

2024 Annual Report to the School Community

School Name: Marlborough Primary School (5045)



- 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 21 March 2025 at 11:33 AM by Timothy Mulhall (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 25 March 2025 at 09:30 AM by Timothy Mulhall (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

Marlborough Primary School is a community centred on wellbeing, where students are empowered to build lifelong skills and achieve their personal best. Our core values—Respect, Responsibility, and Inclusion—shape our school culture. We nurture responsible learners, encourage respectful behaviour, and promote inclusion within our broader community.

In 2024, Marlborough Primary School had an enrolment of 145 students, with a gender distribution of 45% female and 55% male. Among our students, 23% spoke English as an additional language, and 7% identified as Aboriginal or Torres Strait Islander. Our school's socio-economic profile, as measured by the Student Family Occupation and Education (SFOE) index, places us within the Low-Medium band, reflecting the diverse socio-educational backgrounds of our students.

The dedicated team consisted of approximately 21 staff members, including 12 teachers. The school's class structure included one Foundation class, two Grade 1/2 classes, two Grade 3/4 classes, and two Grade 5/6 classes.

Our curriculum reflects the Victorian Curriculum framework, with specialist programs in the visual arts, physical education, science, and a language other than English program (Indonesian) which is delivered through specialist classes. The school has a strong wellbeing curriculum and program that harnesses the Resilience, Rights and Respectful Relationships program, Berry Street Education Model, Positive Education and Friendology.

Progress towards strategic goals, student outcomes and student engagement

Learning

We continue to be proud of our achievements in student learning outcomes. In 2024, we remained focused on the goals and strategies outlined in our School Strategic Plan, with a strong emphasis on improving student achievement and growth in literacy.

A major achievement this year was our proactive approach to the new Victorian Curriculum English and Mathematics 2.0. While schools are expected to revise their curriculum frameworks for implementation in 2025 (Mathematics) and 2026 (English), our staff worked ahead of schedule, redesigning planning documents—including overviews, unit plans, and lesson plans—to ensure a smooth transition. Teachers also restructured collaborative meetings to strengthen evidence-based teaching, ensuring learning was targeted to meet students at their point of need.

To further enhance literacy outcomes, we developed a research-aligned English Handbook, ensuring our teaching aligns with the latest evidence on how students learn best. This included refining our approach to systematic and synthetic phonics, with an updated scope and sequence to support strong foundational literacy skills. These efforts contributed to 42% of students

achieving high growth in reading—19% higher than similar schools and 17% above the State and Network average.

In numeracy, students also demonstrated strong growth. 73% of Year 5 students were assessed as Strong or Exceeding in Numeracy—at least 6% higher than similar schools and above the State average. Additionally, 89% of students demonstrated medium or high growth in numeracy, surpassing State, Network, and Similar Schools benchmarks.

These results reflect our commitment to high-quality teaching and targeted support, ensuring every student achieves their personal best. This commitment is also recognised by our students, with 82% providing a positive endorsement of the differentiated learning challenge.

Wellbeing

In 2024, Marlborough Primary School continued to prioritise student wellbeing through a whole-school approach, embedding evidence-based practices to foster a safe, inclusive, and supportive environment. Our efforts focused on enhancing student wellbeing outcomes by strengthening staff capacity, refining our wellbeing curriculum, and improving systems for behaviour support and intervention.

A key highlight of the year was the implementation of Berry Street Education Model strategies, which provided staff with practical tools to support student self-regulation and engagement. The introduction of Welcome Circles, Ready to Learn Scales, and Ready to Learn Plans enabled students to develop greater awareness of their emotional state and readiness for learning. These strategies have been incorporated into the revised whole-school wellbeing curriculum, ensuring consistency across all year levels and responsiveness to student needs.

The school's behaviour management framework has been further refined, with clear procedures and documentation to support staff in addressing adverse behaviours. A collective language around school values, agreements, and Friendology has been reinforced, fostering a shared understanding of expectations and positive behaviours. There has also been a significant improvement in the frequency and quality of chronicle recordings related to behaviour and wellbeing concerns. This data is now being used by the School Improvement Team (SIT) to inform whole-school decision-making and targeted interventions.

