2025 Annual Report to the School Community

School Name: Mandama Primary School (5185)

- 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 28 April 2026 at 08:44 AM by Andrew Schaeche (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 02:24 PM by Andrew Schaeche (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

Mandama Primary School is located on Wathaurong Land in Grovedale approximately 86 kilometres from the Melbourne Central Business District. The school was founded in 1979. Our School Values are - Respect, Responsibility and Resilience. The Mandama School Vision states, *"Our school supports children to learn and grow to succeed in society"*. Our Values and Vision work together with our School Motto to make Mandama PS a great place to learn and play for all our students. Our School Motto is: "At Mandama we ROCK: Respect Others with Character and Kindness." The school facilities include one main building housing classrooms, a library, Visual Arts room, administrative offices and staff facilities, one learning community with flexible learning spaces, six portable classrooms and an indoor multi-purpose facility for indoor sports. The grounds include a grassed oval, renovated synthetic turf soccer pitch and basketball courts for major and minor games, three playgrounds, a gaga pit and passive play spaces. Enrolments in 2025 were 348 students - 9% of students had English as an additional language and 6% were Aboriginal or Torres Strait Islander. Over the past five years, enrolments have slightly decreased each year. The Student Family Occupation Education (SFOE) index is 0.3314, in the Low-Medium band value. The staffing profile of Mandama Primary School includes a leadership profile of a Principal, an Assistant Principal and one Learning Specialist (1.0 EFT). The school had a total of 23.6 full time equivalent teachers and 14 full time equivalent Education Support (ES) staff including 2.2 full time equivalent office administration staff. The school provides a Foundation to Year 6 learning program that reflects the Victorian Curriculum Framework. The school provides Italian as the Language Other Than English (LOTE) and specialist classes including Visual Arts, Performing Arts, Music, Digi-tech -Information and Communications Technology (ICT) and Physical Education. Mandama Primary School provides the Tutor Learning Initiative (TLI) support program, a wellbeing program supported by a Disability Inclusion Coordinator and a Student Wellbeing Officer. The school also offers an accredited Out of School Hours Care Program. General School Satisfaction from parents is at 79.6%, above Similar schools.

Progress towards strategic goals, student outcomes and student engagement

Learning

The consolidation of our Learning Specialist role allowed uthe school to prioritise and target our specific AIP goals. Through the facilitation of professional learning and support to Professional Learning Communities (PLC), we have seen an impact on building teacher capacity in line with the Victorian Teaching & Learning Model 2.0. The focus has been on implementing the Victorian Curriculum 2.0: English with fidelity. In English, we have continued to prioritise the development of teacher knowledge in relation to a Phonics based-approach to teaching English in the early years. We supported our Foundation-Level 2 Staff to transition into the use of the Phonics Plus

resources. In Mathematics, professional learning was provided to increase teacher content knowledge and reduce mathematical anxiety which has strengthened staff understanding of the curriculum, pedagogical content knowledge, lesson structure and analysing assessment data. Teachers have noted their positive participation in year level PLCs and collaborative team planning. We continue to work across the school to implement a Multi Tiered System of Support. We have refined Tier 1 instructional practices while also enhancing our Tier 2 & 3 learning supports through targeted intervention programs (MultiLit & Phonics Plus in English and Extending Mathematical Understanding {EMU} for Mathematics). We have worked with department staff as well as our Leanring Specialist to upskill our Education Support Staff to assist with targeted literacy and numeracy support and extension to engage the full range of needs within each classroom. The work we have done can be evidenced in some pleasing outcomes in regards to our learning data. Our continued success in achieving high to medium relative growth (from Year 3 to Year 5) in NAPLAN Reading (71.7%) outpaces both similar schools and state groups.Our Year 5 Numeracy achievement continues to grow and our 67.3% of students who achieved a strong or exceeding proficiency level exceeds that of similar schools.

Wellbeing

Mandama has a culture of prioritising the wellbeing and inclusion of every student and providing targeted and timely responses to student needs. The importance of creating a safe and inclusive learning environment that valued and celebrated diversity is noted throughout the school. Mandama has experienced a significant increase in the number of students who were eligible to be counted in the Nationally Consistent Collection of Data (NCCD) on school students with a disability over the last few years. This has resulted in a steady increase of Education Support staff working with individual students and supporting small group intervention across the school. Mandama has worked hard on its positive climate for learning practices which include continued implementation of the SWPBS framework, and the implementation of schoolwide behaviour expectations (Norms) in 2025. Mandama's Social and Emotional Learning (SEL) curriculum "Learning for Life" was revisited in line with the updated Resilience, Rights and Respectful Relationships (RRRR) lessons, SWPBS behaviour expectations, Berry St Education model and the school Norms. The provision of a designated sensory space (created in consultation with a Department of Education Occupational Therapist), 'Passive Play' space, brain breaks, and mindfulness activities enables most students to stay in a calm, self-regulated state and are ongoing important features of our whole school approach to wellbeing. The measures of "Sense of Connectedness" and the "Management of Bullying" in the Attitudes to School survey show our results are slightly below the State average. The school introduced a 'Bullying' survey in 2025 to collect more information about what is happening in the school. Student snapshots (important information but students who require additional support) was added to Compass in 2025 to make access to this information easier for all staff. The 2025 budget continued to support a full time Wellbeing Officer and eleven Education Support staff that worked across the school. We also continued to provide a Disability Inclusion Leader who worked with staff and parents through the Disability Inclusion program for any students requiring Tier 2 or 3 supports. Our Tier 2 and Tier 3 wellbeing teams are supported by our Regional Key Contact through fortnightly meetings.

