

# 2024 Annual Report to the School Community

School Name: Moyhu Primary School (1335)



- 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 25 April 2025 at 12:54 PM by Sarah Patterson (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 29 April 2025 at 07:44 AM by Sarah Patterson (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').

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## 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

Established in 1874, Moyhu Primary School is located in the rural community of Moyhu in North East Victoria, approximately 25 minutes south-east of Wangaratta. The school is situated 1.5 km from the town centre, which features a general store, café, hotel, garage, and a range of sporting facilities.

Moyhu Primary School values a strong sense of community and is committed to providing a safe, respectful, and engaging learning environment for all students. Our school values—**We are Learners, We are Respectful, We are Safe**—underpin our teaching practices, behaviour expectations, and student reward systems. All students and staff are familiar with these values and understand how they are reflected in everyday school life.

In 2024, Moyhu Primary School operated with a Teaching Principal and two part-time teachers who share responsibility for the Foundation to Year 2 classroom. Additional staff included 0.8 full-time equivalent education support, a 0.6 business manager, and visiting specialist teachers who provide instruction in music, science, Italian, and art. Our students also benefit from weekly cooking and gardening sessions and the Blueearth physical education program.

The school offers a modern learning environment with flexible indoor spaces, a full-size indoor basketball stadium, and access to a 1:1 iPad program. Moyhu Primary School is also the base for the travelling MACC (art) van, which services local schools with a vibrant arts program. Students have access to a four-day-a-week After School Care program (MOSH), and we are proud participants in the Stephanie Alexander Kitchen Garden project.

The school works closely with the King Valley cluster of schools—Greta Valley, Myrrhee, Whitfield, and Edi Upper—through shared curriculum days and combined camps, such as the Year 3–6 Melbourne Camp in 2024. These opportunities help broaden students' academic and social experiences. Strong partnerships with families and the wider community continue to be a valued and essential aspect of life at Moyhu Primary School, with active involvement from the School Council in shaping the school's future.

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

#### Learning

In 2024, Moyhu Primary School continued its focus on improving student outcomes in mathematics, while also strengthening literacy instruction through the implementation of a structured synthetic phonics program across all grades. These priorities, aligned with our School Strategic Plan, have supported both academic growth and student engagement in learning.

The following highlights reflect the school's progress toward its learning goals:

- **Strong performance in Mathematics:** Teacher judgement data indicated that 92.3% of students across Foundation to Year 6 were at or above age-expected standards in Mathematics. This reflects the school's sustained efforts to deliver targeted and effective mathematics instruction through high-impact teaching strategies.
- **Use of high-impact teaching strategies:** Practices such as 'Number Talks' and 'Challenging Tasks' were embedded into daily lessons. These encouraged students to articulate their thinking, use multiple strategies to solve problems, and engage in meaningful mathematical discussions. Students accessed a variety of support tools, including number lines, concrete materials, anchor charts, and placemats, to support their learning at point of need.
- **Structured literacy approach:** The school implemented a structured synthetic phonics program across all year levels. This approach provided explicit, sequential instruction in phonemic awareness, phonics, spelling, and decoding. Teachers noted improved engagement and growing confidence in early readers, particularly in the Foundation to Year 2 cohort.
- **Differentiated planning and support:** Teachers continued to use IEPs, formative assessment, and small-group instruction to personalise learning. Students demonstrated increasing independence and agency in identifying strategies and tools that supported their learning.

Although NAPLAN data was not available due to the small cohort size, internal assessments and teacher judgments provided strong evidence of student progress. In 2025, the school will maintain its focus on mathematics and literacy while preparing for its scheduled school review, which will inform new strategic directions for the next four years.

## Wellbeing

In 2024, Moyhu Primary School continued to prioritise student wellbeing as a core focus, recognising its vital role in supporting students' academic achievement, social development, and overall engagement in learning. The school's approach was underpinned by the Department of Education's Framework for Improving Student Outcomes (FISO 2.0), which emphasises wellbeing alongside learning.