Another notable achievement has been the strengthened collaboration between our leadership team and the Key Support Worker, ensuring timely referrals and appropriate support for students and families. Partnerships with external agencies, including Maroondah Council and School Focused Youth Services (SFYS), have provided valuable wellbeing programs and additional support for students. Additionally, our Mental Health and Wellbeing Leader has played a pivotal role in supporting students, delivering targeted small-group interventions, and providing resources for staff and families.

Survey data indicates that 73% of our students provided a positive endorsement of their sense of connectedness to school, highlighting the impact of our wellbeing initiatives. Furthermore, 97% of our students provided a positive or neutral endorsement of their sense of inclusion, demonstrating the success of our inclusive practices and support structures. A decrease in major behaviour incidents recorded in the second semester further reflects the positive outcomes of our wellbeing strategies.

With ongoing professional learning, strengthened support systems, and a commitment to student wellbeing, Marlborough Primary School continues to create an environment where students feel valued, supported, and ready to learn.

Engagement

Fostering student engagement remained a key priority in 2024, with a focus on attendance and connectedness.

Recognising the importance of regular attendance, we participated in the High Five initiative, collaborating with our network schools to share effective attendance strategies. This led to a realignment of roles and responsibilities around attendance tracking and follow-up. Additionally, we investigated targeted programs to support our most vulnerable students, ensuring they felt safe and motivated to attend school regularly. These efforts were reinforced by our approach to monitoring attendance patterns and engaging with families proactively.

An 11% increase in student voice and agency compared to 2023 was a reflection of a focus on our students being agents of their own learning and of the school. While this is a positive trend, we remain committed to further strengthening opportunities for students to take ownership of their learning and contribute meaningfully to school decision-making.

Our commitment to fostering a sense of belonging was reflected in our student survey results, with 73% of students reporting a strong sense of connectedness to school and 84% feeling a strong sense of inclusion. These figures highlight our ongoing efforts to create a supportive and inclusive environment where every student feels valued.

To further support engagement, we partnered with surrounding high schools to run transition programs for Grade 6 students, helping them prepare for secondary school with confidence. Additionally, our lunchtime student clubs, camps, and a variety of incursions and excursions provided enriching experiences that supported both learning and wellbeing.

As a result of these initiatives, our student attitude towards attendance remained positive, with 85% of students expressing a positive attitude towards attending school. We will continue to build on these strategies to strengthen engagement and ensure all students feel connected, empowered, and eager to learn.

Despite some really positive trends, our attendance data for those students who miss more than 20 days of school was at 43%, which was 4% higher than the State average. We will continue to work hard internally and with our community to make a positive shift in attendance.

Financial performance

Marlborough Primary School finished the year in surplus, marking a significant milestone in our financial position and ensuring continued investment in school improvements.

In 2024, we secured several grants which, combined with fundraising, enabled key enhancements across the school. These funds supported infrastructure projects such as the replanting of the Sensory Garden, the installation of a gaga pit, and upgrades to taps around the buildings.

Additionally, we revitalised the library with new shelving and upgraded student furniture in several classrooms to enhance learning environments. Fundraising efforts by the Parents' and Friends' Association, which raised \$11,000, along with grants from Shop for Your School, Safe Trees, Landcare, and Saluting Their Service, contributed significantly to these improvements.

A major accessibility project was also undertaken to ensure our school is inclusive and accessible to all. This included the installation of automated doors, upgraded bathrooms, improved concrete pathways, and newly constructed ramps.

We were also successful in securing a Flexible Leadership in Schools grant, which enabled us to employ a 0.2 FTE (one day per week) Assistant Principal to strengthen the school's leadership profile.

The equity funding we received was used to support teaching and support staff as part of the Student Resource Package, providing targeted assistance and extension for identified students.

The total funds available to the school at the end of 2024 allow for continued investment in future improvement initiatives.

**For more detailed information regarding our school please visit our website at
<https://marlboroughps.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 143 students were enrolled at this school in 2024, 64 female and 79 male.

