

2025 Annual Report to the School Community

School Name: Monmia Primary School (5336)



- 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 02 April 2026 at 03:10 PM by Lucia Vorpasso (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 06 May 2026 at 10:07 AM by Vineta Mitrevski (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’. ‘Levels A to D’ may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

Updates to the ‘Performance Summary’ in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Monmia Primary School fosters a positive, inclusive culture that values balancing student learning, engagement, and wellbeing to enhance outcomes. The school's motto, 'Learn and Achieve', highlights its moral purpose, emphasizing collective efforts to support all learners. The vision, 'Loving to Learn, Learning to Live and Being the Best', is well understood by staff, students, and families, guiding the school's goals. Its mission commits to developing lifelong learners who think, act, and contribute positively beyond school. Core values of respect, responsibility, and safety underpin the school's approach, aligned with SWPBS, fostering high levels of collaboration and shared expectations.

Located in Keilor Downs, Monmia PS has 178 students from diverse backgrounds, with 33% speaking English as an additional language. The student enrolments come from medium socio-educational backgrounds. Human resources are aligned with the 2025 Annual Implementation Plan, featuring a skilled leadership team, classroom teachers of varying experience, and dedicated education support staff. Teachers collaborate in professional learning communities, supported by literacy and numeracy consultants, to ensure consistent instructional practices. Specialist programs include Visual Arts, Performing Arts, STEM, and Health and Physical Education. Through the Tutor Learning Initiative, the Fountas and Pinnell Literacy Program is implemented to support students needing additional support in meeting curriculum standards. Modern, spacious learning environments, including a newly built STEAM CLS and an inspiring school library, enhance student engagement. Facilities including a new soccer pitch and a soon-to-be-completed adventure playground provide exceptional play and learning experiences. Regular communication with families is maintained through the Sentral Management System, social media platforms, and community updates, ensuring strong home-school engagement and celebrating student achievements.

Progress towards strategic goals, student outcomes and student engagement

Learning

Monmia Primary School is dedicated to achieving high levels of student growth across all learning areas. Considerable resources and emphasis have been allocated to improving instructional practices aligned with the Victorian Teaching and Learning Model 2.0. Small Professional Learning Communities (PLCs), led by Teaching and Learning Leaders, share collective responsibility for the academic, social, and emotional development of students in their cohorts. Collaborative planning is embedded in the school culture, with all PLCs allocated weekly protected two-hour sessions to plan learning programs that support, consolidate and extend student learning. The Victorian Learning Model 2.0 fosters an environment focused on Learning and Wellbeing, with Learning Intentions and Success Criteria shared with students to promote

engagement and self-monitoring. Students regularly review their progress using these tools, and lessons end with checks for understanding, such as quizzes or exit tickets. Visible, co-constructed student goals empower learners to become assessment-capable learners.

The school fully implemented the Little Learners Love Literacy Phonics Program across Foundation to Year 2, investing in teacher professional learning, resources, and decodable books. A deliberate professional learning architecture supported ongoing development, with teachers engaging in a Case Management Inquiry Cycle as a Tier 2 support in Reading and Mathematics. Consistent teacher judgment is evident, with assessments aligned to the Victorian Curriculum 2.0, showing most students achieving at or above expected levels, with growth in reading and numeracy across year levels. Data from Learning Walks and Talks confirm consistent practices. Despite NAPLAN results slightly below similar schools and the state in 2025, targeted interventions, including the Tutor Learning Initiative, helped close foundational skill gaps for students as needing additional support identified through NAPLAN data. The Assistant Principal and PLC members collaboratively support high-quality teaching, data analysis, and ongoing school improvement, ensuring instruction is responsive to individual student needs.

Wellbeing

There is a strong sense of belonging, connectedness, and a family-centred culture at Monmia Primary School, creating a unique environment worth celebrating. Robust relationships between home and school are established through collaboration among staff, students, and families in a safe, inclusive and respectful manner.

The school is a nationally accredited 'BE YOU' school, promoting mental health and wellbeing. Its ongoing commitment to the School Wide Positive Behaviour Support (SWPBS) framework has fostered safe and orderly learning environments, essential for academic success. The SWPBS Team leads the implementation of SWPBS components. Achievements include establishing a shared behaviour philosophy, documented expected behaviour matrices for classroom and non classroom settings, and promoting the Bucketfilling Philosophy awarding students with points for positive behaviour. To support self-regulation, classrooms incorporate calm spaces and movement breaks.

Through Disability Inclusion Funding, an external behavioural consultant supports staff in making reasonable adjustments for students with additional needs and gathering evidence for Tier 1 funding applications. Staff are equipped with strategies to promote self-regulation, problem-solving, and resilience. The school's focus on online and offline safety continues through eSmart, fostering respectful, responsible behaviours.

Teachers dedicate weekly sessions to developing social and emotional learning skills. Fortnightly wellbeing articles inform families, covering personal and social competencies. The BounceBack Program, CASEA, and Respectful Relationships are the programs implemented to support this area. A Class Code of Collaboration and a student culture handbook aligned with school values further promote a positive environment.

In 2025, the school plans to refine behaviour expectations and recognition strategies aligned with SWPBS. Data from the Student Attitudes to School Survey shows students are happy, healthy, engaged, and resilient. Results indicate high connectedness (79.4%) and strong bullying management (83.6%), with positive parent feedback (82.8%). Student feedback confirms a safe, engaging environment, reflecting a balanced focus on student learning and wellbeing.

Engagement

The school has maintained an average of 25.5 days absence per student, slightly higher than Similar schools (24.2) and the State (21.5). The overall attendance rate per year ranged from 85.3%-90%, resulting in an 75.7% attendance. The school is committed to ensuring that attendance rates improve, working with families of students with chronic absenteeism.

