

2023 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 23 April 2024 at 05:03 PM by Marina Keegan (Principal)

- This 2023 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 03 May 2024 at 03:16 PM by Julie Taylor (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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. Take a stand together."

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, asphalt courts for major and minor games, three playgrounds, two soccer pitches and passive play spaces.

Enrolments in 2023 were 368 students - 8% of students had English as an additional language and 5% were Aboriginal or Torres Strait Islander. Over the past four years, enrolments have slightly decreased each year. The Student Family Occupation Education (SFOE) index is 0.3848, in the Low-Medium band value.

The staffing profile of Mandama Primary School includes a principal, an assistant principal, 25 full time equivalent teachers and 10 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, 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 Welfare Officer. The school also offers an accredited Out of School Hours Care Program.

Progress towards strategic goals, student outcomes and student engagement

Learning

The continuation of two Learning Specialist roles in English and Mathematics, their attendance at professional learning and Professional Learning Community (PLC) work in each of their areas has made an impact on building the teaching capacity of teachers. The focus has been on mathematics this year in both knowledge and resources. The professional learning has strengthened staff understanding of concepts, lesson structure and their capability to reflect on their practice. Teachers have noted their positive participation in year level PLCs and collaborative team planning. They acknowledged that shielding and buffering provided by the school's leaders ensured their focus remained on the core business of teaching and learning. They highlighted the learning culture with a focus on the belief that every child can learn.

Teacher Judgement data indicates the percentage of students in years P-6 working at or above expected standards in English and Mathematics. Mandama scored 85.8% in both English and Mathematics. This is slightly lower than both the Similar schools average and the State average. NAPLAN data indicates that Mandama has achieved higher in Mathematics than both similar schools and the State average in both Years 3 and 5. Percentages at both year levels improved from last year - Year 3, 2023 71.7% (2022 63.3%) and Year 5, 2023 70.9% (2022 61.9%). In Reading, Mandama's Year 5 students achieved almost 10% higher than similar schools and the State average. Our Year 3 students were comparable to their peers.

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 Disability over the last few years and a doubling in the percentage of EAL students.

Mandama has worked hard around the implementation of the SWPBS framework, the Department of Education and Training (DET) Resilience, Rights and Respectful Relationships (RRRR) Social and Emotional Learning (SEL) curriculum and a trauma informed education model. Following extended periods of remote and flexible learning, teachers needed to spend a lot more time on building social skills and self-awareness across the school. There was a strong focus on student wellbeing and inclusion at principal class

level also to maintain a safe, orderly and inclusive learning environment. The provision of designated sensory spaces, brain breaks, and mindfulness activities to enable most students to stay in a calm, self-regulated state has become more important over time. 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. Mandama Primary School's Learning for Life curriculum that had been developed for staff to implement as part of their teaching and learning practice. The school has a strategy of all students who required additional support documented in an individual behaviour management plan and following the implementation of a trauma informed approach some students have a plan that supports them to self-regulate. The plans ensure most students are supported with strength-based interventions and adjustments to enable their inclusion. The 2023 budget continued to support a full time Wellbeing Officer and eleven Integration aides that worked across the school. We also continued to provide a Disability Inclusion Leader who worked with staff and parents through the new 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 2023, our absence data was lower than the Similar schools and State levels. The leadership team was well aware of where our students with high absence figures were and if necessary, what supports they required. Mandama has engaged with Network SSS and external agencies to support chronic absences. In 2023 some engagement and attendance concerns were as a result of alternative re-engagement programs, mental illness and extended family holidays. In 2023, Mandama Primary School continued to work with families ensuring students were at school and learning onsite. Parents/carers continue to receive an SMS messages by 10:00am requesting notification of any absences to be recorded on our Compass platform, monthly reports are highlighted to class teachers identifying unexplained absences to follow up with families and phone calls home for extended periods. Our whole school communication approach has been strengthened with parent/carers via Class Dojo and Compass (paper diaries are no longer used). This has enabled us to build our capacity for regular interactions and acknowledgement with families around student successes and school events.