17 percent of students had English as an additional language and 6 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).

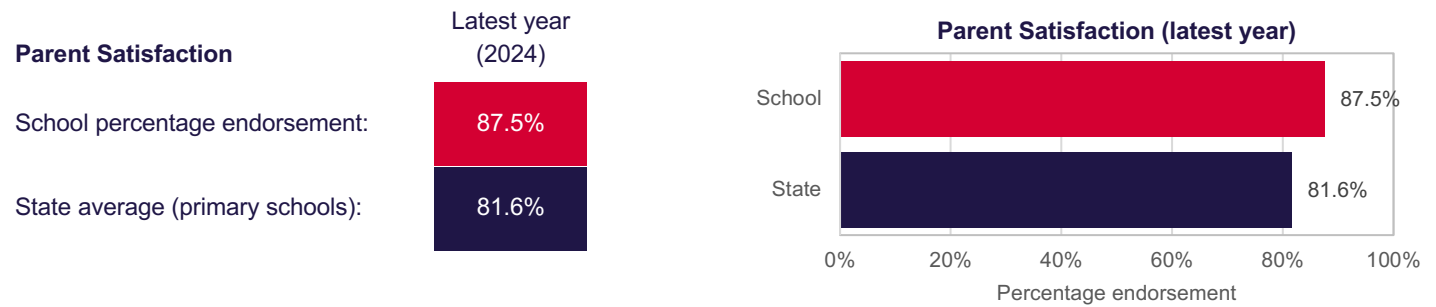
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

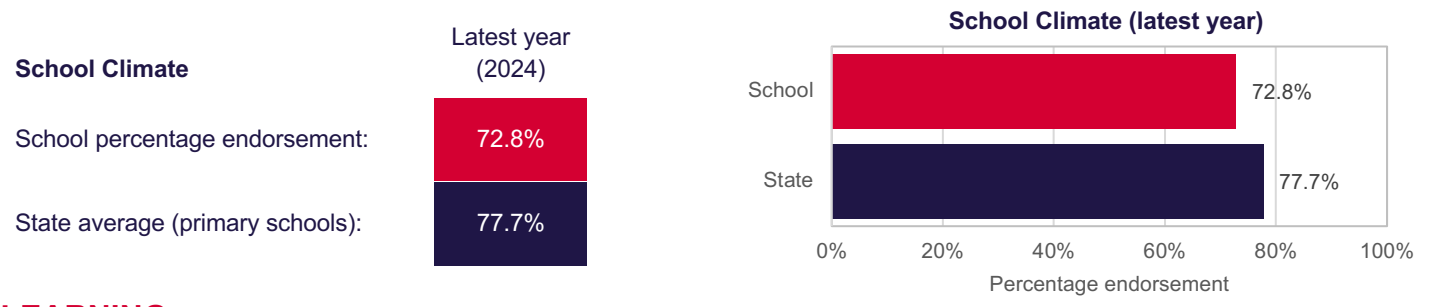


School Staff Survey

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.

