

2024 Annual Report to the School Community

School Name: Montrose Primary School (2259)



- 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 07 April 2025 at 11:25 AM by Kylie Fisher (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 07 April 2025 at 11:26 AM by Kylie Fisher (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

Montrose Primary School is located at the heart of Montrose, a community minded township based at the foothills of the Dandenong Ranges. The school was established in 1880 and has a long and celebrated history with strong and valued community links. Montrose Primary School focuses on developing the 'whole child', valuing wellbeing and connectedness to school and community.

Montrose Primary School's mission is to provide a high-quality education in a happy, safe, supportive and inclusive learning environment where every child can reach their full potential. Our school's vision is to provide every child with a solid foundation and passion for lifelong learning with a strong sense of belonging and connection to their community. Our school values of "Getting Along, Confidence, Organisation, Persistence and Resilience" are derived from the You Can Do It program.

Our learning programs promote equity and excellence. Through the use of high impact evidence based teaching practices we support children to reach their full potential. Working in partnership with families we take on a connected approach to each child's learning and wellbeing. Every child should be excited to come to school every day, through the provision of an engaging student-centred education, a strong sense of belonging and a place where their voice is heard, and they can take action. Our strong emphasis on literacy and numeracy establishes sound academic foundations for students. This is complemented by a student driven inquiry approach to other curriculum areas. Our broad spectrum of specialist subjects also encourages and nurtures the development of the whole child. Our parent opinion survey saw parents rank our school above the State in almost all categories. Our staff opinion survey results similarly had our staff ranking our school above the State in the majority of categories. This is reflected in the positive school environment and culture that we experience.

In 2024, the school had a total of 562 students enrolled at census, 252 females and 310 males. We had 25 classrooms consisting of 2 composite classes and the remainder straight classes. Our Student Family Occupation and Education index placed us in the Low-Medium socio-economic disadvantage band. We had a number of students funded under PSD (Program for Students with Disabilities) and a number of students funded under the new Disability Inclusion model. Our teaching staff equated to 33 EFT working across generalist and specialist classrooms. Our School Improvement Team consisted of 1 Principal, 1 Assistant Principal, 1 Leading Teacher and 3 Learning Specialists. Our non-teaching staff totalled 15.54 EFT. This included Educational Support Staff in a range of different roles with different time fractions - Integration/Teacher Aides and Literacy & Numeracy support tutors, Business Manager and Office Staff, Librarian, Kitchen Garden/Canteen Coordinator and Buildings and Grounds Manager. We continued to employ a regular bank of casual relief teachers when needed. The Outer East area of the Education Department made changes to network structures and composition, where we were placed into the Dandenong Ranges Network at the start of 2024.

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 (ETR) Act 2006. The school is compliant with Child Safe Standards prescribed in Ministerial Order No. 870 - Child Safe Standards Managing Risk of Child Abuse in School.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, we continued to focus on student driven and discipline rich inquiry units of work across the school with goals of increasing student engagement. We used a student free day to engage with an educator from Melbourne University for staff professional learning on Inquiry and Student Voice & Agency. We have authentically developed and implemented an inquiry-based integrated curriculum across the school with opportunity to celebrate and showcase to our wider community. Our goal in 2024 was to increase the percentage of positive responses on our Student Attitude to School Survey for Stimulated Learning, we exceeded our goal with a 10% increase from 2023. The stimulated learning environment factor also went up 9% on our Parent Opinion Survey and sits 7% above the state. Our Student Voice and Agency score increased 8% on the Student Attitude to School Survey.

InitialLit was introduced across Prep to Grade 2. InitialLit is an evidence-based whole-class literacy program providing students with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit incorporates a synthetic approach to the teaching of phonics alongside a rich literature and vocabulary component. The results that we have achieved in our first year of implementation across Prep to Grade 2 have been excellent.

Another area of focus was to further build teacher capacity to use formative assessment to inform teaching and to differentiate instruction and support. Our teachers undertook professional learning and peer observations to build these skills.

