2025 Annual Report to the School Community

School Name: Mildura South Primary School (4389)

- 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 30 April 2026 at 11:19 PM by Mathew McLeod (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 01 May 2026 at 10:04 AM by Mathew McLeod (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

The ‘School Context’ describes the school’s vision, values, and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the ‘Performance Summary’ section of this report refer to?

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school’s ‘Student Family Occupation and Education’ category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

At Mildura South Primary we strive to cultivate a dynamic learning environment based on our values of Teamwork, Respect, Integrity, Courage, and Kindness. A place where all understand the *T.R.I.C.K. to Success*. Our collective responsibility is to empower each student to achieve high standards, embrace diverse perspectives, and grow as compassionate leaders.

Through collaboration and mutual respect, we aim to create a supportive environment where integrity is instilled, courage is celebrated, and kindness fosters lasting connections. Together, we prepare students to navigate the world with confidence, empathy, and a commitment to making a positive impact in our community. At Mildura South Primary School our mission: *'We bring our best selves to school and love the work that we do, striving for high impact and excellence in learning and wellbeing'* informs our priorities as we strive to have high impact on the learning and wellbeing of all students, ensuring that we provide challenging learning experiences in an engaging learning environment.

Our school culture values a high work ethic and collaboration with teachers working in teams to achieve the best outcomes for students. Together as a
whole school community we support each other in discovering new learning about ourselves, our capabilities and what we can accomplish. Through our culture of mentoring, support and ongoing professional learning we are able to achieve our vision:

- All students achieving high standards given the right time and support
- All teachers can teach to high standards given time, coaching and professional learning and the right assistance-High expectations, teaching to point of need and early ongoing intervention are essential
- All leaders, teachers and students can articulate what they are learning and what success looks like. (Clarity: Lyn Sharratt 2019)

We have a strong commitment to creating future ready learners, encouraging and enabling the students to connect to the world beyond our school gate.

In 2025 we had a student enrolment of 469 students. Our leadership team consists of 1 Principal, 2 Assistant Principals and 4 Learning Specialists. There is a strong emphasis on maintaining a safe, secure, welcoming and stimulating environment that encourages successful learning. Our school has a culture of teachers learning with and from each other, implementing the Victorian Teaching and Learning 2.0 Model and reflecting on student data and voice to improve teaching practice. All staff continue to strive to make every day count for our students.

We had 23 classroom teachers,1 wellbeing teacher, 7 specialist teachers, 33 Education Support Officers, full time IT technician and a part time Librarian. Our school is well resourced enabling us to implement strategies to address the needs of all students, including those with additional needs.

Progress towards strategic goals, student outcomes and student engagement

Learning

Mildura South Primary School continued to focus on maximising the learning growth of every student in literacy and numeracy in 2025. To drive meaningful improvements in teaching and learning, we developed a more consistent, school-wide curriculum documentation approach and instructional model aligned with VTLM 2.0. By adopting a shared framework, we strove to improve coherence across year levels and subject areas, providing clarity for teachers and a seamless learning journey for students. This structured approach helped embed high-impact teaching strategies, promote consistent expectations, and
support strategic planning that prioritised student engagement and growth.

As a whole school, we participated in a pilot initiative in partnership with the Victorian Academy of Teaching and Leadership—the Literacy Pedagogy and Practice pilot program. Staff participated in an intensive, year-long professional development journey that combined theory, research, and classroom application.

We utilised department resources, partnering with an Inclusion Outreach coach. The Coach provided a preventative approach, with an emphasis on Tier 1, aimed at supporting our teachers to enhance the learning experiences for all students. They supported us to establish school-wide systems, structures and practices to build our capacity to embed inclusive practices that are monitored through school improvement processes.

Planning team structures within the school were reviewed and enhanced, strengthening instructional practices to build a culture of continuous improvement. Through regular, focused collaboration, teachers shared expertise, analysed student work, planned together, and reflected on instructional strategies. Team protocols were developed with support from the Education Improvement Leader and external consultants win the implementation of this work.

Developing the data literacy of our teachers has was an essential focus. By enhancing teachers' ability to collect, interpret, and respond to a range of student learning data, we able to more accurately identify individual and cohort learning needs. Staff engaged in professional development about how to leverage the data that they have access to, along with engaging in Curriculum Teams to allow for early identification of students requiring additional support or extension.