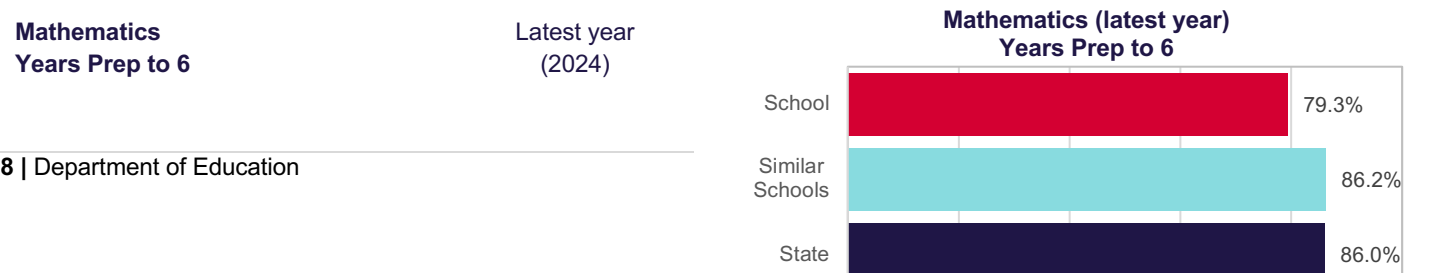
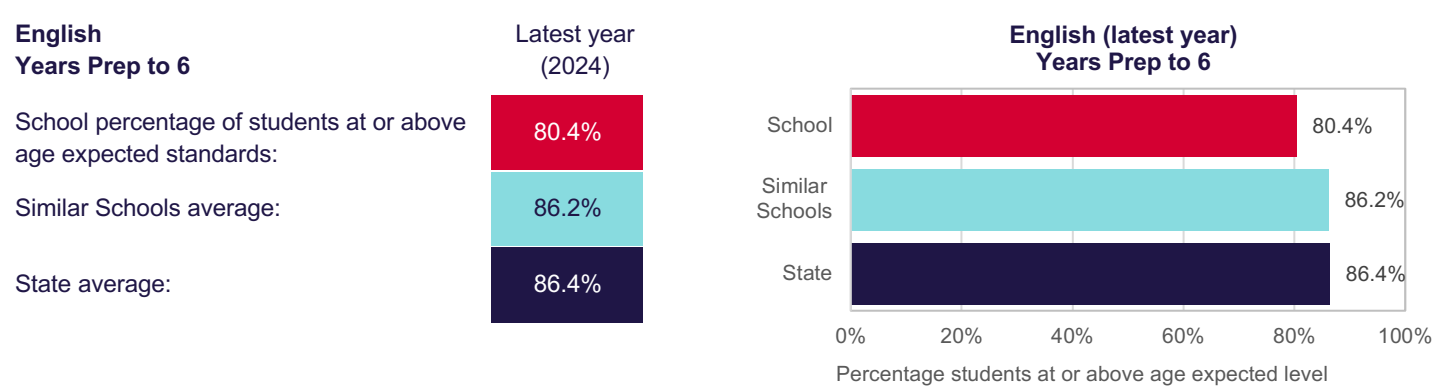


LEARNING

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.



School percentage of students at or above
age expected standards:

79.3%

Similar Schools average:

86.2%

State average:

86.0%



LEARNING (continued)

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

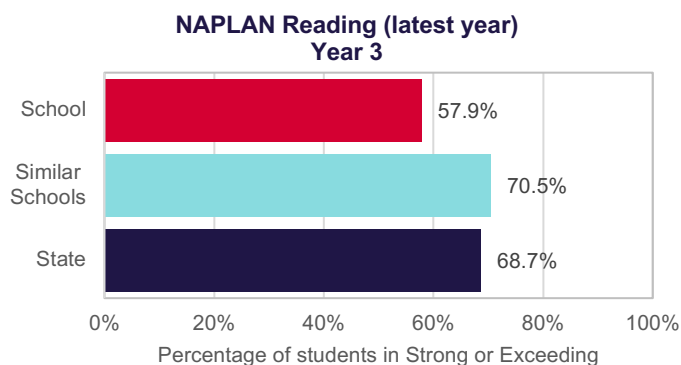
NAPLAN

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

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

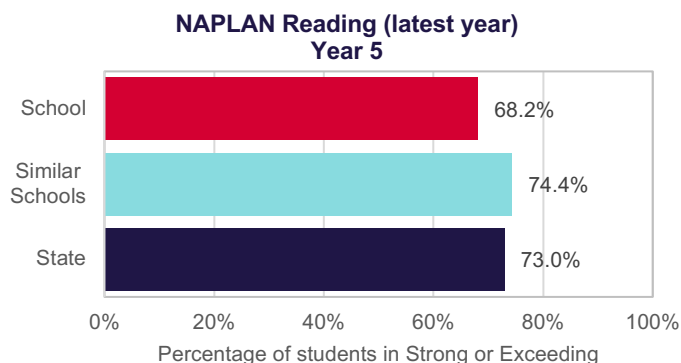
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.9%	62.0%
Similar Schools average:	70.5%	70.9%
State average:	68.7%	69.2%



