

# 2024 Annual Report to the School Community

School Name: Marong Primary School (0400)



- 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 31 March 2025 at 12:50 PM by Russell Jeffrey (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 31 March 2025 at 12:50 PM by Russell Jeffrey (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

Marong Primary School is located 15 kilometres from the centre of Bendigo in the rapidly growing township of Marong. The community consists of many young families who have purchased houses in the new estates around Marong. There are still some students who come from traditional farming families, whilst the majority of families have one or more parents working in or around Bendigo. The Marong Primary School vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. Our mission statement is “to develop each student socially, physically and academically, in a safe, yet challenging environment”. It aims to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school has three core values Honesty, Respect and Responsibility and everyone within our school community is encouraged to apply these values as they go about their daily lives. The school currently has 233 students enrolled each of whom are allocated to one of eleven grades. This includes four prep/ones, three grade 2/3 classes, three grade 4/5 classes and one Grade Six class. The school has a principal, assistant principal, 18 teaching staff, 8 specialist teachers, a business manager and 10 education support staff and a chaplain. The school has excellent facilities and is fortunate to have a highly effective school council and parents club who provide great support to the staff and students. These parent groups continue to seek ways to improve the overall school environment, via the provision of financial and physical support.

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

#### Learning

In 2024, Marong Primary School continued work on its strategic plan goal of maximising the learning for all students in Literacy and Numeracy. We strived towards this goal through a continued focus of building staff capacity in differentiation and using student assessment data to identify and meet students' individual learning needs. All teaching staff and full-time education support staff were involved in professional development pertaining to the implementation of our SoundsWrite literacy program. Staff were also involved in a deep learning engagement with Kerry Carman, Education Improvement Leader from the School Inclusive Practice Branch with a focus on inclusive curriculum. This engagement assisted staff to plan instruction, interventions, and adjustments to support all students to learn.

This strategic approach to build staff capacity continues to present pleasing results regarding student outcomes. In Reading, our school recorded 80% of students with high or medium relative growth in NAPLAN (from year 3 to 5), which was well above the similar school comparison. We achieved improving measures in the % of year 3 students in the strong or exceeding category which saw us now aligned as 'similar to' like schools.

Our year 3 NAPLAN Numeracy results saw 73% of our students in the category of Strong or Exceeding which was well above that of similar schools and 71% of our year 5 students achieving high or medium relative growth since year 3 resulting in being “similar to” like schools.

To compliment these achievements, Marong Primary School also had two students selected to participate in the Victorian Higher Ability Program online learning platform 2024. The program caters for grade 5/6 students deemed to be excelling in Literacy and/or Numeracy. Since its inception in 2021, Marong Primary School has had 15 individual students be selected, some of those selected twice (being for both numeracy and literacy).

## Wellbeing

In 2024, Marong Primary School continued to work on its strategic plan of developing confident, connected and engaged learners, equipped to adapt and thrive. We are also aiming to enhance student wellbeing and connectedness to the school.

Throughout 2024, we achieved the following:

- All staff completed Berry Street Education Model Training. Any days missed or future staff members will be trained in 2025.
- Staff continued to be supported by EIL, Kerry Carman, from the School Inclusive Practice Branch, with a focus on inclusive wellbeing. Kerry helped build awareness and strategies with teaching staff to build inclusive classrooms where students have routines, visuals, regulation spaces, IEPs and catering for diverse learners.
- Kerry also assisted with the planning and development of the Marong PS Wellbeing, Inclusion and Engagement Handbook (Marong Way) and developed a new Student Wellbeing, Inclusion and Engagement Policy.
- Our PLC teams focussed on developing a bank of Social Stories (Foundation) and Student Voice & Agency (Gr 3/4). Both cycles demonstrated a significant growth in student engagement.
- Our Chaplaincy Program continued to provide support to student and families.
- Parent & Community Involvement target was 78%-82% which we exceeded by reaching 90%.
- Shielding & Buffering target was 64%-70% which we exceeded by reaching 79%.
- School Climate in the Staff Opinion Survey indicated that 89% as positive, compared to 78% in the state. This continued to grow from 2023 which was 82%.
- In the AtoSS we didn't reach our targets, but our Grade 4 students exceeded in many areas compared to like schools.
- Termly SSGs, parent meetings and open communication with families continues to contribute to student engagement.

