

2024 Annual Report to the School Community

School Name: Manchester Primary School (5009)



- 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 17 March 2025 at 10:11 AM by Megan Ganter (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 27 March 2025 at 09:15 AM by Megan Ganter (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

Manchester Primary School is committed to providing high quality education in a learning environment where each child is valued and encouraged to achieve their best. The Manchester Primary School vision is to provide a safe, supportive and inclusive learning environment where every student can reach their full potential. This vision is supported by our motto: Inspire, Engage, Achieve. At Manchester Primary School we make the learning and social development of every child our priority. We value relationships as the foundation on which student success is built. Our teaching and learning approach targets achievement by promoting active engagement in learning, based on the Victorian Curriculum.

In 2024, we completed extensive upgrades to the school facilities, including a \$4.7m building project. The school features a new office and modern classrooms, library and STEAM (Science, Technology, Engineering, Arts and Mathematics) room. Further works included the replacement of a retaining wall and storm water drainage, the resurfacing of basketball courts and improved school access with a re-designed 'Kiss and Go' in Monomeith Street to provide safe and convenient parking, pick up and drop off zones. The school grounds feature multiple surfaced playing areas, one of which is covered with an extensive shade structure, as well as a large oval, two basketball/netball courts, downball courts, three playground areas and a mud kitchen for sand and water play.

The school facilities include 12 permanent classrooms in two main buildings including a STEAM (Science, Technology, Engineering, Art and Mathematics) room, Performing Arts room, and an indoor hall. The school's hall is used during school hours for assemblies, incursions, sports and whole school events. Our school language is Auslan (Australian Sign Language). All students participate in specialist lessons in STEAM, Physical Education, Performing Arts and Auslan each week.

Manchester Primary School is in the suburb of Mooroolbark, within the North-Eastern Victoria Region, Outer Eastern Melbourne Area. The school shares links with neighbouring primary and secondary schools within the Yarra Ranges Network. In 2024, the school had an enrolment of 189 students from a range of diverse backgrounds including EAL, First Nations and students with a disability. In 2024, the school's overall socio-economic profile reflected a Student Family Occupation and Education (SFOE) band in the 'medium' range. In 2025, the SFOE is 0.5073, which places the school in the 'high' range for overall socio-economic profile. In 2024, our school staffing profile comprised of 16 teachers, including part-time and full-time classroom and specialist teachers, a Principal and Assistant Principal. We currently have 12 Educational Support Staff members including a Business Manager and administration staff member, and 8 Education Support staff providing support to our students with additional needs. We also have a multicultural aide who works to support our Hakha Chin speaking community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, there was a strong focus on creating a safe and orderly school environment in which to learn. Substantial progress has been made in this area which will be an enabler for future work focusing on excellence in teaching and learning practices, particularly in literacy and numeracy.

An area of significant progress for MPS in 2024 has been involving students and their families/carers to develop a shared understanding of the expected outcomes for learning growth, attainment and wellbeing capabilities including 3 way conferences, IEPs, semester reporting and regular SSGs. This has been further supported by the employment of a Multicultural Aide to ensure that our Hakha Chin speaking families have access to information and support, increasing confidence and engagement with the school. This has been reflected in improving parent opinion survey data. 2024 has focused on preparing for the implementation of the Victorian Curriculum 2.0 in Mathematics and English as well as the development of a whole school curriculum plan which articulates our philosophy and approach towards teaching and learning. 2025 will focus on embedding these practices to ensure high quality, evidence-based practices are implemented consistently across the school.

A documented assessment plan outlining formalised processes and expectations for assessment was implemented in 2024. Throughout the year, teachers worked together to moderate student assessment in reading, writing and mathematics, developing a shared understanding by examining different types of students' work and comparing these with the achievement standards. This was led by our Mathematics and English leaders. Structures and tools have been put in place to capture key data sets for analysis to enable student progress to be carefully monitored.

