

2024 Annual Report to the School Community

School Name: Murrumbeena Primary School (3449)



*Excellence
through Endeavour*

- 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 13 March 2025 at 06:44 PM by Rochellee Plumb (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 24 March 2025 at 02:44 PM by Rochellee Plumb (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

Murrumbeena Primary School is situated in the City of Glen Eira, within Victoria's South-East Region, and currently has an enrolment of 558 students. Our dedicated staff includes 36 teachers (two part-time) and five education support staff. Additionally, we have a team of administration officers comprising three full-time and one part-time member, a full time library/ first aid officer, part-time staff to support our kitchen and garden program, a contracted part-time maintenance worker, and two principal class staff. Three Learning Specialists were engaged full time to support teaching teams with data analysis, assessments and planning and to provide coaching to further pedagogical practices.

At Murrumbeena Primary School, we foster a strong sense of community and belonging. Our inclusive and supportive environment enables both students and staff to thrive, ensuring their well-being and resilience. Through a transdisciplinary approach to the Victorian Curriculum, our students are encouraged to reach their full academic, creative, and social potential.

Our vision is to inspire students to become inquiring, knowledgeable, creative, and compassionate individuals who take ownership of their learning and contribute meaningfully to a global society.

This vision is underpinned by our four core values:

- **Respect** – Valuing ourselves, others, and our environment while embracing diversity and different perspectives.
- **Responsibility** – Encouraging students to take ownership of their learning and actions.
- **Resilience** – Cultivating persistence, courage, and a willingness to embrace challenges.
- **Relationships** – Demonstrating care, compassion, and teamwork in both learning and play.

Our curriculum is enriched by specialist programs in Visual Arts, Performing Arts, Physical Education, and Japanese (LOTE) and STEM (science, technology, engineering and maths). The Stephanie Alexander Kitchen Garden (SAKG) program, integrated into the Years 3 and 4 curriculum, allows students to develop sustainable practices by growing, harvesting, preparing, and sharing food.

Murrumbeena Primary School has a socio-economic profile that reflects a high level of parental education and socio-economic advantage, contributing to a strong culture of learning and achievement.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Murrumbeena Primary School, our goal is to **optimise student learning growth**, as outlined in our four-year Strategic Plan. A key focus has been on improving literacy and numeracy, ensuring that students understand what they are learning, why it matters, how they are progressing, and what they need to develop next. This approach—known as **visible learning**—helps students take an active role in their education.

Our teachers use clear learning intentions and success criteria to guide students, providing worked examples and strategies to support both independent and assisted learning. Each week, teachers meet to analyse student work and data, identifying areas for growth and planning targeted lessons. These sessions ensure that learning activities are **personalised, engaging, and clearly structured**, allowing every student to progress at their own challenge level.

This visible learning approach has been applied across all subject areas, and our school performance report shows outstanding results, with student achievement exceeding the state average in all areas.

Key Highlights:

- Year 3 NAPLAN Results: Our reading and writing results were exceptional, reflecting the success of our structured phonemic awareness and phonics program. The percentage of students exceeding Victorian Curriculum standards increased from 38% in 2023 to 47% in reading and from 24% to 34% in writing.
- Year 5 NAPLAN Results: A remarkable 92% of students were categorised as strong or exceeding in reading, and 85% in writing—both results significantly higher than the state average and similar schools.
- Across the school, teacher judgements against the Victorian Curriculum indicated 98% of students are at or above the expected level in reading and maths.

These achievements demonstrate the impact of our evidence-based teaching practices and our commitment to continuous improvement.

Wellbeing

Throughout 2024, we remained committed to fostering a strong sense of community and belonging to create an inclusive, supportive environment where students thrive.

Dedicated time was provided for the Resilience, Rights, and Respectful Relationships program, supported by community engagement in 'The Resilience Project.' Student leaders played a crucial role, with School and House Captains and Student Representatives implementing initiatives to promote positive behaviors and resolve conflicts through restorative practices. Leadership staff assisted in the reflection area, ensuring students communicated effectively and resolved

disagreements, contributing to a 94.1% positive response in the student opinion survey regarding bullying management.

