

# 2023 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 22 March 2024 at 04:14 PM by Tegan Bell (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 28 March 2024 at 09:34 AM by Liz Marsden (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

Mount Egerton Primary School is located in a small rural township 30km south east of Ballarat and has had 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, art shed and portable building. It also includes a native bush reserve, an oval, playground equipment and a basketball court. In 2023 the school's student toilets underwent a full refurbishment. Mount Egerton Primary School sees its core purpose as providing a friendly and caring learning environment that encourages students to work towards achieving their personal best in an atmosphere of mutual respect and cooperation, while becoming valued members of the community. Our school values of Kindness, Wisdom, Integrity and Courage were integrated into our school through focused lessons and our weekly student awards. In 2023, the staff, comprised of a 1.0EFT teaching Principal, 1.5EFT classroom teacher, 0.5 EFT tutor, 1.2 EFT Education Support Staff and 0.2EFT Business Manager. Although our school did not have any Aboriginal or Torre Strait Islander staff, we engaged with our Koorie Education Support Officer. Our school was supported by fortnightly visits from the MARC Van. With our 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 2023 was 15 students. We had a junior and senior group for Literacy and Maths, with students grouped together for all other subjects, the teachers providing 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 2023, Mount Egerton Primary worked with schools in the Moorabool cluster to ensure our students were part of sporting events and incursions throughout the year, such as cross country, athletics day and a swimming program. Staff collaborated with another small school to begin implementing Professional Learning Communities, ensuring we are able to provide a high quality and well rounded educational program for our students.

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

### Learning

In 2023 the school underwent the review process, with the new strategic plan being written in the second half of 2023. 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 seven students in the junior room and eight students in the senior room, who were also supported by Educational Support Staff. Our tutor began in the second week of Term 1, holding 3x45 minute sessions a week in Reading, Writing and Maths, alongside short 15 minute 'catches' to support smaller goals with identified students. Due to the tutoring program and small class sizes, we provided very targeted intervention and extension for our students. Staff used school based assessments in order to target individual learning needs of their students. 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, Fountas & Pinnell for Reading, 6+1 traits continuums 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. Our school received funding to participate in the Primary School Maths and Science specialist (PMSS) program, which began in 2023. The participant in PMSS began unpacking beneficial changes required for student outcomes in Maths and trialled some of the learnings throughout the year.

### Wellbeing

Our School Strategic Plan (SSP) goal 3 was 'To improve the wellbeing of all students', which was partially met based on using 2022 Attitude to School Survey results, which was used during the review process. This goal sat beside the Annual Implementation goal 'To focus on student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.' 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 implemented 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 to select the activities we ran. These activities were focused on students who had difficulty joining in games, but were open to everyone. Our school changed the way Respectful Relationships was scheduled, and ran two 30 minute sessions each week with staff following the scope and sequence for implementation of this program. We noticed student engagement in the sessions increased due to these changes. Our school undertook actions from our Marrung Implementation Plan including having: an acknowledgement of country sign displayed, an acknowledgement of country at our School Council meetings and utilising our Koorie Education Support Officer. Our attitude to school survey data showed a massive increase in 2023 with a score of 91% of positive endorsement for sense of connectedness, 96% positive endorsement for sense of inclusion and 96% positive endorsement for student voice and agency. Our data also showed we were at 90% for teacher concern. These results are above the average for other state schools.

## Engagement

Our School Strategic Plan (SSP) goal 2 was 'To improve student engagement in their learning' and was partially met over the 4-year period. 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 sport captain, with representatives from all grade levels. 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 at helping each child be successful. Our Attitude To School Survey results showed 100% positive endorsement for effective teaching practice for cognitive engagement. The school started using Compass for not only absence data and reporting, but also as a way of documenting concerns staff had, which could be addressed through tutoring, lunchtime activities and targeted intervention in class. Our school's breakfast club increased from two to four days a week, giving students a positive start to their day. FoodBank Victoria supplied our food for breakfast club, with families providing a range of spreads for toast. To run breakfast club, the school employed a staff member twice a week and had a parent volunteer the other two days. We continued to have a 'teaching and learning' section in the school newsletter, so families could see what each of the grades were focusing on over the coming two weeks and could talk to their children about their learning. Our absence data was slightly higher than in 2022, recording an average of 20.8 days per student. For students who found it difficult to attend school, we held SSG meetings, attended by our school's key contact from the student support team.