Our 2024 Performance Summary for Learning indicates strong results from Prep to 6 in both English and Mathematics. The percentage of students at or above level in English was above both State and Similar school averages. In Mathematics our Prep to 6 students were above State and only 0.4% behind Similar Schools for the percentage of students at or above expected standards. Our NAPLAN results showing the percentage of students in the Strong and Exceeding bands was above the State and just below Similar Schools in all areas except Grade 3 Reading. However, our Grade 3 Reading two year average was above the State and 0.5% less than Similar Schools, indicating a cohort specific impact.

In 2024, we continued to embed our AUSLAN program, Grade 3/4 Kitchen Garden program, STEM program and Food Technology lessons across the school. Our rich offering of specialist subjects also continued through Performing Arts, Physical Education and Visual Arts. We continued to also offer a user pay instrumental program during the school day.

Wellbeing

Wellbeing continues to be a core focus at Montrose Primary School with a key belief that positive wellbeing enables students to achieve their personal best. We provided a full-time Wellbeing & Inclusion Leader.

In 2024, our Wellbeing Working Group commenced the review of our school values with input from parents and staff, from this a short list of values was established for presentation to students in early 2025 for their input. We were successful in our application to be involved in the School Wide Positive Behaviour program in 2025, this required a surveyed commitment from at least 80% of our teachers which was achieved with very close to 100% commitment.

We implemented the use of chronicles across the whole school to record and monitor student behaviour and wellbeing. Our responsiveness to any recorded chronicles around behaviour and wellbeing were timely and provided greater insights to student needs. This wellbeing data is pivotal for planning and being responsive. Our teachers undertook a peer observation cycle focussing on gathering information on current teacher practices that promote an engaging and inclusive classroom where students have voice and agency. From this observation and staff feedback our Wellbeing Working Group developed a school based shared understanding of what an engaging and inclusive classroom looks like. Both this and our work on developing our new school values are important ground work leading into the School Wide Positive Behaviour initiative.

For the elements of wellbeing reported upon in the Annual Report - Sense of Connectedness and Management of Bullying, our Grade 4 to Grade 6 student results are slightly lower than the State and Similar Schools in 2024, with our 4 year average closer to both State and Similar Schools.

In 2024, our Annual Implementation Plan Wellbeing goals focussed on the following data sets:

- Confidence and Resiliency skills - feedback from the Parent Opinion Survey had a 91% positive endorsement which is a 12% increase on last year and well above our target and state levels.
- Perseverance - we had a 6% increase in the Student Attitude to School Survey to 74% positive endorsement, reaching our set goal.
- Our sense of confidence positive endorsement score remained the same at 70% positive endorsement.

Engagement

In 2024, our goal was to increase opportunities to engage the school community through a range of offerings. This included our 3 open classroom sessions over the year and our traditional Grandparents Open morning. All of these sessions were successful with high attendance levels, providing a great opportunity for school and home partnerships to strengthen.

The Art Show evening was a stand out event where we invited families and members of the wider community to visit the school to celebrate the wonderful artistic skills of our students. We continued to provide Inquiry based student showcases at each year level for parents to attend. Our 2024 Parent Opinion survey reflected the impact of this targeted work with our Parent Participation and Involvement up 6% on 2023.

Also introduced during the year were our "WOW moments" which are chronicles sent to parents regarding their child's learning or wellbeing. This positive affirmation that parents can share with their child enables positive home school partnerships which celebrate student success. Our introduction of WOW moments and the informing of parents when their child was receiving an award or presenting at assembly, helped to increase elements such as Teacher Communication (up 10%) and School Communication (up 8%).

Student attendance across the school continues to be positive in 2024 with the average number of days of absence from Prep to Grade 6 being 19.2 which is below both State and Similar School average days of absence. For every year level from Prep to Grade 6 our attendance rate is between 89%-92%. These attendance levels have a positive impact on both wellbeing and learning.

