

2024 Annual Report to the School Community

School Name: Nullawarre and District Primary School (1652)



- 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 06:25 PM by Denise Kelly (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 29 April 2025 at 01:20 PM by Denise Kelly (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

Nullawarre & District Primary School is a small rural government school located in South West Victoria, approximately 30 minutes from Warrnambool. The school services a diverse rural population, with students travelling from surrounding farming communities. In 2024, the school had a total enrolment of 63 students across two multi-age classrooms, with Principal, 3 classroom teachers, an education support team, and a teaching specialist.

Our school is guided by the core values of Respect, Responsibility, Curiosity, and Personal Excellence. These values underpin all aspects of school life, informing our approach to teaching and learning, wellbeing, and community partnerships. At Nullawarre, we believe in developing the whole child through engaging learning opportunities that foster academic success, creativity, and resilience.

We have a strong focus on inclusive education, supporting a range of learning needs through differentiated instruction, targeted interventions, and a commitment to structured literacy and numeracy models. In 2024, we introduced a new instructional model aligned with the Victorian Curriculum 2.0 and embedded evidence-based practices to ensure consistency in teaching and improved student outcomes.

The school is also proud of its strong community connections. Events such as our Welcome BBQ, student leadership initiatives, and involvement in First Nations Leadership Days foster an inclusive and respectful environment for students and families alike. Our small school size allows us to know each child deeply and provide personalised learning in a supportive and stimulating setting.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Nullawarre and District Primary School continued to implement focused strategies to maximise learning growth for all students. Our efforts centred on embedding whole-school instructional consistency, refining curriculum planning, and strengthening data-informed teaching practices through our PLC inquiry cycles.

Although our 12-month targets for reducing the number of students in the NAPLAN 'Needs Additional Support' (NAS) category and increasing the proportion of students achieving high relative growth in NAPLAN were not yet met, the year saw important groundwork laid to support future success. Staff engaged in professional learning around the Victorian Teaching and Learning Model 2.0, data literacy, and moderation practices. Teachers collaboratively planned lessons and implemented shared instructional strategies, underpinned by structured peer observations and feedback.

Significant highlights in learning included:

- **Curriculum Consistency:** A draft whole-school curriculum map was developed in Term 1, guiding consistent unit planning across classrooms. By Term 4, this was finalised and embedded in practice.
- **Improved Moderation Practices:** 100% staff participation in two moderation cycles enhanced consistency in teacher judgements and built assessment confidence.
- **Growth in Teacher Collaboration:** School Staff Survey results indicated growth in Teacher Collaboration, moving from 69% to 85%, reflecting the strong impact of PLC structures.
- **Student Engagement with Learning:** While academic targets were not met, internal assessments (PAT-M, DIBELS) showed signs of improvement in student confidence and engagement, particularly in Reading and Spelling.

This year's learning initiatives have positioned the school for stronger growth in 2025. The focus on shared instructional approaches, aligned with evidence-based teaching and rigorous use of data, will remain central as we continue working toward our strategic goal of maximising learning growth for every student.

Wellbeing

In 2024, Nullawarre and District Primary School prioritised student wellbeing by embedding inclusive practices and delivering targeted supports aligned with the Disability Inclusion reforms and the Mental Health in Primary Schools (MHiPS) initiative. Our goal was to build a culture of inclusion and strengthen the social, emotional, and behavioural wellbeing of all students.

While end-of-year targets for reducing absenteeism and increasing student engagement (as measured by the Attitudes to School Survey) were not fully met, the school made significant strides in building the foundations for sustained improvement.

