

# 2023 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 28 March 2024 at 09:43 AM by Rebecca Brown (Principal)

- This 2023 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 29 March 2024 at 11:33 AM by Kate Reid (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Mooroopna North Primary School aspires to create an environment that fosters the emotional, social, and academic growth of each student, empowering them to positively contribute to an ever-evolving world. Our mission is to develop Respectful, Resilient, and Responsible students who consistently enhance their Literacy and Numeracy outcomes through high-quality, evidence-based teaching and learning strategies. This ensures that every student reaches their fullest potential, establishing a robust foundation in social, emotional, academic, and physical aspects for a smooth transition into secondary school.

Our commitment extends to providing a dynamic learning environment that actively involves students and the community. This engagement is geared toward achieving their full potential through critical thinking, communication, citizenship, collaboration, creativity, and character development. Our aim is to nurture courageous future leaders within a sustainable and global society.

Located 10 km from the Mooroopna township in a rural setting, Mooroopna North Primary School was established in 1875 and stands as the last remaining public building of the historic Mooroopna North township. As the first completed facility under the State Government's "Rural Schools Replacement Program," our 21st-century learning facility boasts flexible learning spaces.

Situated amidst natural bush surroundings, our school provides diverse outdoor learning and play spaces, including a large oval, synthetic turf court, undercover play area, 2 playgrounds, sandpits, bike track, and a bush area for creative play such as cubby building. The school grounds include the original weatherboard school buildings, complemented by additional structures and storage sheds.

While our enrollment numbers fluctuate due to families moving in and out of the area, the school maintains steady numbers around the initial enrollment of 27. In 2023, the school had Indigenous students enrolled at any given time. Students primarily commute from Shepparton and Mooroopna by bus or private transport, with a consistently high SFOE of 0.5617.

Widely recognised by key stakeholders such as local professionals, community groups, parents, and the school council, Mooroopna North Primary School is acknowledged as an inclusive institution. We provide a differentiated and supportive curriculum, augmented by additional learning support, facilitated by our high staff-to-student ratios and data-informed point-of-need learning for each student. In 2023, classes operated in multi-aged groups (F-2 and 3-6) supported by a team, including 2.2 FTE teaching staff members, 0.4 tutor (TLI), 0.3 Chaplain, 0.2 Speech Therapist, 0.2 Business Manager, three part-time education support staff, and an OSHC educator.

A key focus in 2023 was on improving student attendance and enhancing engagement and motivation to learn. The school prioritized building teacher capacity to effectively assess student achievement and provide a teaching approach that targets individual students' point-of-need learning in both literacy and numeracy strands.

In addition to the emphasis on literacy and numeracy, all students were exposed to enriching learning experiences in specialist areas such as Auslan, STEM, Physical Education, Library (MARC), and Art (MACC). Technology plays a crucial role across all curriculum areas, with a specific focus on literacy and numeracy, supported by a fleet of 40 wireless networked Chromebooks, iPads, and 2 Interactive TVs. These tools contribute to the delivery of a comprehensive curriculum, ensuring a holistic learning experience for all students.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023 to improve the learning growth of every student in Literacy and Numeracy the school focused on 2 separate data sets; Essential Assessment, Teacher Judgement and NAPLAN relative growth.

Data from NAPLAN was unable to be utilised for the year as in 2023 NAPLAN was updated to report against proficiency standards thus learning gain data will not be measurable as it requires a 2-year point of comparison.

The school was aiming for an increase of 1.2% in students working at or above level in Essential Assessment (reading), an increase of 1.7% of students in Grades 3-6 working at or above level in Essential Assessment (writing) and an increase of 3% in students working at or above level in Essential Assessment (numeracy).

These goals were met in both literacy areas, reading and writing with increases of 3.2% in Reading, 2% higher than expected and 6.7% in Writing (Grades 3-6), 5% also higher than expected.

In numeracy, unfortunately, our goals were not met, although only missing achievement by a mere 1% with 44% of students working at or above level.

In Teacher judgments against the Victorian Curriculum, the school aimed to increase the percentage of students at or above the expected level by 3% in Reading, 1.4% in Writing and 1.8% in Number and Algebra.

