

2024 Annual Report to the School Community

School Name: Morwell Central Primary School (5568)



- 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 19 March 2025 at 08:58 AM by Narelle Bloomfield (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 19 March 2025 at 09:00 AM by Narelle Bloomfield (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

About Our School

School context

Morwell Central Primary School is located close to the Morwell Leisure Centre precinct, in the Latrobe Valley area of Gippsland. The current enrolment is 416 students with a teaching staff of 34 and 35 support staff. There are 18 home groups operating in the school, which form four Learning Hubs that are collaboratively owned by all. These Hubs are Foundation, 1-2, 3-4 & 5-6. Students are grouped for literacy and numeracy based on their learning needs and work with all teachers within the Learning Hub. Learning needs and groups are determined by pre-assessments. Staff know where students are at developmentally and scaffold their learning so all students can make progress. These groups are flexible and regularly change.

The proportion of single parent families and blended families in the school community is high. The school's Student Family Occupation [SFO] index is 0.75. The school believes that for students to be successful and Ready to Learn, staff need to build student's learning and coping strategies, increase their ability to remain emotionally regulated, and to help them recognise and understand their reactions and responses. These skills are deliberately taught across the school, so students are Ready to Learn and know how to positively impact their own learning and others' learning. All students spend the first half hour of the day with their home group and teacher; participating in a range of activities and discussions that focus on getting Ready to Learn.

Morwell Central offers a broad range of curriculum programs with a special emphasis on developing the essential skills of Literacy and Numeracy. Students participate in specialist programs, which include Performing Arts, Music, Information Communication and Technology, Physical Education and Design Technology. The school fosters an environment where students are encouraged to take ownership of their learning. Through the implementation of the Developmental Curriculum Model in the P-2 Learning Hubs and the Inquiry Based Learning Model in 3-6 Learning Hubs, all teachers promote individual learning where students are supported to explore, inquire and reflect. Morwell Central Primary promotes and supports the vision of a curious, connected learning community.

At Morwell Central Primary School, staff believe everyone has the right to fully participate in an educational environment that is safe, supportive and inclusive. Underpinning all behaviours within the school are the core ASPIRE values of Acceptance, Support, Persistence, Individual Responsibility, Respect and Excellence. Teachers deliver explicit lessons focused on these values and in turn develop a common language that supports our values and beliefs as a school. Morwell Central Primary School also implements a program called Rethink and Reflect, which aims to improve the social functioning of all children. The Rethink and Reflect program focuses on teaching children good communication, problem solving and behavioural skills.

All staff have high expectations, build positive relationships and are fair and consistent. Morwell Central Primary School has an Early Childhood facility on site, which is operated by Goodstart. Both the school and the early childhood facility are supported through a formal arrangement with Our Place, who seek to build community connections on site. This collaborative approach has enabled increased community connections through community workshops and the provision of various services which operate on site, including but not limited to, paediatric support, speech pathology, community nursing, occupational therapy, and psychology.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, staff at Morwell Central staff had a focus on Mathematics to improve learning outcomes for all students. Throughout the year staff worked with Educational Consultant, Brendan Lee, to support teachers with evidence-informed practices in Mathematics to apply to their teaching.

In 2024, teachers were provided with Professional Learning about the Explicit Direct Instruction (EDI) model. EDI is a teaching method that benefits students by providing clear learning objectives, breaking down complex concepts, and giving step-by-step guidance. It engages students actively, offers direct teaching, and offers immediate feedback.

In 2024 teacher judgements of student achievements against the Victorian Curriculum, a school comparison implies that for English and Mathematics, teachers at Morwell Central Primary have assessed students as having a slightly higher performance than would be expected in similar schools. In English 75.3% of students were marked at or above age expected standards compared to 68.9% of similar schools. In Maths 71.2% of students were marked at age expected standards compared to 67.4% of similar schools.

The NAPLAN test was revised in 2023. As a result, a 2-year average was provided for 2024. NAPLAN results show the percentage of students in the Strong or Exceeding proficiency levels in NAPLAN. In Reading Year 3 – 38.3% of our students were in the Strong or Exceeding band (compared to 49.6% of similar schools and 68.7% of the state). In Reading Year 5 – 43.6% of our students were in the Strong or Exceeding bands (compared to 55.6% of similar schools and 73% of the state). In Numeracy Year 3 – 44.1% of our students were in the Strong or Exceeding bands (compared to 46.8% of similar schools and 65.5% of the state). In Numeracy Year 5 – 47.2% of our students were in the Strong or Exceeding bands (compared to 47.7% of similar schools and 67.3% of the state).