Key highlights of the school's wellbeing initiatives in 2024 include:

- **Targeted support through funding initiatives:** The school strategically used Disability Inclusion funding to provide occupational therapy support for identified students. In Terms 1 and 4, the school also employed a chaplain (0.2 FTE) funded by the Mental Health and Wellbeing (MHW) initiative. The chaplain worked individually with students, focusing on emotional regulation, confidence building, and social skill development.
- **Whole-school approach to wellbeing:** Social and emotional learning continued as a key focus in the classroom. Lessons aimed to build emotional awareness, support self-regulation, and promote respectful relationships. Teachers implemented high impact wellbeing strategies across year levels, including mindfulness activities and check-ins that encouraged student voice and reflection.
- **Student wellbeing outcomes:** The 2024 Attitudes to School Survey (AtoSS) indicated high levels of student wellbeing. Notably, 92% of students in Years 4–6 reported a strong

sense of connectedness to school, and 100% endorsed the school's management of bullying—well above state benchmarks.

- **Responsive behaviour support:** Although the school did not implement a full digital tracking system for behaviours, staff used ABC (Antecedent-Behaviour-Consequence) forms to monitor and support students with behavioural challenges. These forms informed individualised support and proactive planning.

As the school looks ahead to 2025, it will continue its strong focus on student wellbeing, working closely with families, allied health professionals, and cluster schools to ensure every child feels safe, supported, and ready to learn.

## Engagement

Student engagement remained a strong focus for Moyhu Primary School in 2024, recognising that connection to school is critical for both academic achievement and student wellbeing. Our commitment to creating an inclusive and connected learning environment aligns with the Department of Education's Framework for Improving Student Outcomes (FISO 2.0), with engagement as a key enabler of success.

**Attendance** data in 2024 showed that Moyhu students continued to attend regularly, with the average number of absence days recorded at 19.9, which is well below the averages for both similar schools (23.1) and the state (21.8). Most absences were due to illness. The school continued to promote the "Every Day Counts" message through newsletters and conversations with families. Where individual students displayed concerning absence patterns, staff communicated directly with families and worked collaboratively with external support services when required.

A key strength of the school's engagement strategy continues to be the **strong relationships between staff, students, and families**. Families actively participated in excursions, special events, and celebrations throughout the year, including cooking sessions, fundraisers, performances, and commemorative events such as the school's 150th anniversary.

In 2024, students were also offered a wide range of **extracurricular and enrichment opportunities** that fostered engagement beyond the classroom. These included Bike Education, cricket programs, excursions, book clubs, camps, and visits to community and cultural sites. Students were also given voice and choice in their learning through project-based activities and classroom decision-making opportunities, contributing to a sense of agency.

These approaches were reflected in the **Attitudes to School Survey** data, where 70% of students endorsed student voice and agency and 70% reported a strong sense of confidence. These indicators demonstrate that students felt connected, capable, and engaged in their learning journey.

## Other highlights from the school year

Moyhu Primary School enjoyed another vibrant and memorable year in 2024, with a range of whole-school events, camps, and community activities that enriched students' learning and strengthened our school community.

As part of our 150th anniversary celebrations, students engaged in a historical inquiry project, researching the school's past and creating artefacts to be placed in a time capsule. This project included interviews with past students and staff, sparking deep engagement and pride in our school's long-standing history.

Camps and excursions offered rich learning opportunities. Students in Years 4 to 6 attended the Melbourne urban camp, exploring the city's cultural and historical landmarks. A highlight of the camp was attending a live performance of *Beauty and the Beast* at Her Majesty's Theatre. Our younger students enjoyed local excursions, and all students participated in Bike Education, with a highlight being the rail trail ride and picnic. The school also celebrated physical activity through cluster sports days, cricket coaching sessions, and the Jump Rope for Heart program.

Students also took initiative in community service by hosting a successful **Biggest Morning Tea**, where they baked and served a morning tea for the local community, raising funds for the Cancer Council. This event showcased their teamwork, generosity, and growing sense of social responsibility.

These highlights reflected our school's values of Learning, Safety, and Respect, and brought our community closer together.

## Financial performance

Overall, Moyhu Primary School concluded 2024 in a stable financial position, recording a modest net operating surplus of \$5,193. The School Council carefully oversaw the allocation of resources to ensure alignment with our Annual Implementation Plan and school vision, prioritising programs and supports that enhance student learning and wellbeing.

