

2024 Annual Report to the School Community

School Name: Menzies Creek Primary School (2457)



- 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 26 April 2025 at 02:00 PM by Dale McNerney (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 29 April 2025 at 10:29 AM by Dale McNerney (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

Established in 1882, Menzies Creek Primary School resides amidst the picturesque Dandenong Ranges, priding itself on fostering a vibrant and engaged learning environment. Guided by our overarching vision of cultivating curious, caring, lifelong learners, we actively uphold our core values of gratitude, respect, persistence, and kindness through three fundamental school guidelines: do your best, help others succeed and, respect the environment. From Foundation to Year 6, our passionate educators collaborate harmoniously to deliver the Victorian curriculum, emphasising immersive and authentic learning experiences. Utilising high-impact teaching methodologies and robust well-being strategies, they ensure optimal and transferrable learning outcomes. Central to our educational approach are the incorporation of essential learning assets—communication, collaboration, research, self-management, and critical thinking—embedded within learning intentions, success criteria, and student goal-setting. Our teachers are ardent learners themselves, engaging in Professional Learning Communities (PLCs) to exchange knowledge and insights. Peer observations and continuous professional development further enrich our teaching practices. Professional Learning Communities catered to different year levels, fostering collaborative learning among educators. At Menzies Creek Primary, inclusivity is paramount. We embrace students of diverse abilities, ensuring tailored learning experiences that cater to individual needs. Student voice and agency are actively nurtured, with students assuming leadership roles and contributing to curriculum development and assessment processes. We place great emphasis on family involvement, fostering a strong partnership between home and school. Families actively participate in classroom activities, intervention programs, fundraising events, and school excursions. Our proactive School Council and its subcommittees further enhance community engagement. Collaborative partnerships with feeder secondary schools facilitate a seamless transition for our graduating Year 6 students, ensuring continuity in their educational journey. In the same year, our school welcomed 113 students from diverse backgrounds, including Indigenous, Out of Home Care, and those supported by the Program for Students with a Disability/Disability & Inclusion (Tier 3). With a low School Financial Operations Index (SFOE) band value of 0.2456, our staffing comprises dedicated professionals committed to student success and well-being.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, our primary focus remained on enhancing student learning, with particular emphasis on numeracy, alongside prioritising student well-being. This commitment was channeled through our 2024 Priorities Goal, complemented by dedicated Key Improvement Strategies for both learning and well-being. 2024 was a review year for Menzies Creek Primary School. As a result of this review we worked closely with Regional staff to streamline our approach to teaching and

learning, including assessment. This culminated in developing our instructional teaching and learning model that aligns with the revised Victorian Teaching and Learning Model 2.0

At Menzies Creek, our efforts in curriculum planning and assessment were directed towards:

- Conducting comprehensive professional development sessions on numeracy at both school-wide and network levels throughout the year.
- Sustaining the implementation of our school-wide literacy/reading program.
- Utilising Professional Learning Communities (PLCs) to foster collaborative planning of instructional units with an emphasis on differentiation.
- Strengthening staff proficiency in creating inclusive classroom environments.
- Leveraging various data sets to identify and provide support to students through the Tutor Learning Initiative (TLI).
- Employing Compass to deliver regular updates on student learning programs as part of our ongoing assessment reporting practices, including consistent uploading of learning tasks to communicate student progress, feedback, and objectives.
- Facilitating Student Support Group meetings to bolster student learning endeavors. To elevate the excellence of our teaching staff, we continued to refine and expand our professional learning initiatives, focusing on enhancing pedagogical practices in literacy and numeracy. These endeavors included:
 - Formulating a coherent and aligned curriculum framework outlined in the MCPS Teaching and Learning Handbook.
- Advancing a professional inquiry and learning plan aimed at establishing a well-defined and aligned curriculum framework, with a specific emphasis on effective reading and numeracy instruction.
- Equipping teachers with the knowledge and skills to implement effective teaching strategies across all aspects of the reading process.
- Evaluating and enhancing the school's comprehensive approach to numeracy, with a particular emphasis on enhancing data literacy to inform the implementation of ability-based groupings and targeted teaching across all grade levels. The success of our learning initiatives is evidenced by our Performance Summary, which measures our progress against the targets outlined in our school's Annual Implementation Plan (AIP) and School Strategic Plan (SSP).

