**2023 Annual Report to the School Community**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |

|  |
| --- |
| * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/)
* 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf).
 |
| Attested on 18 March 2024 at 05:04 PM by Soraya Hepburn (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 offline by School Council President and processed by Sophie Hoffman (SPOT Admin) on 05 July 2024 at 11:14 AM |

 |

School Name: Natte Yallock Primary School (1347)

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](https://nap.edu.au/naplan/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** |
| Natte Yallock Primary School's vision is to embrace the partnerships between home, school and the community, enabling students to thrive and achieve success academically and socially. The values and beliefs that form a basis for education at Natte Yallock Primary School include Respect, Kindness and Excellence. We promote and demonstrate these values in all interactions between all members of the school and wider community.Natte Yallock Primary School was first opened in 1874. It serves a local farming community and nearby townships. It is situated 30km west of Maryborough and 20km north of Avoca. The school is serviced by a bus run that collects students from a radius of approximately 15km.The enrolment during 2023 was 3 students and our overall socio-economic profile was highThere were 1.9 equivalent full-time staff at Natte Yallock in 2023; 1.0 Principal, 0.7 teacher and 0.2 Tutor Learning.Our current direction within the school's strategic plan has been to maximise learning achievement for all students and to empower students in their learning, strengthen student engagement and wellbeing and improve social engagement for students through the Cluster collaboration.Participation in the Pyrenees Cluster (sporting, educational and extra-curricular), guided by an agreed MoU, broadens the range of experiences available for our students. In October of 2022, Natte Yallock was affected by the floods that swept across parts of Victoria and New South Whales. This resulted in significant damage to the lower level of the school and school grounds. Works have been completed across the school and continued to be made throughout 2023. There was significant community support from many in the local and surrounding communities during this time. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| Natte Yallock had a dedicated focus on the statewide Key Improvement Strategy of 'Supporting both those who need extra support and those who have thrived, to continue to extend their learning, especially in numeracy'. The school achieved this by:Developing and implementing whole school yearly and termly curriculum plans in Literacy - Writing.Engaging in the PLC training with the Pyrenees Cluster, running consistent PLCs with the cluster based on data to improve student learning.Utilising Tutor Learning to provide targeted intervention for identified students. Individualising student learning through the use of IEPs for all students. Using data walls to monitor and track all students learning.Engaging in collaborative planning to ensure consistency of teaching and learning across the school.Based on Teacher Judgement, 100% of students achieved 'at' or 'above' expected age level in both English and Mathematics.  No NAPLAN data for 2023 is available for Natte Yallock due to enrolment numbers.  |
| Wellbeing |
| In 2022, Natte Yallock Primary School had a dedicated focus on the state-wide Key Improvement Strategy of 'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'.The school achieved this by:Utilising the Mental Health funding to employ an Arts Therapist for Semester 1. She was able to take fortnightly whole group and single sessions for our students. Implementing fortnightly Respectful Relationships lessons with cluster schools. Meeting with families for Parent/ Student/ Teacher conferences at least once a term to discuss student progress, celebrate achievement and address areas of concern.Participating in Cluster days and activities designed for students to collaborate and interact with peers from around the region.Participating in a Kitchen Garden Program at Amphitheatre Primary School.A significant component of Natte Yallock Primary School's wellbeing focus is targeted through the Cluster and is an active part of the wider Pyrenees Cluster of rural schools, which includes schools in Navarre, Landsborough, Trawalla, Amphitheatre and Moonambel. These schools collaborate to provide a quality program of education for the children of the district.  |
| Engagement |
| Natte Yallock Primary School's latest year absence data reflected students were absent, on average, 16.3 days per year. This is significantly lower than the school's 2023 average of 26 days per year. However, 33.3% of our students were still absent for between 20-29 days last year. This will continue to be an area the school monitors and addresses.The school's attendance data is coming back inline with state average numbers as the effects of COVID now seem to have less impact on student absences. We continue to monitor student absence, specifically: Identifying trends in chronic student absenteeism and consistently following up via contact with the student’s parent. We continue to offer optional remote learning to those students isolating as a result of COVID-related absences. |
| **Other highlights from the school year** |
| Students at Natte Yallock Primary School are given every opportunity to engage in a range of extra curricular activities. All expenses are incurred by the school, with nothing to pay by families. This allows for maximum participation.In 2023 students attended Camp Anghook, a beach camp in Aireys Inlet with students from the Cluster. Participation within the Pyrenees Cluster remains strong and work was conducted with the CEP to refine our MoU and help us clarify the purpose of the cluster and how we can not only continue to build the social and wellbeing opportunities for our students, but establish ways teachers can build our collective efficacy and improve student outcomes.Students participated in a range of incursions and excursions including virtual reality, coding and robotics workshops, working with local artists, the Kitchen Garden Program with Amphitheatre Primary and the Pillowcase Project. |
| **Financial performance** |
| At the conclusion of the 2022 school year, Natte Yallock Primary School remained in a sound financial position with a surplus of $69,757. This surplus has been strategically managed to ensure that the school can accommodate financially for uncertain enrolment numbers over the coming years. The school received major funding for the Tutor Learning Initiative and Bushfire Preparedness. The total amount of Equity funding received was $6,945.00 which was used to support teaching and learning programs with the employment of a teacher to deliver targeted intervention that benefitted all students in the school. The school also received funding to repair the lower level of the school, purchase resources and re-establish gardens damaged in the 2022 October floods. Natte Yallock Primary School was also successful in an application for a Sporting School Grant of $30,000. Over the course of 2023 this money will go towards the development of a bike track which will benefit not only our students, but the local community and students within our cluster. Work on the school's bike track continues to progress slowly, however, the allocated $30,000 going towards it's completion should be used by May 2024.  |
| **For more detailed information regarding our school please visit our website at** [**https://www.natte-yallock-ps.vic.edu.au**](https://www.natte-yallock-ps.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 3 students were enrolled at this school in 2023, NDP female and NDP male.