The introduction of the School Wide Positive Behaviour (SWPBS) Framework in 2019 and the implementation 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 and especially on continuing these practices and strategies during and after remote and flexible learning. Staff, students, parents and carers have all acknowledged Mandama's whole school approach to strength based and restorative, behaviour management processes. The introduction of multiple lunchtime alternative activities has proved popular with students and allowed students to develop their own interests further.

Other highlights from the school year

Highlights of the 2023 year include:

- Camps for year 2, 3/4 & 5/6 students
- Colour Run - whole school
- Learning Specialists 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
- Mandama Mob creation of new uniform item
- Continuity of teaching and ES staff

Financial performance

The financial performance and position at Mandama Primary School concluded 2023 with a Net Operating Surplus of \$201,570. This was achieved through prudent administrative financial management. Out of School hours care grants increased due to continually high enrolments.

Extra staffing funds were accessed through the Tier 3 Disability Inclusion Program, for our higher needs students.

Mandama Primary School continued to access the Sporting Schools Grant throughout 2023.

The 2023 surplus will be put towards necessary maintenance works around the school that are not fully funded by the Victorian School Building Authority.

The equity funding of \$100,105 has been used to fund a fulltime Wellbeing Officer.

The Mental Health in Primary Schools and the Schools Mental Health Fund monies, totalling \$95,306 were used to fund a Mental Health Officer (change this as you need) at a 0.4 time fraction and additional classroom supports.

For more detailed information regarding our school please visit our website at
<https://mandama.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 368 students were enrolled at this school in 2023, 180 female and 188 male.

8 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

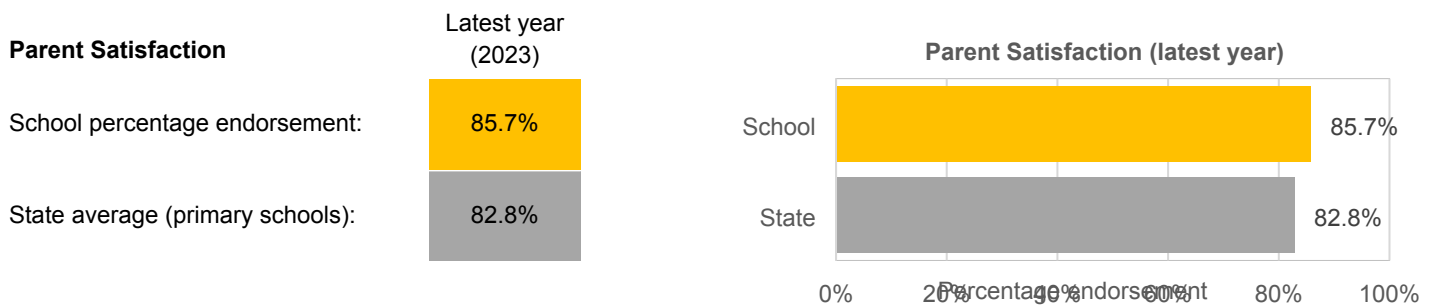
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

