2024 Annual Report to the School Community

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| * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/)
* 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf).
 |
| Attested on 28 March 2025 at 09:30 AM by Cameron Carter (Principal) |

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| * 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.
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| Attested on 28 March 2025 at 09:30 AM by Cameron Carter (Principal) |

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## School Name: Moonambel Primary School (1683)

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](https://nap.edu.au/naplan/results-and-reports%22%20%5Ct%20%22_blank)’ 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

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| School context |
| Moonambel Primary School is a rural school situated 20km from Avoca and 90 km from Ballarat. It is in the heart of the Pyrenees district, which is regarded for producing fine food. Moonambel Primary School was built in 1875 and has a rich and proud history amongst the local and broader community. The school's motto is 'Creating Bright Futures,' and we do this through educating our students to become: ·    Successful learners,·   Confident and creative individuals, and·   Active and informed citizens.Moonambel Primary School strives to build a safe and supportive environment that respects the rights of all students to learn, the rights of all teachers to teach and the rights of all members of the school community to be safe. The school believes in the development and promotion of high-quality relationships are responsibilities shared by all members of the school community. Our school values are ·   Kind: Have care for self and others at all times.·   Respectful: Treat others as you would like to be treated.·   Responsible: Do what you know is right and encourage others to do the same.The school's vision is to develop social and lifelong learners in an inclusive, engaging learning environment, where all students are confident to reach their full potential. Moonambel Primary School is committed to making our school inclusive for all learners.  In 2024 Moonambel Primary Schools had an enrolment of 16 students, 10 female and 6 male, with an overall socio-economic profile (SFOE) as 'high' . The staffing profile consisted of a full-time teaching principal, two part-time classroom teachers, a full-time education support employee, a part time education support employee, a business manager who worked one day per week and two part time MARC teaching staff to make up a full-time role.   In 2024 Moonambel's classroom structure consisted of two classrooms of Foundation to Year 2 and Year 3 to Year 6. The classroom design was fluid and flexible with our highly experienced staff working closely with each other to ensure the learning and wellbeing of every child is targeted and transparent with families. Moonambel Primary School seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. It promotes a safe environment that is based on routines with an emphasis on care and support. Wellbeing is at the centre of all that we do with positive relationships with students, parents, staff and the wider community being a priority.  Daily structured and systematic instruction to teaching English and Mathematics provide the foundation for our students to develop the knowledge, understanding and skills necessary for an ever-changing world.  Moonambel Primary School provided an extensive excursion and incursion program which integrated the learning in the classroom into the real world.  Moonambel has modern facilities, both inside and outside of the classroom, consisting of every student having 1:1 technology at no cost to families. At Moonambel Primary School we view technology as a tool for learning to enhance learning experiences for our students. The diversity in our program is highlighted through our Swim Program, Camp Program, Sports Program, Cluster Program, MARC Program and a range of events throughout the year with our local community. Moonambel belongs to the Pyrenees Cluster of schools, along with Landsborough, Amphitheatre, Natte Yallock, Navarre and Trawalla. In 2023 the cluster met fortnightly for a STEAM Cluster Day (Science & Technology, Physical Education, Art and Music), as well as the Respectful Relationships program.  Moonambel Primary School is the base school for the Pyrenees MARC program, servicing 10 small schools in the region. Parent partnership and involvement is highly encouraged as it enables the successful operation of the school. Our school invites all families to become members of our School Council. Our Junior School Council, led by students, meets on a fortnightly basis with all students to plan, discuss and work towards school improvement and initiatives. Student voice at Moonambel Primary School is a crucial aspect of our school culture.  Moonambel Primary School operates a bus service daily that transports students to and from school daily.  The bus was also used for excursions, camps and cluster days.In 2024, there was a change of principal for Term 2 and Term 3. |
| Progress towards strategic goals, student outcomes and student engagement |
| Learning |