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## Other highlights from the school year

We had a number of highlights at our school in 2023, including:

- Using the positive start initiative to pay for a Grade 3-6 beach camp
- Utilising a Sporting School grant to pay for our school wide swimming program
- Sourcing various grants for student excursions, including to the Earth Ed centre and National Gallery of Victoria
- Minor capital works grant of \$457,897 for a complete refurbishment of the student toilet block
- Shade sail installed above the playground
- The installation of a covered outdoor learning area
- Gaining a music in school grant to help the professional development of teachers at our school in the teaching of the music curriculum
- Receiving a Primary Maths and Science Specialist Initiative two-year grant
- Establishment of a nature-based playgroup and a story-time playgroup at the school

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## Financial performance

Our accounts grew slightly due to good financial management. Some of the grants we received include: the bush fire readiness grant, Sporting Schools grant, which was used for student participate in swimming, and we entered into our second year of a three year grant for Outside School Hours Care (OSHC) program at our school. In 2023 we saw the successful completion of the refurbishment of the student toilets, installation of a playground shade sail and outdoor learning space. 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, as well as the OHSC

establishment grant. The rest of the surplus will go towards updating our literacy, numeracy and IT resources in 2024.

**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 15 students were enrolled at this school in 2023, 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).

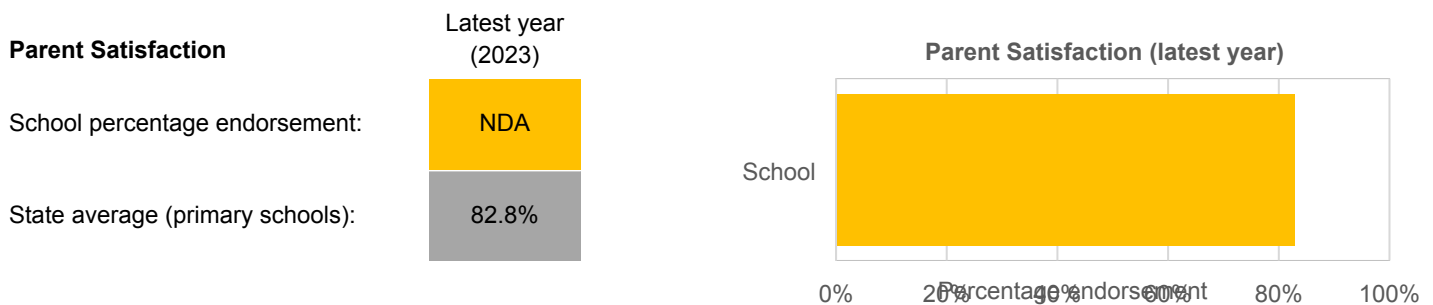
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

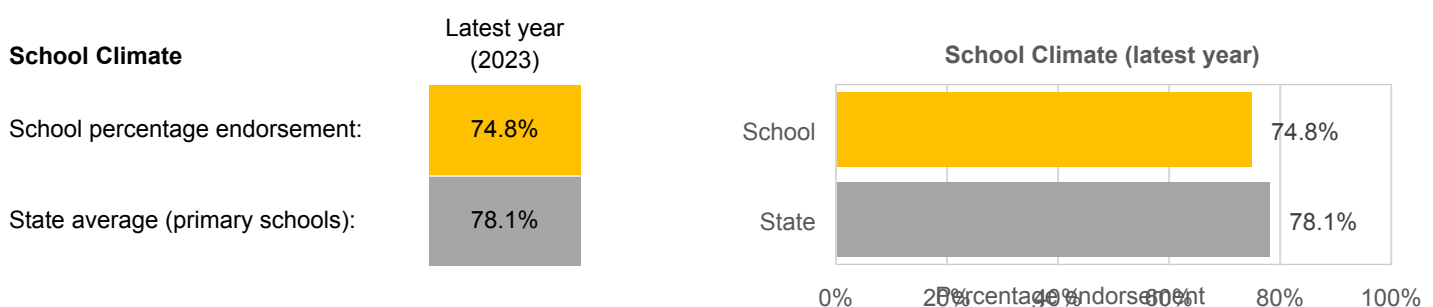


### School Staff Survey

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  
(2023)

