2025 Annual Report to the School Community

School Name: Mooroopna North Primary School (1612)

- all teachers at the school meet the registration requirements of the Victorian Institute of Teaching (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 02 April 2026 at 11:11 AM by Rebecca Brown (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 13 May 2026 at 10:23 AM by Rebecca Brown (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

Mooroopna North Primary School is a small, school dedicated to providing a supportive and engaging learning environment. Guided by our core values of Respect, Responsibility, and Resilience, we ensure that students develop the necessary skills and confidence to thrive academically and personally.

Situated in a rural area just outside Mooroopna, our school offers a unique learning experience that integrates outdoor education with a strong sense of community. In 2025, our enrolments remained steady, demonstrating the inclusive and welcoming atmosphere we offer to all students. We had 33 students enrolled, with an even gendered split across two multi-age classrooms: one for Foundation to Year 3 and the other for Year 4 to Year 6. This setup promotes personalised learning, fosters peer relationships, and provides targeted support for every child.

Our literacy lessons are designed to be flexible, catering to each student's point of need rather than their grade level. Despite enduring teaching staff changes throughout the year, our committed team included 3.8 teaching staff members, including our teaching principal, as well as 3.0 Education Support (ES) staff. Among the ES staff, we welcomed a new Operational Teaching Assistant as part of a two-year pilot program aimed at enhancing teacher productivity and focus on teaching and learning.
In addition to our core teaching staff, we have a Business Manager and a Chaplain who work closely with our team to support student learning and wellbeing. Students also benefit from specialist instruction, including Mobile Area Curriculum Centre (MACC) and Mobile Area Resource Centre (MARC) lessons, as well as Physical Education classes.

At Mooroopna North Primary School, we prioritise the wellbeing and social-emotional development of our students through intertwined programs that foster resilience, confidence, and engagement. We continually enhance our outdoor learning spaces to offer more opportunities for nature-based play, which promotes creativity, teamwork, and active learning.

Our teaching is consistently of a high standard within a nurturing and supportive school environment. Mooroopna North Primary School is committed to equipping students with the knowledge, skills, and confidence they need to succeed throughout their lives.

Progress towards strategic goals, student outcomes and student engagement

Learning

Mooroopna North Primary School has made significant strides in improving student learning outcomes, with a strong focus on both academic achievement and student engagement.

Throughout 2025, the school continued to refine its teaching strategies and implement data driven practices to support all students in their learning journey.

A key focus this year was strengthening the use of student learning data to inform teaching practices. Through professional development and ongoing support, staff have enhanced their ability to assess individual student needs and provide targeted interventions. This has led to improvements in student understanding of their own learning progress, increased engagement, and a more tailored approach to instruction. Early indicators of success include positive feedback from staff and an increase in student engagement and motivation.

In terms of academic performance, the school aimed to maintain or improve the percentage of students achieving at or above the expected levels in English and Mathematics. As of 2025, 64.4% of students are meeting or exceeding age-expected standards in English, and 46.7% in Mathematics. While these figures are lower than state and similar school averages, the school is focused on improving individual student learning growth through targeted teaching and additional support, particularly in Numeracy.

A significant highlight for the year was the improvement in NAPLAN relative growth for Numeracy. For students in Year 3 to 5, 66.7% achieved high or medium relative growth in numeracy, which is above the state average of 64.6%. This is a strong indicator of the effectiveness of the school's approach to numeracy instruction and support.

Additionally, the school has focused on enhancing student voice and agency, with the goal of increasing positive endorsement in the Attitudes to School Survey (AtoSS) for factors such as "Student voice and agency," from 58% to 74%. This initiative empowered students to take a more active role in their learning, fostering a greater sense of ownership and accountability.

These efforts align with the school’s strategic goals, and ongoing monitoring of student data will ensure that teaching and learning practices continue to evolve to meet the needs of every student.

Wellbeing

Mooroopna North Primary School continues to prioritise student wellbeing, with a strong focus on creating a safe, supportive, and inclusive environment where all students can thrive. In 2025, the school made significant progress in supporting students’ emotional and social development, as well as their overall sense of wellbeing.

A major achievement this year was the school’s commitment to enhancing multi-tiered support systems of support to address the diverse needs of students. By embedding these systems, the school ensured that every student received the appropriate level of support, whether they required academic, social, or emotional assistance. This approach was particularly beneficial for students at risk of disengagement or those with special needs.

The school’s efforts to improve the Sense of Connectedness among students also yielded positive results. While the percentage of positive endorsement for Years 4 to 6 students in the 2025 Attitudes to School Survey (AtoSS) was 56%, this is an area of focus for improvement. The school aims to align with the state and similar school averages by further fostering a culture of inclusivity and positive relationships within the school community.

Another highlight in student wellbeing was the focus on managing bullying. In the same AtoSS survey, the school saw a 66.7% endorsement in managing bullying, reflecting a strong

commitment to addressing this issue. Although this is below the state and similar school averages, the school is implementing strategies to enhance the effectiveness of bullying prevention programs, creating a safer and more supportive environment for students.

Additionally, the school's wellbeing programs continued to emphasise resilience, with a target to increase resilience scores from 67% in 2024 to 69% by the end of 2025. These programs help to equip students with the necessary skills to manage challenges, improving their emotional regulation and ability to handle stress.