Our focus on learner agency empowered students to address relational issues and share solutions at whole-school assemblies. Year 4 PLAY Ambassadors and Year 6 House Captains organized lunchtime events, awarding house points for demonstrating school values and the learner profile attributes. Year 5 Peer Mediators recognized inclusive play, further strengthening our community spirit. Weekly assemblies provided opportunities for House Captains to acknowledge student contributions, announce House Points and to celebrate the Aussie of the month (staff vote) and Citizenship Award (students selected) for those who consistently demonstrate the school values.

These initiatives contributed to significant improvements in student wellbeing:

- **Sense of Connectedness:** Increased from 89% to 92%.
- **Sense of Inclusion:** Grew from 90% to 95%.
- **Student Voice and Agency:** Rose from 74% to 86%.

Our commitment to personalised, engaging, and visible learning, along with a strong focus on wellbeing and inclusion, continues to foster a thriving and connected school community.

Engagement

Our four-year Strategic Plan goal to 'optimise student learning growth' and our school mission continue to drive our focus. The recent school review highlighted strong student voice and leadership but also a desire for more challenging learning activities.

In 2024, we focused on enhancing student agency, ensuring students take an active role in their learning. To guide this, we identified three key pillars: learning should be visible, engaging, and personalised.

- **Visible:** Students know what they are learning, their progress, and next steps.
- **Engaging:** Learning sparks curiosity and inquiry.
- **Personalised:** Learning is tailored to different challenge levels.

Staff and students collaborated to define 'learner agency' as students making choices, collaborating, and taking ownership of their education by understanding their strengths and areas for growth. An emphasis on the learner profile attributes (dispositions) supported students to recognise the qualities that promote successful learning and to persist when the learning is challenging.

Teachers engaged in professional learning centered on visible learning, focusing on:

- Clear learning intentions – Students understand what they are learning and why.
- Success criteria – Students know what success looks like.
- Feedback and reflection – Teachers provide targeted feedback, and students assess their progress.
- Student self-assessment – Encouraging students to evaluate their work and set goals.

- Teacher effectiveness – Using data-driven strategies for maximum impact.

This approach positively impacted students, as reflected in the 2024 Student Opinion Survey:

- **Stimulated learning:** Increased from 80% (2023) to 94% (2024).
- **Student agency:** Grew from 74% to 86%.
- **Differentiated learning challenge:** Rose from 88% to 96%.

At the conclusion of each six week unit of inquiry, parents and carers were invited to celebrate the learning and achievements of their child. Students and their parents reported that school attendance was a priority and students were aggrieved when they had to miss school due to illness.

Our teaching and learning approach continues to focus on ensuring learning is **personalised** (differentiated success criteria), **engaging** (curiosity-driven with choice), and **visible** (clear examples and learning goals displayed). This commitment is fostering deeper student engagement, attendance and achievement.

Attendance at school is another measure of student engagement. Our school has less days on average per student at 16.8 days compared to the state average 21.8 days absent. Students can only continue their learning journey when they are at school. The aim would be to decrease the number of absence days however this will be difficult while families take time during the school term to travel.

Other highlights from the school year

The year 2024 has been a dynamic and eventful one for our school community, marked by a variety of activities and initiatives that fostered engagement and strengthened connections. Numerous events and projects provided students, staff, and families with opportunities to participate, collaborate, and contribute to the school's vibrant environment.

A key event of the year was the biennial carnival held in August. Organized by the School Council Social and Fundraising Committee, alongside a team of parent volunteers, the event brought together the school and broader community. The entertainment program featured performances by the school's performing arts team, and students took part in *Murrumbeena's Got Talent*. With rides, stalls, games, and various free activities, the carnival created an inclusive atmosphere that encouraged participation and school pride.