Wellbeing

Wellbeing was a major focus for 2024, with considerable improvement in our calm and orderly environment across the school. Our whole school Engagement and Wellbeing approach has been documented in a whole school scope and sequence, identifying the key programs and approaches implemented throughout the year to support our students social capabilities and emotional regulation. A key enabler in our success has been the implementation of the School Wide Positive Behaviour Framework based upon our school values of respect, responsibility and resilience.

In 2024, the School Improvement Team (SIT) used the BIPT Inclusive Practice Descriptors mapped against the FISO 2.0 dimensions tool to reflect on school progress across a number of domains. Areas of strength achieving strong ratings included:

- documented process for auditing the school environment
- ongoing professional learning using evidence-based practices related to learning adjustments
- targeted group and individual coaching to support inclusive practices

Applications for individual funding through the DIP process in the past 18 months has enabled significantly increased individualised support for those who require it. The Student Wellbeing and Engagement Policy was developed consultatively with the school community in 2024 which outlines a whole school approach to intervention. This includes Tier 1 (universal), Tier 2 (targeted) and Tier 3 (individual) strategies to support engagement and positive behaviour outcomes.

The provision of responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion is an area of strength at Manchester Primary School. We actively evaluate, update and make explicit the policies and practices that promote inclusion, positive behaviour and a safe environment to ensure all members of the school community understand and enact them.

Engagement

Manchester Primary School provides guidance and resources on how families/carers collaborate with teachers, set high expectations, actively engage in their child's development and support learning and wellbeing. This is done through the sharing of school policies and information via school newsletters, communication platforms and the school website. Parents and carers participate in a variety of activities and events, supported by an active and engaged PAFA and School Council.

Students participate in a range of structured leadership roles that represent the diversity of the school community, which provide them with opportunities to develop a range of skills including communication and decision-making through the Year 6 leadership program and Student Representative Council. Leaders and teachers maintain inclusive and sustainable relationships with diverse communities and organisations to seek guidance, advice and feedback on how to maintain inclusive services and activities including Inclusion Outreach Coaching, SWPBS coaching, Anglicare, Foodbank, State Schools Relief, EACH and Orange Door.

In 2024, we focused on the creation of inclusive classroom and work spaces for staff, students and families. The community room serves many members of our school community through Breakfast Club, Food Bank, PAFA and community events. The new wellbeing room has provided a sensory breakout space for individual students as well as a place for the Treehouse Social Skills Program. This work will be further enhanced by an occupational therapist joining our staff in 2025.

Attendance has been a continued area of focus in 2024. The School Performance Report indicates that school attendance sits in the 'medium' measure performance group and it a recognised strength of the school. We work hard to ensure that school is a welcoming, engaging and supportive place where all students can achieve their learning and wellbeing goals.

Other highlights from the school year

At Manchester Primary School, we offer a broad range of curricular and extra curricular activities for our students. Each year, our school produces a whole school calendar, featuring our students' photos and artwork, including all of our school events and special days. Highlights from 2024 included:

- Family Fun Night
- Camping program for Years 3-6
- Interschool sports program including weekly games with local schools each Friday morning throughout semester 1
- Swimming program for Foundation to Year 6
- Dress up days including an Easter Hat parade, Book Week and Footy Day
- SWPBS Whole School Celebration Silent Disco
- Grandparents Day
- Whole School Production
- Christmas Carols

Manchester Primary School has a committed and active School Council and Parents and Friends Association. Parents/carers and the community have been integral in supporting a range of learning and fundraising activities including:

- Mothers/Fathers and Special Persons' day stall
- Working bees
- Special lunch days each term
- BBQs
- Icy Pole and Slurpee Days
- Christmas Raffle

The Student Representative Council made up of students from each class, meets each fortnight, led by our Year 6 Community Captains. In 2024, the SRC focused on three areas: how to make our school, community and world a better place. They discuss and organise a range of school fundraising events and promote causes that are important to them. Their feedback is highly valued and utilised in school improvement efforts. In 2024, SRC initiatives included:

- Anti-litter campaign posters
- Working with the Environment Captains to establish the container collection scheme
- Selling badges and other items for the Poppy Appeal
- Attending local ANZAC Day ceremony at Hookey Park and laying a wreath on behalf of the school community
- Holding a Slurpee day to raise funds for Koala Kids children's cancer charity
- Collecting food and toys for Animal Aid

All of these activities work to build a strong sense of community spirit and connectedness across our school community.