PLCs (Professional Learning Communities) are a common practice across the school with each team having weekly protected meeting times. PLCs occur in every learning hub and focus on student learning and outcomes as well as teacher practice. The school has an agreed inquiry cycle document that is used by all learning teams. Each PLC inquiry improvement cycle focuses on working collaboratively to set and prioritise goals and ensuring learning and teacher practice is prioritised. Teachers are continually tracking the learning needs of all students.

Wellbeing

In 2024, we continued to create optimum learning environments by ensuring students were Ready to Learn, with staff participating in Professional Learning and developing a non-negotiable structure to ensure the consistency of Ready to Learn across the school.

Our collaboration with Our Place further developed partnerships that allow Morwell Central to be a

central place for support services. New providers and services include Occupational Therapy, Interchange, a Paediatric Dietician and a shared-care arrangement between the paediatrician and general practitioner. Members of the Wellbeing team collaborate extensively with all onsite providers, which helps to provide guidance and recommendations to parents and caregivers about the various services available under the Morwell Central and Our Place banner. Processes for sharing information have been strengthened to ensure relevant information is received by appropriate professionals, and that both students' and family's needs are met and consistently monitored.

Our multi-tiered systems of support grew to include a Speech Pathologist and Allied Health Assistant, and our chaplain received training so that Play Therapy and Lego Club could be facilitated. This helped students build skills for creative thinking and problem-solving, improve their self-esteem and confidence, and increase communication skills. We also participated in the Psych's in Schools program, which provided many students with access to individual therapeutic support.

A Marrung Lead and Marrung Champion were established and work commenced on an Indigenous Calendar so that important Koorie dates could be acknowledged throughout the year. Our Marrung Champion commenced work with many Koorie students, focusing on increasing literacy and numeracy skills, as well as developing cultural awareness.

A deeper understanding of cultural backgrounds was built through collaboration with Foundation House, who delivered Professional Learning to staff and provided insight into students from Refugee backgrounds. A Prayer Room was established to support our EAL student's engagement in school and learning.

Data from the Student Attitude to School Survey, indicated that our students feel a strong sense of connectedness, with 87.5% of students in Years 4 to 6 indicating a positive response. This is significantly higher than similar and state school averages. The survey also indicated that 93.4% of students indicated a positive response to how the school manages bullying, which is also significantly higher than similar and state school averages. All members of the school community are committed to, enthusiastic about, and engaged in student learning, which was demonstrated on the Parent Opinion Survey, where parents responded with an 82.6% positive response rate, which is higher than the state average of 81.6%.

Engagement

Engagement at Morwell Central Primary School is fostered and assessed through various approaches. In 2024, we continued to refine our practices to maintain a safe and structured environment, enhance the delivery of prosocial skills aligned with Respectful Relationships initiatives, and prioritize active student participation in teaching and learning. In the 2024 Attitude to School Survey, 87% of our 4-6 students had a positive response to the student voice and agency domain, compared to 69% of similar schools and 67% of state.

In 2024, we further developed our Electives program for students in Grades 3 to 6. Electives took place on Monday afternoons in five-week blocks, allowing students and teachers to collaborate on ideas and submit their preferences. A diverse range of elective options was offered throughout the year, including cooking, woodwork, coding, lawn bowls, cricket, basketball, kinder visits, art and craft, singing, and many more.

We have remained committed to fostering leadership skills in all students through programs such as Junior Class Presidents (Prep–2), Junior School Council (Grades 3–6), House Captains,

Transition Leaders, and School Captains. Many students at Morwell Central actively apply for these leadership roles, aspiring to contribute and make a difference within the school community.

Our 2024 attendance data showed a slightly higher average number of absence days (27.6) than the state average (26.8), however the school implemented several new initiatives to help improve the data moving forward: In 2024, our Attendance Coins program encouraged students to attend school every day by awarding them a coin for each day they were present. At the end of each term, students redeemed their coins for exciting rewards, ensuring that all students were recognized for their attendance while encouraging improvement.