In 2024, the school received \$7,358 in Equity (Social Disadvantage) funding, which was used to support students requiring additional learning assistance. We also received additional government grants including \$89,586 from DET and \$11,087 from Commonwealth sources. Locally raised funds totalled \$31,752, reflecting the strong support and involvement of our school community.

Key investment areas included staffing, student programs, excursions, and property services. Resources were also allocated to consumables, professional development, and the ongoing maintenance of school facilities. Fundraising events such as a community trivia night and school-led initiatives helped supplement our budget and support enrichment activities.

At year's end, the school held \$149,802 in available funds, with financial commitments totalling \$118,211, including funds allocated to future programs and grounds maintenance.

For more detailed information regarding our school please visit our website at [www.moyhups.vic.edu.au](http://www.moyhups.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 11 students were enrolled at this school in 2024, 6 female and 5 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).

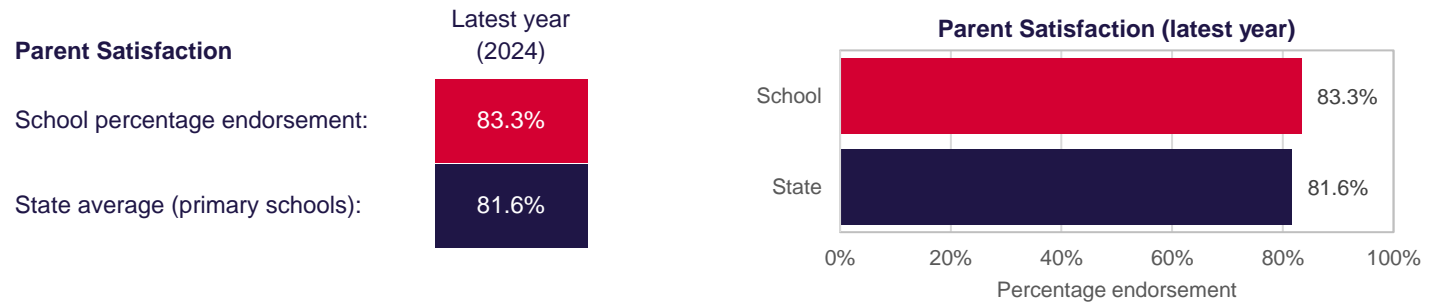
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **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.



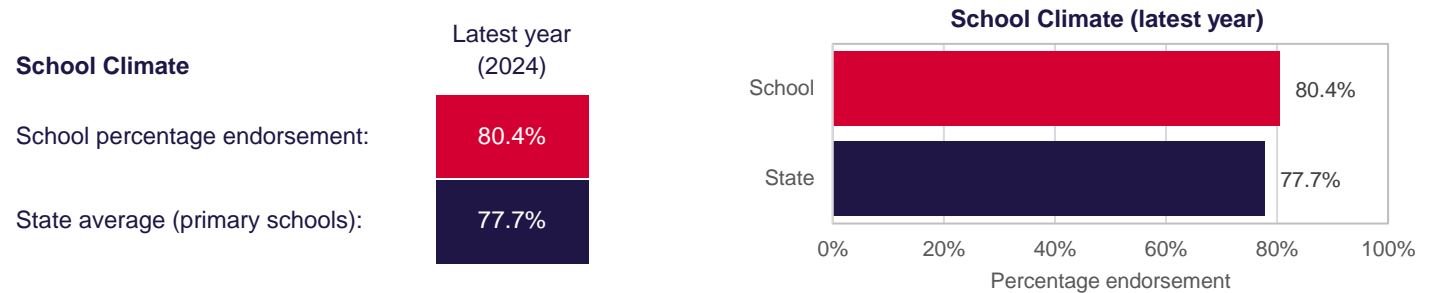
### School Staff Survey

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.

