

2025 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 27 April 2026 at 10:44 AM by Brooke Kogelman (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 28 April 2026 at 08:17 PM by Brooke Kogelman (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

Established in 1882, Menzies Creek Primary School is nestled among the native gums and natural beauty of the picturesque Dandenong Ranges. We are proud to foster a vibrant and engaging learning environment, guided by our vision of cultivating curious, caring, and lifelong learners. This vision is underpinned by our core values of kindness, respect, resilience, integrity, and personal best, which are embedded in all aspects of school life.

In 2025, these school values were reviewed and redefined, strengthening a shared culture of belonging and reinforcing a safe, respectful, and inclusive learning environment. Our values provide a foundation for student wellbeing, resilience, and academic success, guiding decision-making and promoting positive behaviours. They are integral to the development of our students as engaged, responsible, and ethical citizens.

From Foundation to Year 6, our dedicated and passionate educators work collaboratively to deliver the Victorian Curriculum 2.0. Teaching and learning are grounded in the Victorian Teaching and Learning Model (VTLM 2.0), ensuring consistent, high-quality instruction that promotes deep, transferable learning. Our approach emphasises immersive and authentic learning experiences designed to engage students and build meaningful understanding.

Central to our pedagogy is the explicit development of key learning capabilities, including communication, collaboration, research, self-management, and critical thinking. These capabilities are embedded within learning intentions, success criteria, and student goal-setting processes, enabling students to take ownership of their learning. Our teachers are committed to continuous improvement, actively participating in Professional Learning Communities (PLCs) to share expertise, analyse practice, and enhance student outcomes. Peer observation and ongoing professional learning further strengthen teaching quality across the school.

Inclusivity is central to our educational approach. We recognise and respond to the diverse learning needs of all students, providing differentiated and targeted support to ensure every learner can succeed. Student voice and agency are actively promoted, with students given opportunities to take on leadership roles and contribute meaningfully to curriculum planning and assessment. Strong partnerships between school and home are highly valued, with families actively engaged in intervention programs, school events, and learning opportunities. Our proactive School Council and sub-committees further strengthen community connections.

At the beginning of 2025, the school had an enrolment of 73 students (28 female and 45 male) from a range of backgrounds. The school operated four classes: a Foundation–Year 2 class, a Year 3/4 class, and two Year 5/6 classes, support by 7 Education Support staff. Students participated in a comprehensive specialist program including Visual Arts, Performing Arts, Auslan, Physical Education, and STEM. In addition, our highly valued “Plot to Pot” program, delivered by staff and Education Support personnel, provides hands-on experiences in growing, harvesting, and preparing seasonal produce.

The school has a Student Family Occupation and Education (SFOE) index of 0.2649 (Low), indicating a low level of socio-educational disadvantage based on the educational and occupational backgrounds of parents and carers.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, our primary focus remained on enhancing student learning, alongside our continued commitment to student wellbeing as outlined in our School Strategic Plan (SSP) and Annual Implementation Plan (AIP). The Intensive School Support Review conducted at the end of 2025 identified several key areas of improvement aligned with our AIP priorities, including the establishment of high expectations and the effective use of data to inform teaching and learning. This work ensured that students were consistently supported at their point of need. As a result, we refined our instructional model to align with the revised Victorian Teaching and Learning Model 2.0.

At Menzies Creek, our efforts in curriculum planning and assessment were focused on the following key actions:

- Delivering comprehensive professional learning in numeracy at both the school and network levels.
- Sustaining and strengthening our whole-school literacy and reading program.
- Utilising a Curriculum Day to provide targeted professional learning aimed at improving the quality and impact of Individual Education Plans (IEPs), alongside refining teaching practices to better support all students, particularly diverse learners.
- Building staff capacity to analyse and utilise assessment data to inform responsive teaching practices.
- Strengthening teacher capability in creating inclusive and differentiated classroom environments.
- Using multiple data sets to identify and support students through the Tutor Learning Initiative (TLI).
- Enhancing communication with families through Compass by providing regular updates on student learning, including consistent feedback, learning tasks, and progress reporting.
- Facilitating termly Student Support Group (SSG) meetings to monitor and support student learning outcomes.

To further elevate teaching excellence, we continued to refine and expand our professional learning program, with a strong emphasis on evidence-based pedagogical practices in literacy and numeracy.

As highlighted in the Intensive School Support Review, our sustained focus on strengthening classroom routines and increasing rigour has had a significant impact. These improvements have contributed to a more predictable, safe, and high-performing learning environment in which all students are able to thrive.

