

2023 Annual Report to the School Community

School Name: Undera Primary School (1771)



- 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 06 March 2024 at 10:17 AM by Robyn Bell (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 06 March 2024 at 04:20 PM by Stacey Lagana (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

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

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

In 2023 Undera Primary School began the year with 19 students and finished the year with 14 students (7 females and 7 males). Of those enrolled 0 students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander. In 2023 we ran an F-2 classroom with 8 students and a 3-6 classroom with 6 students.

Undera PS had one teaching principal (0.2 in classroom), two classroom teachers - one (1.0) and one (0.8), and one Education support (0.7). One of our classroom teacher took on the role of Mental Health and Wellbeing Leader this year. She has attended the Mental Health in Primary School (MHiPS) training sessions and has been proactive in supporting our students to get the support they need to be able to achieve their best at school.

Undera Primary School is a small rural school situated 16 kilometres west of Mooroopna. The school community is made up of student from families involved in dairy farming, orchardists or people who travel to nearby towns to work. Undera has a socioeconomic band value of high.

Our school vision is for all student to be independent, self-motivated learners with a love and curiosity for learning and to face challenges with courage to achieve lifelong success. Our school values are Resilience, Persistence, Confidence, Organisation, Getting Along.

The learning focus for our students is on improving Literacy and Numeracy outcomes. All students have a reading, writing and number goal they are working to achieve. Our specialist programs of Library, Art, PE, Music, Italian and STEM provide excellent opportunities for all students to learn in different ways. We purchased 12 new iPads – 10 student and 2 teacher iPads to support our ICT program. All students now have access to an iPad and a laptop and ICT is taught as a specialist subject as well as being integrated into all learning areas.

Our Wellbeing focus is on improving students' awareness of wellbeing and to develop coping strategies to deal with a variety of different situations. In 2023, we introduced Zones of Regulations program to address the needs of our students identified in the Attitudes to School Survey. This indicated that students were aware of their emotions but unable to self-regulate or de-regulate when they were feeling angry, annoyed or upset. We continued to cover aspects of the Respectful Relationships program that were a direct point of need for our students. Brodie Humphreys also supports our Wellbeing program teaching the students about meditation and mindfulness strategies.

In 2023 we continued to implement our student expectations and developed consistency in the processes involved when dealing with inappropriate and challenging behaviours. We saw an improvement in student behaviour over the year which was pleasing. In Term 3 we went through the School Review process, which was a positive experience and highlighted many of the great changes we have incorporated into how we teach at Undera Primary School. We also set goals for the following four years to build on our current successes.

In 2023 we again received an Active Schools grant and decided to focus on building the student fitness. We had a fitness track installed, which is over 400 metres in length and incorporated aspects of students' designs. We then purchased 8 pedal karts which were a hit with students. They went from being able to ride half a lap to completing 3 or more laps each break.

We also improved our classrooms by installing new fans, repairing windows and replacing worn carpets. We purchased a new touch screen TV for the senior room and updated the screen in the portable, which is used by our specialist teachers. We plan to purchase a new screen for the junior room in the following year. The Parent survey conducted by the Department of Education found that Parent Satisfaction was 100% (State average 82.8%). Communication between teachers and parents, especially when dealing with parent concerns, is professional and friendly. The Staff survey conducted by the Department of Education found School Climate was 89.1% (State average 78.1%).

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was our year for implementing our school's learning model. It is based on the model of *'I do, We do, You do'* with the added component of *Extend and Apply* to ensure students have the opportunity to apply their learning to student choice assessment projects. We continued our focus on literacy, especially writing. We utilised the FISO Improvement Cycle and Professional Learning Communities (PLCs) to evaluate and diagnose our current data, prioritise and set goals, develop and plan next steps and implement and monitor progress. In English our teacher-judgement data shows that we still have work to do in this area. Our percentage of students working at or above level is significantly below similar schools and the state average. When we analysed our data it was evident that absenteeism played a major role in students not making expected progress throughout the year. In Reading 43% of

students made expected growth, 36% above expected growth and 21% below expected growth (6 months progress). In Writing 50% made expected growth, 7 % above expected growth and 43% below expected growth (6 months progress). We had a focus on improving students' spelling skills in 2023, to help improve their confidence when writing. We saw impressive gains in spelling strategies used and this has enabled students to attempt using more complex vocabulary in their writing. We will continue to build on writing skills in 2024.