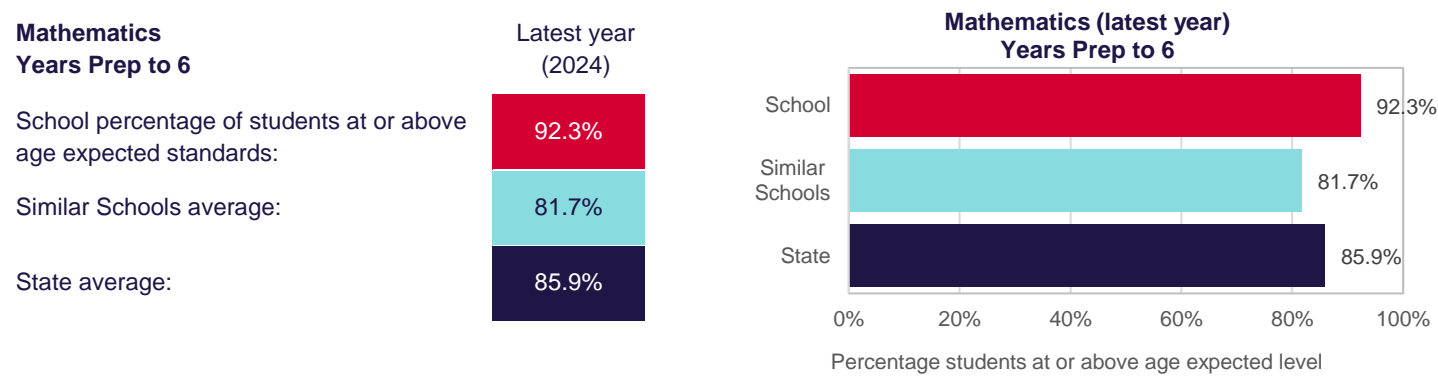
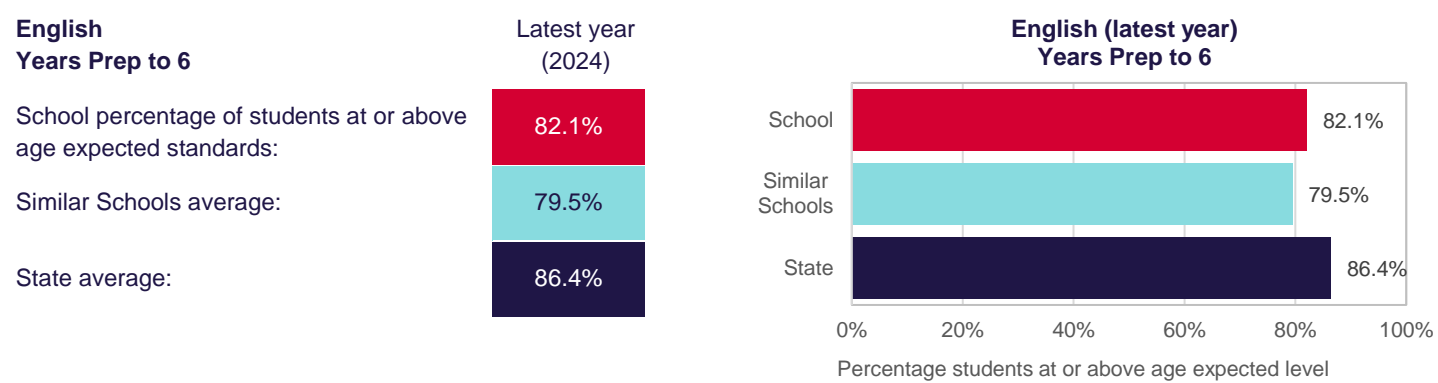


LEARNING

**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.



## 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.

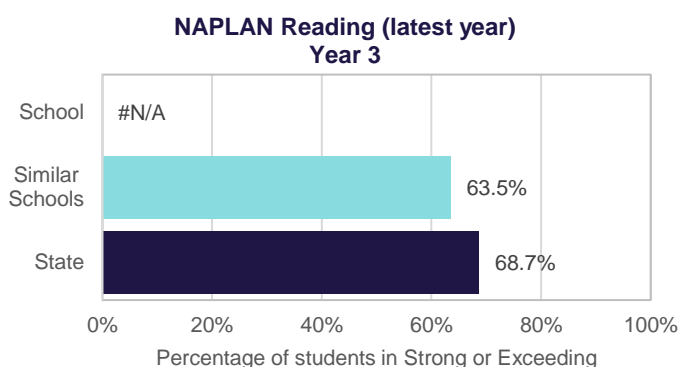
### NAPLAN

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.

