

2024 Annual Report to the School Community

School Name: Mount Egerton Primary School (1918)



- 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 24 March 2025 at 12:21 PM by Janet Tuaine (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 26 March 2025 at 09:42 AM by Janet Tuaine (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Mount Egerton Primary School is located in a small rural township 30km southeast of Ballarat and has a long and proud history of serving its community since 1856, with the current school building being built in 1882. The school site includes two classrooms, a library, office spaces, an art shed, and a portable building, with a new shelter place portable placed onsite but yet completed. It also includes a native bush reserve, an oval, two playground equipment sites, a basketball court and a new modern toilet block.

Mount Egerton Primary School sees its core purpose as providing a friendly and caring learning environment that encourages students to be passionate, intrinsic lifelong learner who work towards achieving their personal best in an atmosphere of mutual respect and cooperation, while becoming valued members of the community. In 2024, our school reviewed its core values and voted on the school values of Kindness, Perseverance, Resilience and Community. These values were, and are, integrated into our school through focused lessons and our weekly student awards.

In 2024, the staff, comprised of a 1.0EFT teaching Principal, 1.5EFT classroom teacher, 0.5 EFT tutor, 1.2 EFT Education Support Staff and 0.2 EFT Business Manager. Although our school did not have any Aboriginal or Torres Strait Islander staff, we engaged with our Koorie Education Support Officer. Our school was supported by fortnightly visits from the MARC Van. With such an excellent staff to student ratio, we were able to cater for individual growth in a nurturing and stimulating learning environment by creating a personalised learning program for all students. All students received a quarterly Individual Learning Plan that was shared with families, so we were able to work on targeted goals collaboratively.

Mount Egerton Primary School's enrolment for 2024 was 14 students. We had a junior and senior group for Literacy, Numeracy, Auslan, and Respectful Relationships. With students grouped for all other subjects, the teachers provide targeted teaching through differentiation. Staff provided challenging and enjoyable learning experiences aimed at promoting the individual student's intellectual, physical, social and emotional development, with a particular focus on Literacy, Numeracy, and Wellbeing. Parents and teachers worked together in promoting student learning and together continued to maintain our school's positive atmosphere. In 2024, Mount Egerton Primary worked with schools in the Moorabool cluster to ensure our students were part of sporting events, camps, and excursions throughout the year, such as cross country, athletics day, and a swimming program. Staff collaborated with another small school, forming Professional Learning Communities, ensuring we can provide a high quality and well-rounded educational program for our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our School Strategic Plan (SSP) goal 1 'To improve learning outcomes for all students with a particular focus on literacy and numeracy', was partially met; however, with our small numbers, NAPLAN data comes down to individual students, rather than cohorts of students. With our small class numbers and number of staff, targeted teaching in Literacy, Numeracy, and Wellbeing was able to occur, with each of these areas having a junior and a senior group. There were six students in the junior room and eight students in the senior room, who Educational Support Staff also supported. Our tutor, holding 3 x 60 minute sessions a week in Reading, Writing, and Numeracy, alongside short 15-minute wellbeing 'catches' to support identified students. Due to the tutoring program and small class sizes, we provided very targeted intervention and extension for our students based on their Individual Learning Plans. Staff used school-based assessments to target their students' individual learning needs. An assessment tracking document was utilised to ensure sustained growth of student learning over the year. We continued to consistently use Essential Assessment for Maths, introduced Sounds Write for reading, 6+1 traits continuum, and the VCOP scoring guide for Writing to enable us to track student progress and plan student goals and lessons based on each individual's needs. Students also had a voice in their learning goals, with staff conferencing with them in Reading, Writing, and Maths. The Primary School Maths and Science specialist (PMSS) program, which began in 2023 continued in 2024. The participant in PMSS began unpacking beneficial changes required for student outcomes in Maths and trialled some of the learnings throughout the year. This program also led to a new Instructional model for numeracy, which then flowed on to the school, reviewing and updating the literacy and specialist instructional models.