Wellbeing

In 2024, the school continued to place a dedicated emphasis on aligning with the statewide Key Improvement Strategy, focusing on 'Effectively mobilising available resources to support students' well-being and mental health, particularly those most vulnerable'. Aligned with our commitment to the Student Engagement Policy, our school continued to implement practices prioritising student well-being. The maintenance of our chaplaincy program throughout 2024 exemplifies our proactive support for students and their families. Concurrently, all staff enhanced their practice by integrating inclusive classroom principles, ensuring a comprehensive understanding and application of inclusion across the entire school community. This model fosters contextually relevant and collaborative learning, with Tier 2 support further provided through social and well-being groups. The implementation of Respectful Relationships (RRRR) by teachers persisted, supplemented by the bi-weekly Fab Friday initiative, aimed at engaging, sustaining, and nurturing student development in collaboration with all staff. Additionally, the continuation of Breakfast Club served as a cornerstone for ensuring students start their day positively. Care groups continue to be a significant success, garnering positive feedback from both students and staff. These groups nurtured trust between students and their leaders, comprising principals, teachers, and education support staff, as demonstrated by the candid sharing within the groups. Their primary aim was to

bolster resilience strategies in alignment with the RRRR program. Quiet lunchtime activities proved effective, offering students a relaxed alternative during less structured break times. Moreover, the ongoing impact of the Student Voice Team (SVT) remained palpable, empowering participating students by providing them with a platform to express themselves and understand their roles within the school community.

Our involvement with Let's Talk helped strengthen our goal to improve student inclusion, wellbeing and engagement with the goal to continue seeing improved data from the Department's Attitude to School Survey results.

Engagement

Throughout 2024, our school remained dedicated to engaging students through a differentiated learning program tailored to their individual needs, delivering curriculum content purposefully, and fostering an empowering learning atmosphere that values students' positive contributions. We participated in professional learning sessions with other network schools to develop authentic student voice and agency through the Let's Talk program. This initiative empowered us to collaborate more effectively with students and implement consistent whole-school approaches to behaviour management and well-being. Students were trained to be a 'buddy' and were visible in the playground to provide an opportunity to support peers facing social challenges. This focus on student empowerment will continue as we endeavour to enable students to articulate their role in fostering a safe and positive school environment and to take ownership of their learning experiences. As a unified school community, we have values that resonate with our ethos following consultations with students, staff, and the School Council. Respect, persistence, gratitude, and kindness complement our existing guidelines of striving for personal bests, supporting others' success, and respecting the environment. The engagement and connection between Menzies Creek staff and students are palpable, and we take pride in our programs designed to cultivate resilience, persistence, engagement, and social skills among students. Our efforts in this domain, including initiatives like the Student Voice Team, are ongoing and purposeful. We continue to provide diverse opportunities for student voice and agency, including a review of student leadership structures across the school. Students are actively involved as stakeholders through surveys beyond the DET Attitudes to School Surveys. Our school's focus in 2024 encompassed enhancing students' sense of connection, confidence, resilience, motivation, and goal-setting, as outlined in our Annual Implementation Plan. Addressing persistently high absence rates remains a priority, and we collaborate closely with our community and senior well-being and engagement officers from the Department of Education and Training to offer appropriate support and encouragement where needed.