Other highlights from the school year

Our students were engaged in many highlights throughout the 2024 year.

The Art Show evening was an absolute highlight where families and members of the wider community visited the school to celebrate the wonderful artistic skills of our students. Families wandered through our main building filled with art displays themed to our "Natural World". This included an under the sea glow room, space and landscapes. Our choir also performed throughout the night and a silent auction of class created art works proved to be hotly contested and a great fundraiser.

Our camp programs from Grade 3 to 6 remained a highlight, these are a wonderful opportunity for cohorts of students to build positive relationships with peers and teachers, developing a strong sense of connectedness.

Our Choir impressed us all by being part of the Sonic Canvas - North Eastern Victoria Region Youth concert performing at Hamer Hall. They also undertook a Christmas Bus Tour singing at a range of community locations in the local area including nursing homes and shopping precincts.

Our Olympic Week celebrations at the school began with our very own Opening of the Games followed by students competing in events representing their selected country. Our school community shared in the Olympic celebrations and children were able to watch Olympic events together during the school day.

Our Grade 5 Market Week was a huge hit across the school with all students in the other classes spending their 'Montrose Bucks' at the wide range of student run stalls. This inquiry unit of work focussed on economics and provided a wonderful opportunity for our students to have great voice and agency in their learning.

Financial performance

In 2024 revenue exceeded expenditure - net operating surplus \$277,615. SRP revenue included credit and cash: Equity Funding \$21,797 credit and \$20,982 cash; Swimming in schools funding cash \$16,450; Student Excellence Program cash \$15,505; Tier 2 Funding \$225,819 credit and \$25,874 cash; Tier 3 \$198,985 credit & Disability Inclusion Transition \$9,891 credit; Schools Mental Health \$49,191 credit and \$18,034 cash. Credit to cash transfer of 2023 funds \$117,375.42 and 2024 funds \$140,000. These funds boosted program budgets (including CRT) and kitchen garden works. The school saving bonus allocated \$227,600 to families – balance included in 'Funds received in advance'. Bushfire Preparedness funding \$32,990. Included in locally raised revenue was our out of school hours care agreement and hall hires totalling \$78,782. 2024 Expenditure included major items: resurfacing basketball court \$115,271.94; first

two stages of kitchen garden \$60,000; oval works deposit at end of 2024 - \$76,472.68; shade sails \$75,000. In addition, we had various works around the school: Asphalt works, play equipment and soft fall, tree maintenance & cabinetry.

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

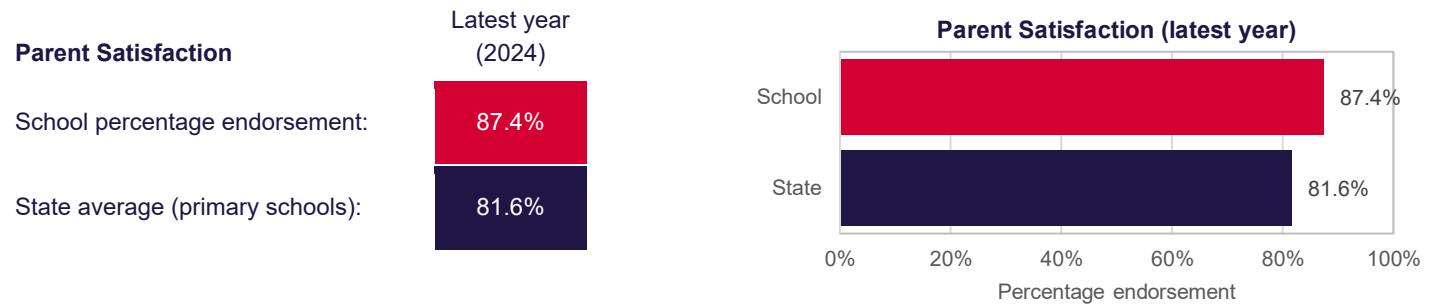
A total of 562 students were enrolled at this school in 2024, 252 female and 310 male.
1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