Learning Highlights from 2025 Data:

Reading: NAPLAN Relative Growth Year 3 - 5; Students with High or Medium Growth 72% - scoring higher than Similar Schools, Network and State

Numeracy: NAPLAN Relative Growth Year 3 - 5; Students with High or Medium Growth 80% - scoring higher than Similar Schools, Network and State

Writing: NAPLAN Relative Growth Year 3 - 5; Students with High or Medium Growth 80% - scoring higher than Similar Schools, Network and State

Attitude to School Survey (AtoSS):

Effective teaching practice for cognitive engagement module showed an increase in the % of students with positive endorsement to the below factors, scoring higher than Similar Schools, Network and State:

- Differentiated Learning Challenge - 92%
- Effective teaching time - 91%
- Stimulated learning - 87%

Wellbeing

Our school maintained a strong commitment to using data to drive improvement in student learning, engagement and wellbeing throughout 2025. Student data was regularly analysed to identify those requiring targeted intervention or extension, ensuring all learners were supported to achieve growth. In addition, data gathered through classroom observations by Learning Specialists and Principal Class focused on Enabling Learning practices. This evidence was collaboratively explored in teaching teams, with clear goals established to strengthen instructional practice and maximise student outcomes.

A consistent whole-school approach to inclusion and high expectations underpinned all aspects of our work. Individual Education Plans (IEPs) were regularly reviewed to ensure adjustments remained responsive to student needs, while Student Support Group (SSG) meetings were held each term to set and monitor goals, identify barriers to learning, and recognise student strengths. Clear referral pathways were in place to support student access and participation, complemented by targeted supports including Education Support Officers (ESOs), a dedicated wellbeing space, and access to Breakfast Club each morning.

Students were supported to develop independence through explicit instruction in emotional regulation, including the Zones of Regulation, alongside stress management and positive coping strategies. Access to a Wellbeing Teacher and dedicated Wellbeing Area ensured students could receive timely support when required.

The school continued to strengthen inclusive practices through targeted staffing, professional learning and community partnerships. The school's racism policy was reviewed and shared with the broader community, reinforcing our commitment to a safe and inclusive environment. Staff capability was further enhanced through ongoing professional learning, including qualifications in Inclusive Education, Mental Health in Primary Schools (MHiPS) accreditation and strategic staff training through Lookout for students in Out-of-Home Care, and Protective Intervention training aligned with departmental policy.

Engagement

In 2025, attendance continued to be an area of concern. Although there was a slight reduction in the number of students with 30 plus days absence from 2024, we continue to have more absences than similar schools, network and state. The improvement should be acknowledged by

staff as this is the best data recorded post COVID. It will be important to maintain focus on reducing the number of absences of our students.

The school strengthened its commitment to building authentic partnerships with families and the broader community. Strong participation in Student Support Group (SSG) meetings ensured that families were actively involved in setting goals, reviewing progress and supporting student learning. This was complemented by ongoing engagement through our Partners in Learning approach, where families were recognised as key contributors to student success. Participation from families in the Department of Education's Disability Inclusion Profile (DIP) process further reinforced collaborative planning and inclusive practice.

Community engagement remained a significant strength throughout the year. The Junior School Council provided valuable opportunities for student voice and leadership, empowering students to contribute to decision-making and school improvement. The reintroduction of the camps program was also highly successful, with strong student participation supporting social development, independence and positive peer relationships.

The school proudly celebrated its diverse community through key events such as NAIDOC Week and Harmony Day, fostering a culture of respect, inclusion and cultural understanding. These celebrations provided meaningful opportunities for students, staff and families to engage with and learn from one another's backgrounds and experiences.

A key development in 2025 was the establishment of a partnership with the Kindergarten on School Site (KOSS). This initiative strengthened early years connections and supported smoother transitions into primary school. The partnership provided increased opportunities for collaboration between early childhood and primary staff, ensuring continuity of learning and a strong foundation for our youngest learners.