Key wellbeing highlights included:

- **Whole-School SEL Implementation:** All classrooms delivered weekly Social and Emotional Learning (SEL) lessons using the Resilience, Rights, and Respectful Relationships (RRRR) framework. Teacher observations and planning logs demonstrated improved student understanding of empathy, inclusion, and self-regulation.
- **Targeted Support Through MHiPS:** The implementation of MHiPS provided students with timely, school-based support for emotional regulation and mental health. Personalised attendance plans were developed in collaboration with families for at-risk students, addressing barriers to consistent attendance.
- **Staff Capacity Building:** 100% of staff participated in Disability Inclusion training, resulting in greater confidence in differentiating for diverse learners and responding to complex behaviours. This has contributed to stronger classroom climates and greater consistency in implementing inclusive practices.
- **Focus on Engagement and Belonging:** Despite not yet meeting our target of reducing the percentage of students with 20+ absences, data showed improved individual attendance for students on personalised plans. Informal feedback from parents and

students highlighted stronger feelings of belonging and connection to school, particularly in multi-age and wellbeing-focused activities.

Overall, 2024 was a year of building inclusive foundations and upskilling staff. We are confident that these proactive strategies will translate to stronger wellbeing data outcomes in 2025, particularly in student voice, engagement, and attendance.

Engagement

In 2024, Nullawarre and District Primary School continued to strengthen student engagement by focusing on improving attendance, enhancing student voice and agency, and providing a rich program of inclusive, school-wide events. We recognise engagement as a critical enabler of both learning and wellbeing, and this was reflected in our actions throughout the year.

Analysis of attendance data showed that the percentage of students with more than 20 days of absence remained above our target, meaning the 2024 goal was not yet met. However, our proactive approach through personalised attendance plans showed positive progress for identified at-risk students. These plans, developed with families and supported by our Mental Health in Primary Schools (MHIPS) leader, helped reduce chronic absenteeism for individual students and initiated stronger home-school partnerships.

Key engagement highlights included:

- **Strengthening Attendance Support Structures:** Personalised attendance plans were implemented for students at risk of disengagement. These were supported by regular wellbeing check-ins and strengthened communication with families, laying the foundation for improved long-term attendance trends.
- **Student Voice and Leadership Opportunities:** Students were given greater agency through classroom decision-making, leadership roles, and opportunities to shape school activities and special events. This included student-led assemblies and involvement in the planning of community events such as our Book Week celebrations and end-of-year concert.
- **Cross-Age and Community Connection Activities:** Whole-school events, such as the Potato Olympics and Harmony Day, provided platforms for inclusion and connection across year levels. These events contributed to increased engagement and a stronger sense of belonging among students.
- **Enhanced Wellbeing and Engagement Through SEL:** The consistent implementation of Social and Emotional Learning (SEL) programs supported students in developing skills that underpin sustained engagement, including self-regulation and collaboration.

As we move into 2025, building on these initiatives will remain a key focus, particularly through more rigorous attendance monitoring and increased opportunities for student voice.

Other highlights from the school year

2024 was an exciting and vibrant year at Nullawarre and District Primary School, filled with rich experiences that brought our community together and supported students' personal growth beyond the classroom.

A standout was the Cave Hill Creek Camp, where students built resilience and friendships through outdoor adventure activities. Several students also participated in Somers Camp, representing the school with pride. Swimming lessons, Open Water Swimming Safety, and a First Aid program further built students' confidence and life skills in a fun, practical context.

Our school calendar was full of special events, including Ride to School Day with a shared community breakfast, the much-loved Tablo Sports Day, Cross Country, and Hockey clinics, along with specialist sessions in Karate and Gymnastics. Students also showcased their creativity in the Imagination Club and during Education Week, where we welcomed families to join in learning.

We were treated to engaging performances such as The Gruffalo, The Little Mermaid, and a visit to Brauer to see Mamma Mia, enriching our cultural experiences. A visit from Victoria Police and Brophy supported our health and safety education.

Our Colour Run, Student Leaders Congress, and heartwarming Grandparents Day were joyful highlights, and Bob the Dog, our regular canine visitor, continued to bring smiles and comfort to our students.

Financial performance

In 2024, Nullawarre and District Primary School maintained a strong focus on financial sustainability, ensuring all spending aligned with our School Strategic Plan and Annual Implementation Plan to maximise student outcomes. Strategic allocation of funds supported high-impact teaching, wellbeing initiatives, and inclusive infrastructure upgrades.

A major highlight was the successful application to the Inclusive Schools Fund, which supported the development of a new inclusive playground to enhance accessibility and student engagement. Additionally, the school toilets were upgraded, contributing to improved facilities and student wellbeing.