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**

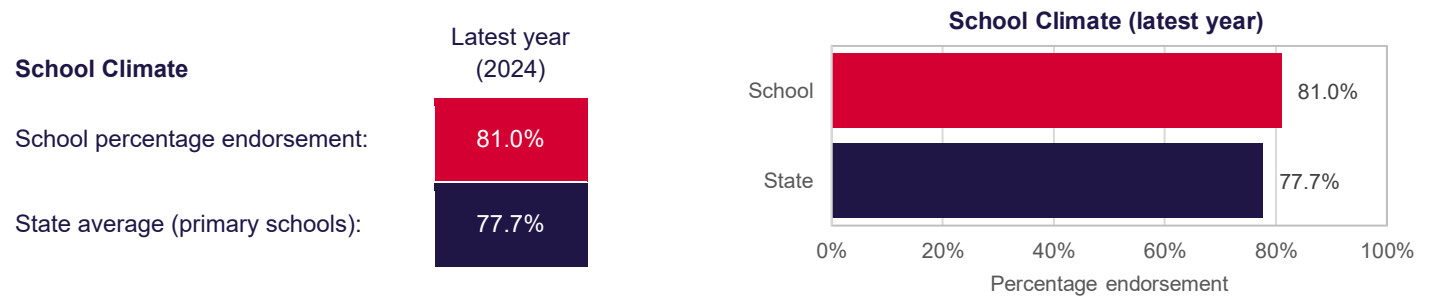
Parent Satisfaction Summary

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.



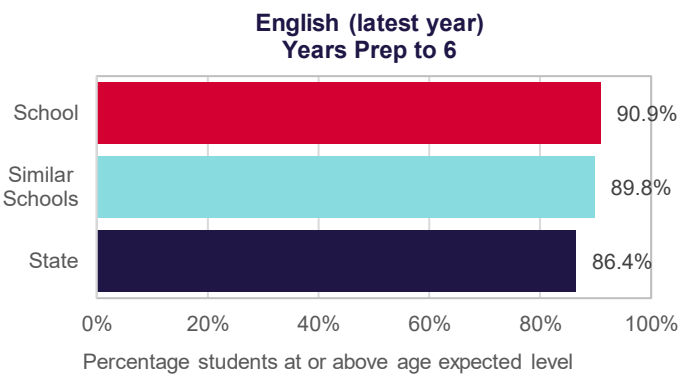
LEARNING

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.

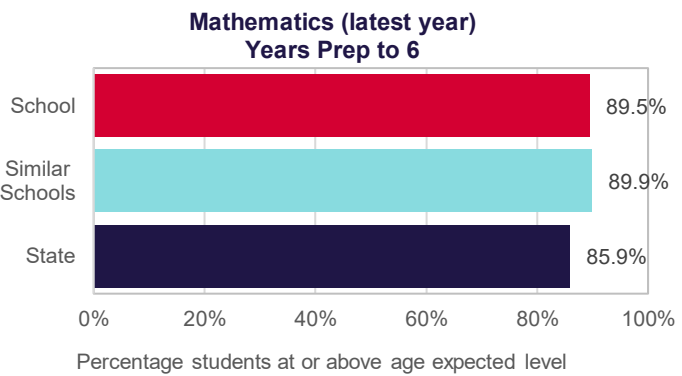
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	90.9%
Similar Schools average:	89.8%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	89.5%
Similar Schools average:	89.9%
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.