## Engagement

Student attendance rates at Marong Primary School continue to be better than those of similar schools and the state average, for the school year, 2024. The average number of days absent for students Prep to 6 at Marong was 21.2. Similar schools and the state had an average of 21.8 absent days. When expressed over a 4 year period Marong Primary School recorded an average of 18.5 absent days within the years prep to 6. The state average was 20.1 and similar schools had a 4 year average of 20.5. Whilst it is pleasing to acknowledge the schools attendance rates when compared to similar schools and state averages, we believe it is important that we continue to improve our absence data. Consequently we will continue to impress upon students and their families the importance of attendance with regard to learning outcomes. In 2024 the majority of school staff completed days 3 and 4 of the Berry Street Trauma Based practice program. This excellent program equipped staff with strategies for engaging their students. All classes now conduct morning circles to commence the day to ensure the students are settled and ready to learn. A break out space has been established that is designed to cater for students who don't wish to spend their lunch breaks and recess times outside. As a consequence we have noted that the students who attend the breakout space return to their classroom feeling composed and ready to learn. We are also experiencing significantly less issues outside as students appreciate the opportunity to have a choice as to where they play, inside or outside. Events conducted across the year include the Colour Run and Activity Week and Book Week. These special events are always highly engaging and the students look forward to participating in them. The Colour Run is a Parents Club initiative which is greatly appreciated. As part of our leadership development programs and student voice and agency we enrolled our school captains and house captains in the GRIP Leadership program. This was a highly successful experience for the students and hence in 2025 all grade 6 students will be involved in this program.

## Other highlights from the school year

In 2024 the school conducted a whole school performance of Willy Wonka and the Chocolate Factory. To enable as many families as possible to view our production we scheduled 3 performances. Directed by Jess Whatley, it was an outstanding success and rates as one of the best productions ever performed by our students. Throughout the year we conducted numerous sporting events including the Cross Country /Junior Fun day, Athletics Carnival, Spring Sports Carnival and a Cricket tournament. These events are always successful and enjoyed by the participants. Students also participated in the regional football carnival with both a boys and girls team representing our school.

The school's annual camps program saw our Grade 5/6 students spending time at Camp Norval in the Grampians. Whilst the 3/4 students attended Camp Kookaburra in Corop and our Gr 2 students went to Billabong Ranch, Echuca. Camps are an integral part of our annual activities and they facilitate great opportunities for students to develop their social, emotional and physical skills. Camps also assist in the development of their independence skills.

## Financial performance

Marong Primary School's financial position as at the 31st of December 2024 revealed an amount of \$322,951 contained jointly within the High Yield Investment Account ( \$313,877) and the Official Account (\$9,074). This buoyant balance was due largely to the drawing down of funds via the Credit to Cash system in order to cater for local payroll expenditure, predicted to occur in terms 3&4 2024 and term 1 2025. The increased payroll costs relate directly to the addition of extra education support staff employed to support unfunded students with additional needs. During the course of the year the school received a cash grant of \$16,133,64 being for our Disability and Inclusion program. The school received \$9,242.31 cash for the schools Mental Health Fund and a credit allocation of \$25,209.94. The Tutor Learning Initiative attracted a credit allocation of \$75,587.77 which covered in part the salary of the staff member delivering this program. In 2024 the school received Equity funding to the sum of \$42,854.63 of which \$21,020.82 came via the cash grant program. Following a successful application the school also received Primary Welfare Funding ( Chaplaincy program) to the level of \$20,280. The school did not receive any additional Commonwealth funding beyond the student resource package with the exception of a final payment to support the school's outside school hours care program. This was the last grant the school would receive for the OSHC program, as School Council has decided to handover the control of the OSHC program to a private provider. The growth of enrolments at Marong Primary School in recent years has meant that the additional workload required to operate the OSHC program meant that it was no longer feasible for the school to continue as the provider. Marong Primary School continues to allocate funds to all priority areas as required with a view to maximising the learning outcomes of 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 231 students were enrolled at this school in 2024, 124 female and 107 male.

