

2024 Annual Report to the School Community

School Name: Natte Yallock Primary School (1347)



- 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 03 April 2025 at 12:32 PM by Emily Fithall (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 03 April 2025 at 12:34 PM by Emily Fithall (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

Natte Yallock Primary School is a small school located in a rural bush setting in the western Victorian Shire of Pyrenees. It serves a local farming community and nearby townships. It is situated 30 kilometres west of Maryborough and 20km north of Avoca in central Victoria. The school opened in 1874 with buildings upgraded over time. The school's heritage building provides for administration, storage, staff facilities and kitchen, with space utilised for meetings and specialist activities. Two classrooms are established in this building. The grounds include covered areas with a combined synthetic surfaced tennis, netball and basketball court, a school oval, landscaped gardens and green spaces to engage students in opportunities for both active and passive outdoor activities.

Natte Yallock Primary School supported student learning and wellbeing with 3 enrolments in 2024. There were 1.8 equivalent full-time staff at Natte Yallock in 2024; 1.0 Principal and 0.8 classroom teacher.

The Student Family Occupation and Education Index (SFOE) was rated high (0.50)

Former and current parents were involved in School Council, providing support of school events. While the school community is small, the school continues to be supported by a core group of committed parents.

Natte Yallock Primary School is part of the Pyrenees Cluster of six primary schools. Participation in the Pyrenees Cluster (sporting, educational and extra-curricular), guided by an agreed MoU, broadens the range of experiences available for our students. This includes Cluster days (focusing on physical education, visual arts, music and respectful relationships), incursions, swimming, athletics and a camping program.

Vision

Natte Yallock Primary School, embracing the partnerships between home, school and the community to bring out the best in students academically and socially. Where students thrive and are empowered to find fulfillment as enterprising members of society.

Values

Natte Yallock Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. Our school values of Respect, Kindness and Excellence are seen as being central to the life of our school and how all members of the school community should conduct themselves.

Our School Values:

Respect - We respect ourselves, our school and each other. We understand that our attitudes and behaviours have an impact on the people around us.

Kindness - We model and demonstrate kindness by taking every opportunity to help others that may be in need.

Excellence - We strive for excellence by trying our hardest and doing our best.

Progress towards strategic goals, student outcomes and student engagement

Learning

Unfortunately, the school was 'not grouped' on the Overall Performance Group due to the size of the school.

A highlight of the 2024 school year was 100% of Year 3 students achieving 'strong' or 'exceeding' in all domains (Reading, Writing, Spelling, Numeracy & Grammar & Punctuation). Based on teacher judgement, 100% of students achieved 'at' or 'above' the expected level in both English and Mathematics.

Our direction within the school's strategic plan has been to maximise learning achievement for all students.

The school supported this by:

- Developing and implementing a yearly numeracy scope and sequence
- Engaging in regular PLC (professional learning community) meetings with the Pyrenees Cluster to improve teacher practice and student learning
- Creating a Pyrenees Cluster Numeracy Teaching and Learning Model based on the Launch, Explore, Review model and the VTLM 2.0.
- Engaging in collaborative planning

Wellbeing

Unfortunately, the school was 'not grouped' on the Overall Performance Group due to the size of the school.

Our direction within the school's strategic plan has been to empower students in their learning through enhancing student engagement.

The school supported this by:

- Implementing the "Resilience Project"
- Implementing Respectful Relationships lessons during Cluster Days
- Participating in Cluster Days, allowing students to collaborate and interact with peers
- Completing the small school survey to reflect on student engagement

Our 2024 Small School Student Survey showed positive responses in all factor areas with a specific focus on learning (95%) and Student Voice and Agency (93.34%).

Engagement

66% of students were absent 20+ days in 2024. Natte Yallock Primary School's annual absence data showed the average number of student absence days was 48. Several strategic approaches were implemented to seek improvement around attendance. These included monitoring of student attendance daily and follow up phone calls or text messages. This will continue to be an area the school monitors and addresses.

Students were involved in camps and excursions, cluster days, sporting programs and school events as learning activities that increase engagement, as referenced in student voice forums. The 'Family & Friends Afternoon Tea' and the annual Christmas Concert were well attended by students, parents and carers.

Other highlights from the school year

Natte Yallock Primary School has continued to embrace the partnerships between home, school and the community to bring out the best in students academically and socially.