School percentage of students at or above age expected standards:

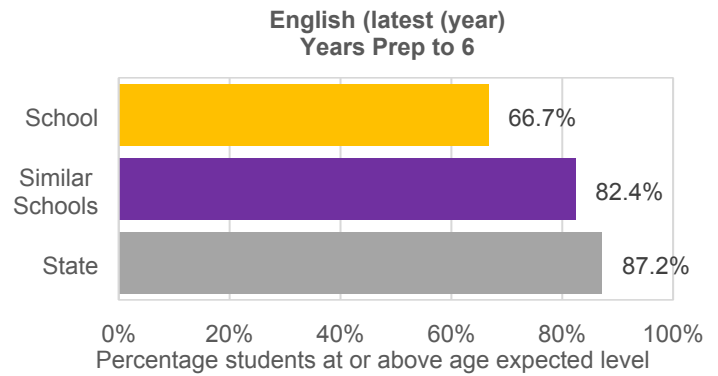
66.7%

Similar Schools average:

82.4%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

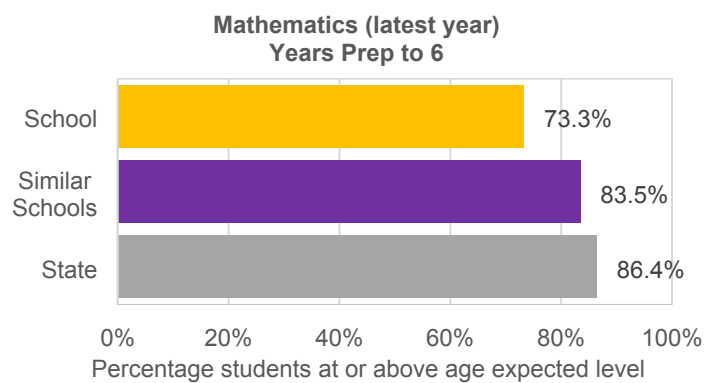
73.3%

Similar Schools average:

83.5%

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%

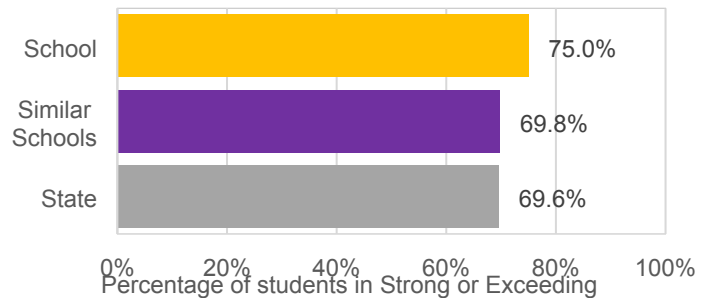
Similar Schools average:

69.8%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

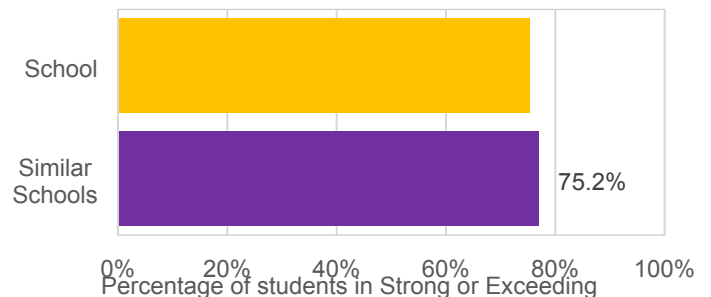
Similar Schools average:

75.2%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

100.0%

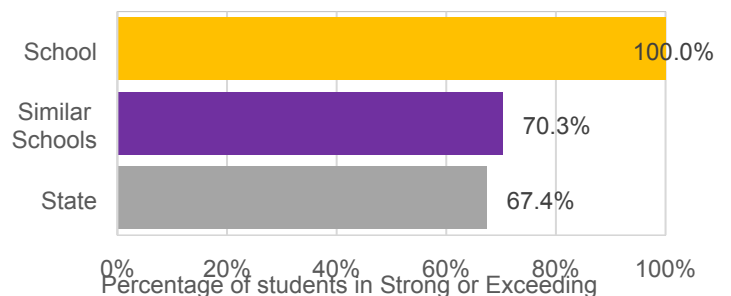
Similar Schools average:

70.3%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

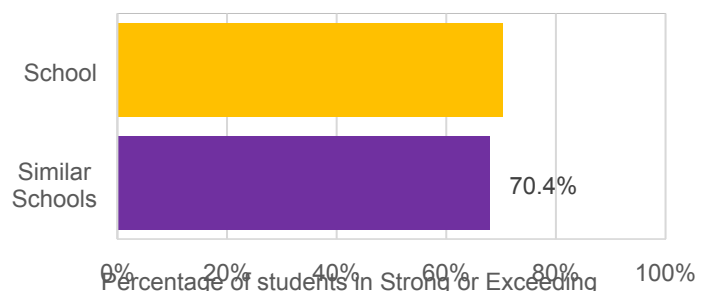
Similar Schools average:

70.4%

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:

NDA

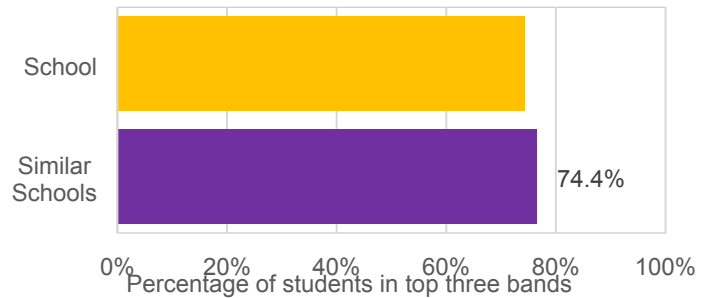
Similar Schools average:

74.4%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

100.0%

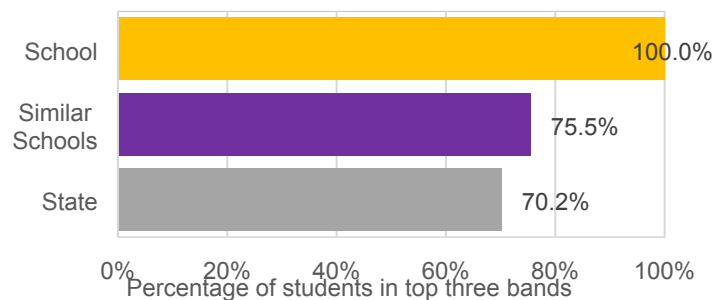
Similar Schools average:

75.5%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

NDA

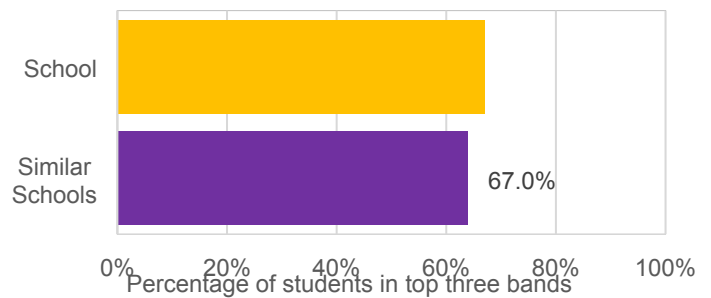
Similar Schools average:

67.0%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

50.0%

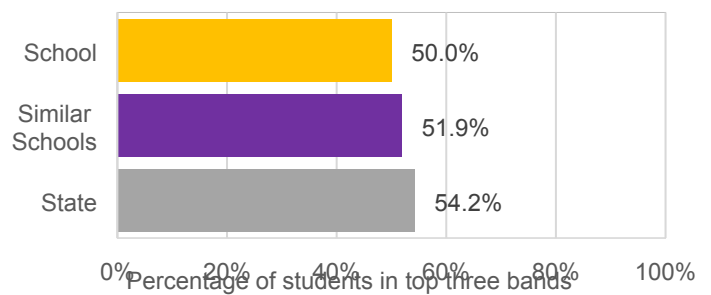
Similar Schools average:

51.9%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

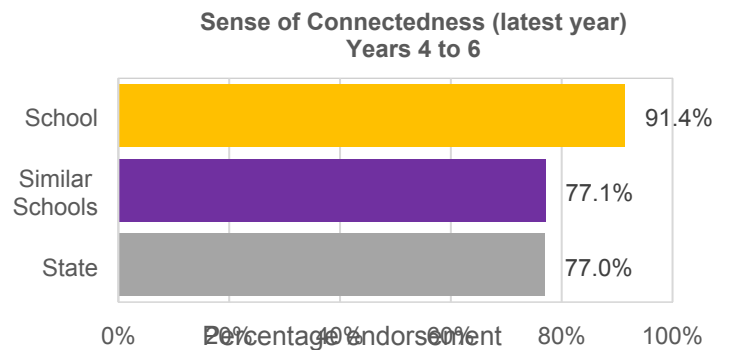
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2023)	4-year average
School percentage endorsement:	91.4%	73.0%
Similar Schools average:	77.1%	81.5%
State average:	77.0%	78.5%

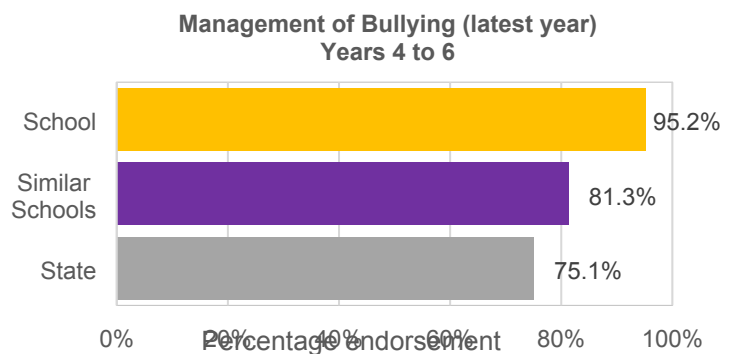


### Student Attitudes to School – Management of Bullying

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:	95.2%	78.3%
Similar Schools average:	81.3%	84.3%
State average:	75.1%	76.9%



## ENGAGEMENT

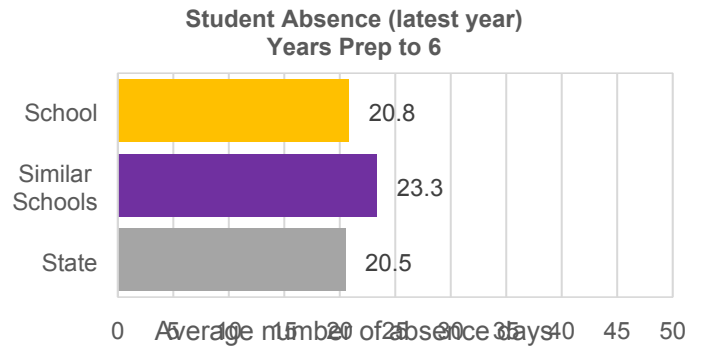
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	20.8	21.8
Similar Schools average:	23.3	19.8
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):	NDA	NDP	NDP	89%	NDA	NDP	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$539,454
Government Provided DET Grants	\$269,706
Government Grants Commonwealth	\$1,500
Government Grants State	\$0
Revenue Other	\$8,771
Locally Raised Funds	\$9,895
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$829,327</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$475,812
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$3,672
Communication Costs	\$1,022
Consumables	\$5,234
Miscellaneous Expense <sup>3</sup>	\$1,873
Professional Development	\$3,541
Equipment/Maintenance/Hire	\$8,964
Property Services	\$40,727
Salaries & Allowances <sup>4</sup>	\$17,180
Support Services	\$4,569
Trading & Fundraising	\$77,613
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$230
Utilities	\$12,027
<b>Total Operating Expenditure</b>	<b>\$652,462</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$176,865</b>
<b>Asset Acquisitions</b>	<b>\$19,760</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	\$212,241
Official Account	\$4,557
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$216,798</b>

Financial Commitments	Actual
Operating Reserve	\$24,469
Other Recurrent Expenditure	\$7,954
Provision Accounts	\$0
Funds Received in Advance	\$2,846
School Based Programs	\$35,548
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	\$45,578
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$116,395</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.*