NDP percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

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

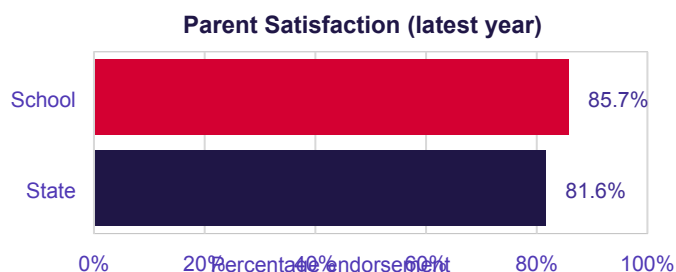
This school's SFOE band value is: **Low - Medium**

### Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	85.7%
State average (primary schools):	81.6%



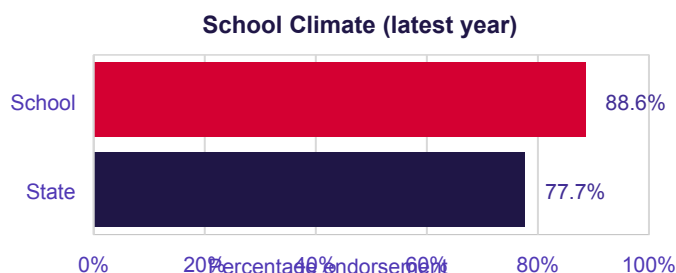
### School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	88.6%
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.

#### English Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

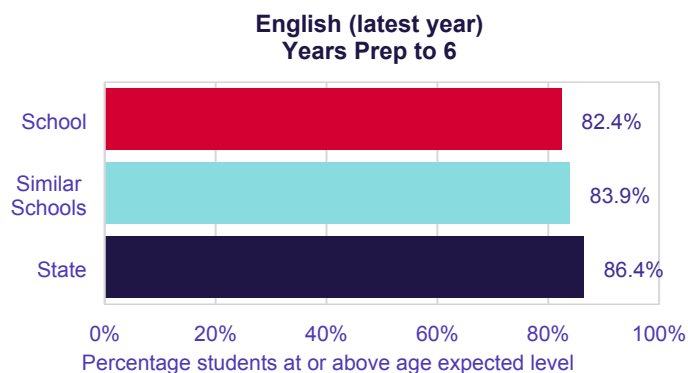
82.4%

Similar Schools average:

83.9%

State average:

86.4%



#### Mathematics Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

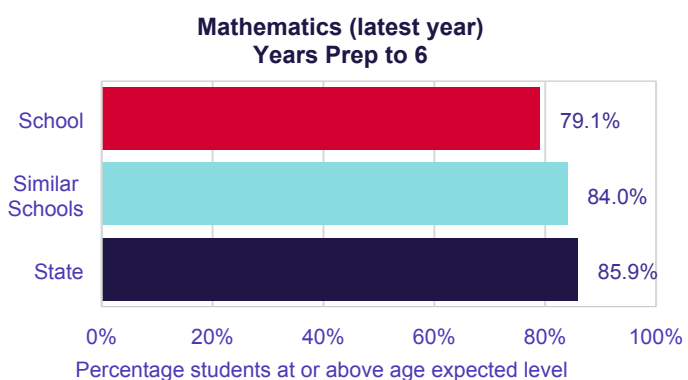
79.1%

Similar Schools average:

84.0%

State average:

85.9%



## LEARNING (continued)

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

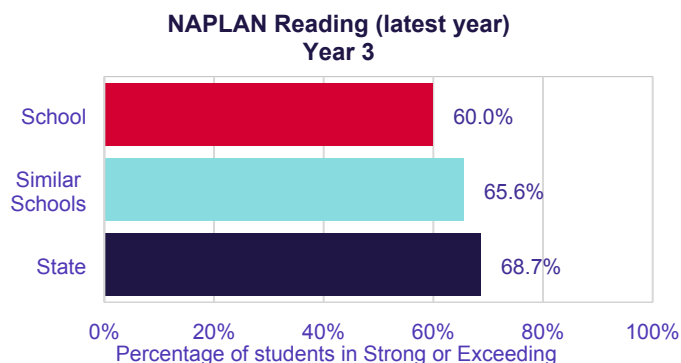
### NAPLAN

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

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

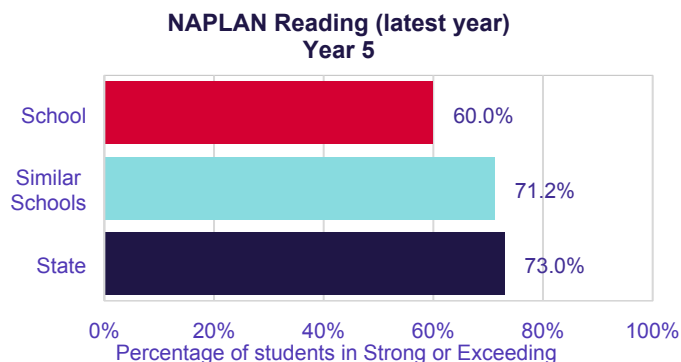
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	63.2%
Similar Schools average:	65.6%	65.5%
State average:	68.7%	69.2%



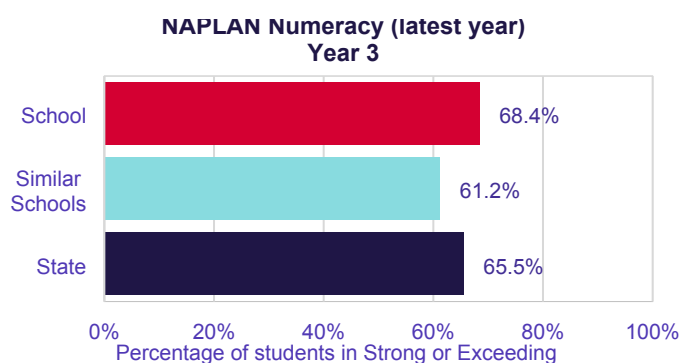
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	60.8%
Similar Schools average:	71.2%	71.5%
State average:	73.0%	75.0%



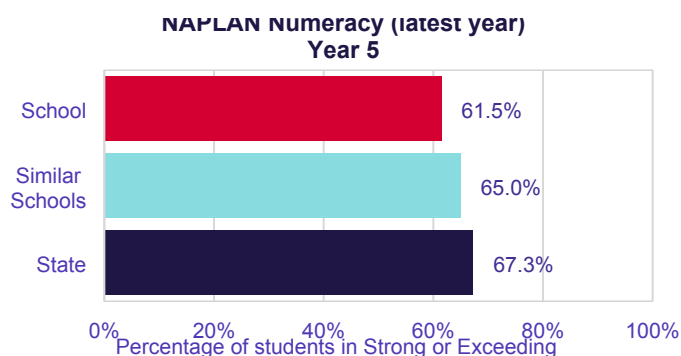
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.4%	74.3%
Similar Schools average:	61.2%	62.7%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.5%	57.4%
Similar Schools average:	65.0%	62.9%
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:

62.5%

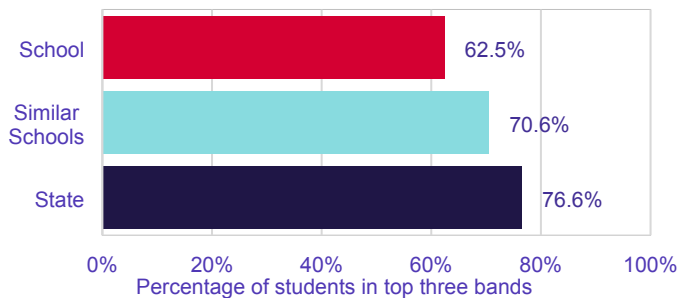
Similar Schools average:

70.6%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

53.6%

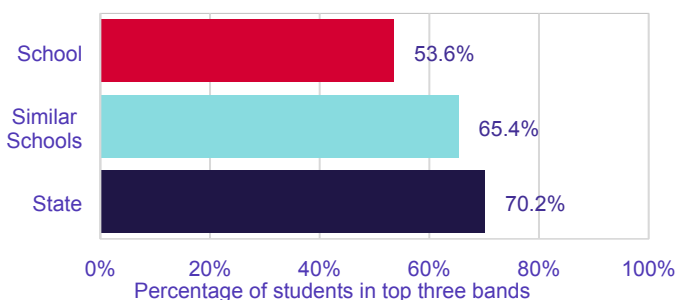
Similar Schools average:

65.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

62.5%

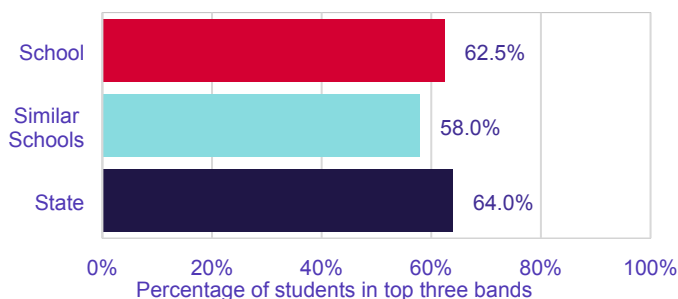
Similar Schools average:

58.0%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

25.0%

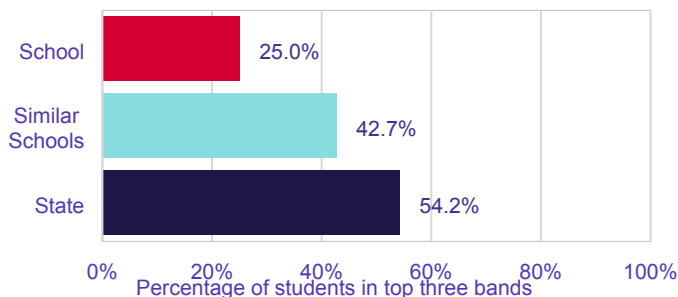
Similar Schools average:

42.7%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

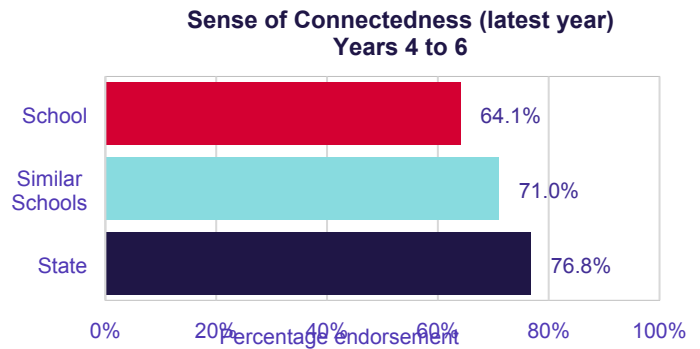
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	64.1%	69.2%
Similar Schools average:	71.0%	73.1%
State average:	76.8%	77.9%

