

2025 Annual Report to the School Community

School Name: Mount View Primary School (4923)



- 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 28 April 2026 at 01:44 PM by Justine Mackey (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 28 April 2026 at 01:44 PM by Justine Mackey (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

Mount View Primary School, established in 1965, is situated in the suburb of Glen Waverley, approximately 25 kilometres from the Melbourne CBD. 925 students were enrolled at the school in 2025, which includes 29 students enrolled in the school's Deaf Facility. The school is proud of the diverse cultural representation which reflects the characteristics of the local community. In 2025 students were grouped into 40 single year level classes across the school.

Mount View Primary School is a school of choice for many families due to the rich learning experiences we provide and our strong commitment to student wellbeing and achievement. The school is a proud International Baccalaureate Primary Years Programme (PYP) school that places students at the centre of learning.

Our dedicated and highly skilled teachers collaboratively plan and deliver Units of Inquiry that are concept-driven, inquiry-based and transdisciplinary in nature. These units support students to develop deep understandings by making meaningful connections across learning areas, while also fostering curiosity, critical thinking and a love of learning. Teaching and learning at Mount View Primary School is underpinned by the IB Learner Profile, which encourages students to become caring, open-minded, reflective and principled learners.

School facilities feature a diverse range of classroom arrangements, including two original Light Timber Construction blocks (1965), a Visual Arts complex (c1975), a full-size Gymnasium (2003), a Performing Arts Centre (c2005), Senior Learning Centre (2012) and a range of contemporary portable classrooms. Outdoor facilities include three fully equipped playgrounds, a fully sheltered outdoor basketball court, a large synthetic sports field and a school owned, shared use, community oval.

Our workforce comprised of 1 Principal, 2 Assistant Principals, 3 Leading Teachers, 2 Learning Specialist Teachers, 49 Classroom teachers, 8 Teachers of the Deaf, 3 Teachers of English as an Additional Language, 3 Mandarin teachers, 1 Tutor, 2 English Literacy Support teachers, 2 Performing Arts teachers, 3 Physical Education teachers, 2 Visual Arts teachers, 10 Education Support staff, 2 Nurses, 4 Office staff and 1 Technical Support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Students at Mount View Primary School continued to achieve high outcomes in all areas of English and Mathematics, which is reflected in both teacher judgements and NAPLAN data. 97% of students in Prep - 6 were assessed by their teachers as being at or above age expected standard in English, and 93% of students in Prep - 6 were assessed as being at or above age

expected standard in Mathematics. In NAPLAN, 92% of Year 3 and 90% of Year 5 students achieved a proficiency level of Strong or Exceeding in Reading and 93% of Year 3 students and 90% of Year 5 students achieved a proficiency level of Strong or Exceeding in Writing. This is consistent with Numeracy where 92 % of students in Year 3 and 91% of students in Year 5 students achieved a proficiency level of Strong or Exceeding in Numeracy.

These results reflect the school's sustained commitment to high-quality teaching and learning practices. In 2025, professional learning focused on developing a shared understanding of the Victorian Teaching and Learning Model (VTLM) 2.0 and embedding the implementation of Victorian Curriculum 2.0. Teaching teams worked collaboratively to strengthen curriculum planning documentation aligned with both the Victorian Curriculum and the Primary Years Programme (PYP) framework.

A key improvement focus was the alignment of the Reading Instructional Model with the VTLM 2.0, including the introduction of *Phonics Plus* to strengthen early reading instruction in the junior school. Teachers and education support staff continued to design and deliver rich, engaging learning experiences through the Units of Inquiry, allowing students to make connections between different learning areas. To further support student learning and growth, the school implemented a comprehensive learning intervention program incorporating the Tutor Learning Initiative and targeted English as an Additional Language (EAL) support.

Wellbeing

In 2025, Mount View Primary School strengthened student wellbeing, building on established wellbeing practices towards whole-school systems to support positive behaviour and learning. The Attitude to School Survey showed a 79.6% positive endorsement for Sense of connectedness while Managing Bullying was 70.7%.

A major focus during the year was the introduction of the School Wide Positive Behaviour Support (SWPBS) framework. A dedicated team was established to lead this work, undertaking significant planning, consultation and professional learning to develop an implementation plan for 2026. This included developing shared language, expectations and practices to support student wellbeing and behaviour across the school.

Aligned with the *Enabling Learning* element of the Victorian Teaching and Learning Model (VTLM) 2.0, the school developed and implemented consistent rules and routines for classroom entry, transitions between learning spaces and movement throughout the school. These agreed practices provided clarity, predictability to promote a calm learning environment, supporting student self-regulation and maximising time for learning. The introduction of Community Circles in all classrooms helped to create a strong sense of connectedness between students, teachers and education support staff.

