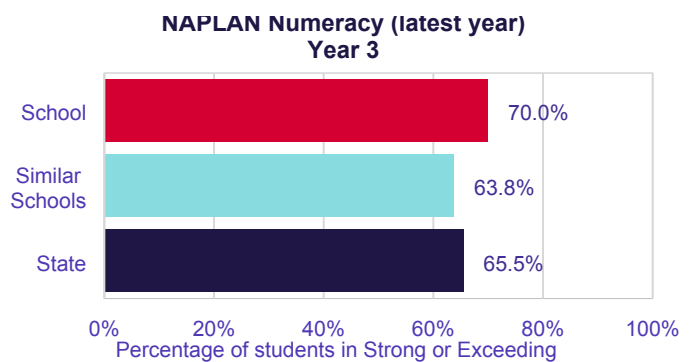
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.3%	88.8%
Similar Schools average:	72.9%	75.3%
State average:	73.0%	75.0%



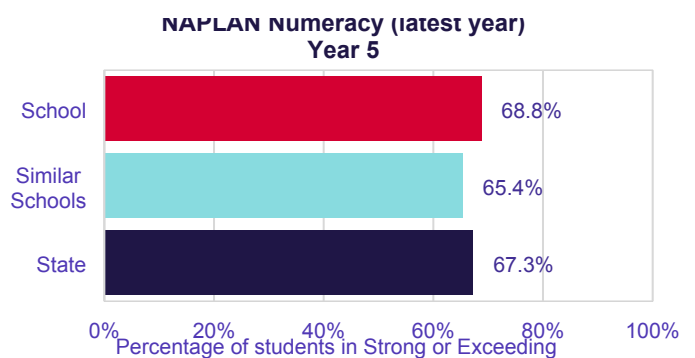
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	66.9%
Similar Schools average:	63.8%	64.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.8%	74.1%
Similar Schools average:	65.4%	66.0%
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:

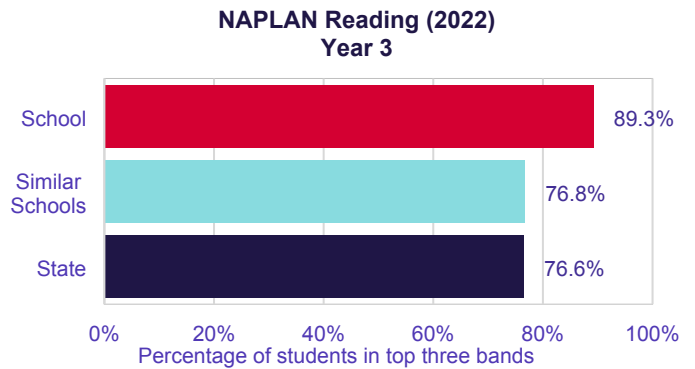
89.3%

Similar Schools average:

76.8%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

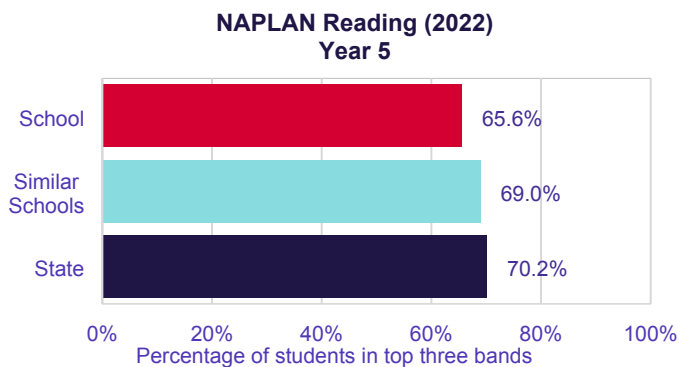
65.6%

Similar Schools average:

69.0%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

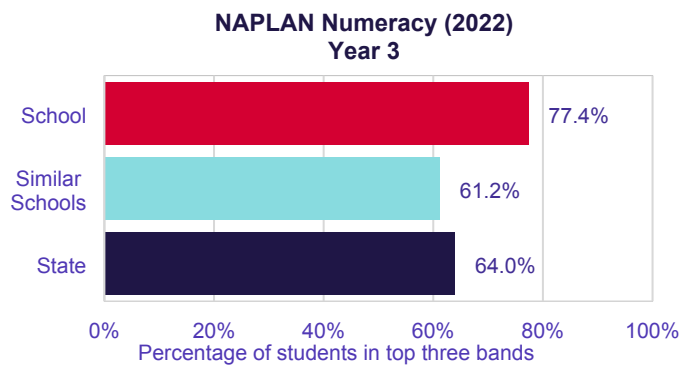
77.4%

Similar Schools average:

61.2%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

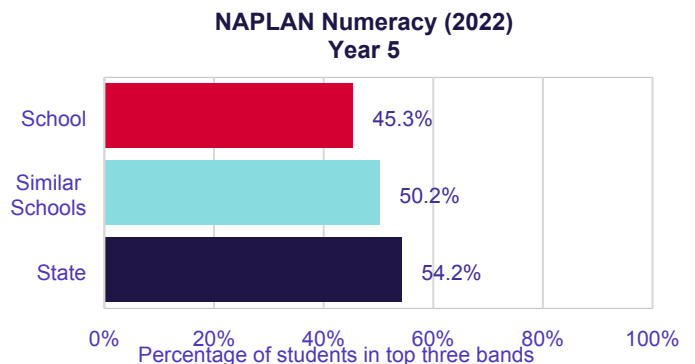
45.3%

Similar Schools average:

50.2%

State average:

54.2%



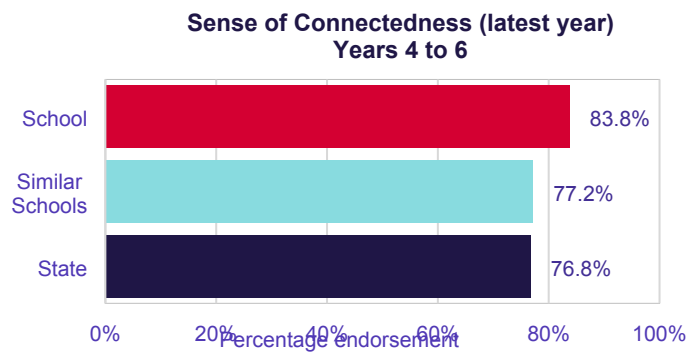
WELLBEING

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).

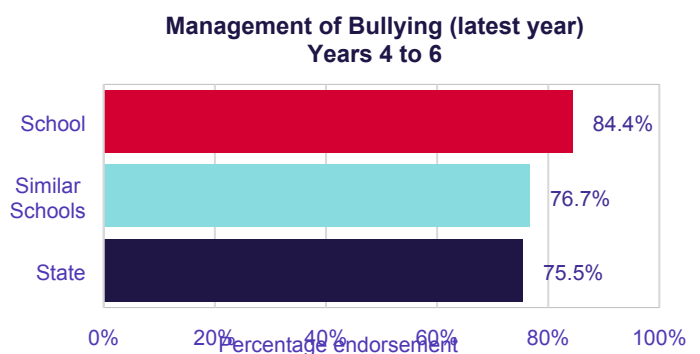
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	83.8%	82.7%
Similar Schools average:	77.2%	77.4%
State average:	76.8%	77.9%



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:	84.4%	83.5%
Similar Schools average:	76.7%	75.7%
State average:	75.5%	76.3%



ENGAGEMENT

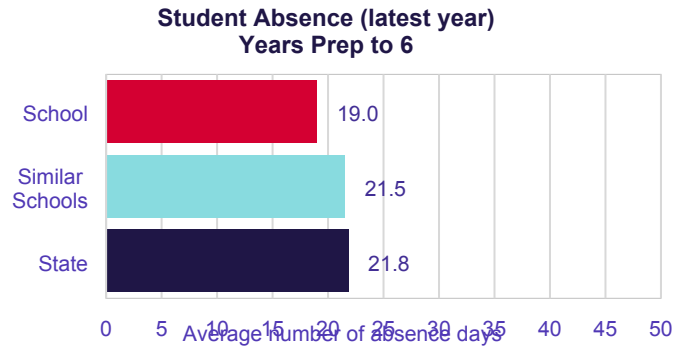
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	19.0	18.4
Similar Schools average:	21.5	20.1
State average:	21.8	20.1



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 (2024):	92%	90%	90%	90%	91%	90%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,053,828
Government Provided DET Grants	\$722,354
Government Grants Commonwealth	\$3,350
Government Grants State	\$3,045
Revenue Other	\$97,406
Locally Raised Funds	\$453,393
Capital Grants	\$0
Total Operating Revenue	\$6,333,377

Equity ¹	Actual
Equity (Social Disadvantage)	\$68,170
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$68,170

Expenditure	Actual
Student Resource Package ²	\$4,704,325
Adjustments	(\$8,076)
Books & Publications	\$8,755
Camps/Excursions/Activities	\$125,990
Communication Costs	\$11,209
Consumables	\$196,552
Miscellaneous Expense ³	\$50,172
Professional Development	\$31,761
Equipment/Maintenance/Hire	\$196,353
Property Services	\$247,564
Salaries & Allowances ⁴	\$173,595
Support Services	\$214,253
Trading & Fundraising	\$14,918
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$56
Utilities	\$36,794
Total Operating Expenditure	\$6,004,221
Net Operating Surplus/-Deficit	\$329,156
Asset Acquisitions	\$0

- (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 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	\$1,006,047
Official Account	\$50,291
Other Accounts	\$0
Total Funds Available	\$1,056,338

Financial Commitments	Actual
Operating Reserve	\$219,160
Other Recurrent Expenditure	\$5,667
Provision Accounts	\$1,337
Funds Received in Advance	\$296,443
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,404
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$500,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds > 12 months	\$150,000
Maintenance - Buildings/Grounds > 12 months	\$100,000
Total Financial Commitments	\$1,316,010

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.