The school also received funding through the Sporting Schools Grant to deliver specialist sports programs and benefited from the Out of School Hours Care program, supporting family needs and enriching student experiences.

Fundraising efforts, including the Colour Run, various raffles, and ongoing lunch order initiatives, continued to generate minor yet valuable funds for school programs and student engagement.

Significant grounds and maintenance work was undertaken outside of the allocated SRP maintenance budget, including repairs to the school carpark, tree maintenance for safety, and work on existing buildings and facilities. Additional funds were allocated to support fire prevention and emergency readiness, ensuring the safety of our school site.

No extraordinary financial agreements were entered into by School Council beyond these planned initiatives. Financial decisions were made transparently in collaboration with School Council.

Through targeted spending, successful grant applications, and efficient resource management, the school remains in a stable and sustainable financial position heading into 2025.

**For more detailed information regarding our school please visit our website at
<https://nullawarreps.vic.edu.au/>**

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 64 students were enrolled at this school in 2024, 37 female and 27 male.

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

Overall Socio-Economic Profile

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

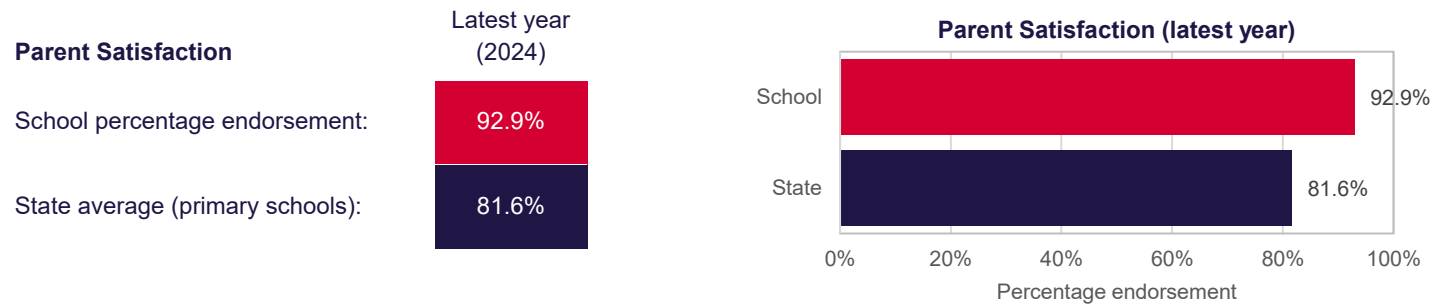
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

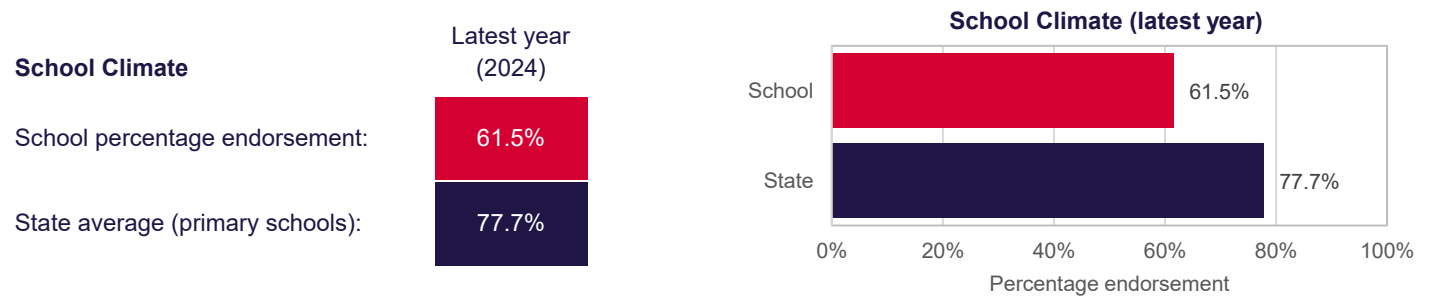


School Staff Survey

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.

