

2024 Annual Report to the School Community

School Name: South Melbourne Park Primary School (5562)

**SOUTH
MELB.
PARK**

- 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 06 May 2025 at 05:53 PM by Nicole Arnold (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 08 May 2025 at 08:24 AM by Nicole Arnold (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

The fundamental cultural value of South Melbourne Park Primary School is 'Kids at the Heart', and our vision is to 'inspire a new generation of curious minds'. Our mission is to foster a community of global citizens, grounded in integrity, empathy and respect for self and others. We aim to nurture highly literate, numerate and curious life-long learners, who are equipped to become the problem solvers of tomorrow. Our student values include 'Be a Leader', 'Be Connected', 'Be Involved', 'Be a Team' and 'Be Curious'.

Located in Albert Park Reserve, South Melbourne Park Primary School offers students modern learning facilities in a unique heritage setting, surrounded by parkland and one of Melbourne's leading sports precincts. The historic Albert Park Signal Depot and Drill Hall buildings have been re-purposed as administration and learning spaces for the Arts, Music, Library, and classrooms. Alongside this, is a new state-of-the-art discovery learning block, with classrooms and outdoor play and breakout spaces across two levels. Connecting the two buildings are spectacular native trees, which provide beautiful spaces in which to play and gather as a community. Students also enjoy a gymnasium with a competition-grade netball and basketball court.

In 2024, enrolments increased to 394 students, including a small number of international students. There were 19 classes with an average class size is 21.5. Class structures included three straight grades across Years Prep to Five and one Year Six class. The staff profile consisted of three Principal Class Officers, two Learning Specialists, 29 generalist and specialist teachers, (equating to 21.9 equivalent full-time teachers) and 13 Education Support Officers (equating to 7.2 equivalent full time ESOs).

At South Melbourne Park Primary School, our educational philosophy is grounded in the Science of Learning. We use the latest evidence to inform our instructional approaches and value wellbeing and learning in equal measure. We nurture children to develop self-belief and a growth mindset, empowering them to be active and engaged learners and to live an abundant and successful life.

Teachers 'Play as a Team' at SMPPS, working in Professional Learning Communities (PLCs) to design and plan curriculum and engage in cycles of inquiry to share best practice and improve student outcomes. Specialist programs at South Melbourne Park Primary School include Spanish, STEM, Visual Arts, Performing Arts and Physical Education. We also provide tutoring in Literacy and Mathematics. Further opportunities for students are provided through a range of extra curricula programs, including, choir, instrumental music, young engineers-robotics, taekwondo, drama and various lunch time clubs.

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education Index (SFOE) which considers parents' occupation and education. South Melbourne Park Primary School's Index is 0.2074. Specifically, 72.9% of our families were in the A (Bachelor Degree or above) or B (Advanced Diploma) categories and 19.7% of our students were funded as 'English as an Additional Language' learners. We also had five students identify as having a Koorie or Torres Strait Islander background in 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Learning focus at South Melbourne Park Primary School in 2024 was on Reading, specifically:

1. to develop teacher professional knowledge and understanding of the Simple View of Reading and the components of Scarborough's Rope
2. to build teacher capacity to administer and analyse the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading assessment to inform explicit teaching.

We were able to surpass the Teacher Judgement target of 75% of students in Prep to Two reading at or above the expected standard with a result of 76%. We are also encouraged by the outstanding School Staff Survey results whereby 96% of staff responded positively to 'Understanding Curriculum', an increase from 67% in 2023 and beyond similar schools at 86%. SMPPS performed beyond the State average (86.4%) Prep to Six, with 87.7% of students working at or above the expected standard in English. Our students also out-performed both State (85.9%) and Similar Schools (91.4%) in Mathematics with 92.8% of our students Prep to Six at or above the expected standard.