Engagement

In 2025, our absence data was sligthly higher than both Similar schools and the State figure (average of 22.1 days per student). The leadership team was well aware of where our students with high absence figures were, meeting fortnightly to review absence data, contact and offer supports to families. Mandama has engaged with Network SSS and external agencies to support chronic absences. In 2025, some engagement and attendance concerns were as a result of alternative re-engagement programs, anxiety, mental illness and extended family holidays. In 2025, Mandama Primary School continued to work with families ensuring students were at school and learning. Parents/carers continued to receive an SMS message by 10:00am requesting notification of any absences to be recorded on our Compass platform, monthly reports are highlighted identifying unexplained absences and staff follow a consistent schoolwide absence flowchart to ensure there is follow up with families and phone calls home for extended absences. Our school provides a variety of communication platforms (Class Dojo and Compass) to support and keep families updated. We receive very posiitve feedback about their effectiveness and continues to enable us to build our capacity for regular interactions with families around student successes and school events. The School Wide Positive Behaviour (SWPBS) Framework of self-regulation and resilience-building strategies have been used to build the engagement of students. The impact of these strategies on maintaining a safe and orderly learning environment has been evident and has allowed the staff and students to use a common language. The school's focus is on acknowledging, rewarding and celebrating students making positive behaviour choices. Staff, students, parents, carers and DET Barwon Area staff have all acknowledged Mandama's whole school approach to strength based and restorative, behaviour management processes. The continuation of multiple lunchtime alternative activities has proved popular with students to develop their own interests further.

Other highlights from the school year

- Camps for year 2, 3/4 & 5/6 students
- Colour Run - whole school
- Italian Day
- Learning Specialist in English and Mathematics
- PLCs planning continues to evolve and improve
- Targeted professional learning for staff
- School concert at the Arena
- Year 6 Graduation at Grovedale Secondary college
- Victorian State School's Spectacular dance team
- Completion of refurbished toilets for students
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Financial performance

The financial performance and position at Mandama Primary School concluded with a NET Operating Deficit of $48,195. This deficit was anticipated in term three following the unsuccessful outcome of a number of Disability Inclusion Profile meetings and the decision to fund a full time teacher out of the classroom (Learning Specialist) to support staff development and growth and a (0.4) Disability Inclusion Leader to manage the process of DIP (Disability Inclusion Program) funding applications. Out of School Hours care grants continue to increase with regular high enrolments. There is an increased need for care amongst our families with many dual working families. This continues to be a very good income earner for the school due to it's popularity. We once again accessed the Sporting Schools Grant in 2025. Both the 2023 accumulated balance of $68,575 and the 2024 Surplus of $165,675 were used in 2025 to support staffing levels. The reduced Equity funds of $81,000 were used to fund a full-time wellbeing co-ordinator.

For more detailed information regarding our school please visit our website at https://www.mandama.vic.gov.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 348 students were enrolled at this school in 2025, 190 female and 158 male. 9% had English as an additional language and 6% 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**	**79.6%**
	Similar schools	78.9%
	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**	**61.4%**
	Similar schools	77.1%
	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**	**80.9%**
	Similar schools	86.8%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**79.2%**
	Similar schools	85.7%
	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**	**58.8%**	**62.6%**
	Similar schools	70.1%	70.4%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**64.0%**	**71.8%**
	Similar schools	72.3%	73.7%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**56.9%**	**63.4%**
	Similar schools	65.7%	66.3%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**67.3%**	**64.9%**
	Similar schools	65.5%	66.3%
	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**	**71.7%**
	Similar schools	70.5%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**42.2%**
	Similar schools	66.6%
	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**	**73.3%**		**70.4%**
	Similar schools	74.9%		74.2%
	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**	**67.2%**		**66.7%**
	Similar schools	75.1%		73.9%
	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**	**22.1**	**21.8**
	Similar schools	21.0	21.4
	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**	**88.5%**	
Year 1	**School**	**89.2%**	
Year 2	**School**	**89.3%**	
Year 3	**School**	**88.5%**	
Year 4	**School**	**89.7%**	
Year 5	**School**	**88.8%**	
Year 6	**School**	**87.9%**	

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	$4,161,591
Government Provided DET Grants	$554,970
Government Grants Commonwealth	$256,253
Government Grants State	$31,686
Revenue Other	$47,116
Locally Raised Funds	$324,270
Capital Grants	$0
Total Operating Revenue	**$5,375,885**

Equity	Actual
Equity (Social Disadvantage)	$81,095
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$81,095**

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

Expenditure	Actual
Student Resource Package[1]	$4,275,906
Adjustments	$0
Books & Publications	$3,351
Camps/Excursions/Activities	$129,708
Communication Costs	$4,756
Consumables	$123,097
Miscellaneous Expenses[2]	$27,263
Agency Staff	$51,436
Professional Development	$20,540
Equipment/Maintenance/Hire	$14,764
Property Services	$248,122
Salaries & Allowances[3]	$439,477
Support Services	$13,138

Expenditure	Actual
Trading & Fundraising	$28,176
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$44,347
Total Operating Expenditure	**$5,424,080**
Net Operating Surplus/-Deficit	**($48,195)**
Asset Acquisitions	**$22,391**

[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	$734,302
Official Account	$28,009
Other Accounts	$0
Total Funds Available	**$762,311**

Financial Commitments	Actual
Operating Reserve	$191,362
Other Recurrent Expenditure	$31,191
Provision Accounts	$18,628
Funds Received in Advance	$0
School Based Programs	$9,633
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	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$250,814**

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.