The school uses a personal approach to work with families experiencing difficulty with regular attendance, punctuality and taking extended holidays. An escalation process is implemented for students with chronic absences through engagement with the Keilor/St Albans Network's Student Support Services Officers, Department of Human Services and Victoria Police.

A student attendance officer has been employed to support the school's daily monitoring and tracking of student attendance each morning. The school has implemented an attendance policy and procedures. The school changed the culture of students arriving late and instead of giving a 'late pass' they now receive a 'welcome pass'. An SMS through the Sentral Management System is generated to families for students who have not arrived by 9.10am to ensure all absences are notified to families and explained to the school. When requesting approval for extended holidays, families meet with the principal to seek permission for the extended holiday. Fortnightly newsletter articles promote the importance of school attendance and punctuality.

In 2026 the school will continue to focus on implementing individualised strategies and attendance plans to address the challenging area of improving attendance. The school will increase the opportunities for students to have authentic agency in their learning to build on engagement. The reviewed student leadership policy will reflect inclusive practices and elevate the roles of elected leaders. The Student Leadership Program will be expanded to gather student agency.

Other highlights from the school year

The school continues to enrich our community by reintroducing programs suspended during the pandemic. In 2025, the school resumed a range of activities to support student development. School camps and excursions played a key role. Year 3-6 students participated in a two-day camping experience, with a non-camping option available for students at school. Years 1-2 enjoyed a successful overnight camp at school, and Foundation students took part in a after school barbeque experience at school. The Life Education Program covered a range of health topics.

The wellbeing initiatives expanded, notably through the HAPPY PLACE, providing support and developing friendships during supported play at recess and lunchtime. Strong home-school partnerships were reinforced and the SWPBS initiative continued to build school spirit.

Collaboration with Ray White Real Estate supported the Student Leadership Program.

Grants provided new opportunities, including gymnastics coaching and a free swimming program for F-2 students funded by Swimming In Schools. The Victorian High Ability Program supported Year 5-6 students in Literacy and Numeracy.

Whole-school events featured a successful Colour Fun Run and Twilight Picnic, a vibrant Art Show in the STEAM CLS, and a Year 6 graduation. The new playground was completed, set to open in 2026.

Financial performance

The financial status at the end of 2025 demonstrated a healthy net operating surplus of \$242,562. Focused expenditure on the priority areas of literacy, numeracy and wellbeing was executed. The low SES funding (SRP Strategic Programs) was used to support literacy and numeracy, including the delivery of the Tutor Learning Initiative until the end of the year. The School Sporting Grants provided students with additional sporting equipment and coaching. The Student Excellence Program was accessed by eligible students in Literacy and Numeracy. The Swimming in School Grant was used to provide students in F-2 with a week long swimming program at no cost. Numeracy Coaching provided to PLCs fortnightly through Equity Funding improved teacher practice. All school expenditure was strategically allocated to improving student learning and wellbeing outcomes by increasing Specialist Teachers time fraction for Term 4 to provide additional reading intervention beyond the allocated core learning program.

**For more detailed information regarding our school please visit our website at
<https://www.monmia.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 178 students were enrolled at this school in 2025, 84 female and 94 male. 33% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Medium**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	82.8%	
	Similar schools	75.4%	
	State	82.0%	

School Staff Survey

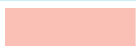
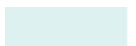
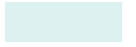
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	79.1%	
	Similar schools	77.0%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	85.6%	
	Similar schools	79.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	86.5%	
	Similar schools	76.3%	
	State	84.2%	

NAPLAN

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

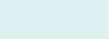
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	57.1%		53.5%
	Similar schools	59.3%		59.9%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	54.8%		54.2%
	Similar schools	66.3%		66.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	42.9%		46.4%
	Similar schools	52.6%		53.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	45.2%		47.0%
	Similar schools	57.4%		57.4%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	72.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	64.0%	
	Similar schools	71.5%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	79.4%		71.6%
	Similar schools	77.1%		76.3%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	83.6%		73.5%
	Similar schools	77.6%		75.7%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	25.5	27.0
	Similar schools	24.2	24.4
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	87.9%	
Year 1	School	86.4%	
Year 2	School	86.9%	
Year 3	School	88.5%	
Year 4	School	90.6%	
Year 5	School	85.7%	
Year 6	School	85.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,363,551
Government Provided DET Grants	\$493,712
Government Grants Commonwealth	(\$3,050)
Government Grants State	\$0
Revenue Other	\$20,233
Locally Raised Funds	\$95,440
Capital Grants	\$0
Total Operating Revenue	\$2,969,886

Equity	Actual
Equity (Social Disadvantage)	\$100,366
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$100,366

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

Expenditure	Actual
Student Resource Package ¹	\$2,214,219
Adjustments	\$0
Books & Publications	\$559
Camps/Excursions/Activities	\$38,678
Communication Costs	\$18,615
Consumables	\$57,464
Miscellaneous Expenses ²	\$18,052
Agency Staff	\$57,809
Professional Development	\$6,204
Equipment/Maintenance/Hire	\$17,237
Property Services	\$106,689
Salaries & Allowances ³	\$81,159
Support Services	\$41,859

Expenditure	Actual
Trading & Fundraising	\$35,122
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$55
Utilities	\$33,603
Total Operating Expenditure	\$2,727,324
Net Operating Surplus/-Deficit	\$242,562
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$275,700
Official Account	\$4,503
Other Accounts	\$0
Total Funds Available	\$280,203

Financial Commitments	Actual
Operating Reserve	\$85,518
Other Recurrent Expenditure	\$3,443
Provision Accounts	\$0
Funds Received in Advance	\$44,000
School Based Programs	\$72,438
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$35,362
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$240,761

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.