Students also played an active role in improving their school environment. The Student Representative Council (SRC) identified the need for a new adventure playground on the senior side of the school and collaborated with a playground equipment company to design an engaging and challenging play space. Funded through carnival proceeds and school savings, the playground was installed in September and has since become a popular addition to the school grounds, with the inclusion of the new rollover bars at the front of the school.

The school's commitment to global learning continued through its partnership with a sister school in Japan. Year 5 and 6 students engaged in regular videoconferencing sessions, enhancing their cultural understanding and language skills. This initiative provided students with real-world opportunities to practice Japanese while fostering international connections and broadening their perspectives on global diversity.

A specialist subject, STEM (Science, technology, engineering and maths), was introduced in 2024

which significantly boosted science inquiry and digital literacy skills while providing students with opportunities that enhanced their classroom units of inquiry through LOOK UP OLIVERS REPORT.

These events and initiatives highlight the collective efforts of students, staff, and families in creating a supportive and engaging learning environment.

Financial performance

Murrumbeena Primary School maintained a stable financial position throughout 2024, achieving a surplus of \$287,120. This outcome was influenced in part by consistent enrolments and accumulated savings from the staffing budget. The school gained approval to transfer this funding from the Student Resource Package to the cash surplus for the purpose of installing a covered outdoor learning area in 2025. The school community were involved through a consultative process to identify where shade is needed most in the school and to identify the type of structure to be installed.

Additional funding from the Department of Education included \$153,302 for Tier 2 Wellbeing initiatives, \$47,604 for mental health programs, and \$47,024 for the Tutor Learning Initiative.

Expenditure was aligned with the goals and priorities outlined in the 2024 Annual Implementation Plan and School Strategic Plan. Resource allocation remained focused on student learning, with the Mental Health Fund used to implement student wellbeing programs such as The Resilience Project, and to conduct workshops aimed at understanding anxiety and its effects. The school supplemented the Education Department funding for the Tutor Learning Initiative to engage teachers for student support and intervention. The Tier 2 funding was allocated to engage allied health professionals, provide training for teachers to better support students with disabilities and to purchase individualized resources to enhance inclusion.

Funds raised from a range of events such as the biennial carnival and colour run, along with school savings, were utilised to install a new playground for the senior side of the school and rollover bars at the front of the school. These playground equipment additions have proven most popular.

The High Yield account remained stable, with a balance of \$1,080,913 as of 31 December 2024.

Murrumbeena Primary School continues to maintain a strong financial position, ensuring the ongoing provision of high-quality educational opportunities and the maintenance of school facilities to a high standard.

**For more detailed information regarding our school please visit our website at
<https://www.murrumbeenaps.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

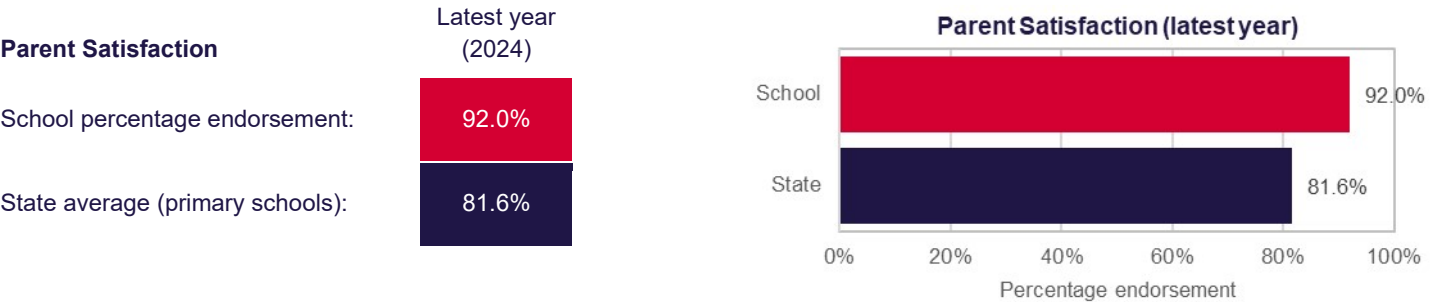
A total of 546 students were enrolled at this school in 2024, 250 female and 296 male.
19 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