A standout moment in 2024 was our highly successful 150 Years Celebration, which exceeded all expectations. We were thrilled by the incredible turnout, with nearly 300 attendees joining us to mark this milestone. Guests had the opportunity to explore a rich collection of memorabilia, reconnect with old classmates and families, and enjoy some lunch. The highlight of the ceremony was the unveiling of the commemorative photo board, the presentation of time capsule items, and the cutting of a special cake made by a former student. The day was filled with community spirit, nostalgia, and joy, marking a significant milestone in the school's 150-year history. It was a meaningful occasion that brought together past and present members of the school community to celebrate its legacy.

Building on initiatives launched in 2023, we successfully saw the completion of our school bike track and the installation of synthetic grass in the Pilgrim Café. These additions have enhanced our outdoor learning spaces, encouraging active, healthy choices for both our school and the broader community.

Students also enjoyed a range of special educational activities, including Book Week celebrations, an excursion to Halls Gap Zoo to support our Science Investigation, and visits to the MARC Van at Moonambel Primary School.

Financial performance

At the conclusion of the 2024 school year, Natte Yallock Primary School remained in a sound financial position. School Council continues to prioritise a high standard of education while ensuring funds are expended in line with stated Annual Implementation Plan (AIP) goals, school priorities and OHS requirements.

The Financial and Performance Position statement shows the school received \$512,988 in revenue. The school's expenditure totalled \$377,965 leaving a net operating surplus of \$135,965 and asset acquisitions of \$31,200.

Plans to utilise some of our surplus includes allocating funds to support significant projects, including a new playground, kitchen upgrades to better accommodate My Kitchen Garden sessions, and the installation of outdoor blinds to create a more accessible outdoor learning space. These improvements will be a priority in 2025.

The school again received approximately \$19,000 in bushfire preparedness funding that supported vegetation clearance, and the purchase and installation of a new colorbond fence.

The school received a \$30,000 'Sporting Schools' grant toward the end of 2023 and these funds were used in 2024 to improve engagement in the playground with the installation of a bike track.

**For more detailed information regarding our school please visit our website at
<https://www.natteyallock-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 2024, 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.

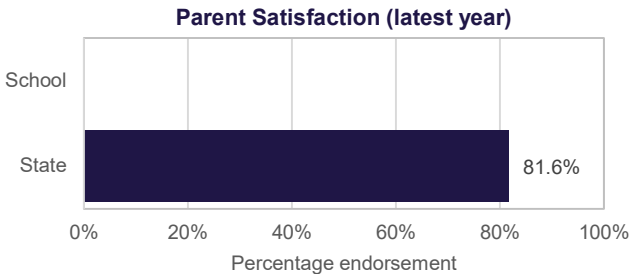
This school's SFOE band value is: **NDP**

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 (2024)
School percentage endorsement:	NDP
State average (primary schools):	81.6%



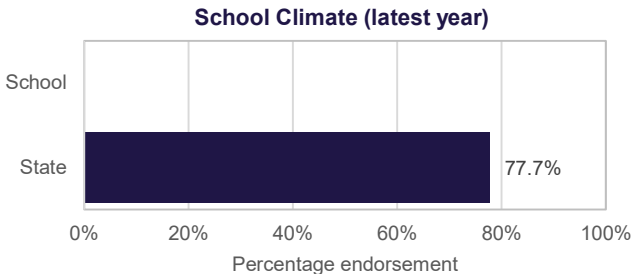
School Staff Survey

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

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

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

School Climate	Latest year (2024)
School percentage endorsement:	NDA
State average (primary schools):	77.7%



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

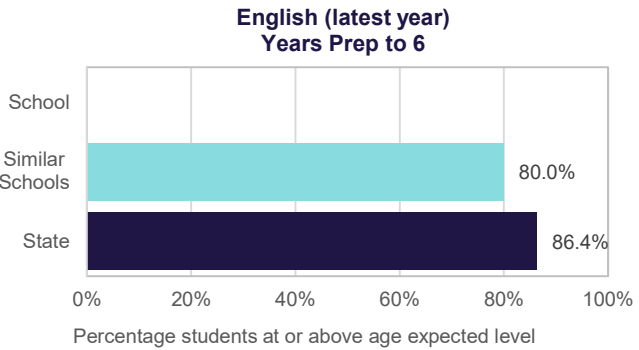
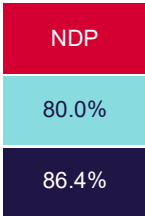
English
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



