2024 Annual Report to the School Community

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| --- | --- | --- | --- | --- | --- |
|  | |  | | --- | | * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/) * the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 (Vic)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program) * the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf). | | Attested on 01 April 2025 at 12:55 PM by Karen Wood (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 01 April 2025 at 12:55 PM by Karen Wood (Principal) | |

## School Name: Movelle Primary School (5139)

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

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

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

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

What does the *‘Performance Summary’* section of this report refer to?

The Performance Summary includes the following:

**School Profile**

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

**Learning**

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

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

**Engagement**

* Student attendance at school

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

Key terms used in the Performance Summary are defined below:

**Similar Schools**

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

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

**NDP and NDA**

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

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

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

**The Victorian Curriculum**

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

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

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

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

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

Updates to the ‘*Performance Summary’* in the 2024 Annual Report

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

**NAPLAN**

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ‘[Results and Reports](https://nap.edu.au/naplan/results-and-reports" \t "_blank)’ page.

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

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

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

# About Our School

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| --- |
| School context |
| Movelle Primary School is a vibrant and inclusive learning community nestled in a quiet pocket of Kings Park, within the City of Brimbank in Melbourne’s Western Suburbs. As a government primary school, we provide high-quality education for students from Prep to Year Six. We welcome a diverse population from a wide range of cultural and socio-economic backgrounds. In 2024, our enrolment reached 145 students, supported by a dedicated team of staff who are committed to ensuring each child thrives academically, socially and emotionally.  Movelle Primary School is renowned for its strong focus on student wellbeing and positive school culture. This commitment was recognised once again in 2024 with back-to-back GOLD accreditation in School-Wide Positive Behaviour Support (SWPBS). This award shows Movelle’s reputation as a leader in student well-being and academic achievement.  Our school’s vision is grounded in the Four R Core Values: Respect, Responsibility, Resilience, and Relationships. These values guide students in understanding their emotions, making positive choices and developing essential life skills. We believe that fostering strong values based education leads to confident, empathetic and responsible citizens who contribute positively to their communities.  Movelle Primary School operated with 6 classes in 2024: 1 x Prep class, 1 x Year 1/2 class, 2 x Year 3/4 classes, 2 x Year 5/6 classes. Our staffing profile consisted of1 Principal, 2 Assistant Principals (Class Curriculum and Student Mental Health/Wellbeing),10 Teachers, 9 Education Support Staff, including local and centrally paid employees.  In 2024, we continued to enhance our outdoor learning and play spaces, ensuring students have access to engaging environments.  In 2024, we added a synthetic oval and outdoor classroom spaces to enhance learning and physical activity. |
| Progress towards strategic goals, student outcomes and student engagement |
| Learning |
| We believe in unlocking the potential of every student by equipping them with the tools and resources needed to succeed. With ongoing assessment, data-driven instruction and collaborative planning, our staff remain committed to preparing students for an ever-changing world. Collaboration continues to be a key driver of our success. Strong partnerships with parents and community members have helped create a supportive learning environment where everyone plays a role in student success. Through external programs, school events and community engagement, our students benefit from a network of encouragement and opportunity.  Movelle’s NAPLAN results demonstrate that our students are performing above similar school benchmarks across multiple areas. Key highlights include:   * Year 3 Reading – 64% of students achieved in the Exceeding or Strong bands, above similar school averages. * Year 5 Reading – 62% of students achieved in the Exceeding or Strong bands, above similar school averages. * Year 3 Writing – 78% of students achieved in the Exceeding or Strong bands, above similar school averages. * Year 5 Writing – 73% of students achieved in the Exceeding or Strong bands, above similar school averages. * Year 3 Numeracy – 45% of students achieved in the Exceeding or Strong bands, below similar school averages. * Year 5 Numeracy – 41% of students achieved in the Exceeding or Strong bands, below similar school averages   We are proud to share Movelle Primary School’s ongoing journey of growth and success with our community. Our commitment to excellence in education remains strong, guided by the Framework for Improving Student Outcomes (FISO 2.0) and the introduction of the Victorian Teaching and Learning Model (VTLM 2.0). These frameworks have shaped our strategies to ensure that every student receives the support they need to thrive academically, socially, and emotionally. |
| Wellbeing |