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**

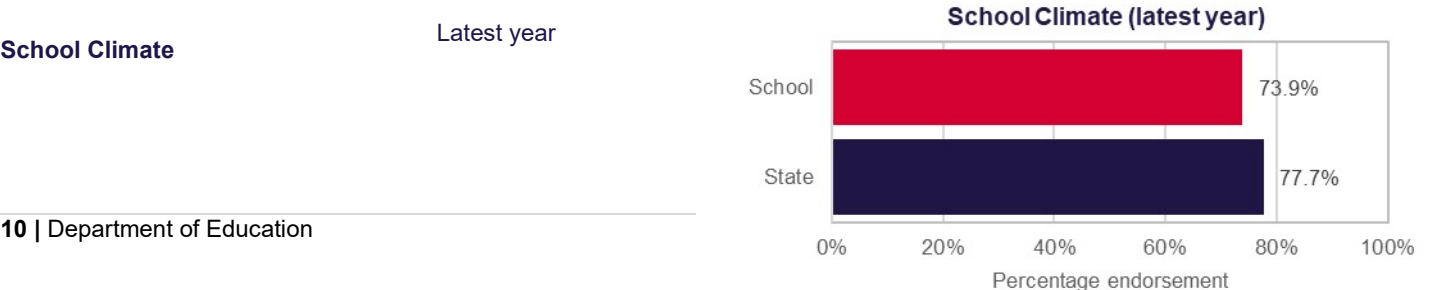
Parent Satisfaction Summary

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.



(2024)

School percentage endorsement:	73.9%
State average (primary schools):	77.7%

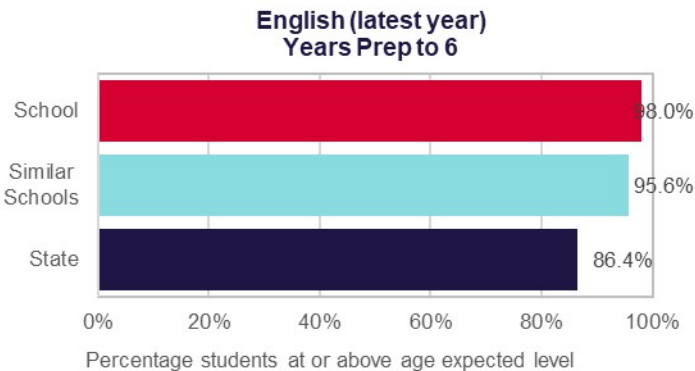
LEARNING

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.

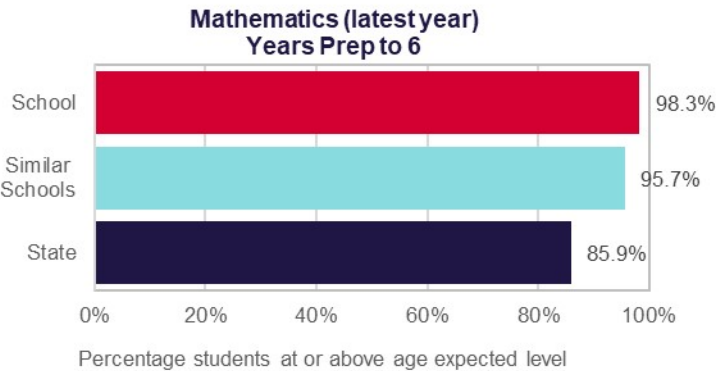
Teacher Judgement of student achievement against the Victorian Curriculum

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:	98.0%
Similar Schools average:	95.6%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	98.3%
Similar Schools average:	95.7%
State average:	85.9%



LEARNING (continued)