Other highlights from the school year

Menzies Creek Primary School takes pride in the array of additional programs, events, activities, and partnerships that contribute positively to our school community. The highlights of 2024 include: The continuity of normal operations, allowing students to enjoy camps, musical productions, sporting events, and termly excursions and incursions aligned with class units of study and special events. These experiences not only deepen learning but also foster

engagement in school life. The provision of numerous extracurricular activities aimed at enriching the learning experiences of our students. Our Camping program, spanning from Foundation to Year 6, was successfully executed. Foundation students had the opportunity to participate alongside their Year 5 'buddies' in various activities and excursions. The Year 1/2 program featured a 'big day out' excursion to Ninja Nation in 2024, followed by a dinner at school, with Year 2 students enjoying a sleepover at the school. Both the Year 3/4 (Gundiwindi) and Year 5/6 (Forest Lodge) cohorts relished adventure activities-based camps lasting for three days and two nights each. Participation in our Whole School Production (Twisting through Time) as part of our Performing Arts program, offers students valuable opportunities to engage with the arts and perform for an audiences. This experience highlighted student engagement and showcased their talents on a broader platform. Connecting our school community was a major focus and highlight in 2024. Activities organised by our School Council to achieve this included: · welcome BBQ and working bees · discos and colour runs · trivia night · Mother's Day and Father's Day events for parents. Collaboration with community partners such as the Emerald Men's Shed and Emerald Rotary to enhance our school grounds. Through partnerships with these organisations, we have improved facilities and received valuable support. Additionally, regular visits to the local library have strengthened our ties with the community, enriching the educational experiences of our students.

Financial performance

Throughout the 2024 school year, Menzies Creek Primary School maintained a strong financial position. The new School Strategic Plan developed in 2024, alongside the 2024 Annual Implementation Plan, served as the guiding framework for the allocation of funds by the school council. These funds were strategically utilised to support various school programs and priorities. This prudent financial management enabled us to sustain additional programs like Plot-to-Pot, enriching our teaching and learning endeavours. Our equity funding is directed towards critical initiatives, including the provision of a Literacy Specialist teacher to oversee our reading and writing intervention program. Additionally, a portion of the funding is allocated to support the presence of a School Chaplain, further enhancing the well-being and support services available to our school community.

**For more detailed information regarding our school please visit our website at
<https://www.menziesps.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 125 students were enrolled at this school in 2024, 61 female and 64 male.

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

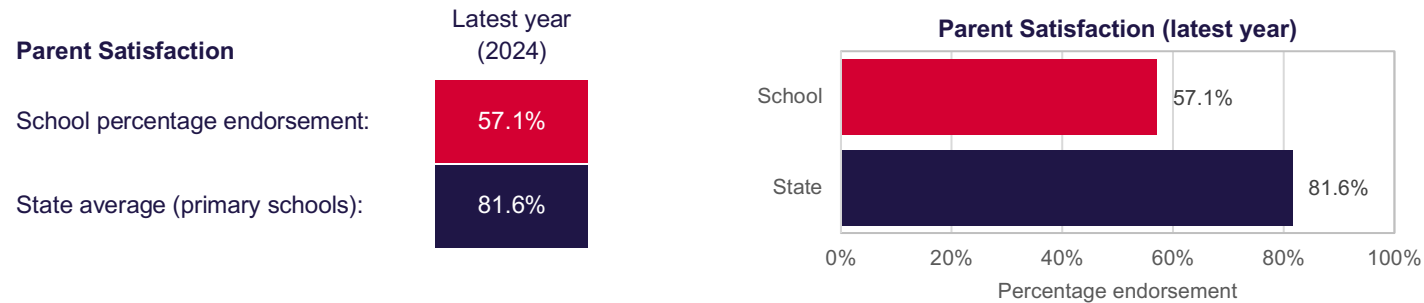
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

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.