Unfortunately, these goals were not achieved.

To complement this data the school also aimed to increase by a minimum of 5% the percentage of positive endorsement in the AToSS for Years 4 – 6 (2018: Effective Teaching time 50%) Year on Year throughout the plan. In 2023, Effective teaching time received a 95% positive response. This is an increase of 7% from 2022.

Our school focussed heavily in the following areas to ensure that we progressed our goals and supported improvement in student learning outcomes;

- building staff capacity in assessment and differentiation for literacy and numeracy ensuring that all students are learning at their point of need
- Individual Education Plans for all students
- Streamed approach to numeracy
- Professional development around Science of Reading/Writing revolution
- Development and update of relevant curriculum documents
- Implementation of Tutor Learning Initiative
- Participation in Network Numeracy PL

## Wellbeing

For 2023 the school was focusing on increasing positive engagement within school.

It was very clear from the AToSS that students feel a strong sense of connectedness to school with Mooroopna North students reporting 6.6% above the state average and 3.3% above similar schools. This is also a slight increase in positive student responses from Mooroopna North in 2022.

The percentage of students expressing that they were experiencing bullying was 22% and the other 78% of students had not been experiencing bullying.

Despite being bullied, the majority of students believed that the schools' management of bullying was positive and that they were advocated for and respected at school by staff. Mooroopna North outperformed above state and similar school averages by 9.7% according to AToSS results.

There was an increase in positive responses in regards to students experiencing bullying online with an expression of a clear decrease in online bullying experiences. 97% of students responded that they have never experienced bullying online, a significant increase of 17% from 2022.

Working towards achieving these goals our key improvement strategies were as follows;

- Upskilling staff in classroom management skills
- Implementation of the Chill Skills program
- Formalised wellbeing documents
- Auditing and evaluating students school attendance
- Extending Allied Health initiatives in school
- Facilitating Campfire Conversations
- Participating in Network Wellbeing Community of Practice.

## Engagement

For 2023 the school was focusing on decreasing student absences from school.

Absenteeism remains a concern as student's absences remained high at 12.3% above the state average and 7.9% above similar schools.

Given the distance of the school to the nearest township and the proximity of students' homes to the school, it is fair to infer that this may contribute to student absences. Students are not in a position to get themselves to school and rely on parents and guardians to safely get them to school or to the school bus.

The school does provide before and after school care on-site for families to utilise. There are also opportunities for families to access before and after school care services at other locations in Mooroopna where the bus would be able to collect students for school.

The school had a deep focus on upskilling staff in regards to student absences. During meetings they worked together weekly to establish more specific areas of concern and trends by utilising the Department's Attendance Auditing Tool and reviewing panorama attendance data each week. From this many further strategies were put in place to support families and students to attend school more regularly such as but not limited to;

- Updates newsletter to include attendance reminders and celebrations
- Assembly reminders

- Celebrating and promoting attendance success on Facebook - targets being met
- Consistently communicating with parents to explain their child's unexplained absences
- Build students' engagement with learning at school through differentiation
- Student attendance goal setting with reward systems in place

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## Financial performance

The school's overall financial position can be understood by analyzing its revenue, expenditure, funds available, and financial commitments.

### Revenue and Expenditure:

- The school's total operating revenue amounts to \$1,127,007. This revenue primarily comprises the Student Resource Package (\$776,986), Government Provided DET Grants (\$278,389), and other sources such as locally raised funds (\$61,677) and miscellaneous revenue (\$6,655).
- Extraordinary revenue items include capital grants and equity funding for social disadvantage, totaling \$51,970.
- On the expenditure side, the school incurred operating expenses totalling \$907,452. Key expense items include salaries and allowances (\$51,163), trading and fundraising (\$68,541), and property services (\$59,982).

### Financial Position as of 31 December 2023:

- The school had total funds available of \$50,659, spread across various accounts, with the highest amount in the High Yield Investment Account (\$50,470).
- Financial commitments amounted to \$80,042, including an operating reserve (\$40,645), other recurrent expenditure (\$9,397), and funds allocated for school-based programs (\$30,000).