Wellbeing

Our School Strategic Plan (SSP) goal 2 was 'To empower students in their wellbeing, which was met based on using the 2024 Attitude to School Survey results in "Sense of confidence" and "Sense of connectedness". Our attitude to school survey data showed an increase in 2024, with a score of 97% positive endorsement for sense of connectedness, up from 91% in 2023, and 100% positive endorsement for sense of confidence, up from 90% in 2023. Our small student numbers ensured all staff developed and maintained positive relationships with our students, which assisted in the connectedness our students felt to school. Our school continued to use the student check-in tool, which gave us data to engage our tutor in focused wellbeing sessions targeting student needs. All students had an individual learning plan, with some having wellbeing goals included in their plans. New staff underwent the Berry Street Educational Model training to complement the wellbeing activities we already implement at our school. All students had a ready-to-learn plan, and brain breaks were trialled across the school. We implemented lunchtime activities three times a week, with students having a voice in selecting the activities we ran. These activities were focused on students who had difficulty joining in games, but were open to everyone. Our school ran separate one-hour senior and junior Respectful Relationships sessions

each week, with staff following the scope and sequence for implementation of this program. Our school engaged external services such as Art Therapy & Sports Therapy for targeted intervention for students who need further wellbeing support. We continued to take actions from our Marrung Implementation Plan, including an acknowledgement of country sign displayed at our front entrance, an acknowledgement of country at our School Council meetings and School Assemblies and utilising our Koorie Education Support Officer.

Engagement

Our School Strategic Plan (SSP) goal 2 was 'To improve student inclusion and engagement in their learning' which was met. In 2024, we achieved 100% positive endorsement for student voice and agency up from 96% in 2023. Our school was proud to offer students in Grades 1-6 a chance at a student leadership role, with students elected by their peers. Students were able to nominate for school captain, junior school council, and sports captain, with representatives from all grade levels. We celebrated our students and their learning every fortnight in our Newsletter and have a Student Showcase on our website that is regularly updated so families could see what each of the grades had focused on over the fortnight and could talk to their children about their learning.

Teachers helped set student goals through one-on-one conferencing in Reading, Writing, and Maths. These goals were shared with their families, so we could work together to help each child be successful. Our Attitude To School Survey results showed 100% positive endorsement for stimulated learning and differentiated learning challenge under effective teaching practice for cognitive engagement. Our school's breakfast club increased to five days a week, giving students a positive start to their day. FoodBank Victoria supplied our food for the breakfast club, with families providing a range of spreads for toast. To run the breakfast club, the school employed a staff member twice a week and had a parent volunteer for the other three days. We continued to have a 'teaching and learning' section in the school newsletter. Our absence data improved in 2024, recording an average of 17 days down from 20.8 days in 2023. For students who found it difficult to attend school, we held SSG meetings.

Other highlights from the school year

We had a number of highlights at our school in 2024, including: ·

Our Grades 3-6 attended Cottage By the Sea camp ·

Utilising a Sporting School grant to pay for our school-wide gymnastics & frisbee Golf programs and contributed towards our school-wide swimming program.

Sourcing of grants for student excursions such as; Ag Careers, Earth Ed, and Ballarat Art Gallery.

Continuation of Music in school grant to help the professional development of teachers at our school in the teaching of the music curriculum ·

Final year of the Primary Maths and Science Specialist Initiative

Financial performance

Our accounts remained healthy in 2024 due to good financial management. Some of the grants we received include: the bush fire readiness grant, Sporting Schools grant (which was used for students to participate in swimming, gymnastics & frisbee golf programs), the Moorabool Wind Farm grant (for a new chicken coop), and CWA grant (to put towards school sensory garden)

We completed our final year of a three-year grant for the Outside School Hours Care (OSHC) program at our school. A large proportion of the surplus and equity funding was tagged to staffing to allow for consistency in maintaining a high standard of teaching and learning. Our surplus was also for short-term maintenance, such as enabling us to maintain our bush fire readiness plan. The rest of the surplus will go towards updating our literacy, numeracy, and IT resources in 2025.

**For more detailed information regarding our school please visit our website at
<https://www.mtegertonps.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 14 students were enrolled at this school in 2024, NDP female and NDP male.

0 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).