In NAPLAN, our two-year average for Year Three Reading (77.5%) is above that of the State (69.2%) however we did see a dip in results in 2024 with 66.7% of students in the strong or exceeding proficiency levels. Our Year Fives saw 76.4% of students performing in the strong or exceeding proficiency levels in Reading, compared to the State at 73% and similar schools at 84.7%. In Year 3 Numeracy, our 2 year average (79.2%) is higher than the State (66.4%) and Similar Schools (78.6%). In Year 5 our two-year average stands at 73.6%, above the State at 67.6%.

We understand that improvement in NAPLAN outcomes will take time and feel confident as we continue to develop evidence-informed best-practice in Reading, Prep to Two. Increased results in the junior school will have positive flow on effects for our senior students as they use strong word recognition skills to access and comprehend more complex texts. DIBELS growth results have been extremely promising, indicating targeted teaching at each student's point of need.

Wellbeing

The wellbeing focus in 2024 was to develop a safe and orderly learning environment, specifically:

1. to develop school-wide consistency and expectations around safe and orderly learning environments through proactive prevention (Tier 1)
2. to build staff capacity to effectively respond to behaviours via Tier 2 intervention practices

Implementation of a multi-tiered system of supports was established in 2024, with an emphasis on meeting the wellbeing needs of the general cohort, utilising consistent Tier 1 strategies. Utilising the research from the Australian Education Research Organisation, staff were able to identify the

impact of low level interruptions on their teaching. Explicit teaching of routines and a focus on environmental factors related to engagement resulted in consistency in transition routines, succinct instructional prompts, safety lines, sit spots and visual timetables. Staff received professional learning and began implementing aspects of Upstander, a proactive approach to combating bullying and racism. Learning walks completed by the school improvement team reinforced the embedding of these practices and routines.

Disability Inclusion funding led to an increase in Education Support (ES) staff in 2024. ES staff received professional learning in Autism, ADHD, and received specialised coaching from Therapeutic Engagement Support Services Association in Emotion Coaching, Escalation Cycles and Protective Intervention. Additionally, through partnerships with educational institutions, we hosted several ES placement students.

The school staff's positive endorsement of 'Academic Emphasis' reached 71% in 2024, surpassing both the State average (68%) and Similar Schools (70%). While slightly below the Network result (74%), this strong outcome reflects our ongoing commitment to academic excellence. Within this domain, staff survey results showed a significant increase in endorsement of 'The learning environment at this school is orderly and focused,' rising from 55% to 66%. Positive endorsement of 'Management of Bullying' saw SMPPS at 71.4%, slightly below the State at 75.5% and Similar Schools at 75%.

In 2024, we welcomed a Leading Teacher, who later transitioned into the role of Assistant Principal, to strengthen the support for student welfare and wellbeing across all tiers. By the end of the year, we achieved 100% endorsement from our teaching staff for the introduction of School-Wide Positive Behaviour Support in 2025.

Engagement

South Melbourne Park Primary School continues to prioritise attendance for all students, with additional support provided for those who are vulnerable. Monitoring protocols were developed and attendance plans utilised with greater consistency. Students who are consistently late were also followed up, highlighting the importance of every minute of learning at SMPPS. Our school matched the performance of Similar Schools, with 35% of students recording 20 or more days of absence - a result notably better than the State average of 39%.

The Student Attitudes to School Survey reflects similar results between SMPPS (75.9%), Similar Schools (76.5%) and the State (76.8%) for student's 'Sense of Connectedness'. In 2024, the Student Representative Council expanded the number of lunchtime clubs, strengthening student voice and participation across the school. Additionally, funding from the City of Port Phillip Council supported weekly lunchtime clubs, further boosting student engagement and reducing the number of students in the playground. The installation of turf and creation of construction play spaces has also led to greater engagement in positive play at SMPPS.

In 2024, we strengthened our partnerships with local Kindergartens by hosting a transition meeting onsite. Incoming students and their families also participated in targeted transition and information sessions, fostering strong engagement and connection with our newest community members.