In 2025, we also invested in the development of our middle leaders through targeted professional learning. This focused on strengthening curriculum consistency, particularly in numeracy, and

building their capacity to support teachers in delivering consistent, high-quality pedagogical practices across the school.

These strategic efforts are reflected in our student achievement data. Our NAPLAN results in reading and writing demonstrated a high proportion of students achieving medium to high growth in writing, exceeding results of similar schools, network schools, and the state average. Additionally, our Year 3 numeracy results were particularly strong, with 100% of students achieving in the 'strong' or 'exceeding' proficiency levels.

Wellbeing

In 2025, we maintained a strong and deliberate focus on student wellbeing, continuing to foster a safe, inclusive and supportive environment where every student feels valued, connected and ready to learn. Our whole-school approach to wellbeing strengthened positive relationships, amplified student voice and agency, and supported the social and emotional development of all learners. This sustained focus has contributed to increased student engagement, a stronger sense of belonging, and improved wellbeing outcomes across the school community. Importantly, our wellbeing practices underpin academic success by creating the conditions for improved learning, resilience and mental health.

A key investment in 2025 was the implementation of the Berry Street Education Model to support our AIP goal of building a culture of high expectations for student attendance and engagement. All staff completed the first two modules, with the remaining modules scheduled for completion in 2026. This professional learning has already had a measurable impact on classroom practice, strengthening routines, consistency and relationships. Students have responded positively, particularly to the introduction of the daily Morning Circle, which has enhanced connection, readiness to learn and emotional regulation.

Student voice continued to be a significant strength. Our Student Voice Team met weekly and played an active role in shaping school improvement initiatives. This included the introduction of student-led lunchtime clubs, designed in response to student interests and preferences. These structures have empowered students to take ownership of their school experience and have resulted in authentic and meaningful improvements within the school environment.

The continuation of our chaplaincy program in 2025 further strengthened our proactive approach to supporting students and families. At the same time, all staff continued to build their capacity to implement inclusive classroom practices, ensuring a consistent and embedded approach to inclusion across the school. This was complemented by targeted Tier 2 supports, including social and wellbeing groups, to meet the needs of identified students.

The implementation of the Respectful Relationships program remained a priority, supported by our Care Groups initiative. These cross-age sessions provided valuable opportunities for students to build connections with peers and staff, while reinforcing our school values. As a result, students have developed stronger social and emotional skills, increased resilience, and a deeper sense of belonging.

A key strength of our wellbeing approach continues to be our highly skilled and dedicated education support staff. Their work across classrooms and yard spaces plays a critical role in fostering emotional safety and inclusive learning environments. Through targeted and tailored

interventions, delivered in collaboration with teaching staff, our education support team ensures that all students, including our diverse learners, are well supported to engage, learn and thrive.

Engagement

Throughout 2025, our school remained committed to engaging all students through a differentiated learning program tailored to individual needs, delivering curriculum content with clarity and purpose, and fostering an inclusive and empowering learning environment that values and celebrates student voice and contribution.

Attendance data in 2025 highlighted areas of both strength and opportunity. Notably, 25% of students achieved an attendance rate of 95% or higher, exceeding that of similar and network schools. Moving forward, a key focus will be reducing the number of students with extended absences, which currently sits above similar, network and state averages. Targeted strategies to address this include strengthening home-school communication, increasing community awareness around the importance of regular attendance, and establishing a focused support approach for students demonstrating persistent absenteeism with the support of the DE Senior Wellbeing and Engagement Officer.

Looking ahead, the relocation of Selby House Childcare Centre onto our school site presents a valuable opportunity to further strengthen community engagement. This initiative is expected to enhance early connections with families and ultimately fostering stronger partnerships with our local community.

Student voice continued to be a significant strength in 2025. Our established Student Voice Team and Care Groups provided authentic opportunities for students to contribute to decision-making around their learning and wellbeing. These structures have led to meaningful, student-driven initiatives that positively impact engagement and school culture. Examples include student-led fundraising initiatives such as a sausage sizzle to support the development of the dry creek bed, and 'Toastie Thursday' to fund resources for lunchtime clubs. Students also played a central role in designing and delivering the underwater exhibition, collaboratively planning its layout and content to create a high-quality and engaging experience for the broader school community.

Collectively, these initiatives have strengthened student engagement, enhanced wellbeing, and contributed to improved learning outcomes across the school.