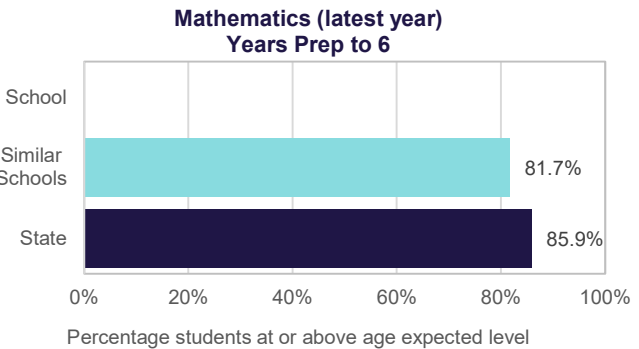
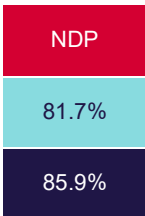
Mathematics
Years Prep to 6

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.

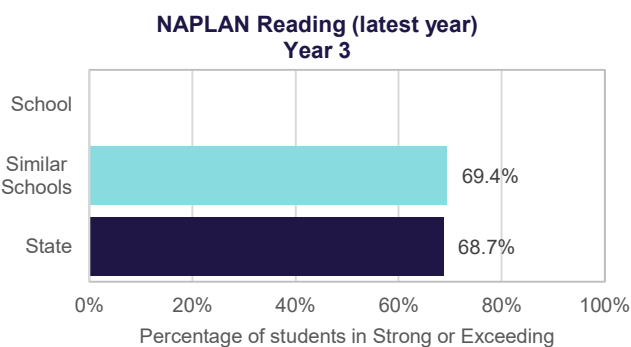
NAPLAN

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.

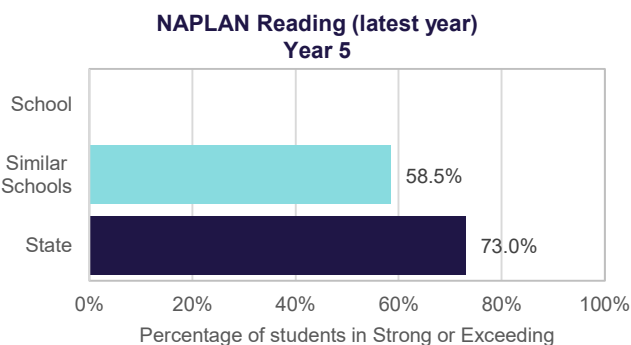
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	NDP
Similar Schools average:	69.4%	62.3%
State average:	68.7%	69.2%



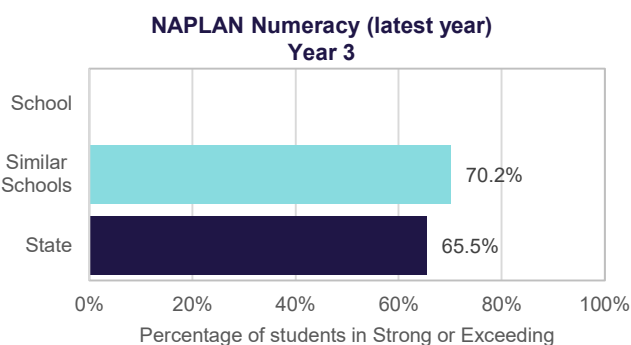
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDA
Similar Schools average:	58.5%	62.4%
State average:	73.0%	75.0%



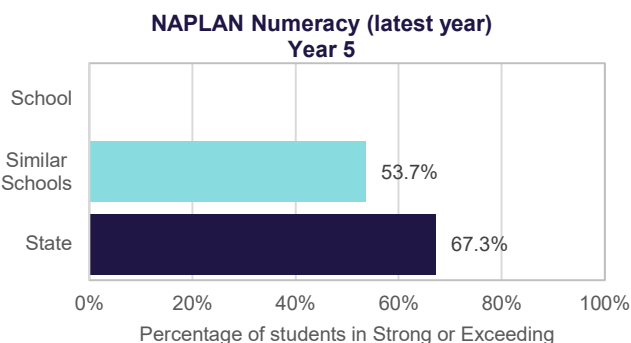
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	NDP
Similar Schools average:	70.2%	62.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDA
Similar Schools average:	53.7%	50.9%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