| At Movelle Primary School, student wellbeing remains at the core of everything we do. We continue to implement a whole-school approach to fostering a safe, inclusive and supportive environment, ensuring that all students feel valued, connected in their education.  In 2024, we strengthened our wellbeing initiatives through:  1. Sustained Excellence in School Wide Positive Behaviour Support (SWPBS)  Movelle maintained its Gold accreditation in SWPBS, reinforcing our strong culture of positive behaviour and student engagement. By embedding clear expectations, explicit teaching of social-emotional skills and consistent reinforcement, we have seen continued improvement in student behaviour, school culture and engagement in learning.  2. Implementing Multi-Tiered Systems of Support (MTSS) for Wellbeing  We introduced a tiered approach to wellbeing and mental health, ensuring that all students receive the level of support they need. This included:   * Tier 1 (Whole-School) – Daily social-emotional learning (SEL) through Respectful Relationships, Zones of Regulation and resilience-building programs. * Tier 2 (Targeted Support) – Small-group interventions focusing on self-regulation, friendship skills and managing emotions. * Tier 3 (Individual Support) – Case management and individualised behaviour and emotional learning plans for students requiring intensive support.   3. Strengthening Student Voice and Leadership  In 2024, we expanded student leadership opportunities, giving students a greater role in shaping their school experience. The Student Voice Team led initiatives in:   * Peer/Buddies program that involved mentoring to support younger students in developing social skills. * Wellbeing surveys, where students provided feedback that informed new wellbeing initiatives   Movelle’s 2024 Student Attitudes to School Survey data reflected  Increased student connectedness and sense of belonging, with scores improving from 2023.High levels of positive behaviour, with a continued decline in major incidents due to SWPBS and improved emotional regulation and resilience, supported by structured SEL programs and MTSS interventions. |
| Engagement |
| In 2024, we focused on increasing engagement in learning, strengthening student attendance and enhancing student voice and agency. Attendance remains a key priority, and while we saw improvements in overall attendance rates, chronic absenteeism continues to be a challenge for some students. Our data indicates an improved attendance for students actively engaged in targeted intervention programs. A reduction in unexplained absences through strengthened communication with families and a continued need for early intervention strategies to support students at risk of disengagement.  To address attendance challenges, we implemented proactive strategies, including: Early identification and intervention for students with irregular attendance. Regular communication with families, including attendance checkins, parent meetings and support plans and attendance initiatives, such as weekly recognition awards and classbased attendance challenges.  To broaden student engagement beyond the classroom  and Community Connections, we provided additional extra opportunities, including: Performing Arts showcase, celebrating creativity and confidence on stage. Sports and Athletics Carnivals – Encouraging teamwork, resilience, and school spirit. A Hands-on Learning Programs – Including produce gardens and STEM projects, enhancing engagement through practical, real-world applications. Kinder-Prep Transition & Community Events – Strengthening community connections and preparing future students for success. |
| Other highlights from the school year |
| Professional learning for all school based staff remained a priority in 2024, ensuring that our staff continues to develop their skills and expertise to support our students' growth. As part of this, we have introduced VTLM (Victorian Teaching and Learning Model) coaching across the school. This initiative supports the implementation of best practices in teaching, with targeted coaching sessions designed to enhance teacher effectiveness and improve student learning outcomes. The continuation of SWPBS, blended with RRRR, has once again proven successful, playing a pivotal role in the success of our wellbeing program.  We also participated in extra curricula activities to promote Movelle, including partnerships with Local Businesses for School Fundraisers: Through these partnership with local businesses, we successfully raised funds to support school improvements, such as new playground equipment and outdoor learning spaces. This collaboration also strengthened our connection with the broader community. Students actively participated in community service projects, including tree planting and local gardens clean up initiatives, fostering a sense of responsibility and a deep connection to their local environment. |
| Financial performance |
| In 2024, Movelle has continued to maintain a good financial position, supported by careful financial planning and prioritisation of school programs and initiatives. The allocation of funds by the School Council has been crucial in achieving our goals. Funds were allocated to further develop our facilities and improve resources across the school. Technology upgrades were made, with new netbooks purchased for our Year 5 and 6 students, ensuring that they have access to the latest tools for their learning.  Funding from the SRP has allowed for smaller class sizes across the school, providing more support for students' social and emotional development. It has also enabled us to hire additional support staff to assist with our Teaching and Learning by allowing additional ES staff and teachers to be employed to cater for inclusive needs, which are very high in percentage at Movelle.  Movelle Primary School is currently operating with a surplus, thanks to thoughtful and targeted spending across areas of need. However, we anticipate that this surplus may be impacted in the future due to changes in enrolments, as some families have moved out of the school zone to new estates. **The size of our school zone is a BIG CONCERN!** Despite this, we remain committed to ensuring that every dollar is spent in a way that benefits our students and supports our long term goals. |
| **For more detailed information regarding our school please visit our website at <https://www.movelle.ps.vic.gov.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 142 students were enrolled at this school in 2024, 75 female and 67 male.

54 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.