Other highlights from the school year

- A highly successful School Review, leading to the development of a new School Strategic Plan 2025-2028
- Installation of turf to increase green spaces and encourage creative play
- A wonderful whole school performance 'The Time-Travelling Jewellery Thief', performed over two days
- Premiers and Runners Up, respectively, for the 5/6 Boys and 5/6 Girls Basketball teams
- 15 students progressed to the Athletics Divisions carnival, 12 to the Swimming Divisions carnival and 3 to the Cross-Country Division carnival
- Positive feedback around the behaviour and sportsmanship demonstrated by students when representing the school
- Exceptional professional knowledge gained in the Science of Reading and supported by Learning Specialists.
- Outstanding School Staff Survey results
- Two successful school camps in both year 4 and year 5/6
- School proximity to MSAC and Lakeside Stadium creating easy and successful coordination of swimming programs and a successful Athletics Day
- Spanish Day with a focus on cooking arepas for the community was a huge success
- Incredible fundraising and community spirit events, such as the Walkathon, Mothers' Day breakfast and Disco Bingo
- Student Teachers returning and successfully applying to work at SMPPS

Financial performance

At South Melbourne Park Primary School, we completed the 2024 school year in a financially comfortable position and with confidence that we will meet our financial commitments while continuing to provide high quality programs and resources to our students to support their learning. This is the direct result of considered financial planning in previous years and through the support of Department of Education (DE) Cash funding of \$359,703 (2024), parent contributions, our partnerships with Theircare, Kidko and PSW.

Hire of the school gym and other classroom spaces provides much needed revenue as well as an opportunity for students to participate in extracurricular activities outside of school hours.

Funds carried over from previous years will support the installation of walls and doors in classroom spaces in the Discovery Building in January – April 2025 at a cost of approximately \$250,000.

Our Events & Fundraising Sub Committee continued with their support raising much needed funds for our school throughout the year, funding the installation of the artificial turf surfaces around the

school, school performance equipment /materials and a defibrillator. Second hand uniform funds support student welfare needs, including Breakfast Club supplies along with generous donations from Foodbank in the form of non-perishable foods.

The Bendigo Bank Community Branch of Windsor, allowed students in Years 6 to participate in the sailing program at no cost, completing the 3-year funding program. Funds received through The Australian Sporting Schools Grant was allocated towards Sport & PE program equipment and sports coaching.

Areas of high expense continue to be Relief Teachers and Local payroll staff, leasing of devices & technology equipment which minimise the need for a BYOD program, curriculum materials, utilities, furniture, service providers, repairs, maintenance & inspections of buildings, grounds & equipment.

Further funds have been committed to ensure quality upgrades and repairs of buildings and grounds, and the purchase of furniture and equipment required for classrooms and future growth. The Finance Committee and School Council will continue to monitor the cash budget to ensure that the school remains in a viable financial position.

For more detailed information regarding our school please visit our website at <https://www.southmelbparkps.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 397 students were enrolled at this school in 2024, 197 female and 199 male.

25 percent of students had English as an additional language and 2 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).

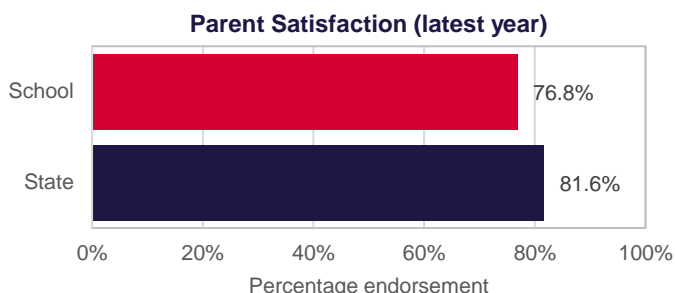
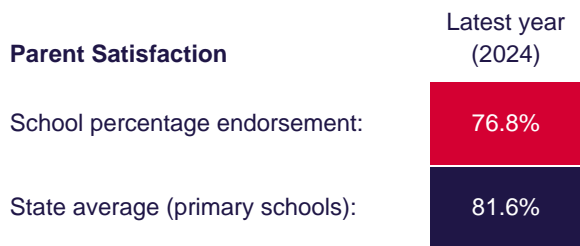
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