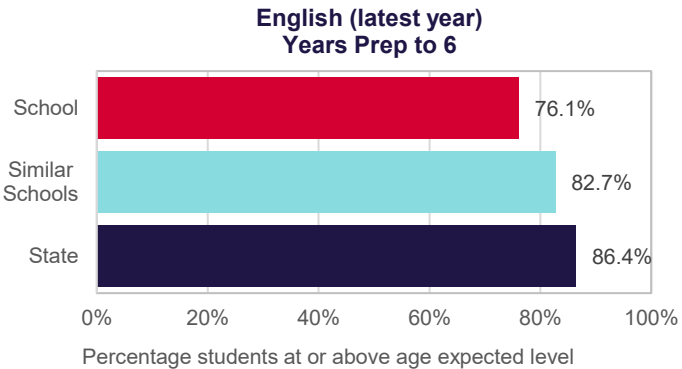
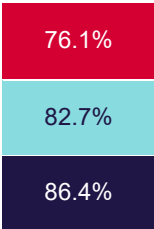
English
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



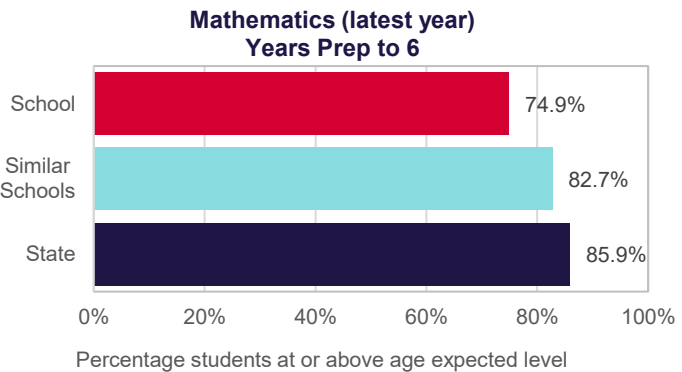
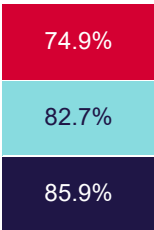
Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



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.

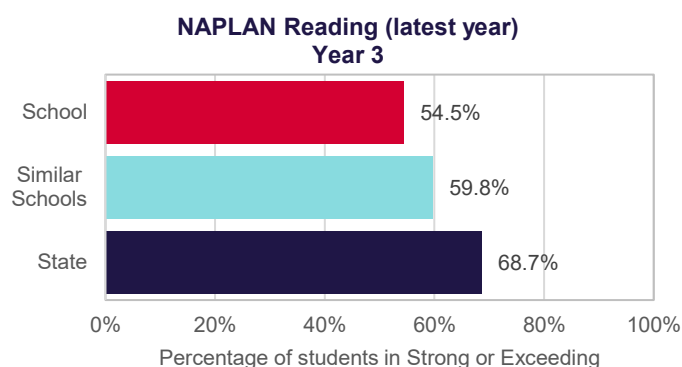
NAPLAN

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.

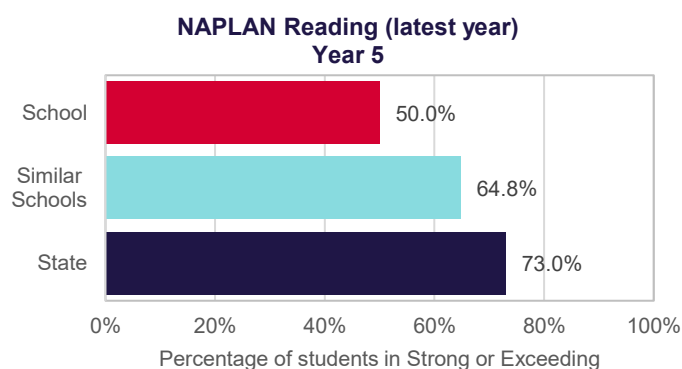
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.5%	33.3%
Similar Schools average:	59.8%	57.6%
State average:	68.7%	69.2%