Financial performance

Manchester Primary School remained in a sound financial position in 2024.

In 2024, the upgrade of school grounds and facilities to ensure a safe school environment continued to be a high priority. This included the completion of building works including purchasing of new furniture and landscaping, the completion of maintenance works to address storm water issues and a renewal of the COLA (covered outdoor learning area).

The school utilises Equity, Disability Inclusion and EAL funds to employ additional staff members including an Assistant Principal, Education Support Staff, Multicultural Aide and Occupational Therapist to support the diverse needs of our students. Additionally, this funding enables all students to participate in a range of learning experiences including camps and excursions, purchasing learning resources, and the provision of ICT devices such as laptops and iPads. We utilise our funds to ensure that all students, regardless of background or circumstance, have access to a great education.

The School Council entered into a range of contracts in 2024, including hire agreements for our facilities, photocopying and uniform providers.

Manchester Primary School engages an accredited provider of Outside School Hours Care, for before and after school care as well as a vacation care program. This program is highly valued and well utilised by our school community. This service continued to be supported through a Department of Education OSHC establishment grant in 2024.

**For more detailed information regarding our school please visit our website at
<https://manchesterps.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 189 students were enrolled at this school in 2024, 95 female and 94 male.

26 percent of students had English as an additional language and 3 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).

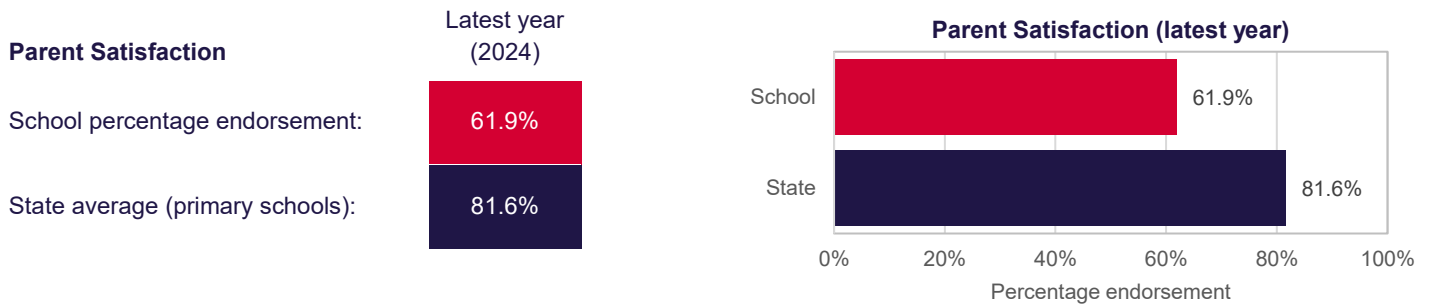
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

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.