In Mathematics our data was more pleasing with our percentage of students at or above age expected standards being 1.2% more than similar schools and only 0.7% below the State average. Our data showed that 57% of students made expected growth, 15% above expected growth and 28% below expected growth. In both classrooms we have focused on building students' automatic response skills. This focus has enabled students to spend less time working out simple problems and more time being able to apply their knowledge to solving more complex maths problems. Due to the small number of students completing NAPLAN assessments our data was not provided for 2023.

Wellbeing

Our Student Attitudes to School (ATOSS) data - Sense of Connectedness- shows that our students have an extremely strong connection with the school with 100% or 97% (4 year average) showing a positive response to connectedness to school questions. This was extremely high compared to 80.2% (Similar schools) and 77% (State average). This data indicates that the school provides a positive learning environment where students feel safe and comfortable being at school. Programs that have supported this are Respectful Relationships and Wellbeing program (Brodie's weekly program). In 2023 we also introduced Zones of Regulation in response to 2022 ATOSS data which showed that students had difficulty regulating their emotions. We have been proactive in teaching social skills at the point of need and having a consistent approach to student behaviour in which students have had a voice. Our ATOSS data also showed that Management of Bullying is a strength at Undera PS. We had positive responses in 100% of Year 4-6 students or 96.7% (4 year average), compared to 82.6% similar schools and 75.1% State average. We have been proactive in addressing issues immediately and putting consequences into place. Our students also have a better understanding of what bullying is and how they are deal with bullying behaviours.

We realise that not all students come to school ready to learn and have strategies in place to support these students. In 2023 we built our fitness track and purchased a variety of pedal karts. Students have enjoyed walking the track together in the mornings or riding the karts during breaks. Improving their physical fitness has helped some of our students to feel better about themselves. Our Mental Health and Wellbeing leader is proactive is sourcing outside services to support students when required and we have built strong connections with parents.

Engagement

Our attendance data for 2023 has been disappointing. We've had a few students who have really struggled with attending school on a daily basis for a number of reasons. These have included student mental health concerns and ongoing illness as well as family trauma and family holidays. In 2023 our average number of absence days was 32.7 with our 4 year average being 18. This is much higher than similar schools who had an average of 23.7 days and 19.3 4-year average; and the State average being 20.5 absence days and 18.1 4-year average. Our students are happy to come to school everyday as shown by our ATOSS data, but, being a small school, when a contagious illness affects the school it tends to have an extremely negative affect on our attendance data. We have focused on improving our connection with parents and being ore proactive in following up when a student is absent with no explanation.

We have worked on giving students more voice and this year opted to have a student leadership team, which was elected by their peers and staff. Students wrote and presented a speech to the school. Students have also had the opportunity to run a Clubs program each Wednesday afternoon and have become more organised and independent in delivering this program. We have seen the confidence of all students grow over the year.

Other highlights from the school year

In 2023 our highlights continued to focus on building connections with families and community. We again held both Mother's Day and Father's Day afternoon teas with the majority of parents present. Our school concert and graduation was highly successful with much positive feedback from parents and community members.

We also built connections with local sporting organisations through football and netball clinics. These connections saw a number of our students training each Thursday night with the Undera Football Netball Club, which is a first for many years.

We continued to provide our students with a wide range of specialist curriculum subjects including STEM, Music, Art, Italian and

PE/Sport.

We updated our ICT equipment including 10 new iPads with pencils and 2 teacher iPads. We also bought an interactive, touch screen for the senior room to enhance learning and engagement.

Thanks to the Active Schools grant we were able to install a fitness track and purchase 8 pedal karts of varied sizes. Students have built their fitness and stamina and enjoyed cycling around the track during breaks.

We attended an excursion to Bendigo Discovery Centre with Ardmona PS and also participated in STOMP Dance incursion at Ardmona PS. The students enjoyed making new friends and working collaboratively with different people. Our school camp was a highlight with students from Year 2 to 6 exploring all that Melbourne city has to offer. There were many firsts for our students and their excitement was contagious. We were so proud of their willingness to try new things.

In term 3 we underwent our School Review process. This was a very positive experience and highlighted all the improvements we have made over the past few years.

Financial performance

anUndera Primary School budget reflects the school's goals in our Annual Implementation Plan, as part of our school Strategic Plan. All funds were used to maximise learning opportunities and outcomes for all students.