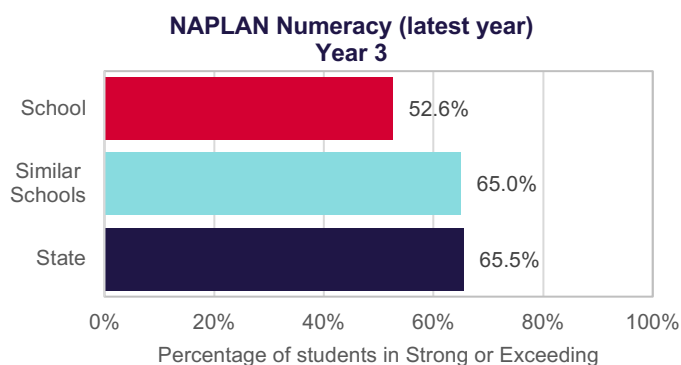
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.2%	75.9%
Similar Schools average:	74.4%	76.9%
State average:	73.0%	75.0%



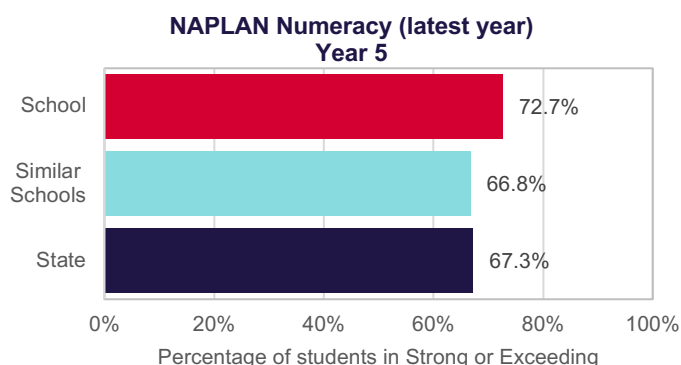
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.6%	64.0%
Similar Schools average:	65.0%	66.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.7%	70.4%
Similar Schools average:	66.8%	68.6%
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:

83.3%

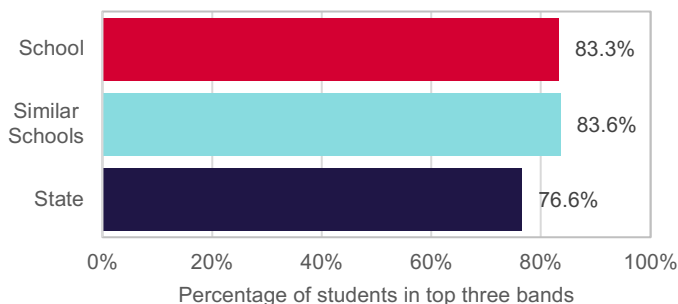
Similar Schools average:

83.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

86.4%

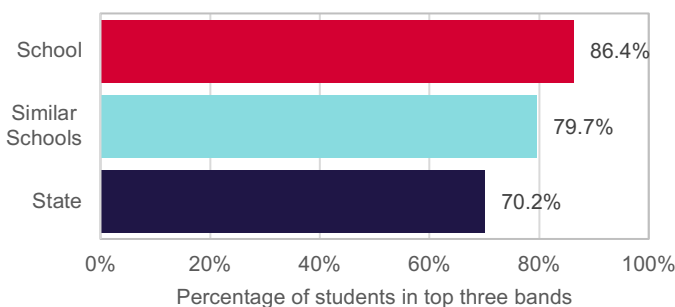
Similar Schools average:

79.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

60.9%

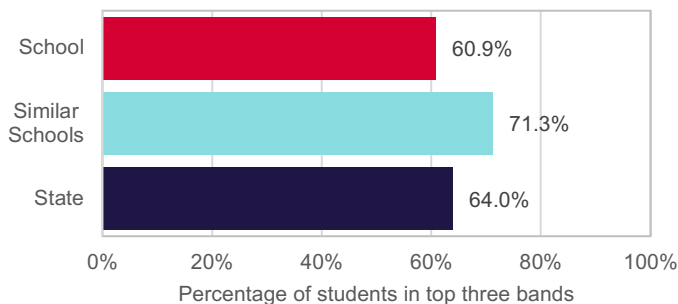
Similar Schools average:

71.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

45.5%

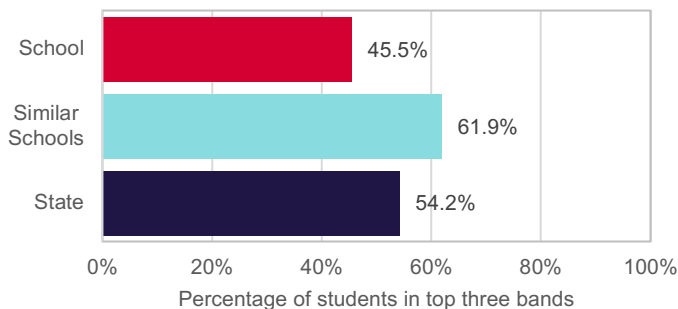
Similar Schools average:

61.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

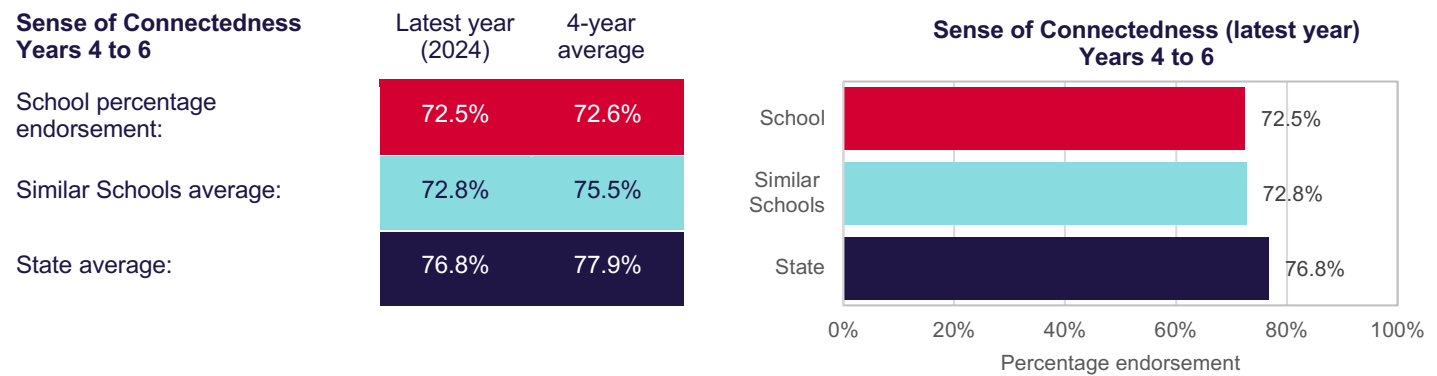


WELLBEING

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.

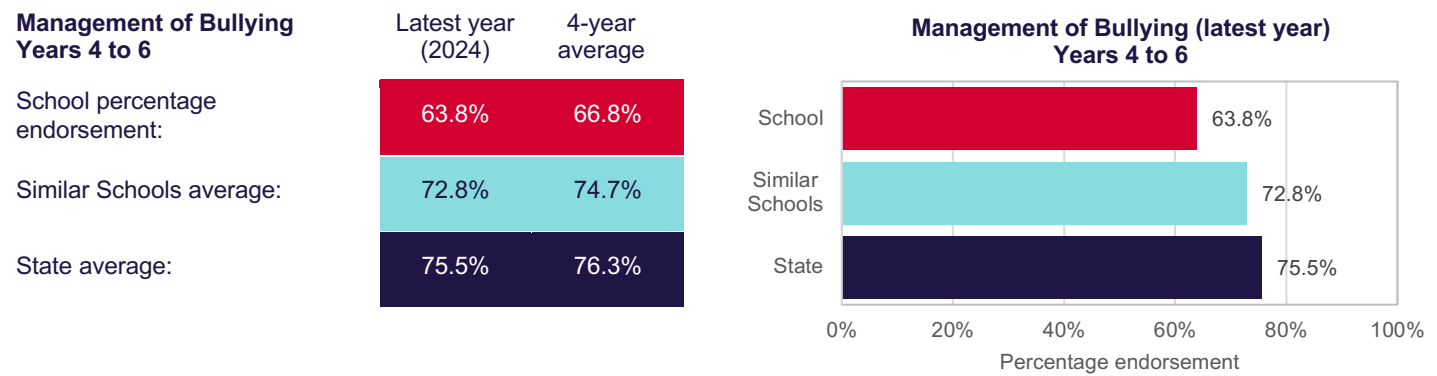
Student Attitudes to School – Sense of Connectedness