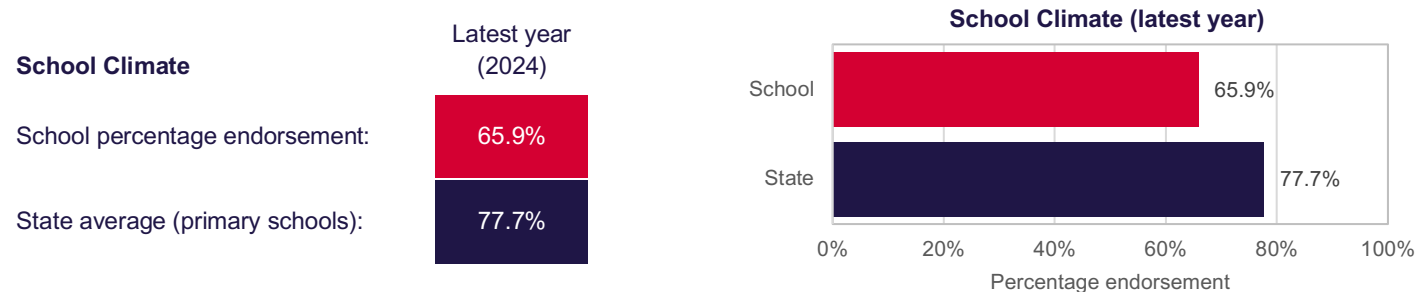


School Staff Survey

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:

74.1%

Similar Schools average:

88.4%

State average:

86.4%

Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

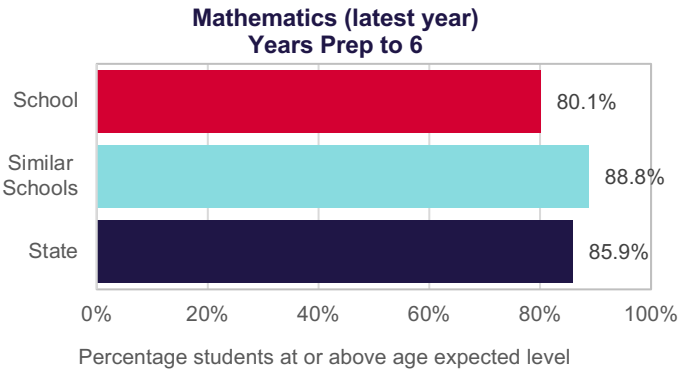
80.1%

Similar Schools average:

88.8%

State average:

85.9%



LEARNING (continued)

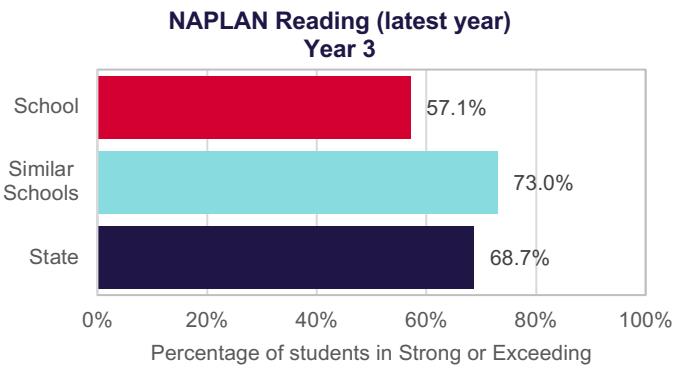
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

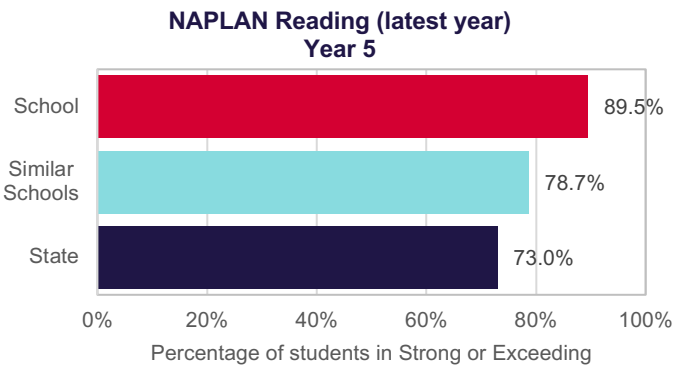
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