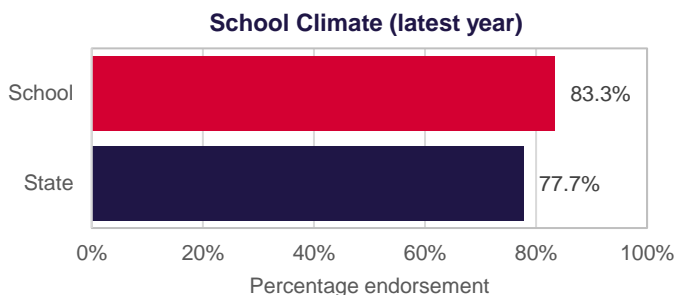
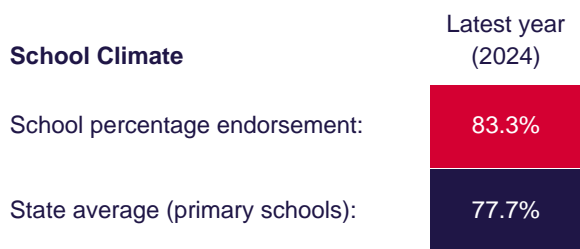


School Staff Survey

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.

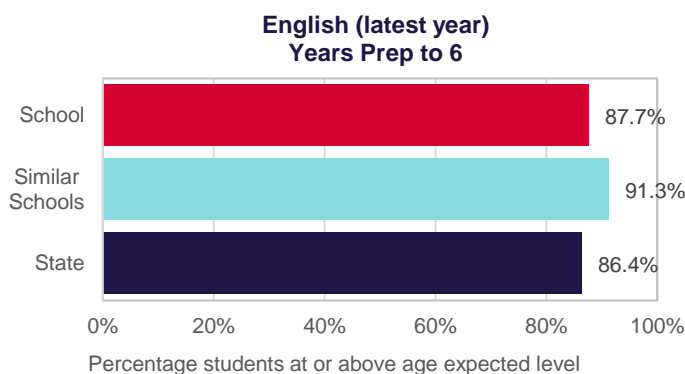
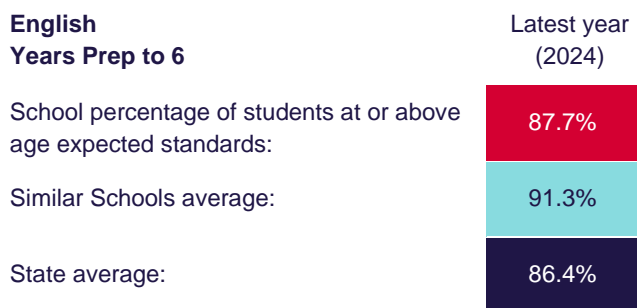


LEARNING

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.



Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

92.8%

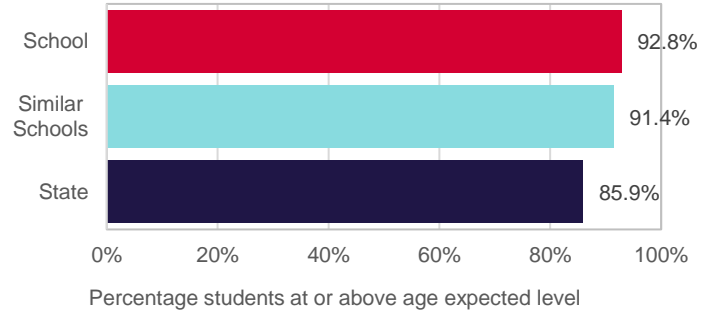
Similar Schools average:

91.4%

State average:

85.9%

Mathematics (latest year)
Years Prep to 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.