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).



Student Attitudes to School – Management of Bullying

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

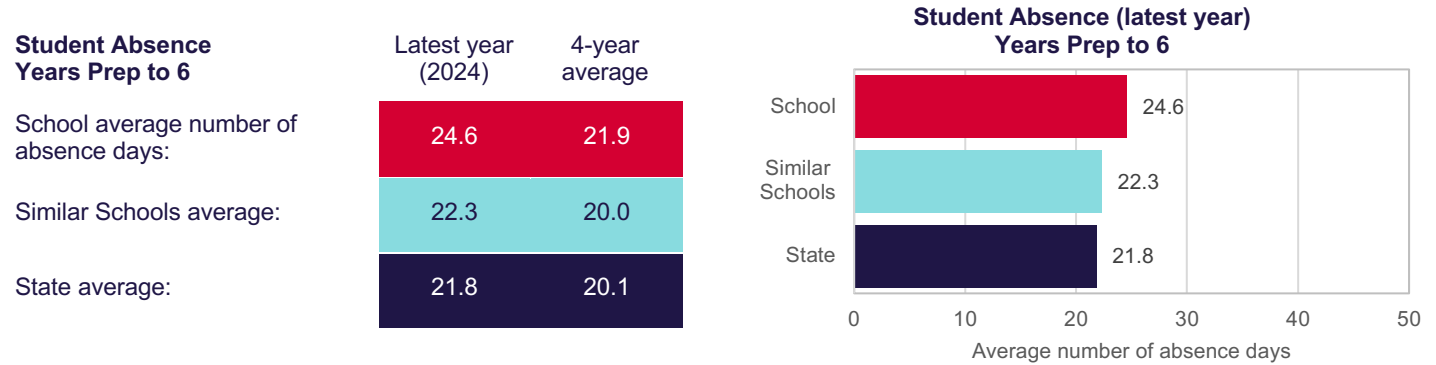


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	87%	89%	88%	86%	85%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,993,494
Government Provided DET Grants	\$203,892
Government Grants Commonwealth	\$8,775
Government Grants State	\$0
Revenue Other	\$10,483
Locally Raised Funds	\$128,033
Capital Grants	\$7,760
Total Operating Revenue	\$2,352,438

Equity ¹	Actual
Equity (Social Disadvantage)	\$41,564
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$41,564

Expenditure	Actual
Student Resource Package ²	\$1,915,216
Adjustments	\$0
Books & Publications	\$448
Camps/Excursions/Activities	\$61,965
Communication Costs	\$3,901
Consumables	\$23,991
Miscellaneous Expense ³	\$23,925
Professional Development	\$12,367
Equipment/Maintenance/Hire	\$29,392
Property Services	\$56,199
Salaries & Allowances ⁴	\$76,341
Support Services	\$44,461
Trading & Fundraising	\$12,720
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,801
Total Operating Expenditure	\$2,284,728
Net Operating Surplus/-Deficit	\$67,710
Asset Acquisitions	\$14,726

- (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 03 Mar 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	\$162,811
Official Account	\$18,200
Other Accounts	\$0
Total Funds Available	\$181,010

Financial Commitments	Actual
Operating Reserve	\$53,071
Other Recurrent Expenditure	\$2,467
Provision Accounts	\$2,782
Funds Received in Advance	\$5,675
School Based Programs	\$76,987
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$487
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$8,888
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$150,357

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.