Financial performance

Mildura South Primary School finished 2025 in a sound financial position. This was due to several factors, including the funds we received as part of the College Lease program in Sunraysia and student resource package (SRP) adjustments. The College Lease funds contributed $80,513 to our cash reserves and were invested in improving our school grounds and facilities.

The Out of School Hours Program/Vacation Care continues to flourish, and the school received administrative fees which were strategically directed to the running of the program. Our Provisional Account balance is maintained to ensure that we have sufficient funds for Long Service Leave and also for School Council Employee salaries.

We received the Early Years Koorie Numeracy and Literacy grant ($23,800) and the Extended Koorie Numeracy and Literacy grant ($38,000) which was used to fund a teacher to work one on one with our Koorie students to enhance academic outcomes.

In 2025, Equity (social disadvantage) funding of $647,413 has been prioritised to provide supports for students with additional needs or those who require learning, social and emotional adjustments. Additional Education Support Staff (ESO) in classrooms ensure that students receive appropriate levels of support. ES staff were also used to support students in play-based interactions during recess and lunch.

For more detailed information regarding our school please visit our website at https://www.msps.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 470 students were enrolled at this school in 2025, 223 female and 247 male. 17% had English as an additional language and 11% 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.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**76.9%**
	Similar schools	86.9%
	State	82.0%

School Staff Survey

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

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**63.2%**
	Similar schools	77.6%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**65.7%**
	Similar schools	79.6%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**61.6%**
	Similar schools	77.4%
	State	84.2%

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**44.4%**	**44.6%**
	Similar schools	61.6%	61.0%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**57.4%**	**56.5%**
	Similar schools	68.0%	67.7%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**53.8%**	**48.2%**
	Similar schools	59.6%	60.0%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**54.1%**	**46.4%**
	Similar schools	60.5%	59.5%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**77.4%**	
	Similar schools	71.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**79.6%**	
	Similar schools	69.0%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**84.7%**	**71.1%**
	Similar schools	78.4%	76.8%
	State	77.1%	77.3%

Student Attitudes to School – Managing Bullying

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

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**82.8%**	**73.9%**
	Similar schools	78.9%	78.1%
	State	76.4%	75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	**School**	**26.8**	**28.3**
	Similar schools	23.6	24.2
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	**School**	**87.9%**	
Year 1	**School**	**87.0%**	
Year 2	**School**	**85.3%**	
Year 3	**School**	**86.8%**	
Year 4	**School**	**86.9%**	
Year 5	**School**	**85.7%**	
Year 6	**School**	**86.2%**	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	**Actual**
Student Resource Package	$6,596,014
Government Provided DET Grants	$1,159,220
Government Grants Commonwealth	$470,178
Government Grants State	$0
Revenue Other	$94,554
Locally Raised Funds	$378,104
Capital Grants	$0
Total Operating Revenue	**$8,698,070**

Equity	**Actual**
Equity (Social Disadvantage)	$647,413
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$647,413**

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

Expenditure	**Actual**
Student Resource Package[1]	$6,462,347
Adjustments	$0
Books & Publications	$7,450
Camps/Excursions/Activities	$147,054
Communication Costs	$5,572
Consumables	$169,136
Miscellaneous Expenses[2]	$16,310
Agency Staff	$10,364
Professional Development	$23,250
Equipment/Maintenance/Hire	$246,973
Property Services	$395,987
Salaries & Allowances[3]	$751,666
Support Services	$40,730

Expenditure	Actual
Trading & Fundraising	$54,635
Motor Vehicle Expenses	$1,080
Travel & Subsistence	$14,159
Utilities	$80,654
Total Operating Expenditure	**$8,427,368**
Net Operating Surplus/-Deficit	**$270,701**
Asset Acquisitions	**$67,261**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$2,050,688
Official Account	$16,523
Other Accounts	$0
Total Funds Available	**$2,067,211**

Financial Commitments	Actual
Operating Reserve	$327,504
Other Recurrent Expenditure	$35,277
Provision Accounts	$25,383
Funds Received in Advance	$207,391
School Based Programs	$126,658
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$408,178
Capital - Buildings/Grounds < 12 months	$20,000
Maintenance - Buildings/Grounds < 12 months	$269,000
Asset/Equipment Replacement > 12 months	$48,840
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,468,230**

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.