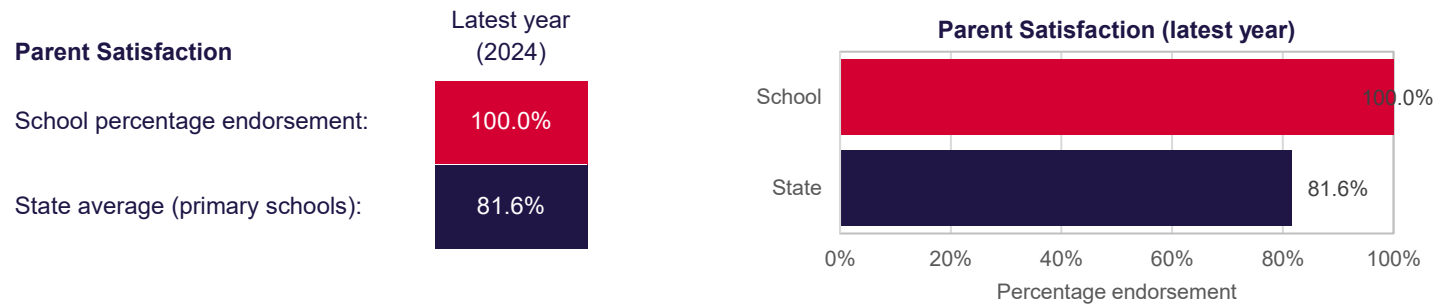
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

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.

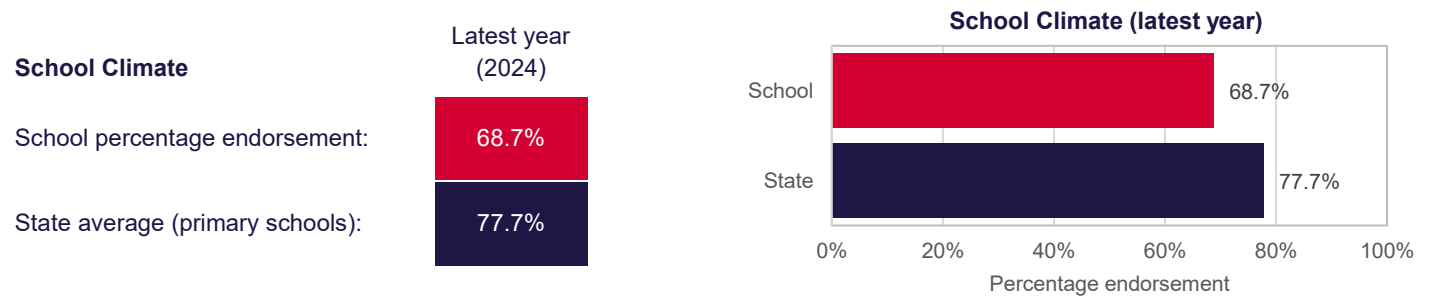


School Staff Survey

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
(2024)

School percentage of students at or above age expected standards:

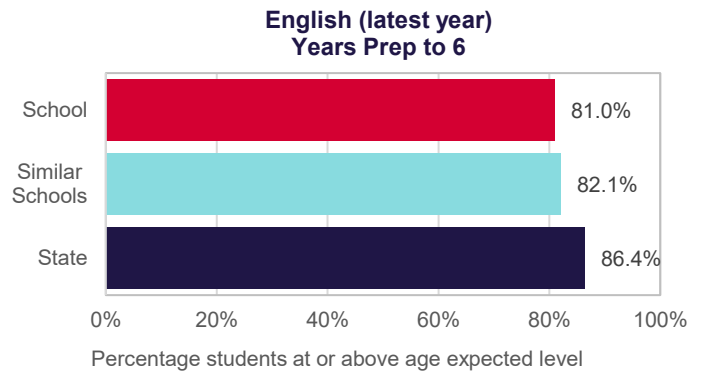
81.0%

Similar Schools average:

82.1%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

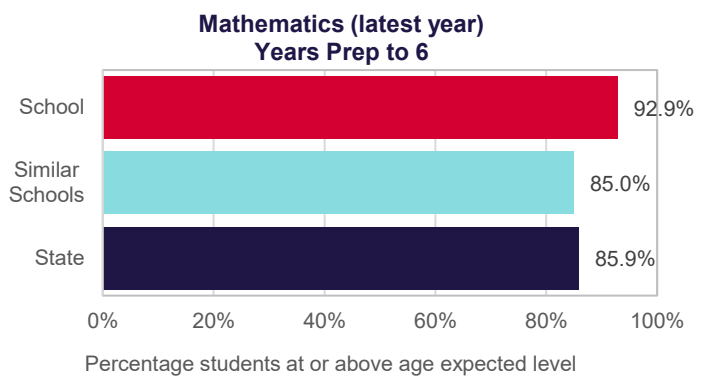
92.9%

Similar Schools average:

85.0%

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.