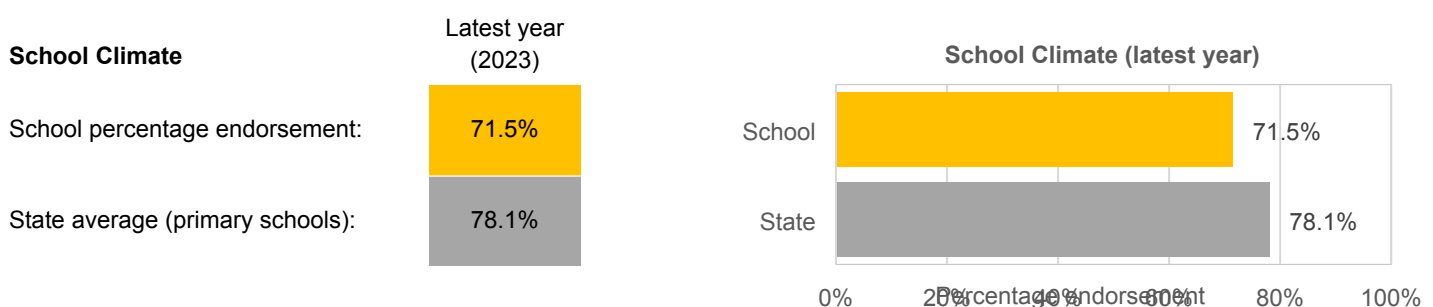


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

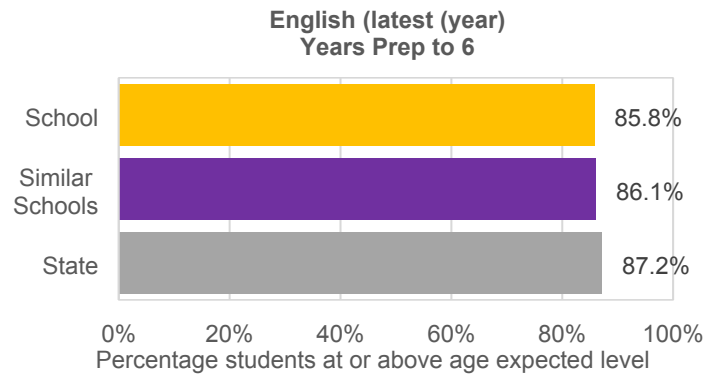
85.8%

Similar Schools average:

86.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

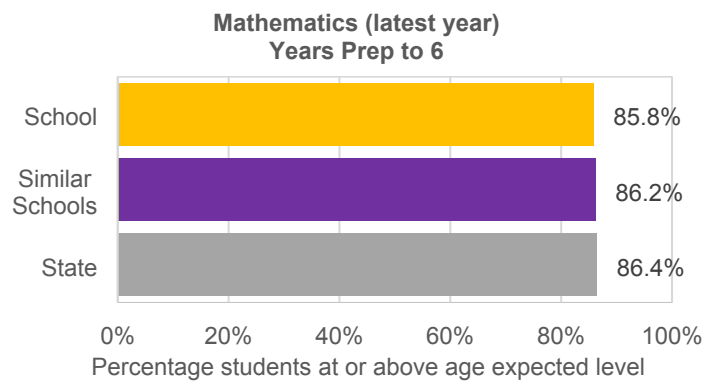
85.8%

Similar Schools average:

86.2%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.2%

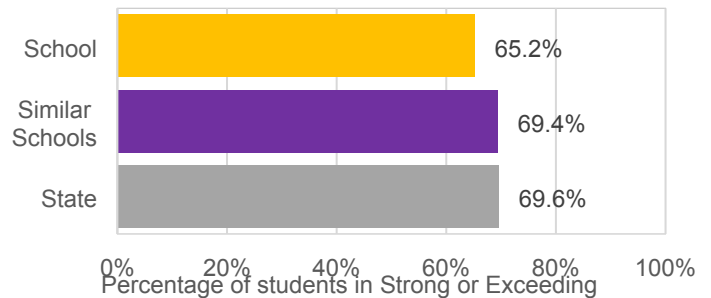
Similar Schools average:

69.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.5%

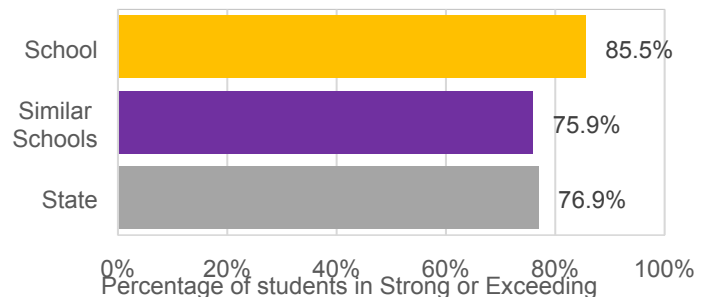
Similar Schools average:

75.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.7%

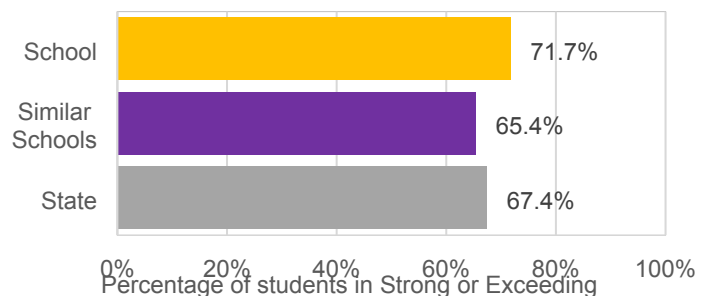
Similar Schools average:

65.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.9%

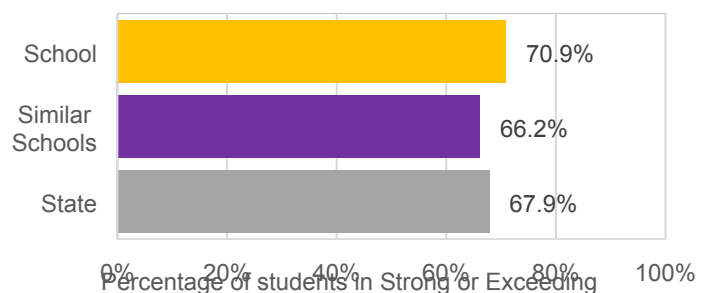
Similar Schools average:

66.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

69.4%

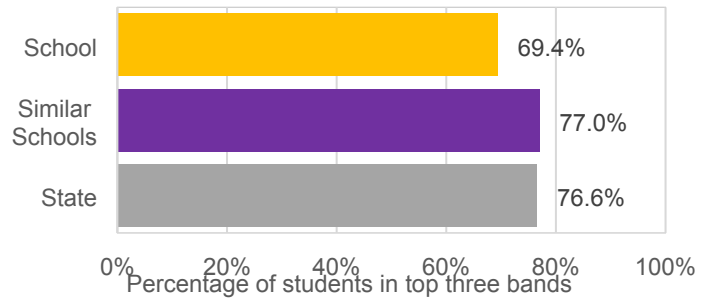
Similar Schools average:

77.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

74.4%

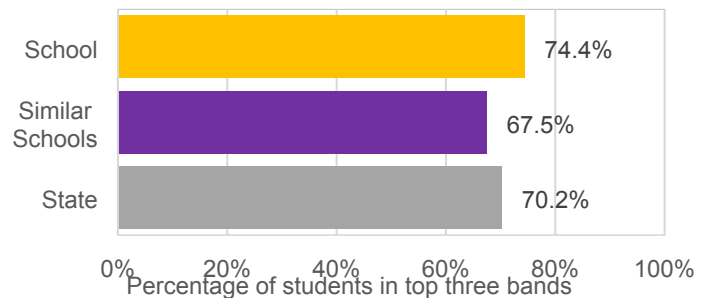
Similar Schools average:

67.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

63.3%

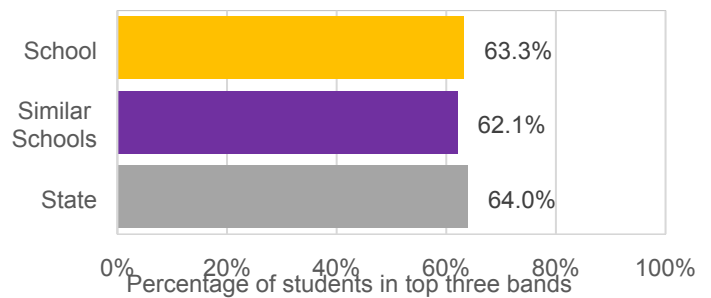
Similar Schools average:

62.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

61.9%

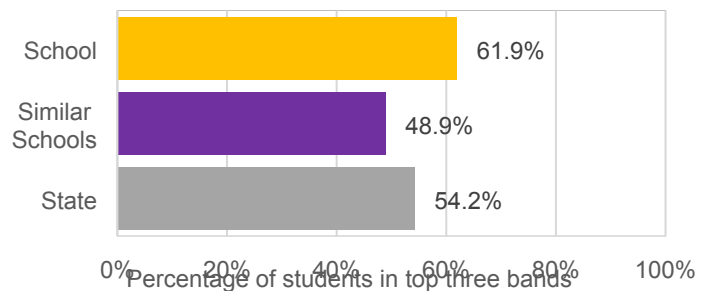
Similar Schools average:

48.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

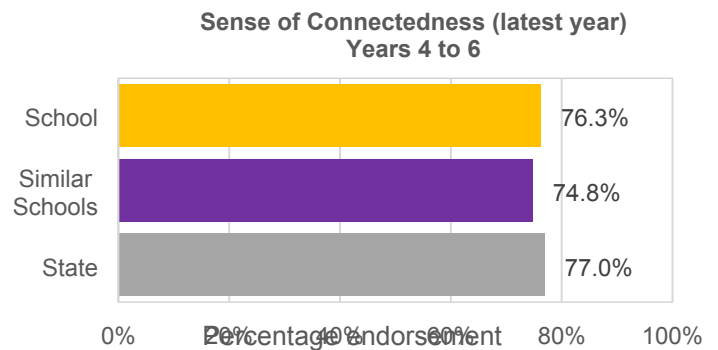
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.3%	73.0%
Similar Schools average:	74.8%	76.6%
State average:	77.0%	78.5%

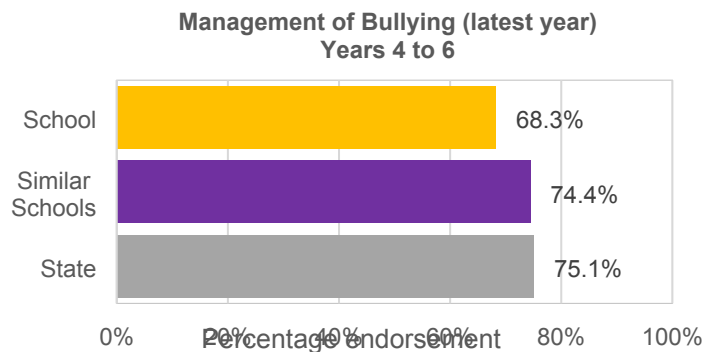


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	68.3%	70.8%
Similar Schools average:	74.4%	75.6%
State average:	75.1%	76.9%



ENGAGEMENT

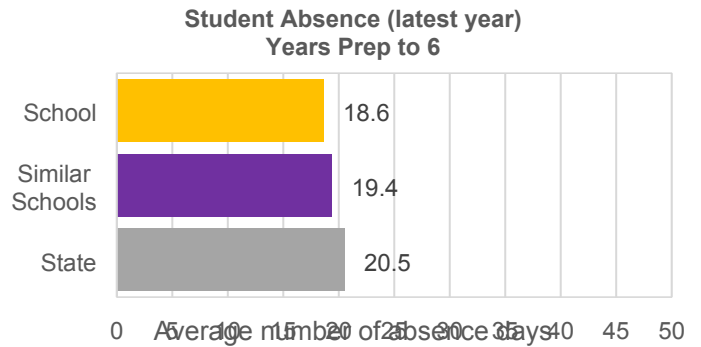
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	18.6	19.5
Similar Schools average:	19.4	18.2
State average:	20.5	18.1



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 (2023):	91%	91%	90%	91%	91%	91%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,038,675
Government Provided DET Grants	\$513,222
Government Grants Commonwealth	\$220,685
Government Grants State	\$9,619
Revenue Other	\$49,247
Locally Raised Funds	\$299,314
Capital Grants	\$0
Total Operating Revenue	\$5,130,763

Equity ¹	Actual
Equity (Social Disadvantage)	\$100,104
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$100,104

Expenditure	Actual
Student Resource Package ²	\$3,823,177
Adjustments	\$0
Books & Publications	\$1,823
Camps/Excursions/Activities	\$126,499
Communication Costs	\$5,215
Consumables	\$93,987
Miscellaneous Expense ³	\$18,630
Professional Development	\$19,704
Equipment/Maintenance/Hire	\$52,669
Property Services	\$131,777
Salaries & Allowances ⁴	\$344,362
Support Services	\$48,895
Trading & Fundraising	\$25,350
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,094
Total Operating Expenditure	\$4,728,184
Net Operating Surplus/-Deficit	\$402,579
Asset Acquisitions	\$66,497

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$962,028
Official Account	\$9,897
Other Accounts	\$0
Total Funds Available	\$971,925

Financial Commitments	Actual
Operating Reserve	\$149,099
Other Recurrent Expenditure	\$24,786
Provision Accounts	\$18,628
Funds Received in Advance	\$0
School Based Programs	\$51,541
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	\$120,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$364,054

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.