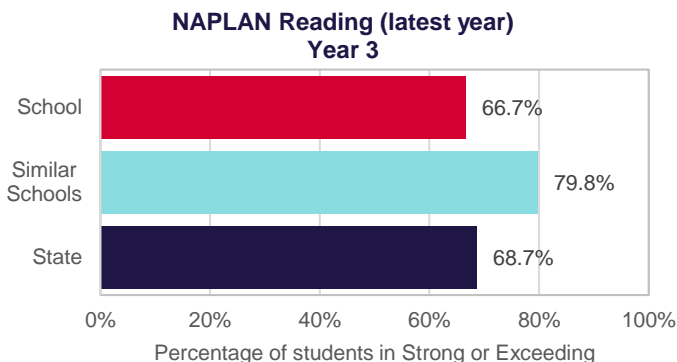
NAPLAN

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.

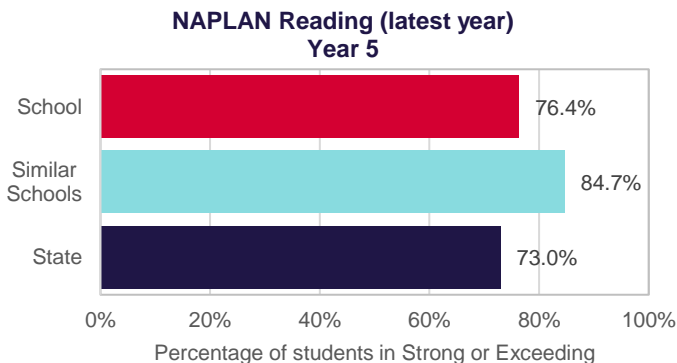
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	77.5%
Similar Schools average:	79.8%	80.7%
State average:	68.7%	69.2%



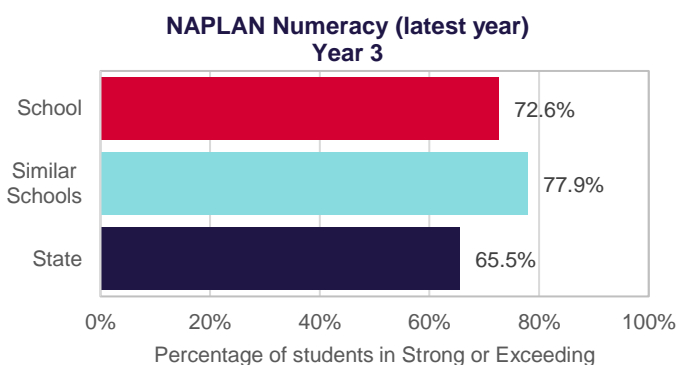
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.4%	80.6%
Similar Schools average:	84.7%	86.0%
State average:	73.0%	75.0%



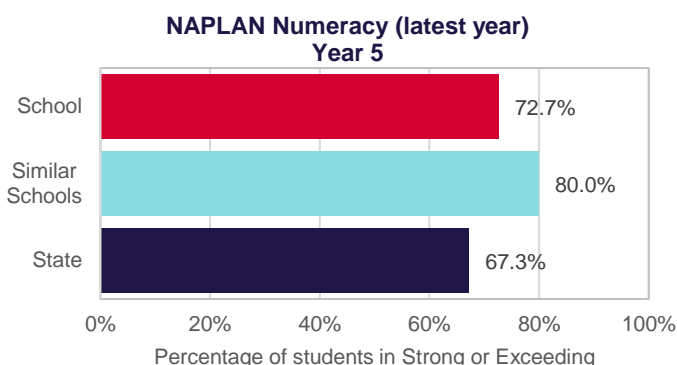
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.6%	79.2%
Similar Schools average:	77.9%	78.6%
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%	73.6%
Similar Schools average:	80.0%	79.9%
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:

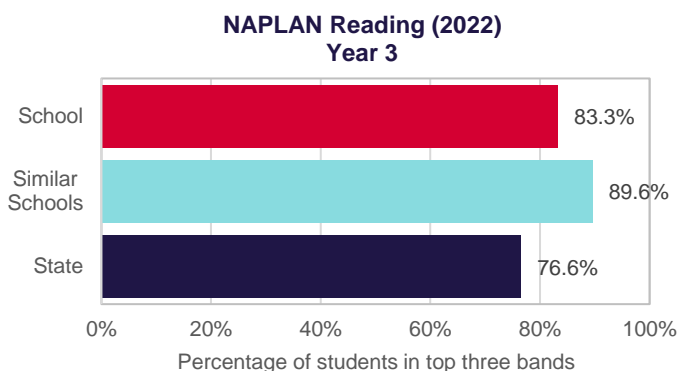
83.3%

Similar Schools average:

89.6%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

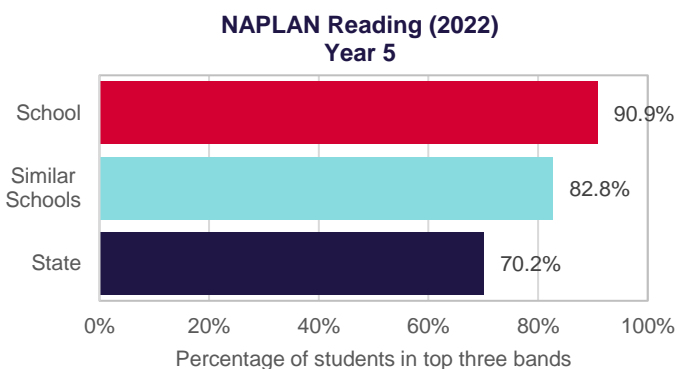
90.9%

Similar Schools average:

82.8%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

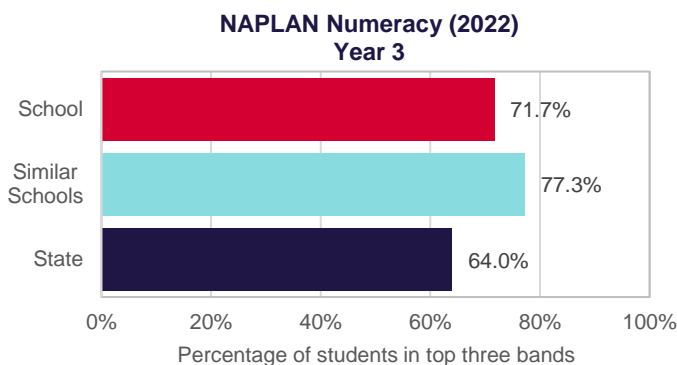
71.7%

Similar Schools average:

77.3%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

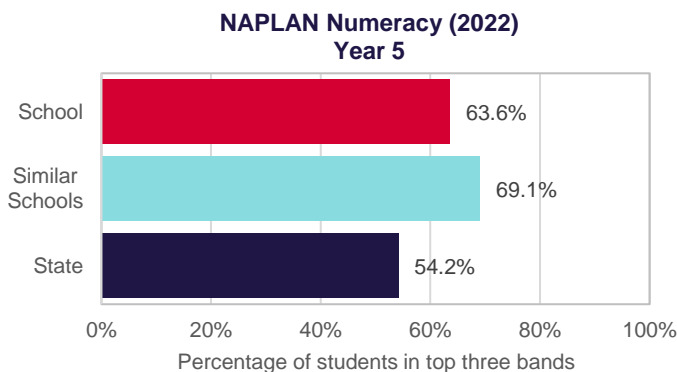
63.6%

Similar Schools average:

69.1%

State average:

54.2%



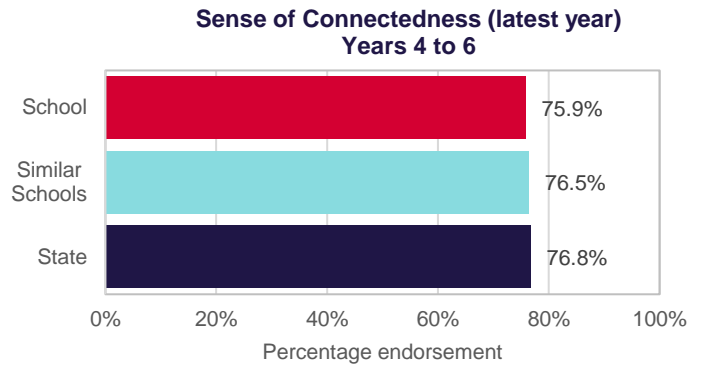
WELLBEING

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).