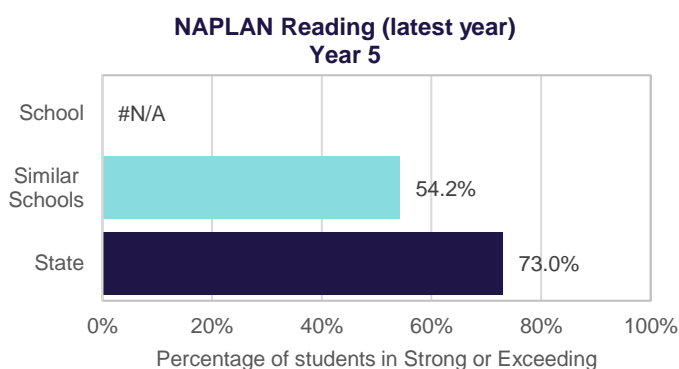
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDP
Similar Schools average:	63.5%	59.4%
State average:	68.7%	69.2%



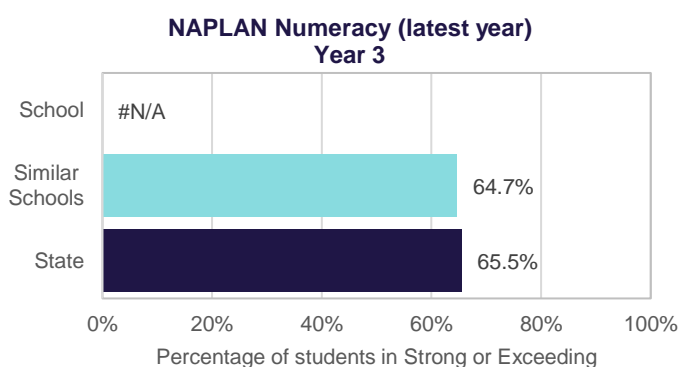
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDP
Similar Schools average:	54.2%	60.7%
State average:	73.0%	75.0%



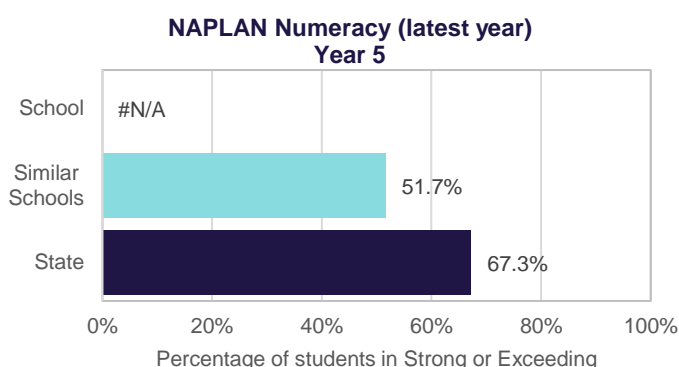
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDP
Similar Schools average:	64.7%	63.8%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	NDP
Similar Schools average:	51.7%	50.0%
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:

NDP

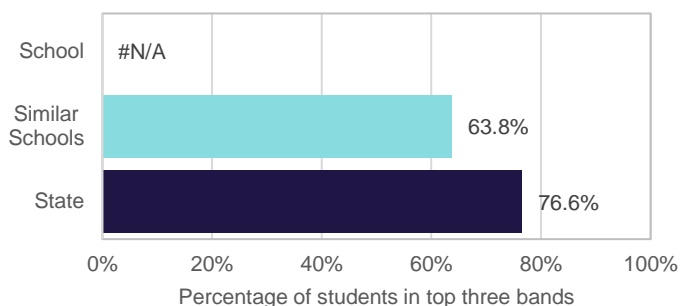
Similar Schools average:

63.8%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

NDP

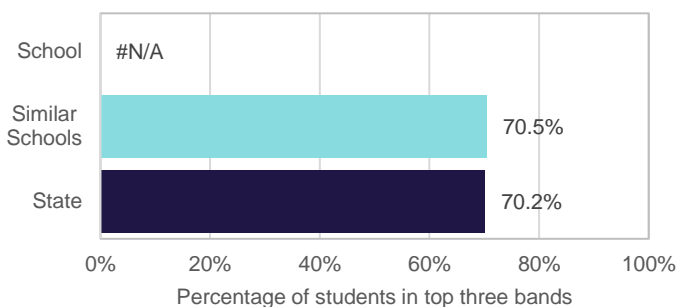
Similar Schools average:

70.5%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDP

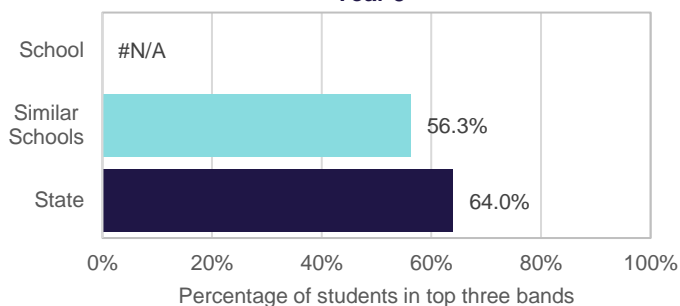
Similar Schools average:

56.3%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

NDP

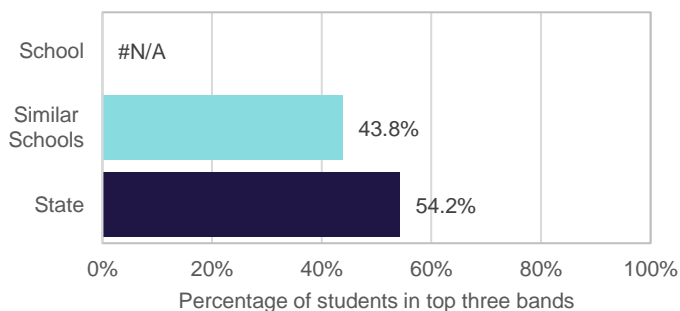
Similar Schools average:

43.8%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5

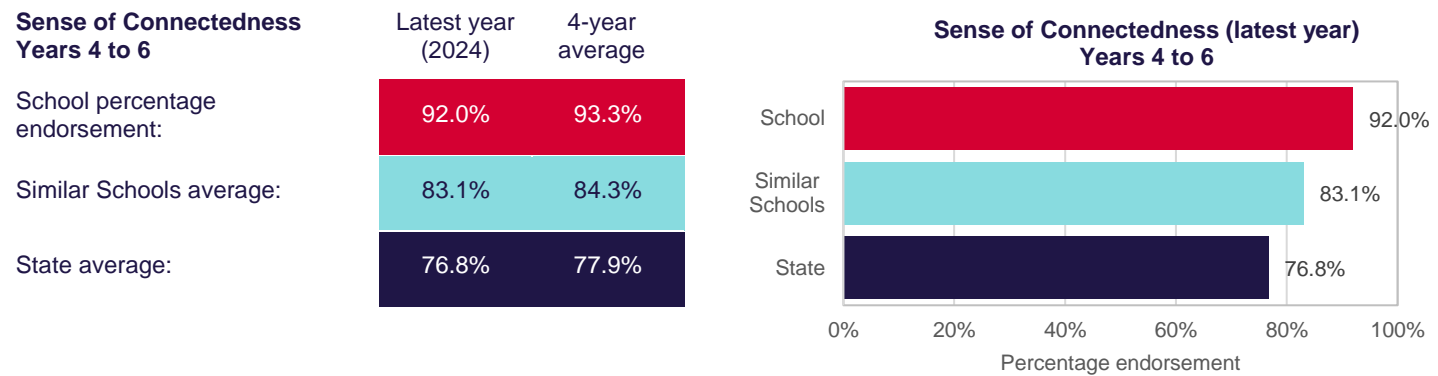


WELLBEING

**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.

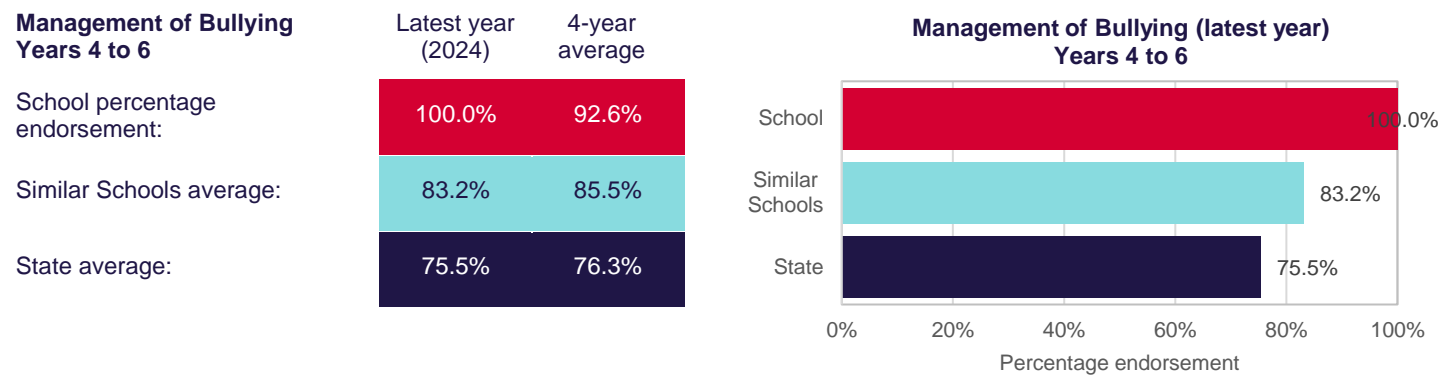
Student Attitudes to School – Sense of Connectedness

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).



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).

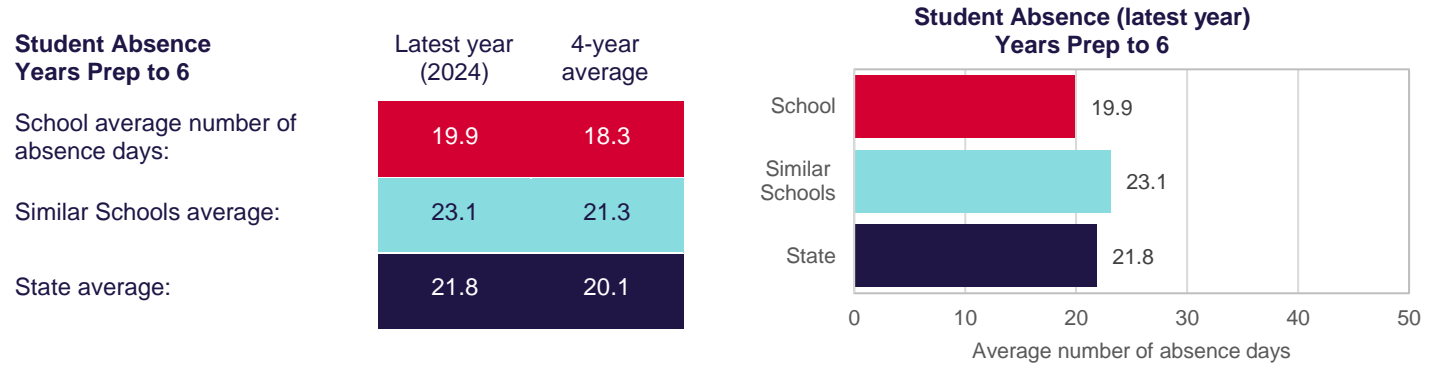


ENGAGEMENT

**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	83%	91%	NDP	91%	NDP	NDP



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$579,084
Government Provided DET Grants	\$89,586
Government Grants Commonwealth	\$11,087
Government Grants State	\$0
Revenue Other	\$9,804
Locally Raised Funds	\$31,752
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$721,313</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$7,358
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$7,358</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$535,079
Adjustments	\$0
Books & Publications	\$1,375
Camps/Excursions/Activities	\$15,421
Communication Costs	\$835
Consumables	\$25,623
Miscellaneous Expense <sup>3</sup>	\$6,074
Professional Development	\$2,520
Equipment/Maintenance/Hire	\$23,595
Property Services	\$46,389
Salaries & Allowances <sup>4</sup>	\$25,349
Support Services	\$18,778
Trading & Fundraising	\$5,777
Motor Vehicle Expenses	\$3,434
Travel & Subsistence	\$0
Utilities	\$5,872
<b>Total Operating Expenditure</b>	<b>\$716,121</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$5,193</b>
<b>Asset Acquisitions</b>	<b>\$0</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$147,319
Official Account	\$2,484
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$149,802</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$30,174
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$17,128
School Based Programs	\$49,707
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$538
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,664
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$118,211</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.*