### Contracts, Agreements, and Arrangements:

- There are no explicit contracts, agreements, or arrangements mentioned in the provided information. However, it's important to note that the school may have contractual obligations related to its financial commitments and expenditures.

### Sources of Funding:

- The primary sources of funding for the school include:
  - Student Resource Package
  - Government grants (both Commonwealth and State)
  - Locally raised funds
  - Equity funding for social disadvantage
  - Other revenue sources such as miscellaneous income
- Equity funding specifically targets students from disadvantaged backgrounds, aiming to provide additional support and resources to ensure their educational needs are met.

Overall, the school appears to have a positive net operating surplus of \$219,555. However, careful management of financial commitments and ongoing monitoring of revenue and expenditure will be necessary to maintain financial stability and support the school's educational programs effectively.

**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 30 students were enrolled at this school in 2023, 10 female and 20 male.

NDP percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

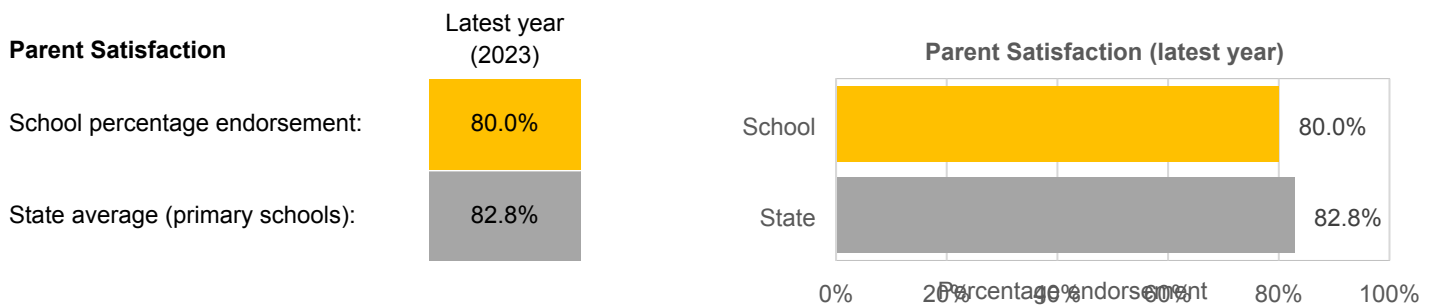
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

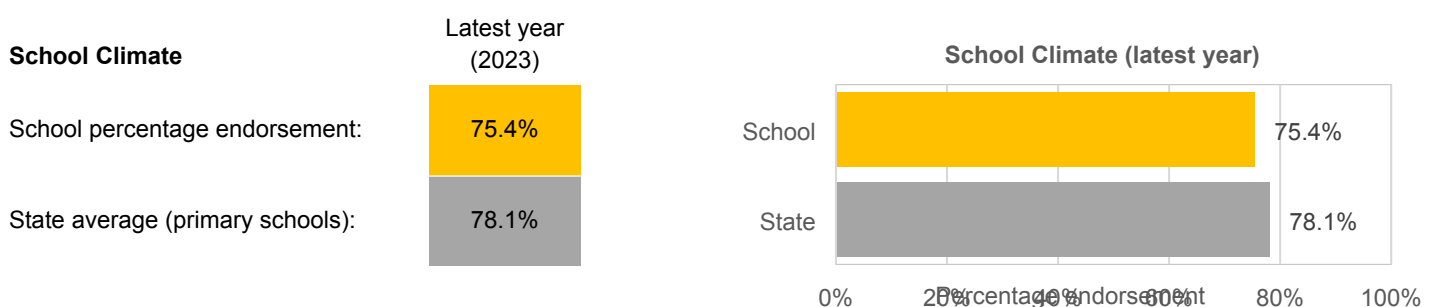


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

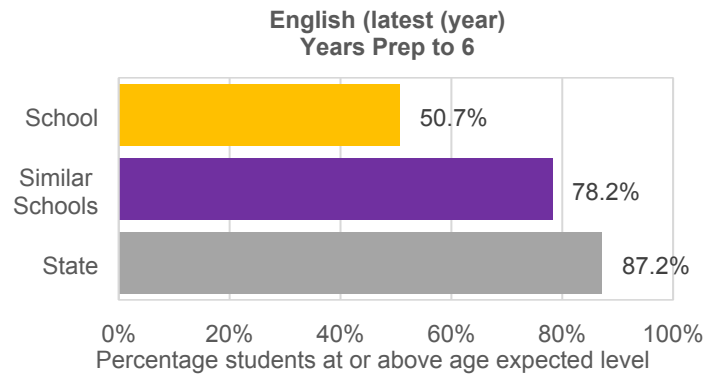
50.7%

Similar Schools average:

78.2%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

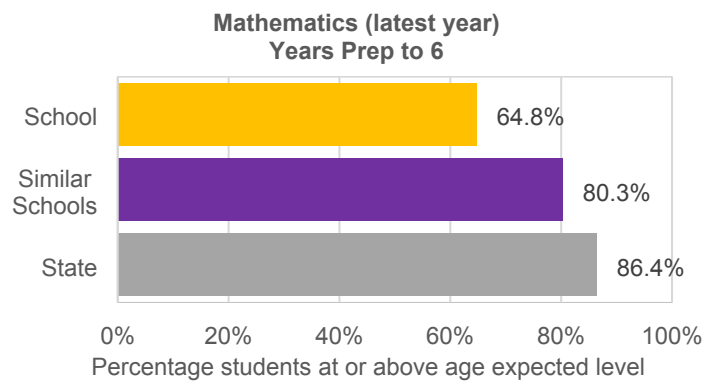
64.8%

Similar Schools average:

80.3%

State average:

86.4%





## 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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

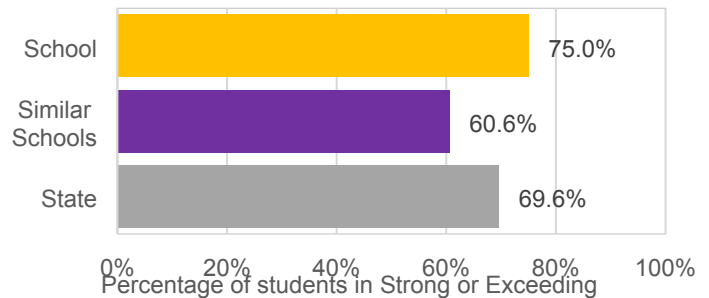
Similar Schools average:

60.6%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.0%

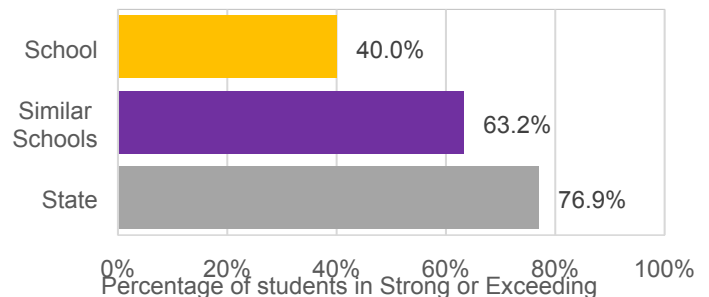
Similar Schools average:

63.2%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

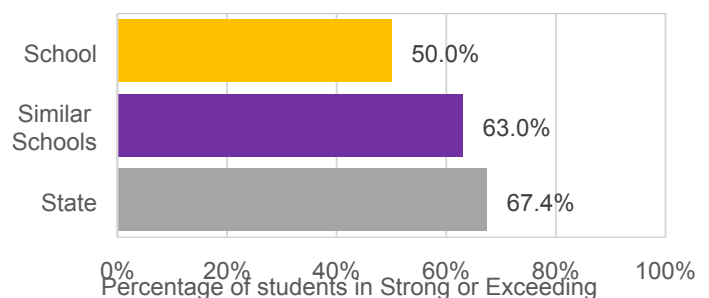
Similar Schools average:

63.0%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

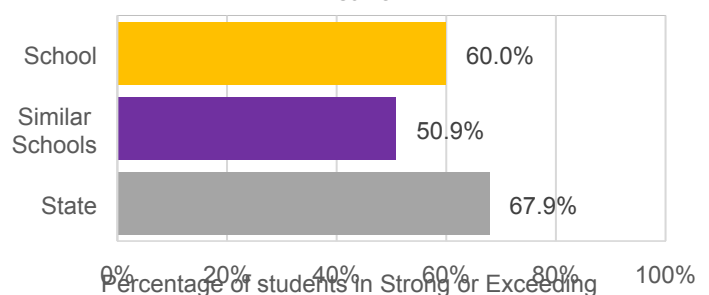
Similar Schools average:

50.9%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



**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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

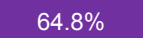
**Reading  
Year 3**

Latest year  
(2022)

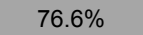
School percentage of students in the top three bands:



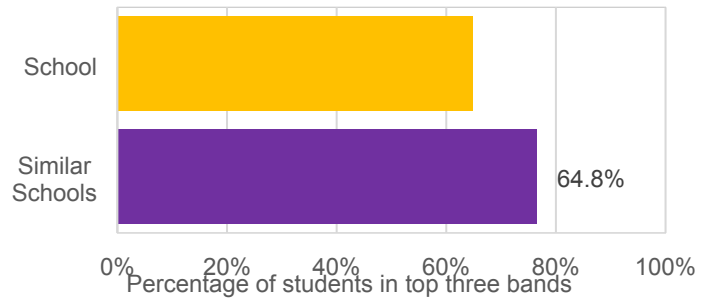
Similar Schools average:



State average:



**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

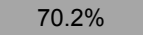
School percentage of students in the top three bands:



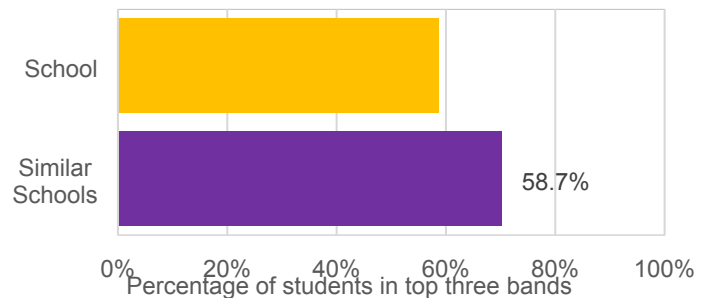
Similar Schools average:



State average:



**NAPLAN Reading (2022)  
Year 5**



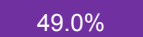
**Numeracy  
Year 3**

Latest year  
(2022)

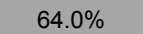
School percentage of students in the top three bands:



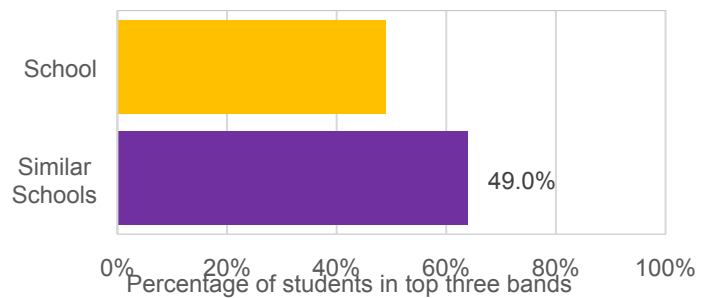
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

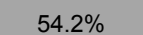
School percentage of students in the top three bands:



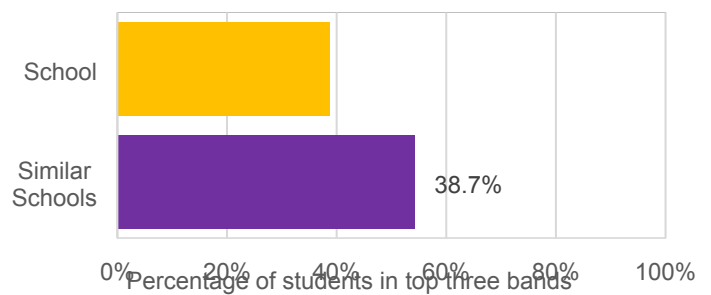
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