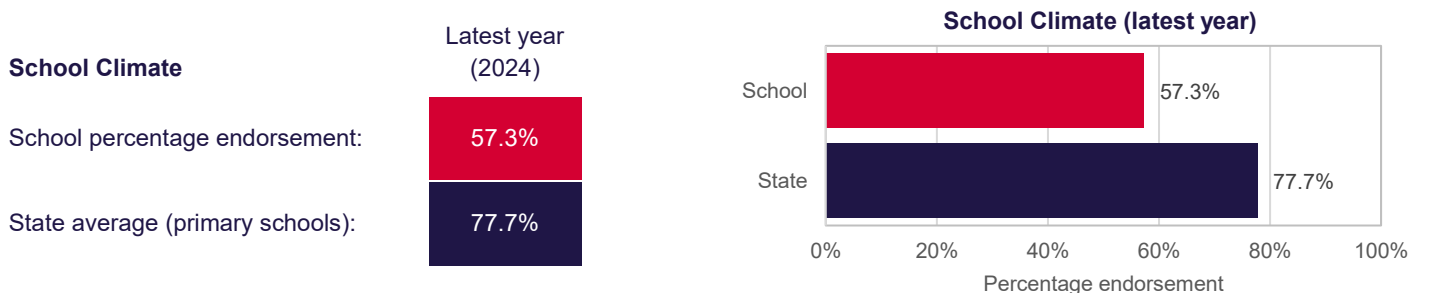


School Staff Survey

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

School percentage of students at or above age expected standards:

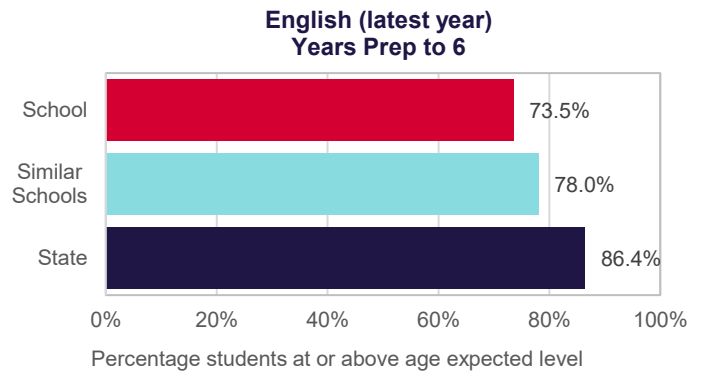
Latest year
(2024)
73.5%

Similar Schools average:

78.0%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

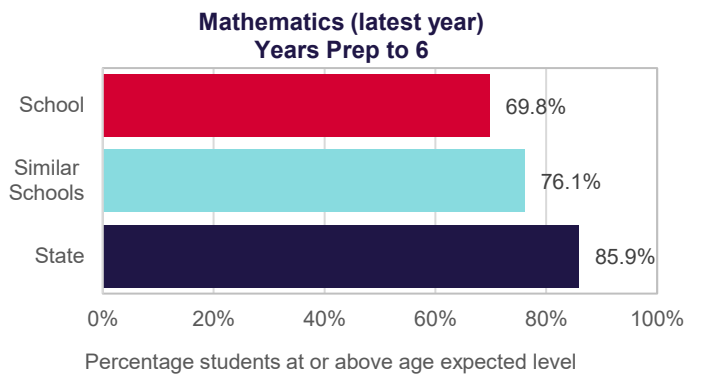
Latest year
(2024)
69.8%

Similar Schools average:

76.1%

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.

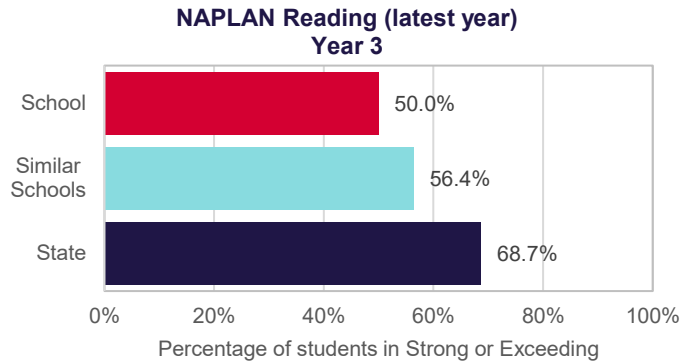
NAPLAN

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.