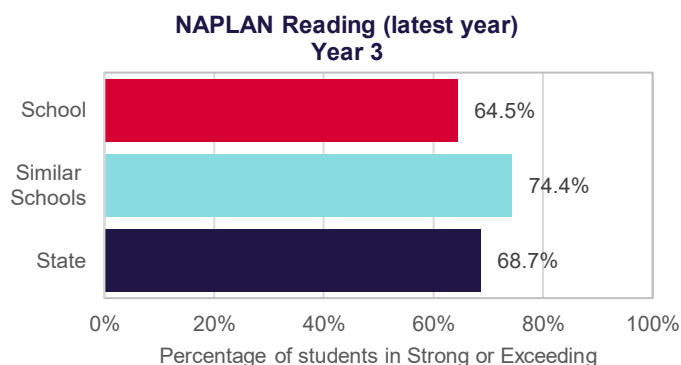
NAPLAN

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.

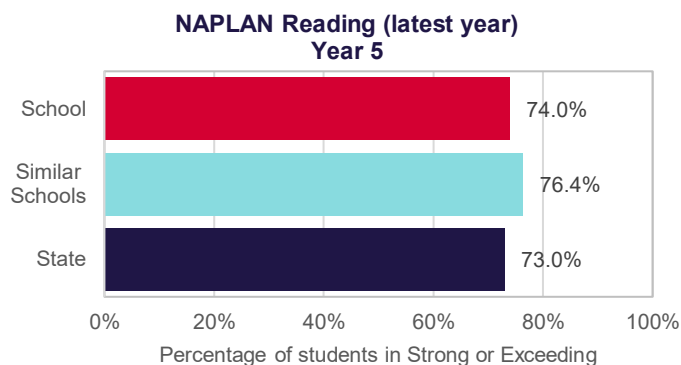
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.5%	74.3%
Similar Schools average:	74.4%	74.9%
State average:	68.7%	69.2%



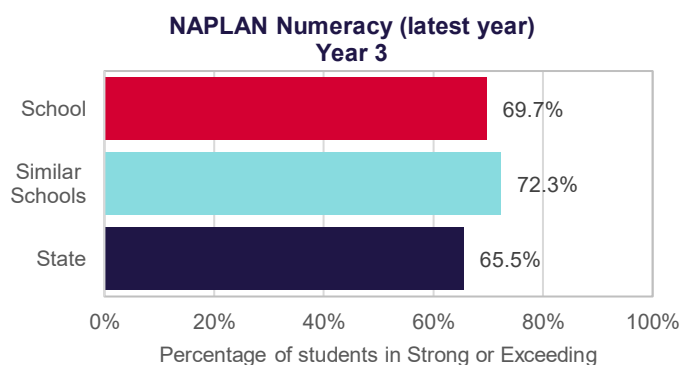
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.0%	73.8%
Similar Schools average:	76.4%	79.3%
State average:	73.0%	75.0%



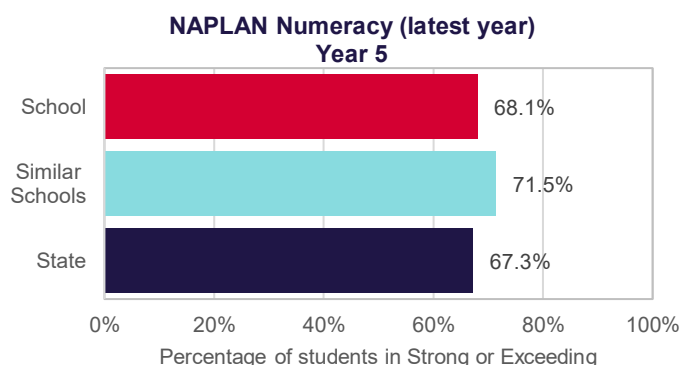
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.7%	69.7%
Similar Schools average:	72.3%	72.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.1%	69.6%
Similar Schools average:	71.5%	71.8%
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:

83.8%

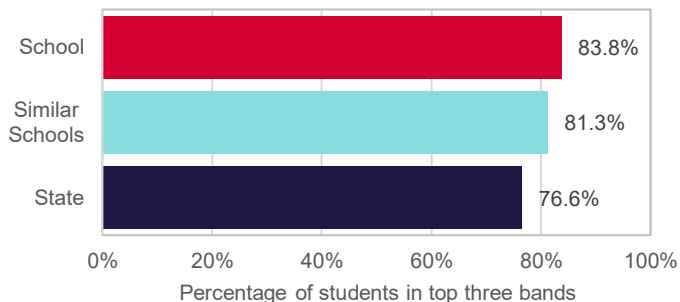
Similar Schools average:

81.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

71.2%

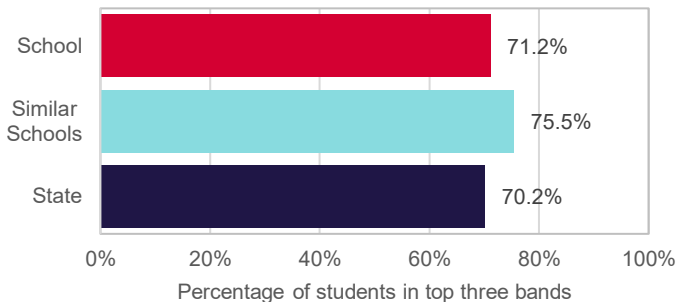
Similar Schools average:

75.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

72.7%

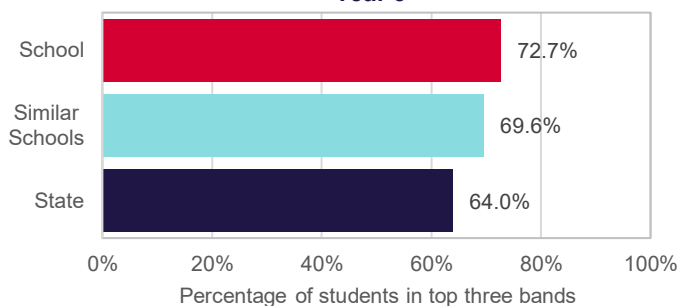
Similar Schools average:

69.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

49.5%

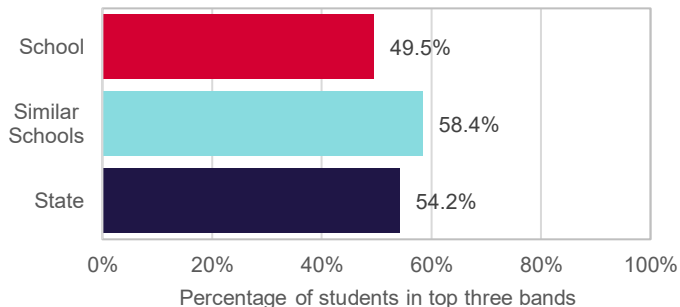
Similar Schools average:

58.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



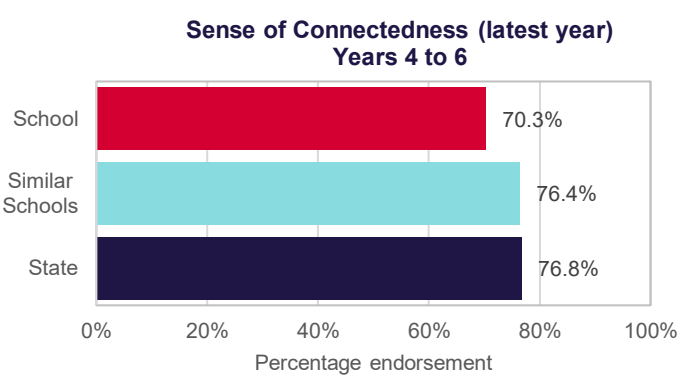
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