Through these initiatives, Mooroopna North Primary School is providing a well-rounded support system that ensures the emotional and social development of every student, helping them to feel connected, safe, and empowered.

Engagement

Student engagement remains a critical focus at Mooroopna North Primary School, as it is directly linked to both academic outcomes and overall wellbeing. In 2025, the school made important strides in promoting student engagement, with targeted initiatives aimed at improving attendance, increasing student voice and agency, and fostering a culture of active participation in school activities.

As attendance has it has a direct impact on student learning and engagement, it is a key area of focus. In 2025, the average absence rate across all year levels was 21.1 days per student, which is an improvement from previous years and slightly below the similar schools average of 28.1 days. While the school's attendance rate has been higher than the state average, efforts to further reduce absenteeism remain ongoing. Strategies such as early intervention for students with frequent absences, engagement with families, and the implementation of self-assessment tools for attendance have contributed to improved student participation.

A highlight for the year was the increased focus on student voice and agency, a key strategy under the school's Framework for Improving Student Outcomes (FISO) 2.0. The school worked to give students more ownership of their learning and decision-making, reflected in a targeted goal to increase positive endorsement on the Attitudes to School Survey (AtoSS) for student voice and agency from 58% to 74%. This initiative helped empower students, giving them a sense of responsibility in shaping their educational experiences, which is essential for long term engagement.

The school also continues to encourage participation in incursions, excursions and camps, providing students with opportunities to build connections and apply their learning outside the classroom. This year, students were actively involved in a variety of school events, from community engagement projects to outdoor learning initiatives, all of which contributed to a vibrant and inclusive school culture.

These efforts, alongside a continued focus on student attendance, voice, and extracurricular engagement, are fundamental in ensuring that Mooroopna North Primary School remains a place where all students feel valued, supported, and motivated to succeed.

Financial performance

At the end of 2025, Mooroopna North Primary School's financial position remains strong, with total operating revenue of $981,411. This includes funding from the Student Resource Package (SRP) at $619,672, as well as government grants totalling $334,785, including $3,266 from Commonwealth sources. The school also generated $14,544 in locally raised funds and $12,410 in other revenue.

Expenditure for the year totalled $833,381, with significant investments made in student support services, including $48,582 for support services and $38,211 for camps, excursions, and activities. Property services were another notable expenditure at $87,929, reflecting ongoing maintenance and improvements to the school's facilities. The school also allocated funds for professional development ($1,814) and essential resources ($11,117).

Equity funding, totalling $37,068, supported initiatives aimed at enhancing student engagement and wellbeing. The school's strong financial position is reflected in its available funds, totalling $160,179, which includes a reserve for future commitments.

For more detailed information regarding our school please visit our website at https://www.mnps1612.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 33 students were enrolled at this school in 2025, 16 female and 17 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**NDP**
	Similar schools	93.3%
	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**	**NDP**
	Similar schools	78.6%
	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**	**64.4%**
	Similar schools	73.7%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**46.7%**
	Similar schools	75.7%
	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**	**NDP**	**50.0%**
	Similar schools	51.4%	54.3%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**33.3%**	**40.0%**
	Similar schools	57.8%	57.7%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**45.5%**
	Similar schools	58.5%	57.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**50.0%**	**57.1%**
	Similar schools	53.9%	51.0%
	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**	**33.3%**
	Similar schools	71.7%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**66.7%**
	Similar schools	64.6%
	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**	**56.0%**	**76.1%**
	Similar schools	80.9%	81.1%
	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**	**66.7%**	**83.2%**
	Similar schools	81.7%	82.1%
	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**	**21.1**	**26.0**
	Similar schools	28.1	27.1
	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**	**NDP**	
Year 1	**School**	**NDP**	
Year 2	**School**	**92.7%**	
Year 3	**School**	**91.8%**	
Year 4	**School**	**NDP**	
Year 5	**School**	**85.9%**	
Year 6	**School**	**NDP**	

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	$619,672
Government Provided DET Grants	$331,519
Government Grants Commonwealth	$3,266
Government Grants State	$0
Revenue Other	$12,410
Locally Raised Funds	$14,544
Capital Grants	$0
Total Operating Revenue	**$981,411**

Equity	Actual
Equity (Social Disadvantage)	$31,402
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$5,665
Equity Total	**$37,068**

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

Expenditure	Actual
Student Resource Package[1]	$575,062
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$38,211
Communication Costs	$748
Consumables	$11,117
Miscellaneous Expenses[2]	$6,665
Agency Staff	$0
Professional Development	$1,814
Equipment/Maintenance/Hire	$11,136
Property Services	$87,929
Salaries & Allowances[3]	$17,794
Support Services	$48,582

Expenditure	Actual
Trading & Fundraising	$25,697
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$8,626
Total Operating Expenditure	**$833,381**
Net Operating Surplus/-Deficit	**$148,030**
Asset Acquisitions	**$0**

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

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

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$156,253
Official Account	$3,926
Other Accounts	$0
Total Funds Available	**$160,179**

Financial Commitments	Actual
Operating Reserve	$43,053
Other Recurrent Expenditure	($1,886)
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$99,012
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$20,000
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	**$160,179**

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.