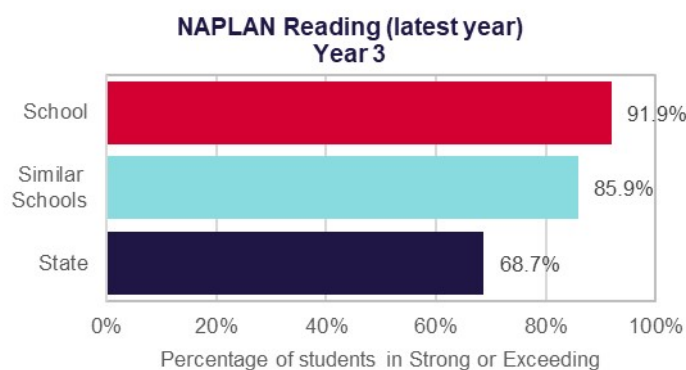
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

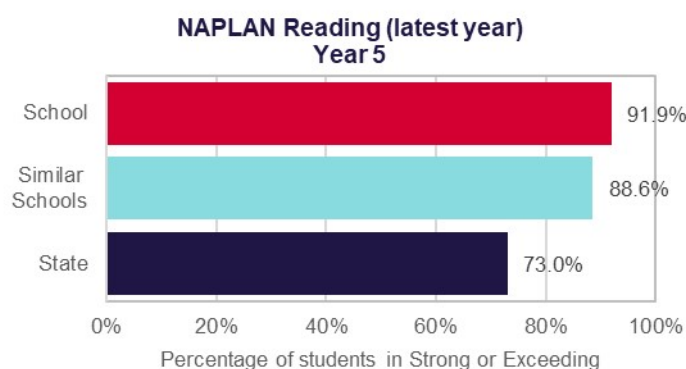
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

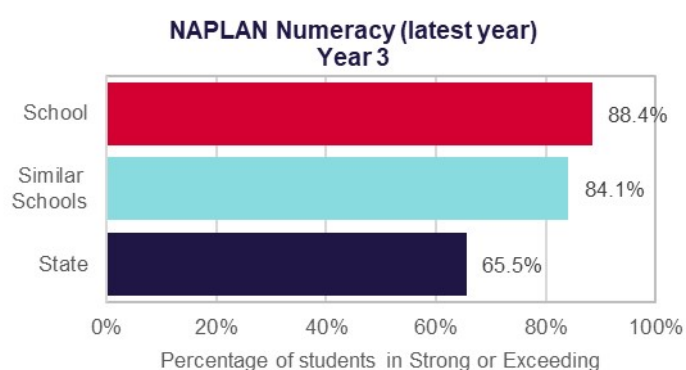
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.9%	89.3%
Similar Schools average:	85.9%	85.8%
State average:	68.7%	69.2%



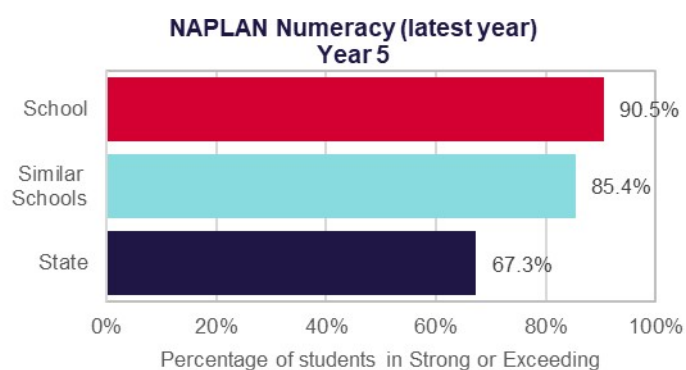
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.9%	93.8%
Similar Schools average:	88.6%	90.1%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.4%	88.0%
Similar Schools average:	84.1%	84.6%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.5%	90.4%
Similar Schools average:	85.4%	86.0%
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:

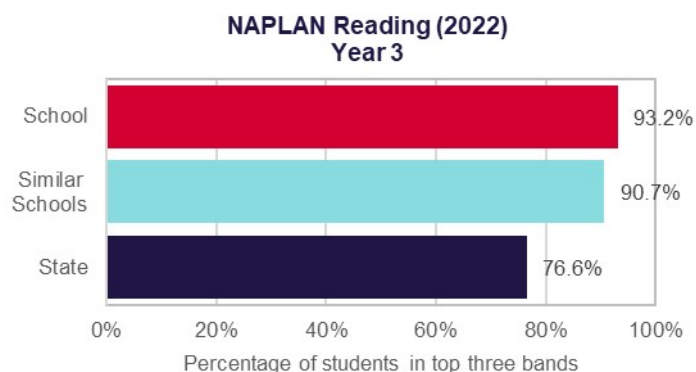
93.2%

Similar Schools average:

90.7%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

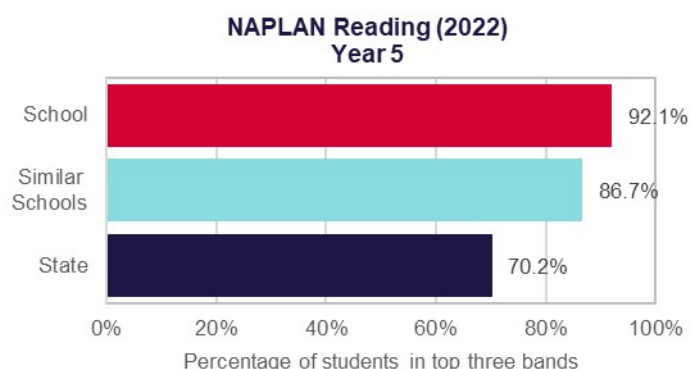
92.1%

Similar Schools average:

86.7%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

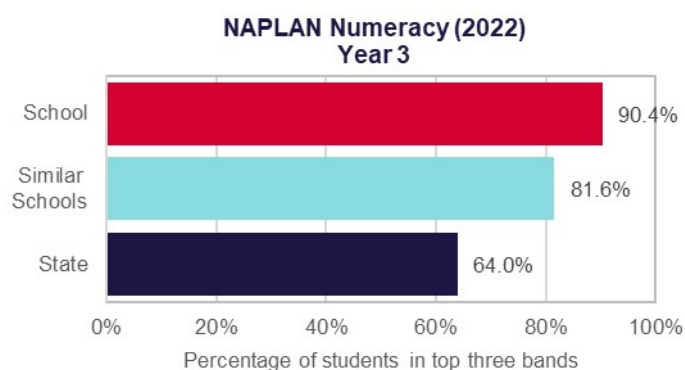
90.4%

Similar Schools average:

81.6%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

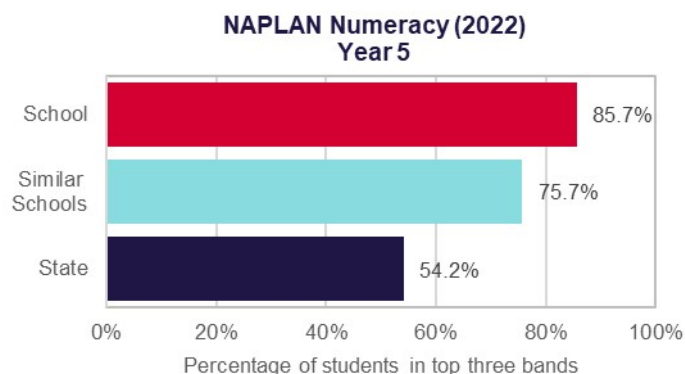
85.7%

Similar Schools average:

75.7%

State average:

54.2%



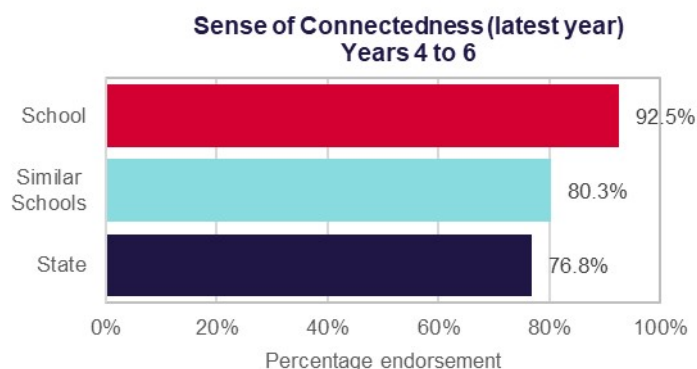
WELLBEING

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).