| In 2024 Moonambel continued with the work derived from the previous years’ four-year Strategic plan. The Principal Learning team from the cluster schools of Amphitheatre, Landsborough and Natte Yallock completed curriculum documentation for English and begun focusing on Numeracy. Scope and sequences with I-can statements were developed for numeracy as well as the commencement of a Cluster-wide Numeracy instructional model. This ongoing partnership with the cluster principals will continue moving forward to ensure Moonambel Primary School has a viable curriculum with student agency and voice. In 2024 the school had 2 highly experiences classroom teachers who shared a classroom with a teaching principal. A focus has been on individualised learning plans for students to target each student’s need. TLI was used to focus on intervention for students, particularly through the Initial Lit program. In 2024, 80% of students from Prep to Year 6 were at or above the expected level for English.2024 commenced with the implementation of the Initial Lit program after professional learning was completed the year prior. This systematic Reading, Writing and Spelling instruction is an evidence-based program for our Prep, One and Two students and has showed a positive outcome for students who have been exposed to the program. While the junior students undertook Initial Lit, the senior students were taught spelling through the program Spellex.Numeracy results at Moonambel Primary School showed 90% were at or above the expected level for Numeracy. Essential Assessment Pretests were used to an effect prior to teaching a unit of work to ensure that point of need individual instruction was achieved. Explicit teaching, small group and open-ended tasks combined with a new agreed upon instructional model has been positively reflected in our data, as well as the knowledge and understanding of new mathematical concepts. The school is committed to providing high quality teaching and learning to maximise the learning growth for all students.  |
| Wellbeing |
| In 2024, Moonambel Primary School continued along its journey of embedding the School’s Values Matrix and Visible Wellbeing. In 2024, our Sense of Connectedness data from our year 4 – 6 students showed a positive response of 66.7% with a 4 year average of 69.2%. Our Management of Bullying showed a 61.1% of positive responses with a 74.7% 4 year average.Moonambel Primary School are continuing to use Community Gathering effectively to embed our school values into each fortnight. We look to identify as a staff, student body and school community as to what our focus should be moving forward. Using our agreed upon matrix that was developed in 2023, the school community will identify a value (Respect, Responsibility or Kindness) and attribute an area that needs to be worked on. This has shown to be a positive process as students have agency over the goal.At Moonambel Primary School we offer a free bus service, picking every student up and dropping them home at the end of the day. We provide and offer breakfast club once students arrive off the bus and whilst this is being prepared provide a morning PE activity for 10 minutes followed by our community gathering. This routine has been embedded successfully into the school.An Art Therapist was employed through the School’s Mental Health Fund initiative for Semester One. This was offered for a number of students at Moonambel who would seek benefit from it, mostly our older students to support transition into larger secondary schools.The alignment of our RRRR and Victorian Curriculum for our cluster scope and sequence was completed and embedded into our Cluster Days.  This ensured a consistent delivery of our personal and social capabilities at a cluster level. |
| Engagement |
| Moonambel Primary School’s attendance data showed an average number of days absent for 2024 to be 21 with the 4 year average of 13.4. The 4 year average is considerably lower than the state and similar schools. The introduction of the UeducateUs platform with parents has been well received. This platform provides the opportunities for parents to submit absences and reasons. Our attendance is supported by our daily bus service before and after school, as well as the value on education that our families continually support.  The parent opinion survey also highlights the positive environment and relationships with families and the wider community with 100% positive endorsement, as well as parent satisfaction at 100%. Throughout 2024, parent communication is managed through fortnightly newsletters, weekly bulletins and social media. This provides numerous opportunities for families to remain connected with the happenings of school.Moonambel’s annual School Christmas Concert was a highlight in 2024, with an excellent turn out from the community.  Students participated in a school camp with our cluster schools.  Students developed their inter-personal relational skills, as well as their intra-personal skills, being away from home and developing independence. Cluster Day’s also begun the put an emphasis on student engagement and surveying students for what subjects they would like to be taught to provide the Cluster Leadership team a good idea of direction for the following year. |
| Financial performance |
| Moonambel Primary School maintained a very sound financial position throughout 2024. The 2018-2022 School Strategic Plan, along with the 2024 Annual Implementation Plan, continued to provide the framework for school council's allocation of funds to support programs and priorities. The Financial Performance and Position report shows an end of year surplus of $87,389. This indicates that all funds are being spent appropriately on the students education and maintaining and improving the buildings and grounds. The school finances a bus to enable students to be picked up and returned home each day. It also enables students to participate in cluster events and excursions without transport costs for the parents. Moonambel Primary School is the base school for the Mobile Area Resource Centre program (MARC).  Moonambel set aside a classroom to house the significant resources of the MARC program, and manages two part-time staff that operate the program for ten local schools. The MARC program provides a mobile library and conducts lessons in history and geography and civics and citizenship to its member schools. Our shed was extended and a car port added on to ensure the safe housing of our MARC Van as well as a place for our bus to be parked under cover. The school funded the works for this job. |
| **For more detailed information regarding our school please visit our website at <https://www.moonambelps.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 16 students were enrolled at this school in 2024, 10 female and 6 male.