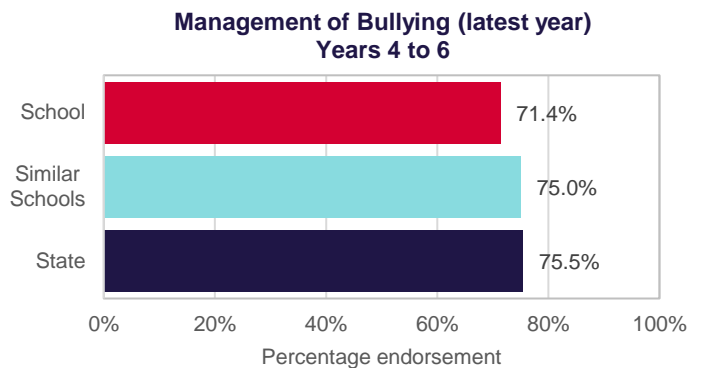
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	75.9%	76.5%
Similar Schools average:	76.5%	78.4%
State average:	76.8%	77.9%



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:	71.4%	73.7%
Similar Schools average:	75.0%	76.0%
State average:	75.5%	76.3%



ENGAGEMENT

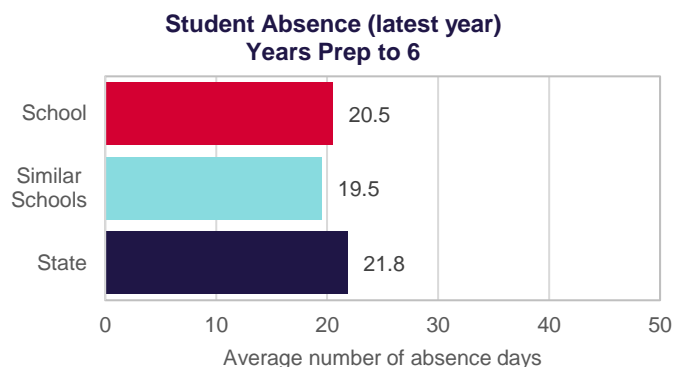
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.5	19.1
Similar Schools average:	19.5	17.7
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%	90%	90%	90%	90%	90%	87%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,035,121
Government Provided DET Grants	\$430,612
Government Grants Commonwealth	\$12,430
Government Grants State	\$0
Revenue Other	\$55,423
Locally Raised Funds	\$511,951
Capital Grants	\$0
Total Operating Revenue	\$5,045,537

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,249
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$35,249

Expenditure	Actual
Student Resource Package ²	\$4,128,081
Adjustments	\$0
Books & Publications	\$6,437
Camps/Excursions/Activities	\$90,725
Communication Costs	\$9,280
Consumables	\$106,823
Miscellaneous Expense ³	\$30,949
Professional Development	\$10,859
Equipment/Maintenance/Hire	\$157,189
Property Services	\$86,282
Salaries & Allowances ⁴	\$193,591
Support Services	\$306,729
Trading & Fundraising	\$11,070
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,183
Total Operating Expenditure	\$5,182,196
Net Operating Surplus/-Deficit	(\$136,659)
Asset Acquisitions	\$17,201

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 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	\$1,093,979
Official Account	\$29,379
Other Accounts	\$35,847
Total Funds Available	\$1,159,205

Financial Commitments	Actual
Operating Reserve	\$175,686
Other Recurrent Expenditure	\$29
Provision Accounts	\$1,583
Funds Received in Advance	\$0
School Based Programs	\$190,116
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$45,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$195,000
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$20,000
Capital - Buildings/Grounds > 12 months	\$300,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$987,414

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.