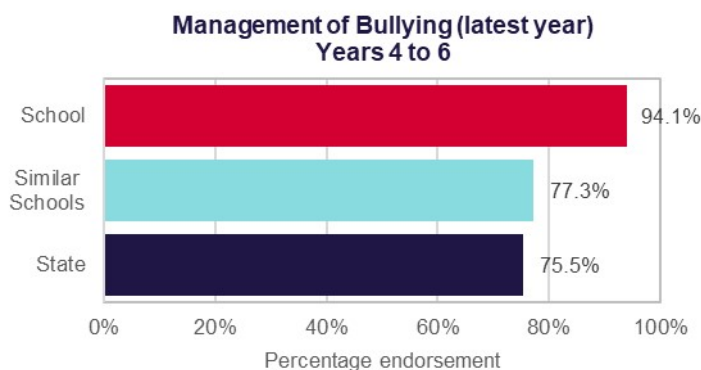
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	92.5%	91.7%
Similar Schools average:	80.3%	80.0%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	94.1%	91.7%
Similar Schools average:	77.3%	77.6%
State average:	75.5%	76.3%



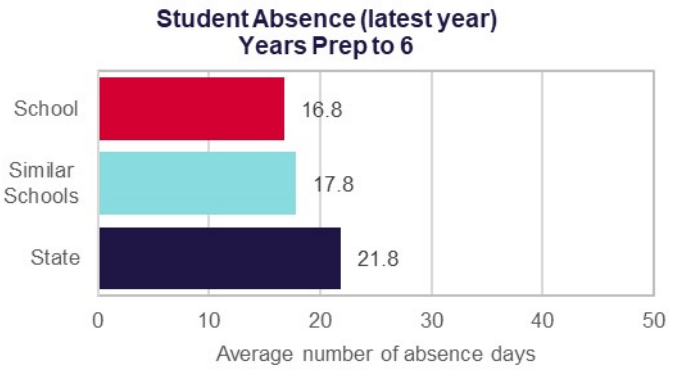
ENGAGEMENT

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 (2024)	4-year average
School average number of absence days:	16.8	14.1
Similar Schools average:	17.8	15.6
State average:	21.8	20.1



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 (2024):	92%	92%	92%	92%	92%	92%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,216,856
Government Provided DET Grants	\$773,854
Government Grants Commonwealth	\$16,151
Government Grants State	\$0
Revenue Other	\$78,873
Locally Raised Funds	\$1,095,817
Capital Grants	\$0
Total Operating Revenue	\$7,181,550

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,594
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,594

Expenditure	Actual
Student Resource Package ²	\$5,199,304
Adjustments	\$0
Books & Publications	\$3,403
Camps/Excursions/Activities	\$252,137
Communication Costs	\$7,522
Consumables	\$203,825
Miscellaneous Expense ³	\$73,208
Professional Development	\$72,199
Equipment/Maintenance/Hire	\$57,661
Property Services	\$412,073
Salaries & Allowances ⁴	\$413,011
Support Services	\$40,194
Trading & Fundraising	\$104,019
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$55,873
Total Operating Expenditure	\$6,894,431
Net Operating Surplus/-Deficit	\$287,120
Asset Acquisitions	\$525

- (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	\$1,080,913
Official Account	\$122,287
Other Accounts	\$579,098
Total Funds Available	\$1,782,298

Financial Commitments	Actual
Operating Reserve	\$283,396
Other Recurrent Expenditure	\$369
Provision Accounts	\$20,000
Funds Received in Advance	\$220,000
School Based Programs	\$75,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$144,000
Capital - Buildings/Grounds < 12 months	\$225,000
Maintenance - Buildings/Grounds < 12 months	\$500,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$597,929
Total Financial Commitments	\$2,065,694

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.