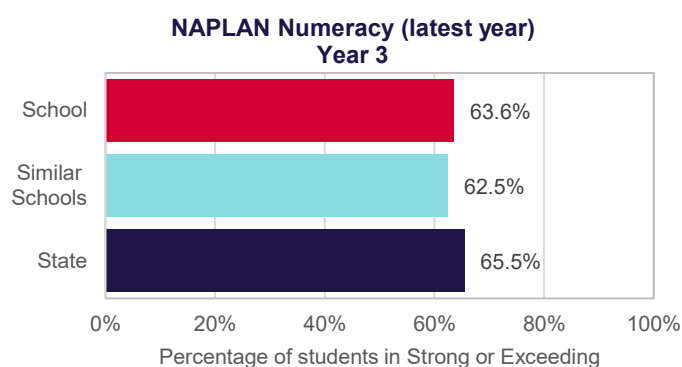
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	42.1%
Similar Schools average:	64.8%	66.6%
State average:	73.0%	75.0%



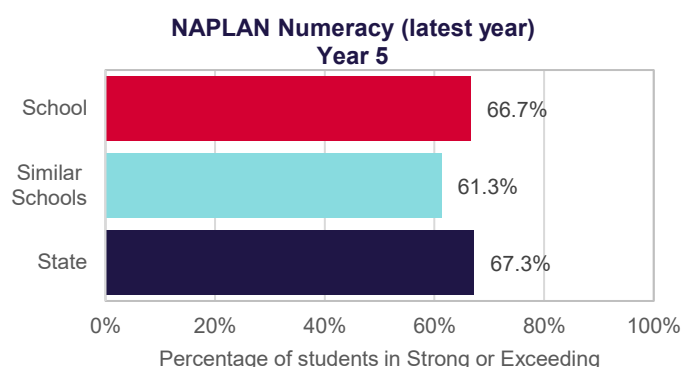
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.6%	61.9%
Similar Schools average:	62.5%	61.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	61.1%
Similar Schools average:	61.3%	59.3%
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:

69.2%

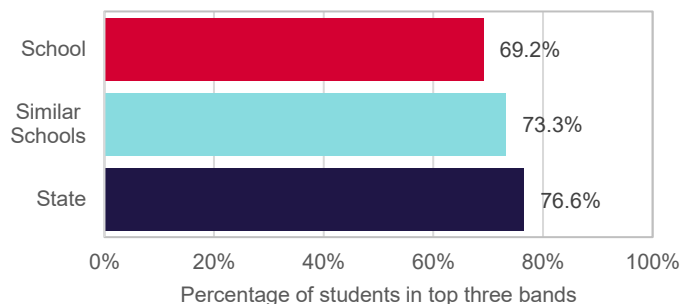
Similar Schools average:

73.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

50.0%

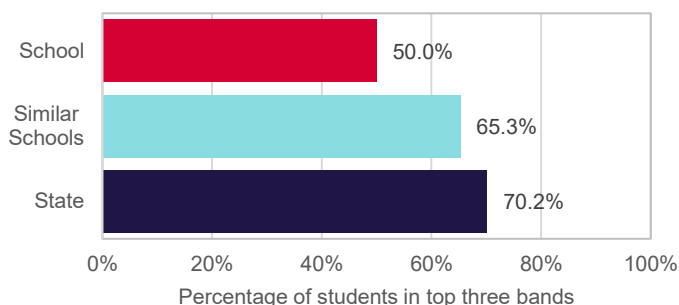
Similar Schools average:

65.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

57.1%

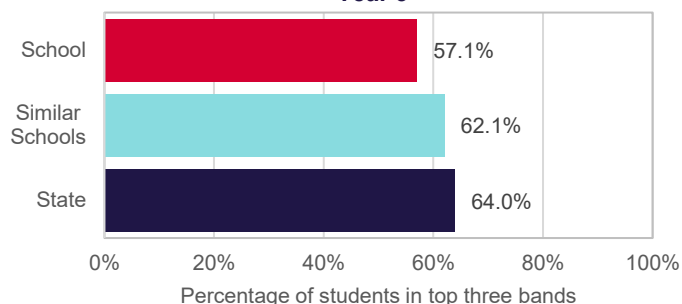
Similar Schools average:

62.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

40.0%

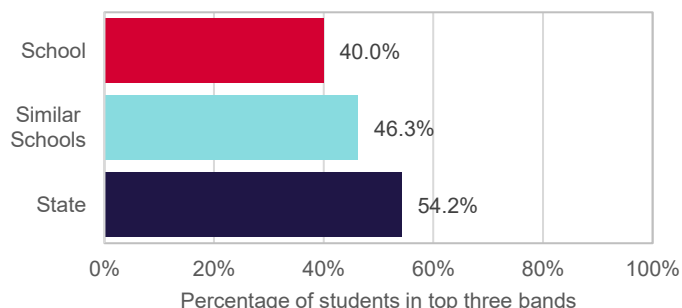
Similar Schools average:

46.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

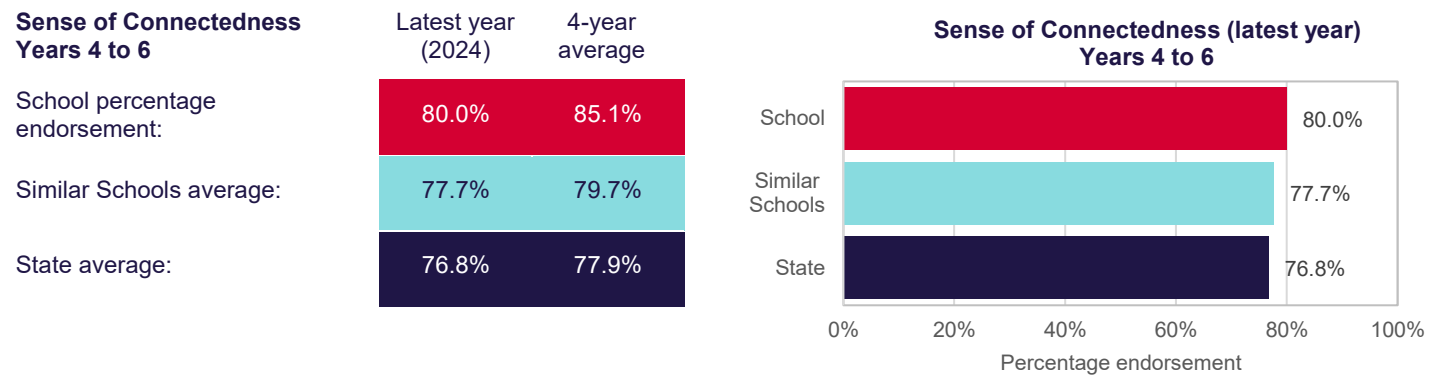


WELLBEING

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

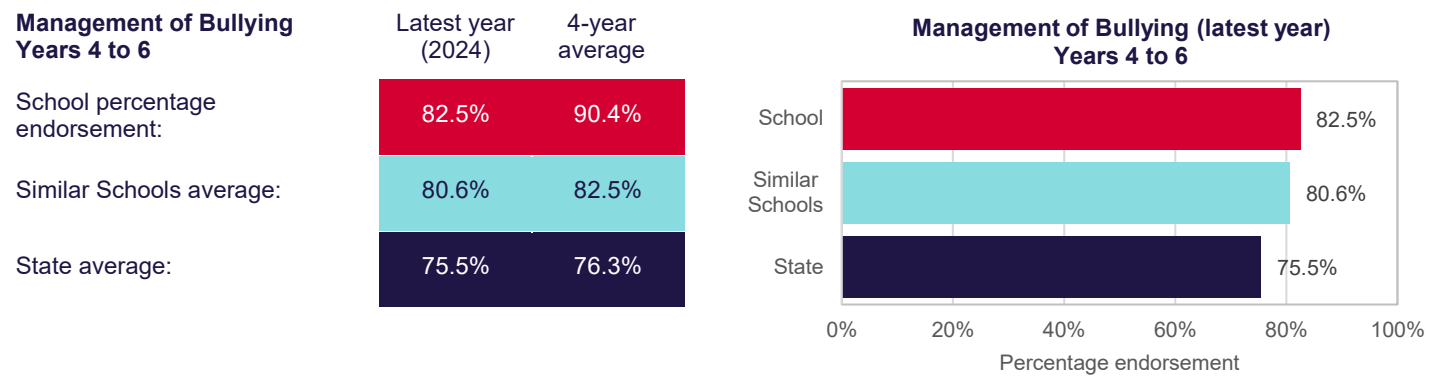
Student Attitudes to School – Sense of Connectedness