NDP 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: NDP

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 (2023) |
| School percentage endorsement: | NDP |
| State average (primary schools): | 82.8% |

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 (2023) |
| School percentage endorsement: | NDP |
| State average (primary schools): | 78.1% |

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: | NDP |
| Similar Schools average: | 81.8% |
| State average: | 87.2% |

|  |  |
| --- | --- |
| **Mathematics****Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | NDP |
| Similar Schools average: | 83.5% |
| 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: | NDA |
| Similar Schools average: | 58.1% |
| State average: | 69.6% |

|  |  |
| --- | --- |
| **Reading****Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | NDA |
| Similar Schools average: | 60.4% |
| State average: | 76.9% |

|  |  |
| --- | --- |
| **Numeracy****Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | NDA |
| Similar Schools average: | 62.5% |
| State average: | 67.4% |

|  |  |
| --- | --- |
| **Numeracy****Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | NDA |
| Similar Schools average: | 45.7% |
| State average: | 67.9% |

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 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: | NDA |
| Similar Schools average: | 53.2% |
| State average: | 76.6% |

|  |  |
| --- | --- |
| **Reading****Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | NDA |
| Similar Schools average: | 60.0% |
| State average: | 70.2% |

|  |  |
| --- | --- |
| **Numeracy****Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | NDA |
| Similar Schools average: | 46.9% |
| State average: | 64.0% |

|  |  |
| --- | --- |
| **Numeracy****Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | NDA |
| Similar Schools average: | 40.7% |
| State average: | 54.2% |

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

|  |  |  |
| --- | --- | --- |
| **Sense of Connectedness****Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | NDA | 50.0% |
| Similar Schools average: | 85.7% | 84.1% |
| 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: | NDA | 80.0% |
| Similar Schools average: | 89.4% | 86.5% |
| 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: | NDP | 16.8 |
| Similar Schools average: | 23.1 | 19.4 |
| 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 | NDP | NDP | NDA | NDA | NDA | NDA |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $349,275 |
| Government Provided DET Grants | $131,852 |
| Government Grants Commonwealth | $3,186 |
| Government Grants State | $0 |
| Revenue Other | $5,972 |
| Locally Raised Funds | $31 |
| Capital Grants | $0 |
| Total Operating Revenue | **$490,316** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $7,455 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$7,455** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $285,987 |
| Adjustments | $0 |
| Books & Publications | $136 |
| Camps/Excursions/Activities | $3,271 |
| Communication Costs | $2,138 |
| Consumables | $9,585 |
| Miscellaneous Expense 3 | $8,306 |
| Professional Development | $1,313 |
| Equipment/Maintenance/Hire | $8,069 |
| Property Services | $22,839 |
| Salaries & Allowances 4 | $17,970 |
| Support Services | $5,038 |
| Trading & Fundraising | $309 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $84 |
| Utilities | $3,528 |
| Total Operating Expenditure | **$368,574** |
| Net Operating Surplus/-Deficit | **$121,742** |
| 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 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 | $157,077 |
| Official Account | $34,737 |
| Other Accounts | $0 |
| Total Funds Available | **$191,814** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $11,614 |
| Other Recurrent Expenditure | ($1,478) |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $32,412 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $12,917 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $37,701 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$93,167** |

*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.*