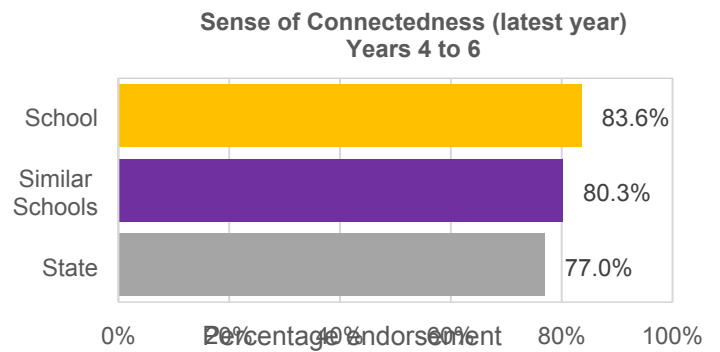
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2023)	4-year average
School percentage endorsement:	83.6%	85.3%
Similar Schools average:	80.3%	81.6%
State average:	77.0%	78.5%

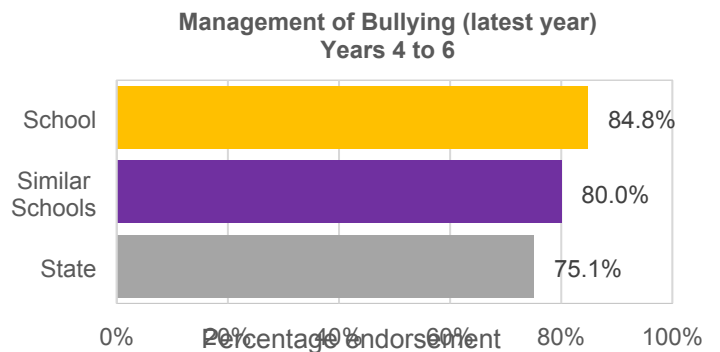


### Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	84.8%	87.7%
Similar Schools average:	80.0%	82.7%
State average:	75.1%	76.9%



## ENGAGEMENT

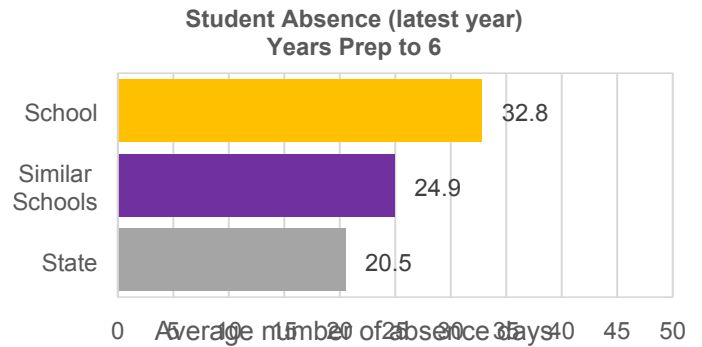
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	32.8	23.4
Similar Schools average:	24.9	21.2
State average:	20.5	18.1



### 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 (2023):	83%	90%	92%	95%	90%	72%	NDP

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$776,986
Government Provided DET Grants	\$278,389
Government Grants Commonwealth	\$3,300
Government Grants State	\$0
Revenue Other	\$6,655
Locally Raised Funds	\$61,677
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,127,007</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$51,970
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$51,970</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$622,192
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$37,283
Communication Costs	\$2,689
Consumables	\$18,271
Miscellaneous Expense <sup>3</sup>	\$12,846
Professional Development	\$4,218
Equipment/Maintenance/Hire	\$5,098
Property Services	\$59,982
Salaries & Allowances <sup>4</sup>	\$51,163
Support Services	\$14,584
Trading & Fundraising	\$68,541
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,586
<b>Total Operating Expenditure</b>	<b>\$907,452</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$219,555</b>
<b>Asset Acquisitions</b>	<b>\$17,922</b>

- (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 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$50,470
Official Account	\$188
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$50,659</b>

Financial Commitments	Actual
Operating Reserve	\$40,645
Other Recurrent Expenditure	\$9,397
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$30,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
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
<b>Total Financial Commitments</b>	<b>\$80,042</b>

*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.*