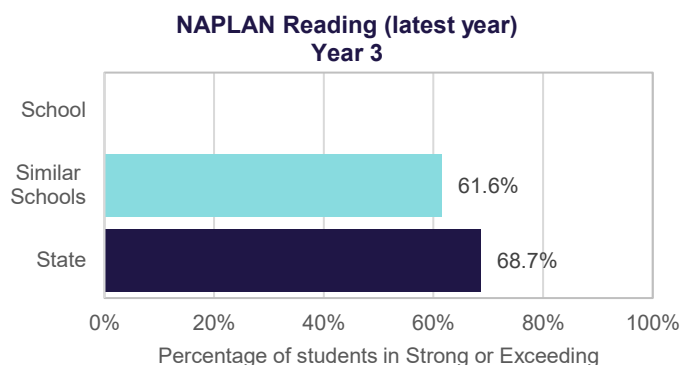
NAPLAN

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.

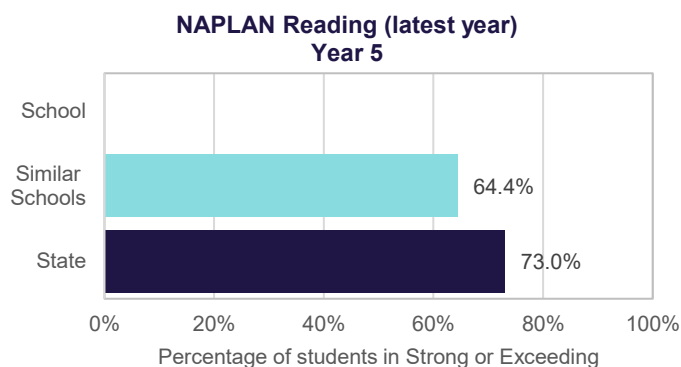
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	80.0%
Similar Schools average:	61.6%	63.9%
State average:	68.7%	69.2%



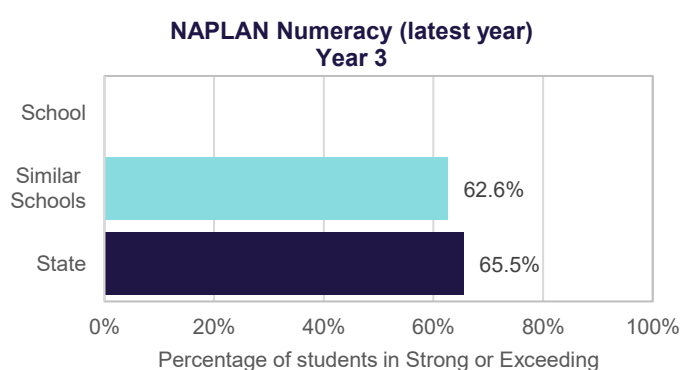
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDP
Similar Schools average:	64.4%	70.7%
State average:	73.0%	75.0%



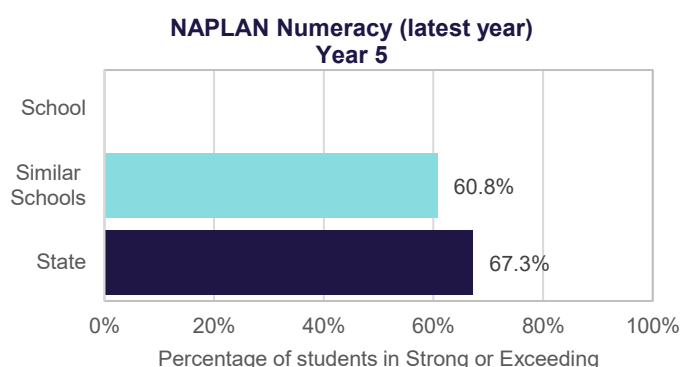
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	100.0%
Similar Schools average:	62.6%	67.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDP
Similar Schools average:	60.8%	62.5%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