Undera Primary School received a \$30,000 Active Schools grant which was utilised to create our fitness track and purchase pedal karts.

The Schools Plus grant provided significant support to all students by covering the costs of all learning materials, camps and excursions for students. This grant is part of a seven year grant from the Schools Plus organisation to provide free inclusive education for all students. Inclusiveness is important, especially in a small school environment, and this grant means that all students have access to the activities and experiences that we offer.

We also received a \$25,000 Schools Upgrade Grant which enabled us to ensure all classroom windows opened, closed and locked properly, to replace overhead fans in two rooms, repair carpet in the senior room, buy new iPads and an interactive screen for the senior room and storage cupboards.

All school equity funds were utilised to facilitate the Annual Implementation Plan by providing targeted support for students in literacy and numeracy. The school finished 2023 in a positive financial position with a surplus of approximately \$32,000.

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 18 students were enrolled at this school in 2023, 8 female and 10 male.

0 percent of students had English as an additional language and 0 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).

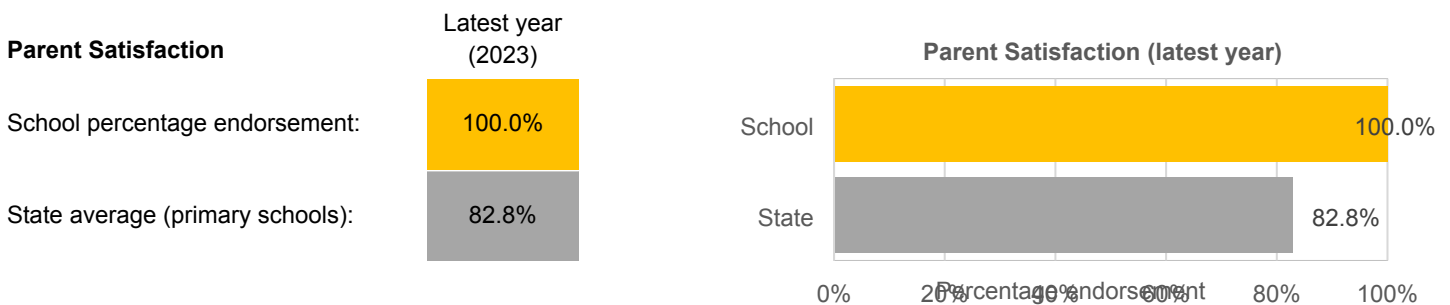
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

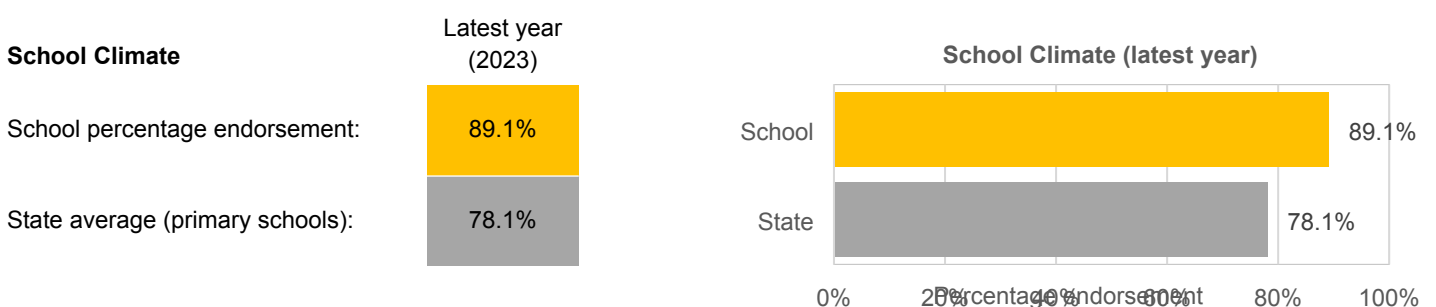


School Staff Survey

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

Latest year
(2023)

School percentage of students at or above age expected standards:

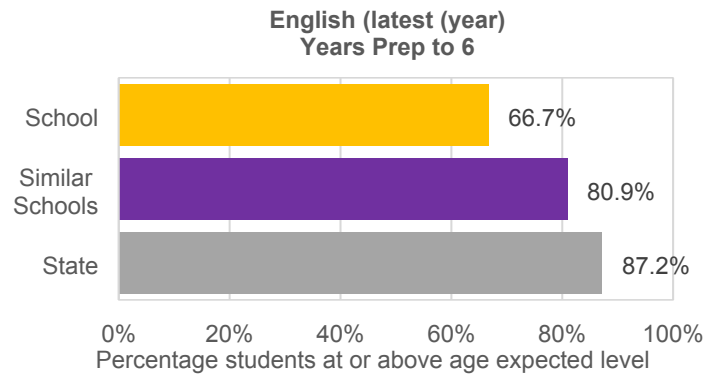
66.7%

Similar Schools average:

80.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

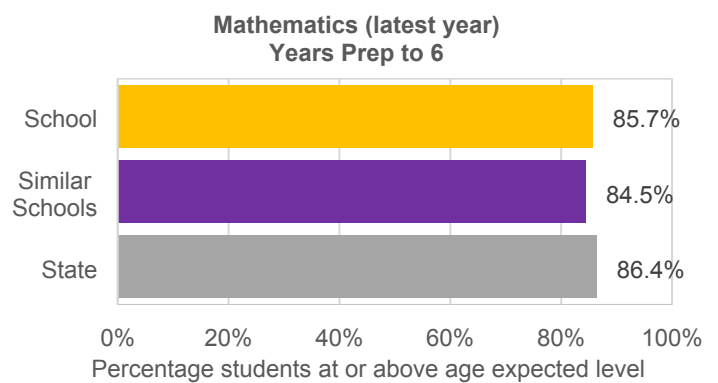
85.7%

Similar Schools average:

84.5%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

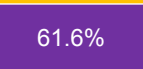
**Reading
Year 3**

Latest year
(2023)

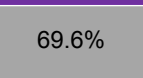
School percentage of students in Strong or Exceeding:



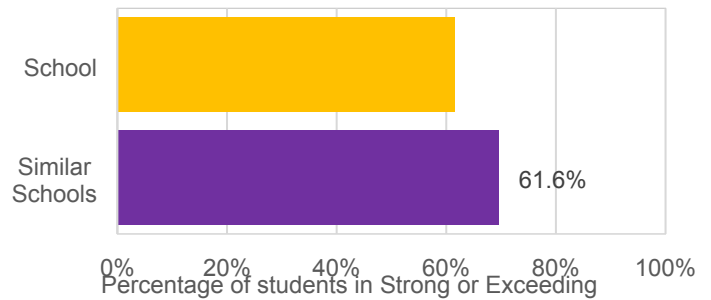
Similar Schools average:



State average:



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



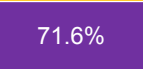
**Reading
Year 5**

Latest year
(2023)

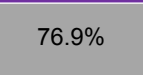
School percentage of students in Strong or Exceeding:



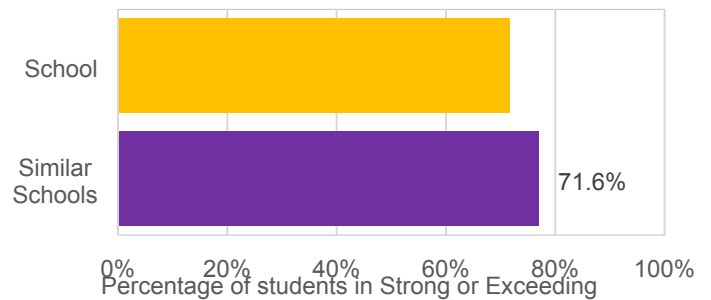
Similar Schools average:



State average:



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



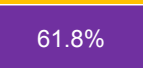
**Numeracy
Year 3**

Latest year
(2023)

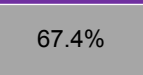
School percentage of students in Strong or Exceeding:



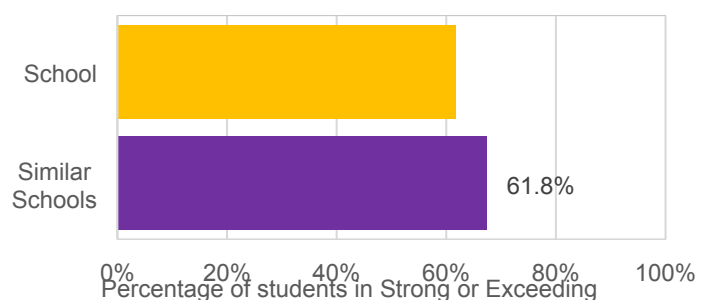
Similar Schools average:



State average:



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



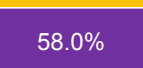
**Numeracy
Year 5**

Latest year
(2023)

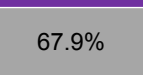
School percentage of students in Strong or Exceeding:



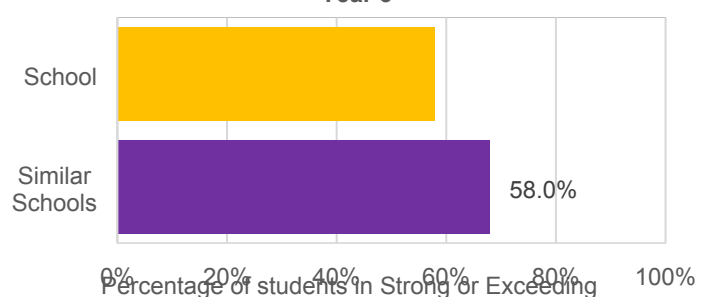
Similar Schools average:



State average:



**NAPLAN Numeracy (latest year)
Year 5**



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

40.0%

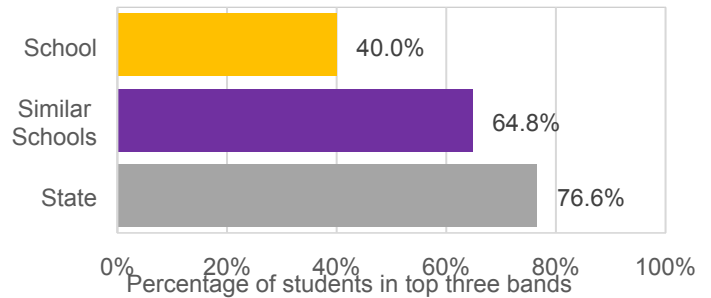
Similar Schools average:

64.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

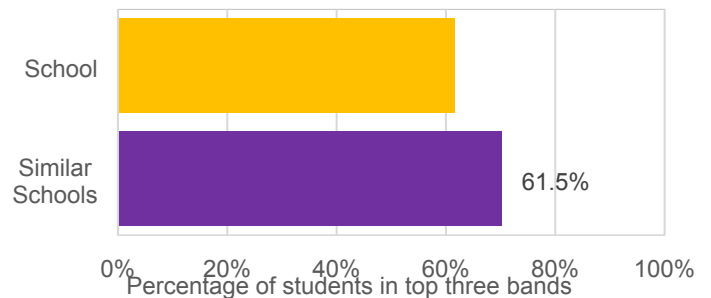
Similar Schools average:

61.5%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

60.0%

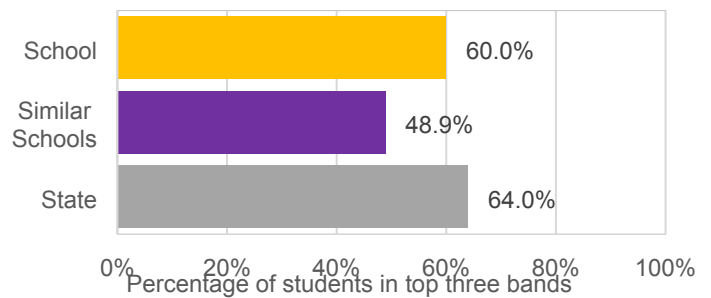
Similar Schools average:

48.9%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

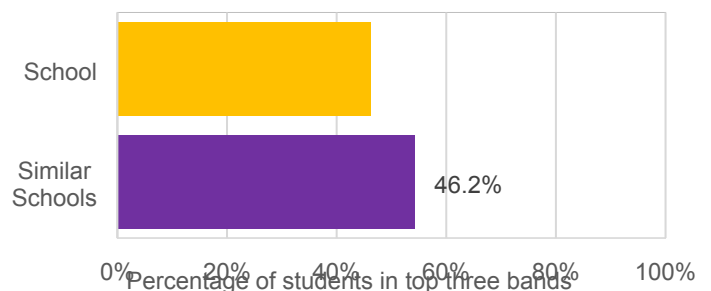
Similar Schools average:

46.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

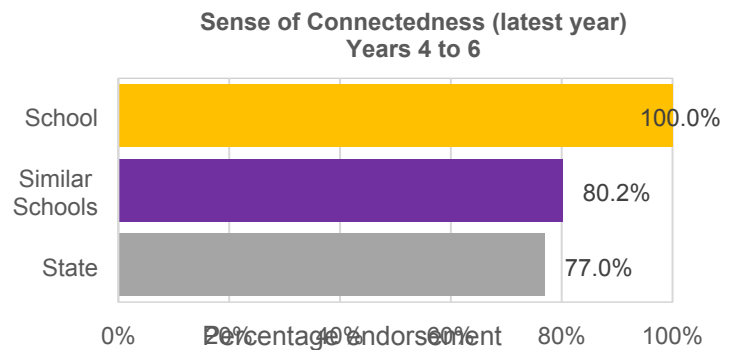
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	100.0%	97.0%
Similar Schools average:	80.2%	82.9%
State average:	77.0%	78.5%

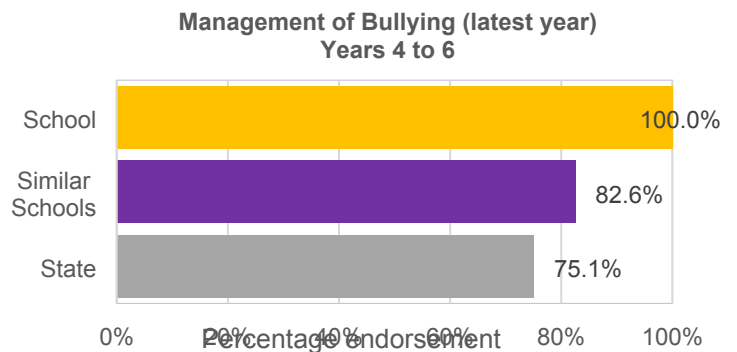


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	100.0%	96.7%
Similar Schools average:	82.6%	84.9%
State average:	75.1%	76.9%



ENGAGEMENT

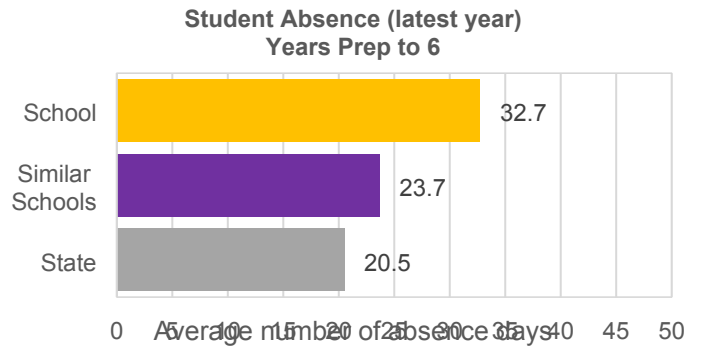
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	32.7	18.0
Similar Schools average:	23.7	19.3
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	NDP	88%	NDP	NDP	86%	NDP	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$503,942
Government Provided DET Grants	\$154,467
Government Grants Commonwealth	\$5,985
Government Grants State	\$0
Revenue Other	\$6,776
Locally Raised Funds	\$15,494
Capital Grants	\$0
Total Operating Revenue	\$686,664

Equity ¹	Actual
Equity (Social Disadvantage)	\$27,331
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$27,331

Expenditure	Actual
Student Resource Package ²	\$462,294
Adjustments	\$0
Books & Publications	\$238
Camps/Excursions/Activities	\$21,866
Communication Costs	\$465
Consumables	\$7,352
Miscellaneous Expense ³	\$4,677
Professional Development	\$2,292
Equipment/Maintenance/Hire	\$26,965
Property Services	\$48,975
Salaries & Allowances ⁴	\$9,097
Support Services	\$0
Trading & Fundraising	\$363
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$3,949
Total Operating Expenditure	\$588,532
Net Operating Surplus/-Deficit	\$98,133
Asset Acquisitions	\$7,903

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$123,510
Official Account	\$3,871
Other Accounts	\$0
Total Funds Available	\$127,381

Financial Commitments	Actual
Operating Reserve	\$15,540
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,747
School Based Programs	\$23,426
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$38,093
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$83,806

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.