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



Student Attitudes to School – Management of Bullying

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

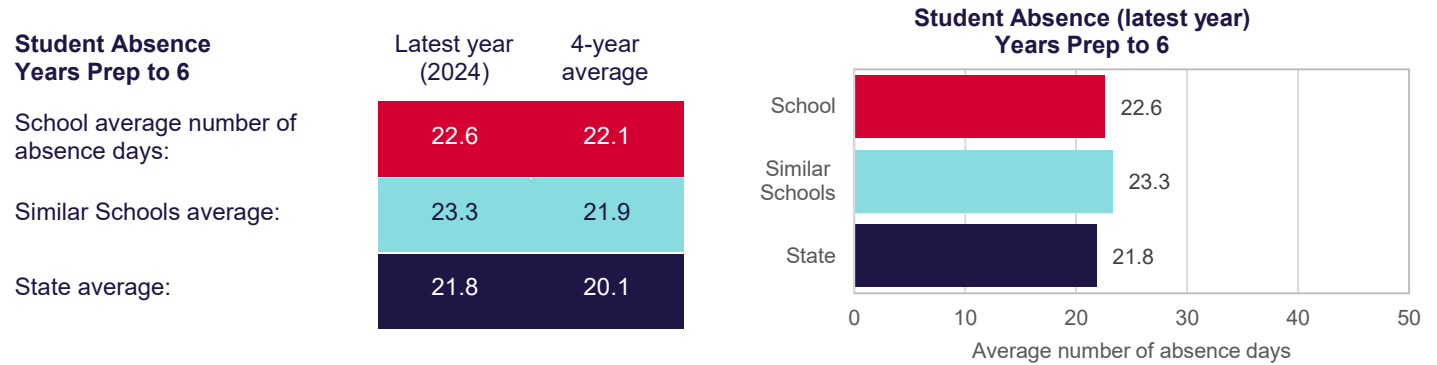


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	91%	93%	85%	90%	93%	89%	82%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$951,954
Government Provided DET Grants	\$179,973
Government Grants Commonwealth	\$1,900
Government Grants State	\$0
Revenue Other	\$45,152
Locally Raised Funds	\$39,908
Capital Grants	\$0
Total Operating Revenue	\$1,218,887

Equity ¹	Actual
Equity (Social Disadvantage)	\$50,381
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$50,381

Expenditure	Actual
Student Resource Package ²	\$993,082
Adjustments	\$0
Books & Publications	\$560
Camps/Excursions/Activities	\$29,933
Communication Costs	\$1,954
Consumables	\$15,677
Miscellaneous Expense ³	\$7,708
Professional Development	\$6,658
Equipment/Maintenance/Hire	\$29,404
Property Services	\$92,191
Salaries & Allowances ⁴	\$28,131
Support Services	\$43,875
Trading & Fundraising	\$68,155
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$8,129
Total Operating Expenditure	\$1,325,457
Net Operating Surplus/-Deficit	(\$106,571)
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 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

Funds available	Actual
High Yield Investment Account	\$623,324
Official Account	\$24,757
Other Accounts	\$0
Total Funds Available	\$648,081

Financial Commitments	Actual
Operating Reserve	\$55,679
Other Recurrent Expenditure	\$12,379
Provision Accounts	\$0
Funds Received in Advance	\$28,637
School Based Programs	\$84,361
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$27,292
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$19,000
Capital - Buildings/Grounds < 12 months	\$60,000
Maintenance - Buildings/Grounds < 12 months	\$122,460
Asset/Equipment Replacement > 12 months	\$25,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$434,807

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.