Additionally, we have implemented a consistent attendance tracking system to identify students who may require additional support. This approach enables us to provide Tier 2 and Tier 3 interventions, ensuring that students with attendance challenges receive the necessary assistance to stay engaged in their learning.

Financial performance

Overall, the school remains in a sound financial position and had a net operating surplus in 2024. A well-planned annual income and expenditure has ensured the school's resources support educational priorities and goals. Proper accounts and records were kept, and internal controls monitored. Financial commitments were met with expected timelines and the school operated as planned within its budget. The school council were well informed of school's finances. Actual revenue and expenditure during 2024 were compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2024 year. Morwell Central Primary School is committed to continuing the provision of high quality, educational opportunities for all students.

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 424 students were enrolled at this school in 2024, 200 female and 223 male.

8 percent of students had English as an additional language and 13 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

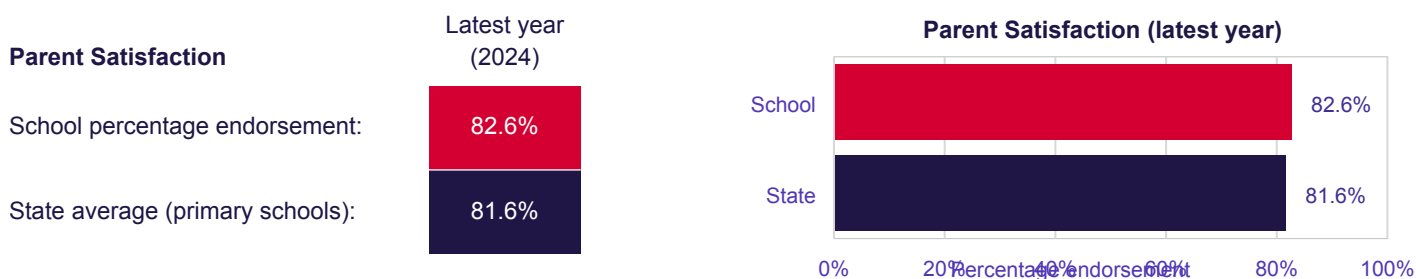
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

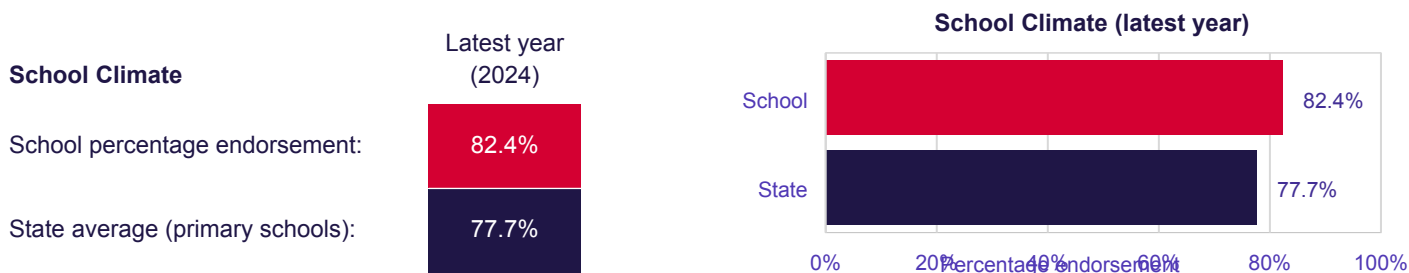


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

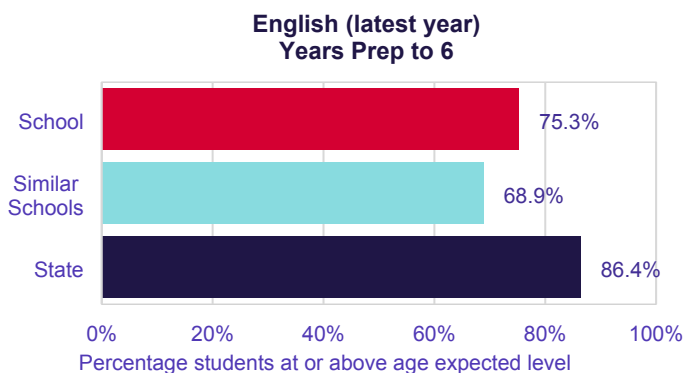
75.3%

Similar Schools average:

68.9%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

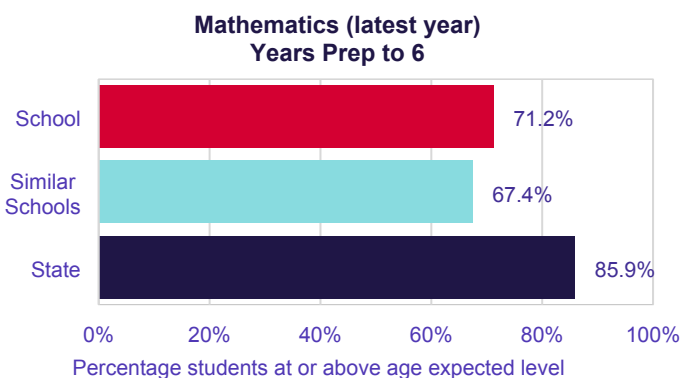
71.2%

Similar Schools average:

67.4%

State average:

85.9%



LEARNING (continued)

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

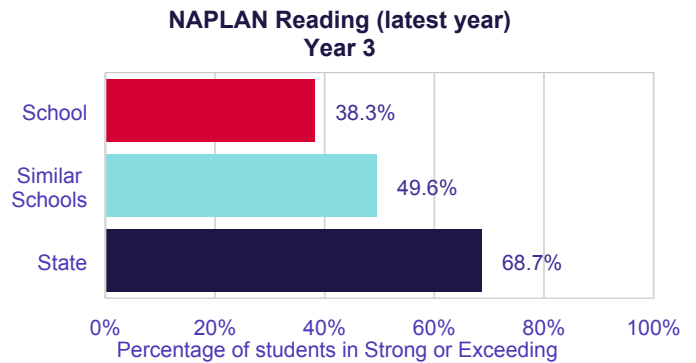
NAPLAN

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

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

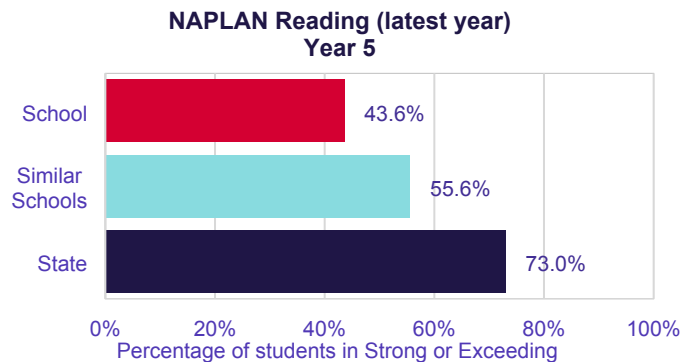
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	38.3%	38.9%
Similar Schools average:	49.6%	49.7%
State average:	68.7%	69.2%



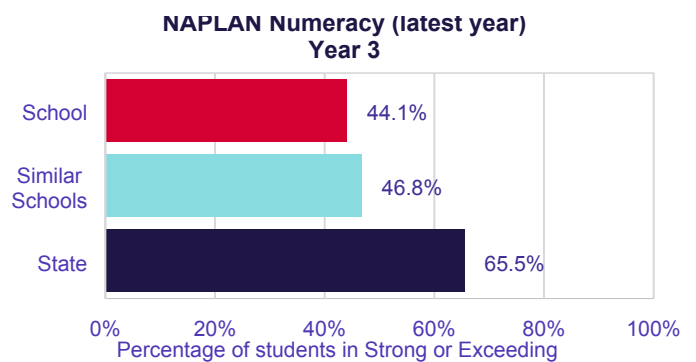
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	43.6%	52.9%
Similar Schools average:	55.6%	58.3%
State average:	73.0%	75.0%