The implementation of Disability Inclusion was a key priority in 2025. This work focused on building understanding of the Disability Inclusion process and establishing effective systems to record and monitor adjustments. Professional learning was undertaken to build teacher capability and confidence in inclusive practices, ensuring all students are supported to access learning and experience a strong sense of belonging.

Engagement

In 2025, student engagement at Mount View Primary School was underpinned by a strong commitment to inclusion, wellbeing and positive relationships. Respectful and supportive relationships between staff and students continued to be a key foundation for engagement, fostering a sense of belonging, safety and connection to school.

The PYP framework supported student engagement through authentic, inquiry-based learning experiences. Units of Inquiry provided opportunities for students to develop voice and agency, engage actively in their learning and participate meaningfully across the school.

The average absence day per students was 17.1 with much of this attributed to extended family holidays and other approved absences.

Parent and community engagement was a strong focus in 2025. The reintroduction of the class representative system supported stronger connections between families and classrooms. Opportunities such as information evenings, open mornings during Education Week provided increased access for families to engage with learning, school initiatives and community partnerships, strengthening relationships and supporting student engagement.

Financial performance

In 2025, Mount View Primary School had a strong focus on the strategic allocation of funds to ensure that we could deliver the key actions within the Annual Implementation Plan. This included investing in professional learning to build teaching and leadership capability and to providing resources that support and promote inclusion for all students. Further investments were made to prioritise building maintenance which included external painting and updating outdoor play areas. The school relied upon locally raised funds which included parent payments, incursions and excursions and some fundraising activities. These locally raised funds allowed the school to provide a rich learning program for all students.

**For more detailed information regarding our school please visit our website at
<https://www.mountviewps.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 921 students were enrolled at this school in 2025, 437 female and 484 male. 71% had English as an additional language and NDA 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	71.8%	
	Similar schools	85.7%	
	State	82.0%	

School Staff Survey

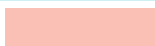
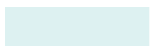
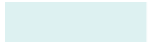
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	62.0%	
	Similar schools	78.5%	
	State	77.4%	

LEARNING

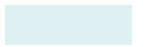
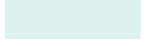
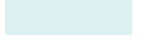
Teacher Judgement of student achievement against the Victorian Curriculum

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	97.0%	
	Similar schools	94.3%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.6%	
	Similar schools	92.8%	
	State	84.2%	

NAPLAN

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

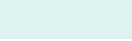
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	92.5%		90.3%
	Similar schools	84.2%		84.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	89.9%		91.0%
	Similar schools	88.2%		88.7%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	91.8%		89.5%
	Similar schools	82.7%		83.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	91.3%		91.5%
	Similar schools	88.1%		87.8%
	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	86.6%	
	Similar schools	82.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	85.8%	
	Similar schools	86.1%	
	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	79.6%		86.3%
	Similar schools	80.7%		81.8%
	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	70.7%		76.0%
	Similar schools	76.9%		77.2%
	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	17.1	17.4
	Similar schools	17.8	18.4
	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	91.8%	
Year 1	School	91.4%	
Year 2	School	90.2%	
Year 3	School	91.5%	
Year 4	School	92.1%	
Year 5	School	91.5%	
Year 6	School	91.2%	

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	\$9,863,614
Government Provided DET Grants	\$896,368
Government Grants Commonwealth	\$14,073
Government Grants State	\$0
Revenue Other	\$73,399
Locally Raised Funds	\$1,649,301
Capital Grants	\$0
Total Operating Revenue	\$12,496,755

Equity	Actual
Equity (Social Disadvantage)	\$17,106
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$17,106

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

Expenditure	Actual
Student Resource Package ¹	\$10,029,998
Adjustments	\$0
Books & Publications	\$7,830
Camps/Excursions/Activities	\$776,689
Communication Costs	\$6,782
Consumables	\$223,745
Miscellaneous Expenses ²	\$73,942
Agency Staff	\$131,344
Professional Development	\$35,162
Equipment/Maintenance/Hire	\$118,358
Property Services	\$154,445
Salaries & Allowances ³	\$707,217
Support Services	\$82,037

Expenditure	Actual
Trading & Fundraising	\$76,907
Motor Vehicle Expenses	\$870
Travel & Subsistence	\$106
Utilities	\$73,171
Total Operating Expenditure	\$12,498,601
Net Operating Surplus/-Deficit	(\$1,846)
Asset Acquisitions	\$33,473

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	\$418,111
Official Account	\$84,325
Other Accounts	\$130,748
Total Funds Available	\$633,184

Financial Commitments	Actual
Operating Reserve	\$411,434
Other Recurrent Expenditure	\$5,686
Provision Accounts	\$0
Funds Received in Advance	\$96,976
School Based Programs	\$110,000
Beneficiary/Memorial Accounts	\$35,001
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$42,449
Repayable to the Department	\$47,200
Asset/Equipment Replacement < 12 months	\$37,300
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	\$786,045

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.