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

School Staff Survey

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

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

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

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| **School Climate** | Latest year (2024) |
| School percentage endorsement: | 83.5% |
| State average (primary schools): | 77.7% |

**LEARNING**

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

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| --- | --- | --- |
| **English**  **Years Prep to 6** | Latest year (2024) | |
| School percentage of students at or above age expected standards: | 70.4% |
| Similar Schools average: | 77.7% |
| State average: | 86.4% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2024) | |
| School percentage of students at or above age expected standards: | 72.0% |
| Similar Schools average: | 74.1% |
| State average: | 85.9% |

**LEARNING (continued)**

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

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| **Reading**  **Year 3** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 65.0% | | 60.0% | |
| Similar Schools average: | 55.0% | | 54.7% | |
| State average: | 68.7% | | 69.2% | |

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| **Reading**  **Year 5** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 61.5% | | 58.0% | |
| Similar Schools average: | 60.2% | | 63.1% | |
| State average: | 73.0% | | 75.0% | |

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| **Numeracy**  **Year 3** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 45.0% | | 48.8% | |
| Similar Schools average: | 48.5% | | 48.1% | |
| State average: | 65.5% | | 66.4% | |

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| **Numeracy**  **Year 5** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 40.7% | | 51.0% | |
| Similar Schools average: | 51.7% | | 52.4% | |
| State average: | 67.3% | | 67.6% | |

**LEARNING (continued)**

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

NAPLAN 2022

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

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| --- | --- |
| **Reading**  **Year 3** | (2022) |
| School percentage of students in the top three bands: | 62.5% | |
| Similar Schools average: | 62.5% | |
| State average: | 76.6% | |

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| **Reading**  **Year 5** | (2022) |
| School percentage of students in the top three bands: | 41.7% | |
| Similar Schools average: | 53.6% | |
| State average: | 70.2% | |

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| **Numeracy**  **Year 3** | (2022) |
| School percentage of students in the top three bands: | 41.7% | |
| Similar Schools average: | 43.4% | |
| State average: | 64.0% | |

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| **Numeracy**  **Year 5** | (2022) |
| School percentage of students in the top three bands: | 27.3% | |
| Similar Schools average: | 36.0% | |
| State average: | 54.2% | |

**WELLBEING**

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

Student Attitudes to School – Sense of Connectedness

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

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| --- | --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2024) | 4-year average | |
| School percentage endorsement: | 90.3% | | 86.2% | |
| Similar Schools average: | 80.2% | | 80.8% | |
| State average: | 76.8% | | 77.9% | |

Student Attitudes to School – Management of Bullying

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

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| --- | --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2024) | 4-year average | |
| School percentage endorsement: | 83.8% | | 81.6% | |
| Similar Schools average: | 80.2% | | 79.8% | |
| State average: | 75.5% | | 76.3% | |

**ENGAGEMENT**

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

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| **Student Absence**  **Years Prep to 6** | Latest year (2024) | 4-year average | |
| School average number of absence days: | 24.0 | | 21.0 | |
| Similar Schools average: | 24.8 | | 23.5 | |
| State average: | 21.8 | | 20.1 | |

**Attendance Rate (latest year)**

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

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2024): | 81% | 88% | 87% | 88% | 89% | 90% | 89% |

**Financial Performance and Position**

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

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,046,553 |
| Government Provided DET Grants | $283,770 |
| Government Grants Commonwealth | $5,156 |
| Government Grants State | $0 |
| Revenue Other | $42,656 |
| Locally Raised Funds | $102,423 |
| Capital Grants | $0 |
| Total Operating Revenue | **$2,480,558** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $369,327 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$369,327** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,003,186 |
| Adjustments | $0 |
| Books & Publications | $0 |
| Camps/Excursions/Activities | $33,027 |
| Communication Costs | $12,629 |
| Consumables | $50,454 |
| Miscellaneous Expense 3 | $41,340 |
| Professional Development | $11,247 |
| Equipment/Maintenance/Hire | $12,593 |
| Property Services | $264,318 |
| Salaries & Allowances 4 | $66,979 |
| Support Services | $126,379 |
| Trading & Fundraising | $18,027 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $24,058 |
| Total Operating Expenditure | **$2,664,239** |
| Net Operating Surplus/-Deficit | **($183,681)** |
| Asset Acquisitions | **$108,818** |

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 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 | $554,367 |
| Official Account | $61,574 |
| Other Accounts | $0 |
| Total Funds Available | **$615,942** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $110,245 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $10,562 |
| Funds Received in Advance | $60,766 |
| School Based Programs | $7,500 |
| 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 | $426,869 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$615,942** |

*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.*