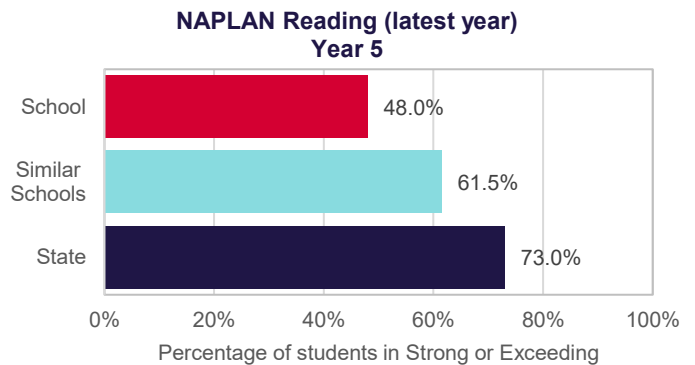
Reading Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 50.0% | 50.8% |
| Similar Schools average: | 56.4% | 57.2% |
| State average: | 68.7% | 69.2% |



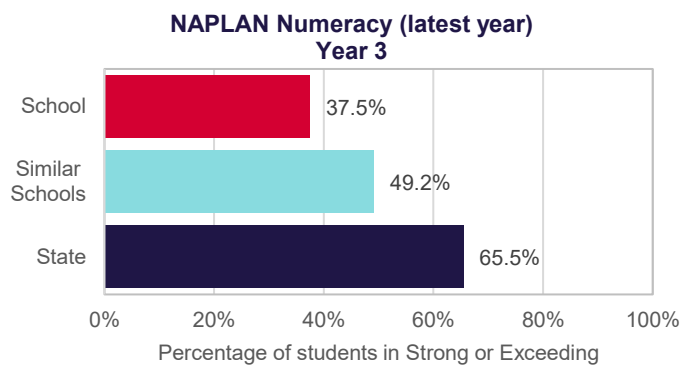
Reading Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 48.0% | 61.4% |
| Similar Schools average: | 61.5% | 65.7% |
| State average: | 73.0% | 75.0% |



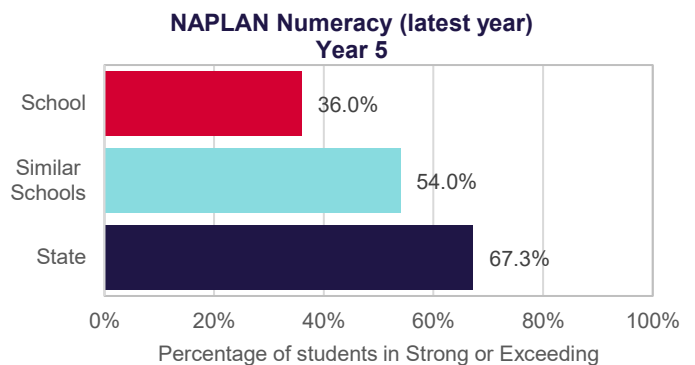
Numeracy Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 37.5% | 39.3% |
| Similar Schools average: | 49.2% | 51.6% |
| State average: | 65.5% | 66.4% |



Numeracy Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 36.0% | 46.4% |
| Similar Schools average: | 54.0% | 54.8% |
| 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:

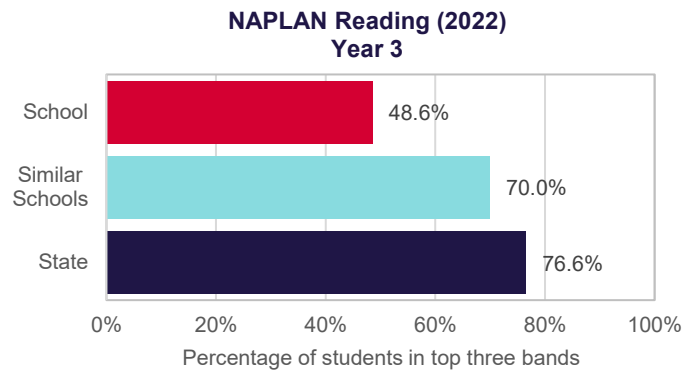
48.6%

Similar Schools average:

70.0%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

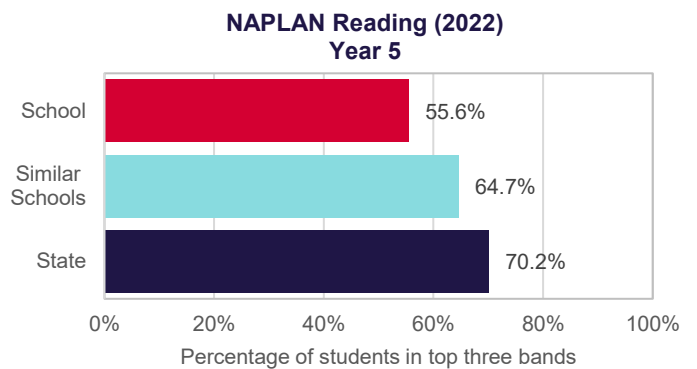
55.6%

Similar Schools average:

64.7%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

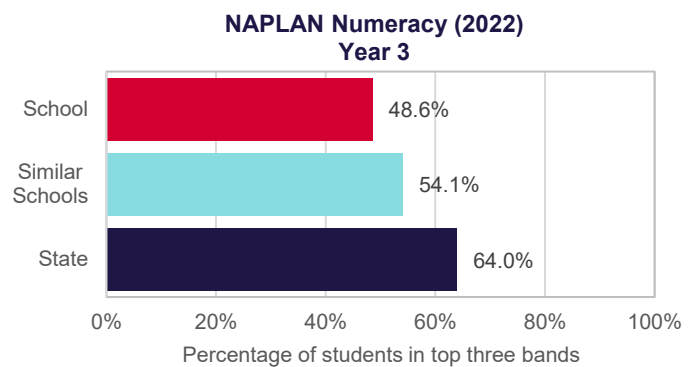
48.6%

Similar Schools average:

54.1%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

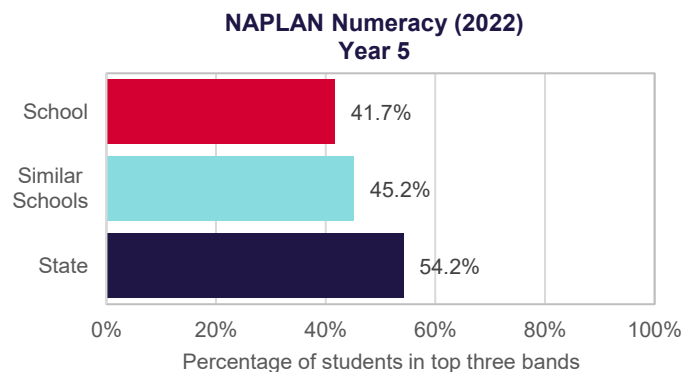
41.7%

Similar Schools average:

45.2%

State average:

54.2%



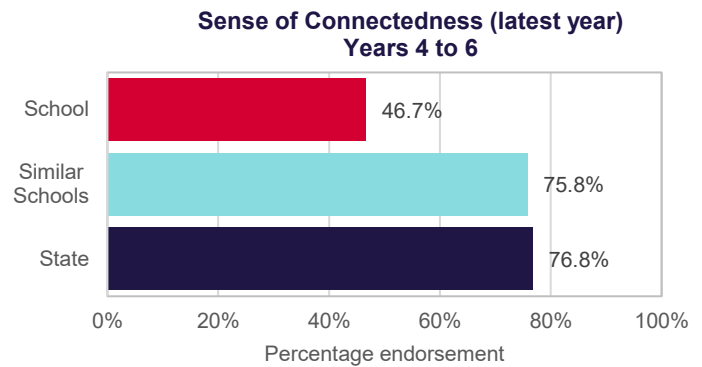
WELLBEING

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).