NDA

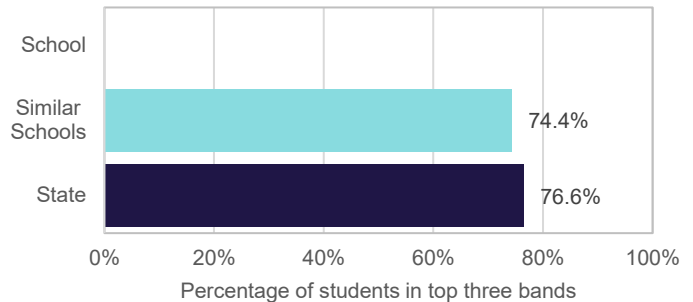
Similar Schools average:

74.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

100.0%

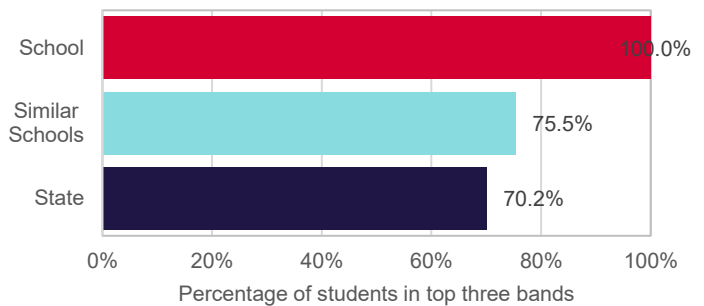
Similar Schools average:

75.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDA

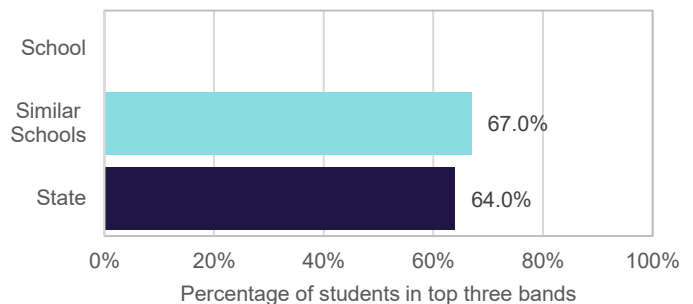
Similar Schools average:

67.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

50.0%

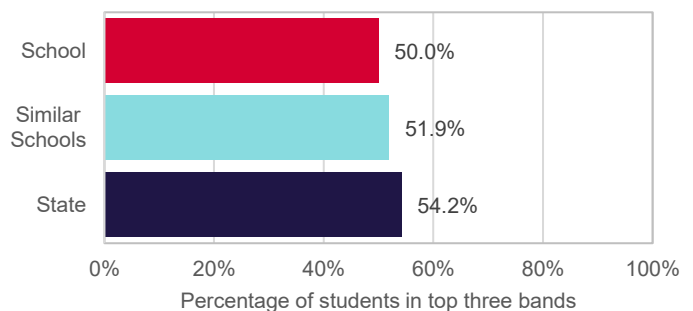
Similar Schools average:

51.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

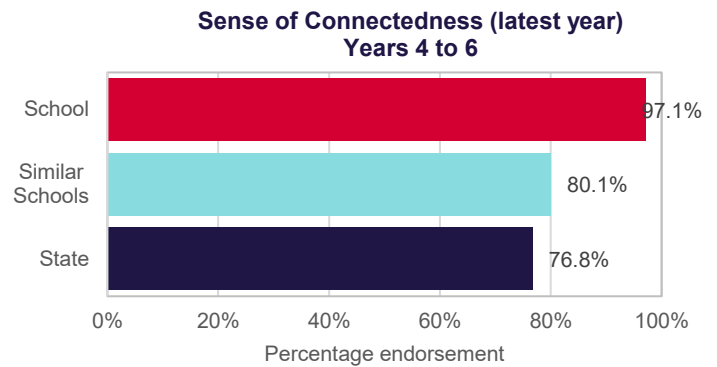
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	97.1%	77.9%
Similar Schools average:	80.1%	81.0%
State average:	76.8%	77.9%