Other highlights from the school year

Menzies Creek Primary School prides itself on delivering a diverse range of targeted events and activities for students and the broader school community. These opportunities extend learning beyond the classroom, enhancing student engagement and strengthening connections across the school. Through the provision of rich and varied extracurricular experiences, we aim to deepen student learning, promote active participation in school life, and foster a strong, connected and vibrant school community which we are proud to be a part of.

- Our impressive 'Under the Sea' exhibition and Community BBQ

- Hooptime
- Whole school disco
- Sporting days
- Family movie night
- Hosting 'Messy Playgroup' for our community
- Whole school excursion to the theatre to see 'Annie – The Musical'
- Year 5/6 Parliament and Shrine excursion
- Year 5/6 Market Day
- Working Bees
- Book Week activities and parade
- Grade 3-6 camp to Phillip Island
- Christmas performance and school picnic
- Berry Street Education Model training
- F-4 Chesterfield Farm excursion
- F-2 Camp experience
- Whole school production – Neptune's Displeasure
- The beginning of our PMP building works

Financial performance

Throughout the 2025 school year, Menzies Creek Primary School maintained a strong financial position. The School Strategic Plan developed in 2025, alongside the 2025 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 supporting student learning such as the engagement of additional support within the classrooms. Additionally, a portion of the funding is allocated to support the presence of a School Chaplain, further enhancing the wellbeing and support services available to our school community.

We were fortunate to secure a grant to deliver the Berry Street Education Model to all staff, positively improving school engagement, developing connections and developing safe, structured learning environments.

At the end of 2025, the school commenced a \$1.4 million planned maintenance program aimed at significantly enhancing building conditions and ensuring compliance with Shelter in Place (SIP) requirements. These works are scheduled for completion by Term 2, 2026.

The school successfully secured Workforce Bridging funding from the Department of Education, resulting in a significant financial contribution that eliminated the projected deficit for 2025.

**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

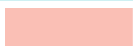
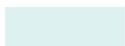

A total of 73 students were enrolled at this school in 2025, 28 female and 45 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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**.


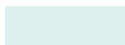

Parent Satisfaction Summary

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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	83.3%	
	Similar schools	78.3%	
	State	82.0%	

School Staff Survey


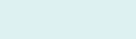


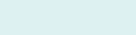

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	70.2%	
	Similar schools	79.3%	
	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	72.6%	
	Similar schools	88.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	74.2%	
	Similar schools	87.9%	
	State	84.2%	

NAPLAN

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


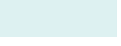


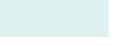

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	57.1%	61.0%
	Similar schools	73.2%	73.6%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	61.5%	78.0%
	Similar schools	79.8%	80.5%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	100.0%	62.8%
	Similar schools	70.5%	71.0%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	61.5%	72.0%
	Similar schools	74.9%	72.1%
	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'.


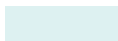

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	80.0%	
	Similar schools	75.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	53.8%	
	Similar schools	71.5%	
	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	57.8%		59.7%
	Similar schools	74.9%		74.1%
	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	50.0%		52.0%
	Similar schools	75.9%		74.5%
	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	28.3	30.6
	Similar schools	21.2	21.9
	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	NDP	
Year 1	School	86.5%	
Year 2	School	79.6%	
Year 3	School	91.4%	
Year 4	School	86.6%	
Year 5	School	82.6%	
Year 6	School	88.2%	

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	\$986,487
Government Provided DET Grants	\$144,282
Government Grants Commonwealth	\$9,127
Government Grants State	\$0
Revenue Other	\$29,853
Locally Raised Funds	\$74,738
Capital Grants	\$5,000
Total Operating Revenue	\$1,249,487

Equity	Actual
Equity (Social Disadvantage)	\$14,937
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$14,937

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

Expenditure	Actual
Student Resource Package ¹	\$1,371,464
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$38,174
Communication Costs	\$1,731
Consumables	\$19,334
Miscellaneous Expenses ²	\$7,710
Agency Staff	\$15,791
Professional Development	\$1,069
Equipment/Maintenance/Hire	\$16,567
Property Services	\$35,377
Salaries & Allowances ³	\$51,698
Support Services	\$46,232

Expenditure	Actual
Trading & Fundraising	\$8,647
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,655
Total Operating Expenditure	\$1,627,451
Net Operating Surplus/-Deficit	(\$382,963)
Asset Acquisitions	\$0

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	\$315,949
Official Account	\$20,420
Other Accounts	\$0
Total Funds Available	\$336,369

Financial Commitments	Actual
Operating Reserve	\$42,664
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,070
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	\$19,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$67,734

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.