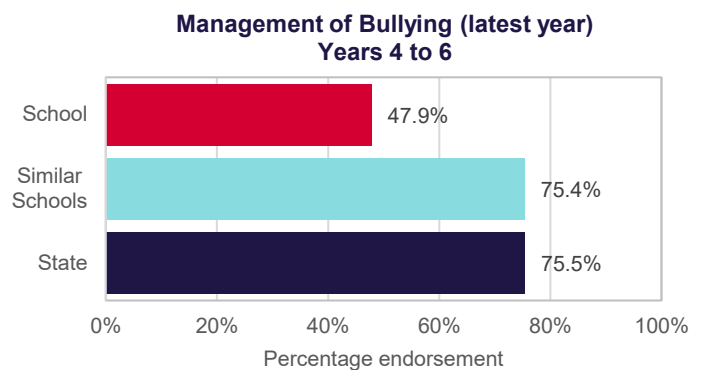
| Sense of Connectedness Years 4 to 6 | Latest year (2024) | 4-year average |
|--|-----------------------|-------------------|
| School percentage endorsement: | 46.7% | 68.2% |
| Similar Schools average: | 75.8% | 76.6% |
| State average: | 76.8% | 77.9% |



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: | 47.9% | 69.4% |
| Similar Schools average: | 75.4% | 75.4% |
| State average: | 75.5% | 76.3% |



ENGAGEMENT

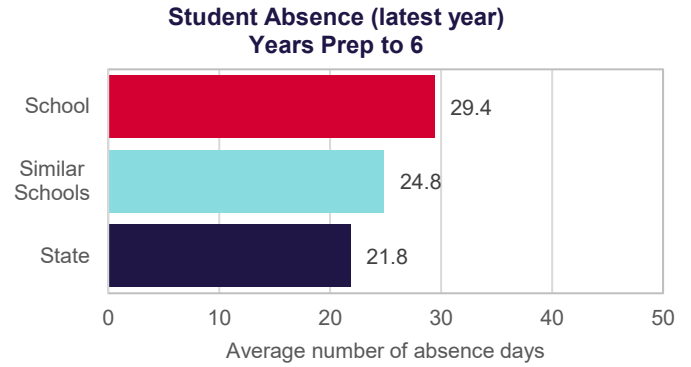
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 29.4 | 20.9 |
| Similar Schools average: | 24.8 | 23.5 |
| 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): | 90% | 82% | 78% | 91% | 88% | 85% | 83% |



Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,706,932 |
| Government Provided DET Grants | \$397,640 |
| Government Grants Commonwealth | \$4,058 |
| Government Grants State | \$0 |
| Revenue Other | \$46,109 |
| Locally Raised Funds | \$137,685 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,292,424 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$271,157 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$271,157 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,664,058 |
| Adjustments | \$0 |
| Books & Publications | \$976 |
| Camps/Excursions/Activities | \$61,202 |
| Communication Costs | \$14,440 |
| Consumables | \$98,476 |
| Miscellaneous Expense ³ | \$23,317 |
| Professional Development | \$17,278 |
| Equipment/Maintenance/Hire | \$138,238 |
| Property Services | \$90,812 |
| Salaries & Allowances ⁴ | \$191,626 |
| Support Services | \$159,785 |
| Trading & Fundraising | \$24,547 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$25,366 |
| Total Operating Expenditure | \$3,510,121 |
| Net Operating Surplus/-Deficit | (\$217,697) |
| Asset Acquisitions | \$17,310 |

- (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 | \$233,702 |
| Official Account | \$14,284 |
| Other Accounts | \$37,005 |
| Total Funds Available | \$284,991 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$126,979 |
| Other Recurrent Expenditure | \$67 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$4,861 |
| School Based Programs | \$68,800 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$43,407 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$100,920 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$345,033 |

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.