0 percent of students had English as an additional language and 0 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.

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| **Parent Satisfaction** | Latest year (2024) |
| School percentage endorsement: | 100.0% |
| State average (primary schools): | 81.6% |

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.

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| **School Climate** | Latest year (2024) |
| School percentage endorsement: | NDP |
| State average (primary schools): | 77.7% |

**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.

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| **English****Years Prep to 6** | Latest year (2024) |
| School percentage of students at or above age expected standards: | 80.0% |
| Similar Schools average: | 78.7% |
| State average: | 86.4% |

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| **Mathematics****Years Prep to 6** | Latest year (2024) |
| School percentage of students at or above age expected standards: | 90.0% |
| Similar Schools average: | 80.3% |
| 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.

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| **Reading****Year 3** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | NDP | NDP |
| Similar Schools average: | 60.3% | 63.0% |
| State average: | 68.7% | 69.2% |

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| **Reading****Year 5** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | NDP | 100.0% |
| Similar Schools average: | 65.8% | 65.2% |
| State average: | 73.0% | 75.0% |

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| **Numeracy****Year 3** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | NDP | NDP |
| Similar Schools average: | 56.9% | 61.7% |
| State average: | 65.5% | 66.4% |

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| **Numeracy****Year 5** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | NDP | 100.0% |
| Similar Schools average: | 54.5% | 53.9% |
| 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.

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| **Reading****Year 3** |  (2022) |
| School percentage of students in the top three bands: | NDP |
| Similar Schools average: | 53.2% |
| State average: | 76.6% |

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| **Reading****Year 5** |  (2022) |
| School percentage of students in the top three bands: | NDP |
| Similar Schools average: | 64.2% |
| State average: | 70.2% |

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| **Numeracy****Year 3** |  (2022) |
| School percentage of students in the top three bands: | NDP |
| Similar Schools average: | 45.3% |
| State average: | 64.0% |

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| **Numeracy****Year 5** | (2022) |
| School percentage of students in the top three bands: | 50.0% |
| Similar Schools average: | 43.9% |
| 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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2024) | 4-year average |
| School percentage endorsement: | 66.7% | 69.2% |
| Similar Schools average: | 83.1% | 81.8% |
| 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2024) | 4-year average |
| School percentage endorsement: | 61.1% | 74.7% |
| Similar Schools average: | 85.0% | 84.6% |
| 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.

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| **Student Absence****Years Prep to 6** | Latest year (2024) | 4-year average |
| School average number of absence days: | 21.0 | 13.4 |
| Similar Schools average: | 23.6 | 21.8 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2024): | 89% | NDA | NDP | NDP | NDP | 94% | NDP |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2024

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $592,817 |
| Government Provided DET Grants | $194,858 |
| Government Grants Commonwealth | $3,700 |
| Government Grants State | $693 |
| Revenue Other | $13,879 |
| Locally Raised Funds | $7,292 |
| Capital Grants | $0 |
| Total Operating Revenue | **$813,239** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $41,340 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$41,340** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $550,848 |
| Adjustments | $0 |
| Books & Publications | $773 |
| Camps/Excursions/Activities | $4,610 |
| Communication Costs | $579 |
| Consumables | $20,941 |
| Miscellaneous Expense 3 | $23,977 |
| Professional Development | $2,003 |
| Equipment/Maintenance/Hire | $14,611 |
| Property Services | $15,121 |
| Salaries & Allowances 4 | $49,113 |
| Support Services | $16,770 |
| Trading & Fundraising | $732 |
| Motor Vehicle Expenses | $21,327 |
| Travel & Subsistence | $0 |
| Utilities | $4,443 |
| Total Operating Expenditure | **$725,850** |
| Net Operating Surplus/-Deficit | **$87,389** |
| Asset Acquisitions | **$31,494** |

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 | $78,151 |
| Official Account | $5,607 |
| Other Accounts | $0 |
| Total Funds Available | **$83,758** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $29,167 |
| Other Recurrent Expenditure | ($2,658) |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $6,715 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $8,452 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $51,438 |
| Capital - Buildings/Grounds < 12 months | $25,904 |
| 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 | **$119,018** |

*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.*