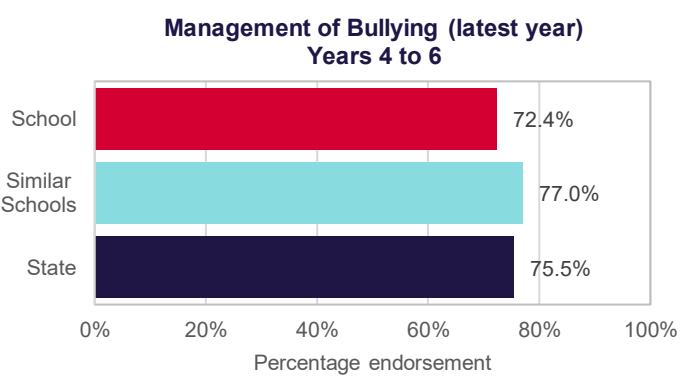
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	70.3%	73.9%
Similar Schools average:	76.4%	77.7%
State average:	76.8%	77.9%



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:	72.4%	74.7%
Similar Schools average:	77.0%	77.8%
State average:	75.5%	76.3%

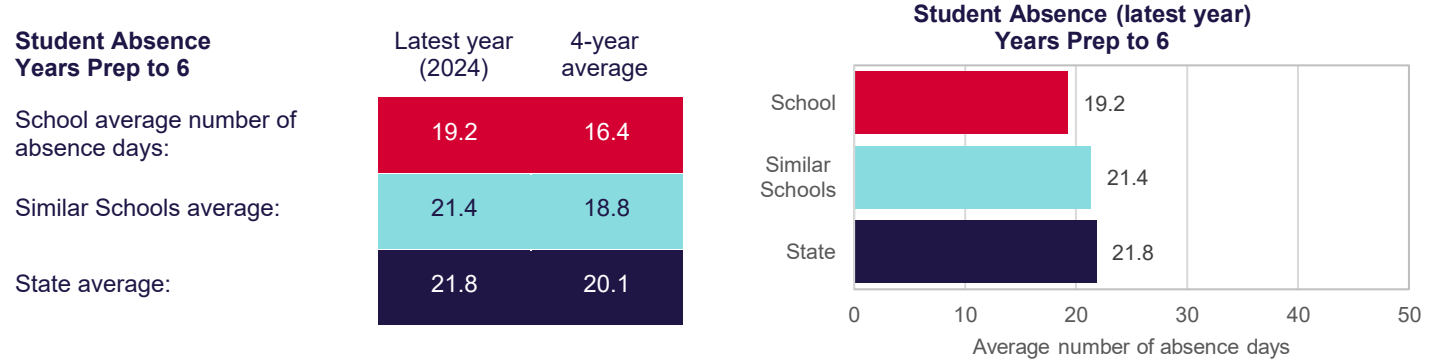


ENGAGEMENT

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):	92%	90%	91%	90%	89%	90%	91%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,629,500
Government Provided DET Grants	\$767,935
Government Grants Commonwealth	\$7,315
Government Grants State	\$32,990
Revenue Other	\$55,236
Locally Raised Funds	\$521,086
Capital Grants	\$0
Total Operating Revenue	\$7,014,062

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,780
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,780

Expenditure	Actual
Student Resource Package ²	\$5,377,209
Adjustments	\$0
Books & Publications	\$3,184
Camps/Excursions/Activities	\$190,412
Communication Costs	\$6,628
Consumables	\$162,689
Miscellaneous Expense ³	\$13,967
Professional Development	\$13,400
Equipment/Maintenance/Hire	\$97,839
Property Services	\$376,689
Salaries & Allowances ⁴	\$29,750
Support Services	\$287,879
Trading & Fundraising	\$134,865
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,937
Total Operating Expenditure	\$6,736,447
Net Operating Surplus/-Deficit	\$277,615
Asset Acquisitions	\$272,171

- (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	\$750,471
Official Account	\$49,619
Other Accounts	\$56,641
Total Funds Available	\$856,730

Financial Commitments	Actual
Operating Reserve	\$227,158
Other Recurrent Expenditure	\$6,265
Provision Accounts	\$0
Funds Received in Advance	\$262,071
School Based Programs	\$56,641
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,230
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$285,000
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	\$857,365

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.