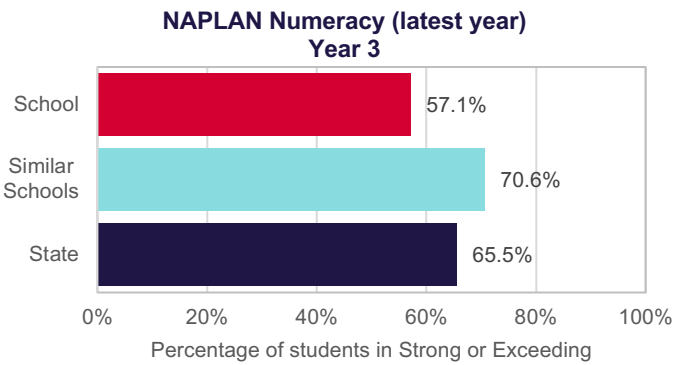
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	61.8%
Similar Schools average:	73.0%	73.7%
State average:	68.7%	69.2%



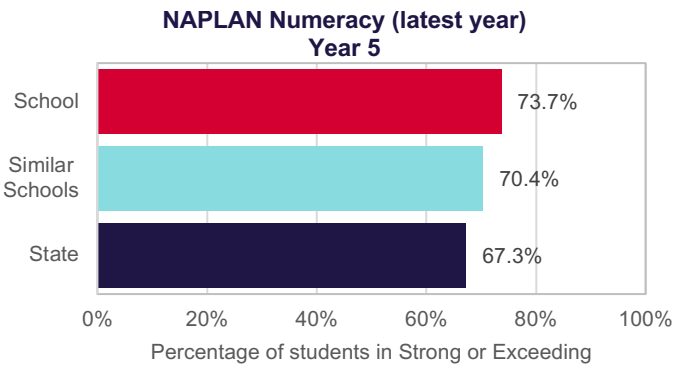
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.5%	83.8%
Similar Schools average:	78.7%	80.9%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	55.6%
Similar Schools average:	70.6%	71.2%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.7%	75.7%
Similar Schools average:	70.4%	70.8%
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:

64.3%

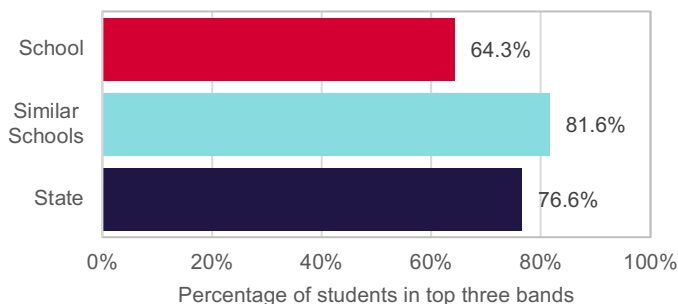
Similar Schools average:

81.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

90.5%

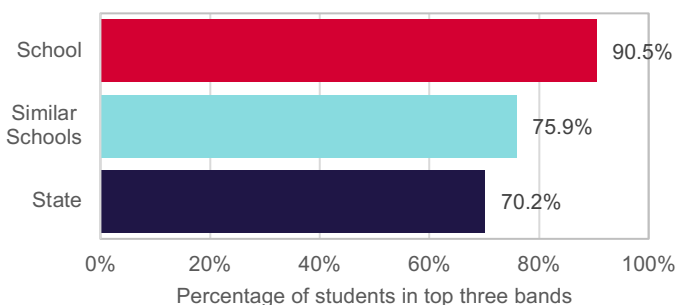
Similar Schools average:

75.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

44.4%

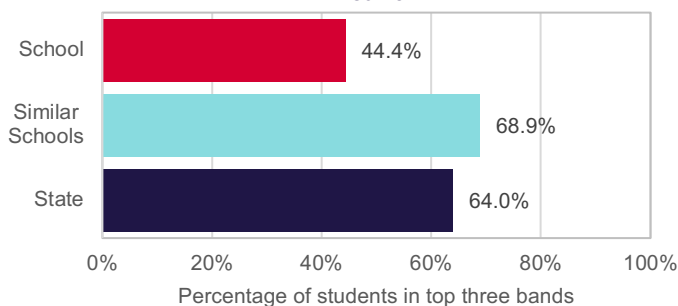
Similar Schools average:

68.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

52.4%

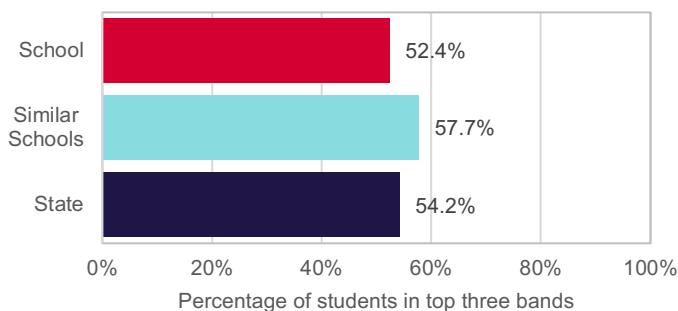
Similar Schools average:

57.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

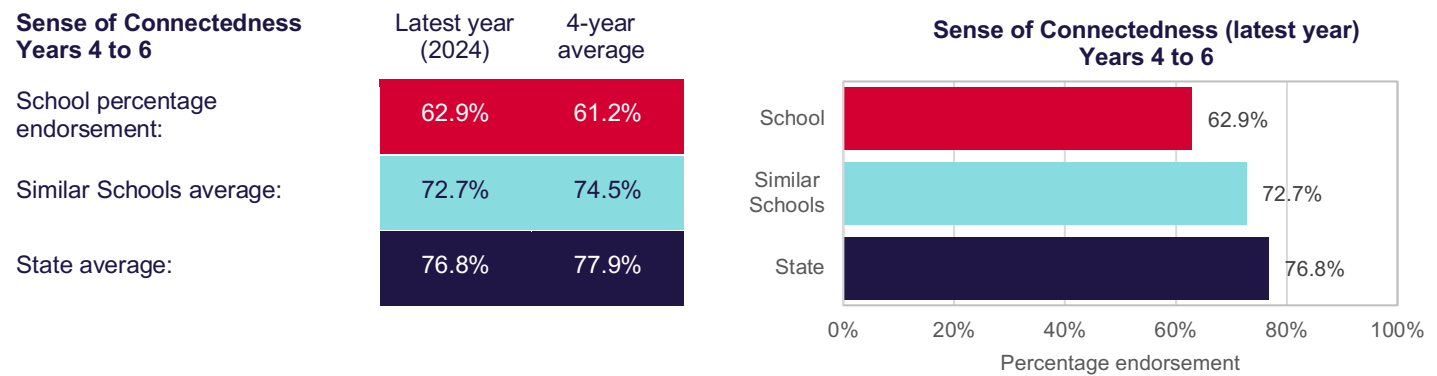


WELLBEING

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.

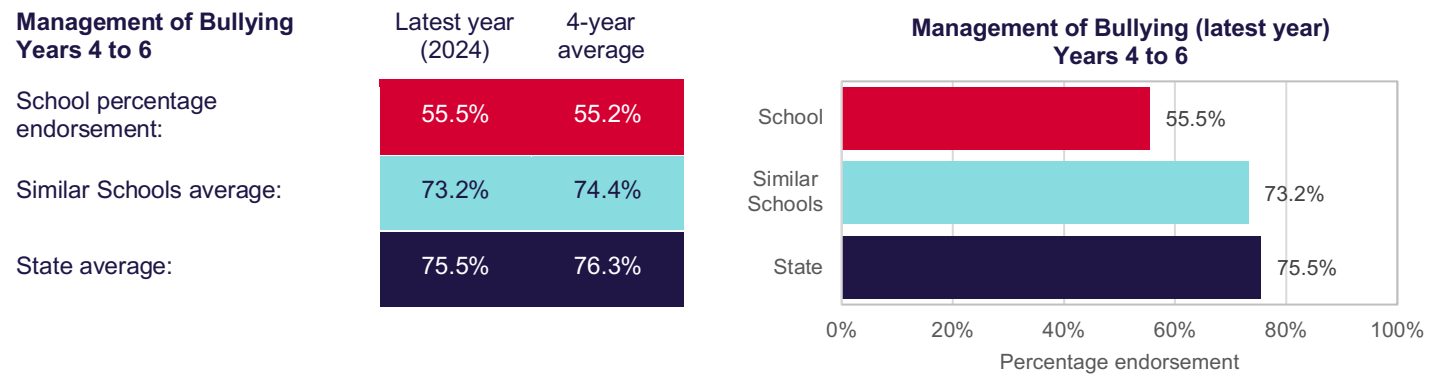
Student Attitudes to School – Sense of Connectedness