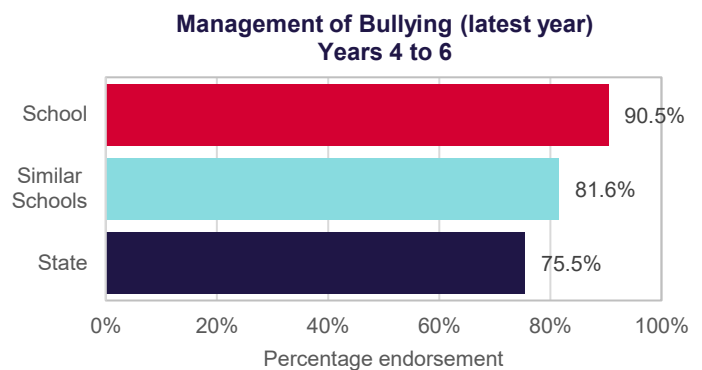


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	90.5%	82.1%
Similar Schools average:	81.6%	83.5%
State average:	75.5%	76.3%

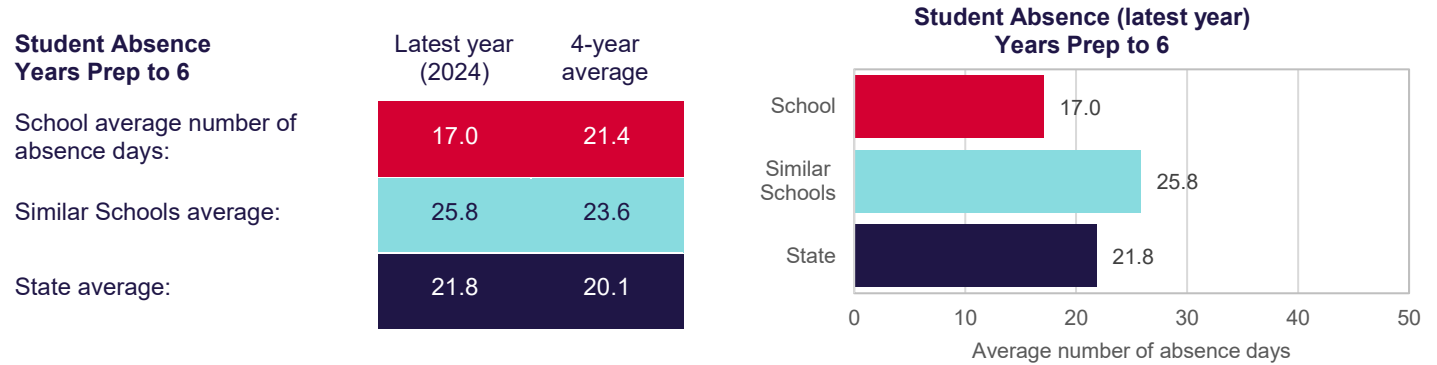


ENGAGEMENT

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.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	NDP	NDA	NDP	NDP	91%	NDA	NDP



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$501,065
Government Provided DET Grants	\$97,026
Government Grants Commonwealth	\$6,150
Government Grants State	\$0
Revenue Other	\$11,896
Locally Raised Funds	\$7,716
Capital Grants	\$0
Total Operating Revenue	\$623,852

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$467,019
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$4,289
Communication Costs	\$1,034
Consumables	\$3,279
Miscellaneous Expense ³	\$7,014
Professional Development	\$4,684
Equipment/Maintenance/Hire	\$8,451
Property Services	\$30,301
Salaries & Allowances ⁴	\$12,821
Support Services	\$7,433
Trading & Fundraising	\$24,033
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$289
Utilities	\$12,379
Total Operating Expenditure	\$583,026
Net Operating Surplus/-Deficit	\$40,826
Asset Acquisitions	\$0

- (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	\$221,963
Official Account	\$3,974
Other Accounts	\$0
Total Funds Available	\$225,937

Financial Commitments	Actual
Operating Reserve	\$19,335
Other Recurrent Expenditure	\$6,356
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$106,705
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	\$65,381
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$197,777

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.