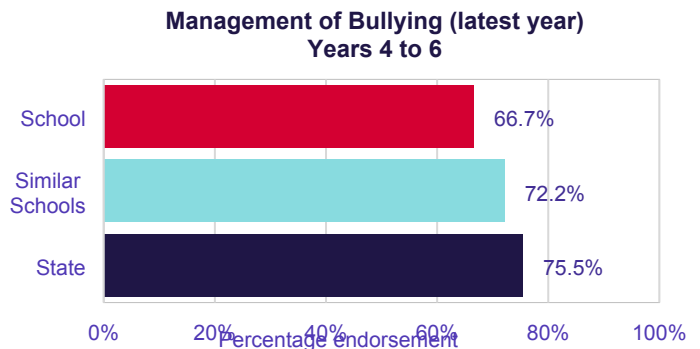


### Student Attitudes to School – Management of Bullying

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:	66.7%	72.1%
Similar Schools average:	72.2%	73.8%
State average:	75.5%	76.3%

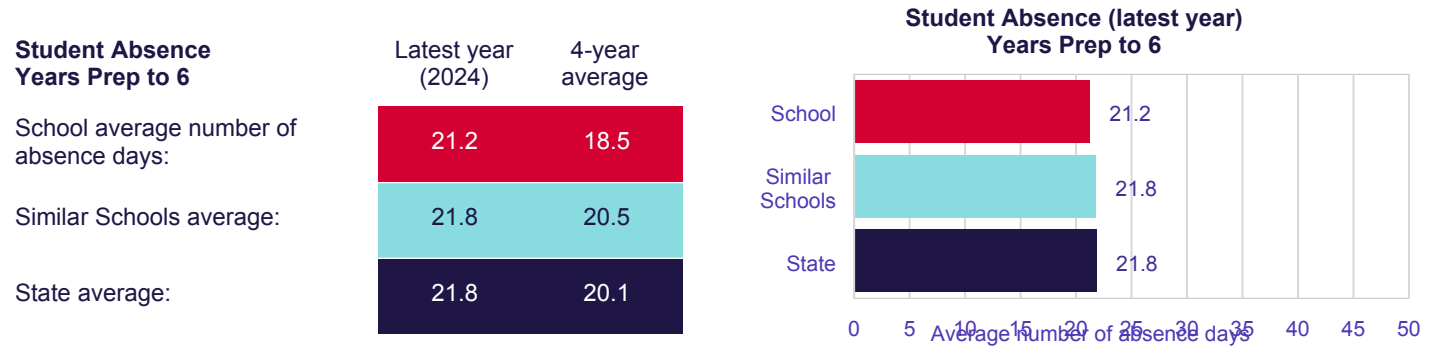


ENGAGEMENT

**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.



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):	89%	91%	91%	90%	89%	89%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,770,364
Government Provided DET Grants	\$747,912
Government Grants Commonwealth	\$34,378
Government Grants State	\$5,400
Revenue Other	\$25,655
Locally Raised Funds	\$233,718
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,817,427</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$42,855
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$42,855</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,446,043
Adjustments	\$0
Books & Publications	\$9,708
Camps/Excursions/Activities	\$71,707
Communication Costs	\$1,590
Consumables	\$56,570
Miscellaneous Expense <sup>3</sup>	\$22,500
Professional Development	\$35,393
Equipment/Maintenance/Hire	\$28,790
Property Services	\$118,198
Salaries & Allowances <sup>4</sup>	\$551,801
Support Services	\$54,373
Trading & Fundraising	\$58,364
Motor Vehicle Expenses	\$1,696
Travel & Subsistence	\$0
Utilities	\$31,520
<b>Total Operating Expenditure</b>	<b>\$3,488,253</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$329,174</b>
<b>Asset Acquisitions</b>	<b>\$35,061</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	\$313,877
Official Account	\$9,074
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$322,951</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$173,946
Other Recurrent Expenditure	\$171
Provision Accounts	\$0
Funds Received in Advance	\$10,000
School Based Programs	\$90,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$324,116</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.*