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).



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).

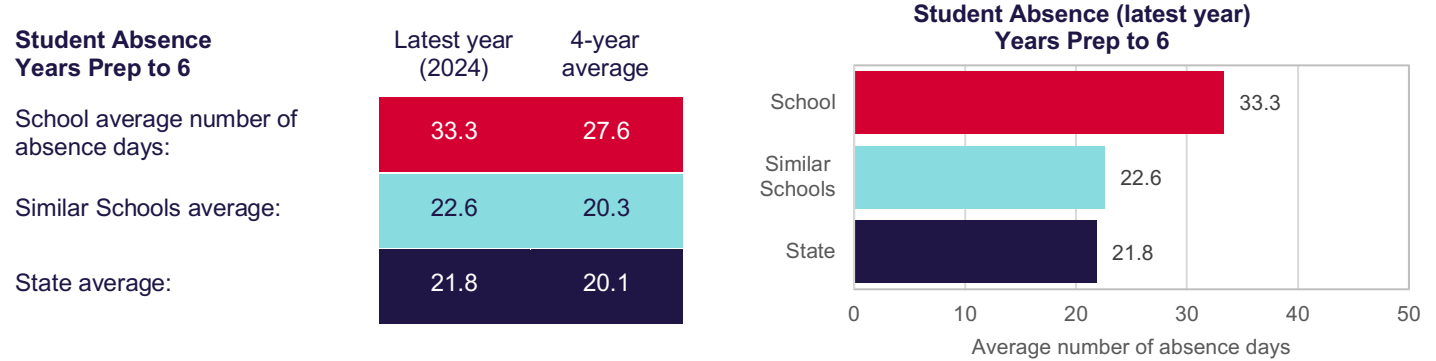


ENGAGEMENT

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):	88%	84%	86%	84%	85%	78%	83%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,521,201
Government Provided DET Grants	\$182,288
Government Grants Commonwealth	\$8,753
Government Grants State	\$101
Revenue Other	\$21,503
Locally Raised Funds	\$114,436
Capital Grants	\$0
Total Operating Revenue	\$1,848,282

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,888
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,888

Expenditure	Actual
Student Resource Package ²	\$1,563,139
Adjustments	\$0
Books & Publications	\$692
Camps/Excursions/Activities	\$54,960
Communication Costs	\$2,778
Consumables	\$29,029
Miscellaneous Expense ³	\$10,656
Professional Development	\$2,259
Equipment/Maintenance/Hire	\$26,088
Property Services	\$67,963
Salaries & Allowances ⁴	\$54,047
Support Services	\$40,936
Trading & Fundraising	\$12,675
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,822
Total Operating Expenditure	\$1,883,045
Net Operating Surplus/-Deficit	(\$34,763)
Asset Acquisitions	\$38,832

- (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	\$341,309
Official Account	\$17,133
Other Accounts	\$0
Total Funds Available	\$358,442

Financial Commitments	Actual
Operating Reserve	\$53,318
Other Recurrent Expenditure	\$943
Provision Accounts	\$0
Funds Received in Advance	\$34,918
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$77,376
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$166,555

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.