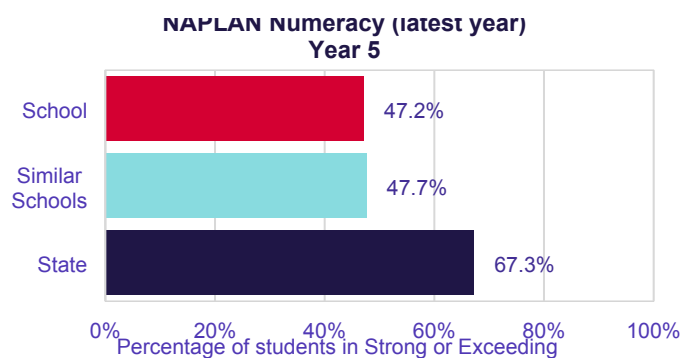
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.1%	42.0%
Similar Schools average:	46.8%	47.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.2%	48.7%
Similar Schools average:	47.7%	48.1%
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:

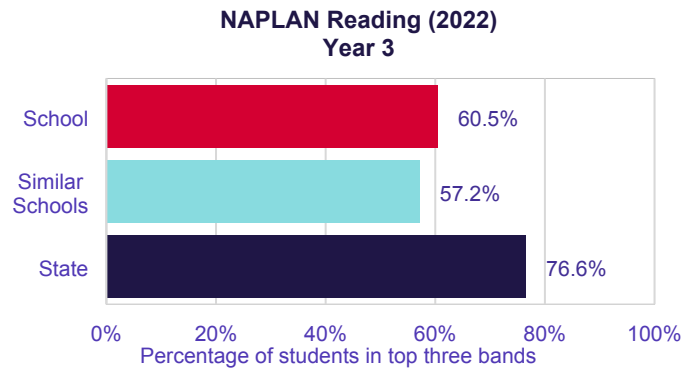
60.5%

Similar Schools average:

57.2%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

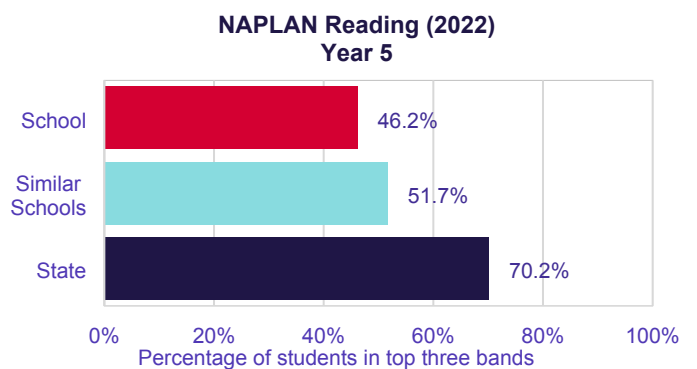
46.2%

Similar Schools average:

51.7%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

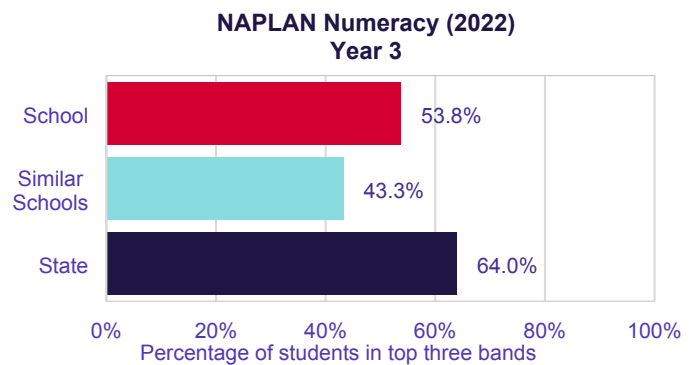
53.8%

Similar Schools average:

43.3%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

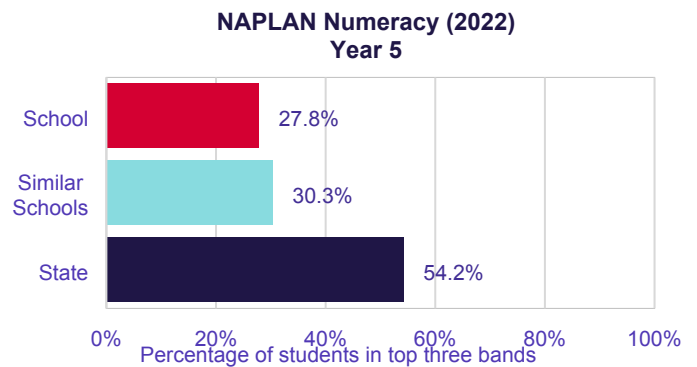
27.8%

Similar Schools average:

30.3%

State average:

54.2%



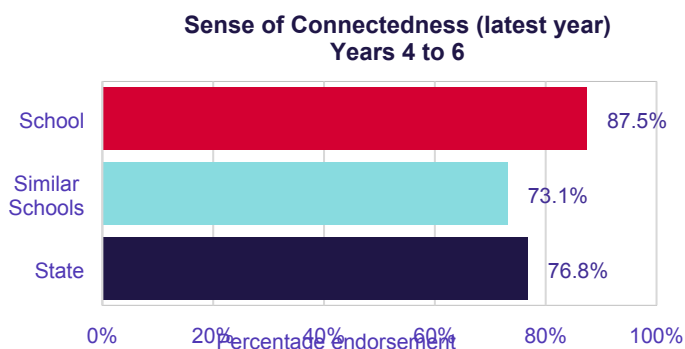
WELLBEING

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).

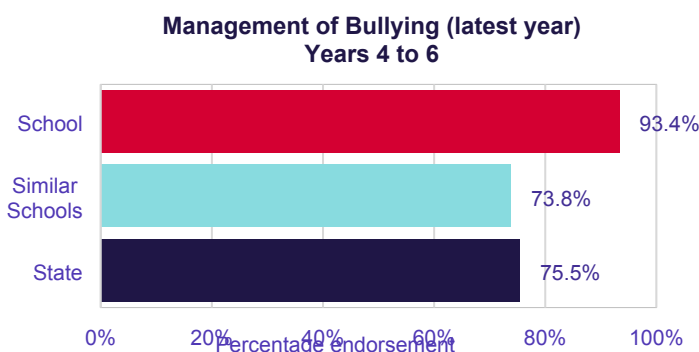
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	87.5%	89.3%
Similar Schools average:	73.1%	75.0%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	93.4%	94.8%
Similar Schools average:	73.8%	75.6%
State average:	75.5%	76.3%



ENGAGEMENT

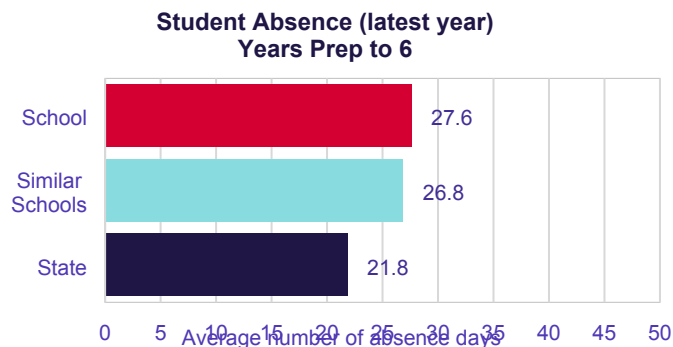
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	27.6	26.4
Similar Schools average:	26.8	25.5
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	85%	88%	87%	86%	89%	86%	82%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,573,053
Government Provided DET Grants	\$1,479,729
Government Grants Commonwealth	\$15,276
Government Grants State	\$0
Revenue Other	\$99,589
Locally Raised Funds	\$132,040
Capital Grants	\$0
Total Operating Revenue	\$8,299,687

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,289,730
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,289,730

Expenditure	Actual
Student Resource Package ²	\$5,984,992
Adjustments	\$0
Books & Publications	\$265
Camps/Excursions/Activities	\$108,219
Communication Costs	\$9,200
Consumables	\$111,142
Miscellaneous Expense ³	\$16,687
Professional Development	\$28,951
Equipment/Maintenance/Hire	\$140,018
Property Services	\$543,411
Salaries & Allowances ⁴	\$714,167
Support Services	\$99,040
Trading & Fundraising	\$76,670
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,331
Utilities	\$82,540
Total Operating Expenditure	\$7,916,633
Net Operating Surplus/-Deficit	\$383,053
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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	\$1,312,270
Official Account	\$146,375
Other Accounts	\$0
Total Funds Available	\$1,458,645

Financial Commitments	Actual
Operating Reserve	\$322,057
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$660,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,382,057

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.