NDA

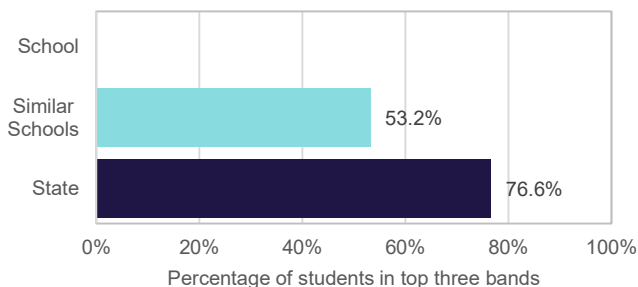
Similar Schools average:

53.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

NDA

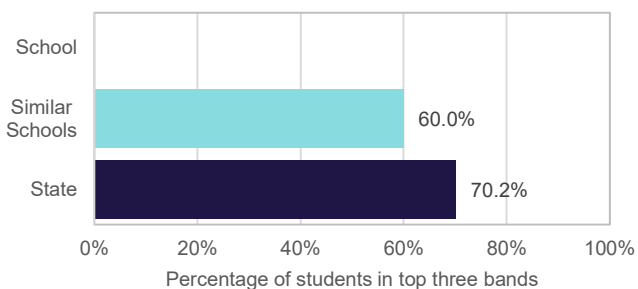
Similar Schools average:

60.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDA

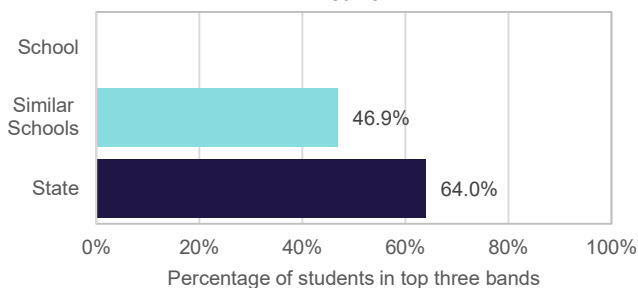
Similar Schools average:

46.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

NDA

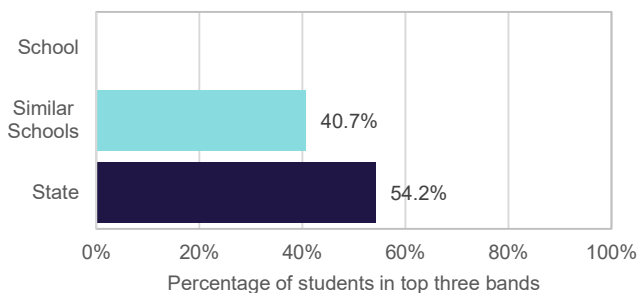
Similar Schools average:

40.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

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

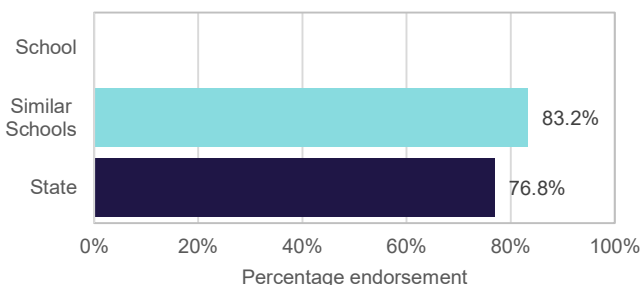
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	NDA	50.0%
Similar Schools average:	83.2%	83.1%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



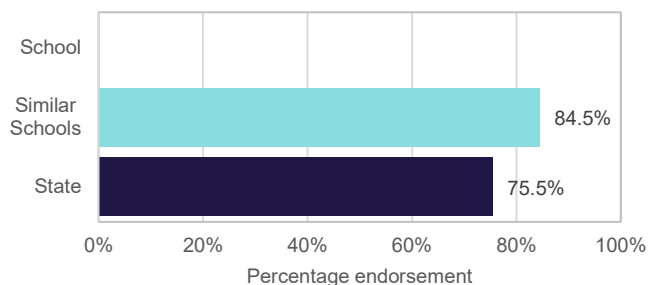
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	NDA	77.8%
Similar Schools average:	84.5%	85.1%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

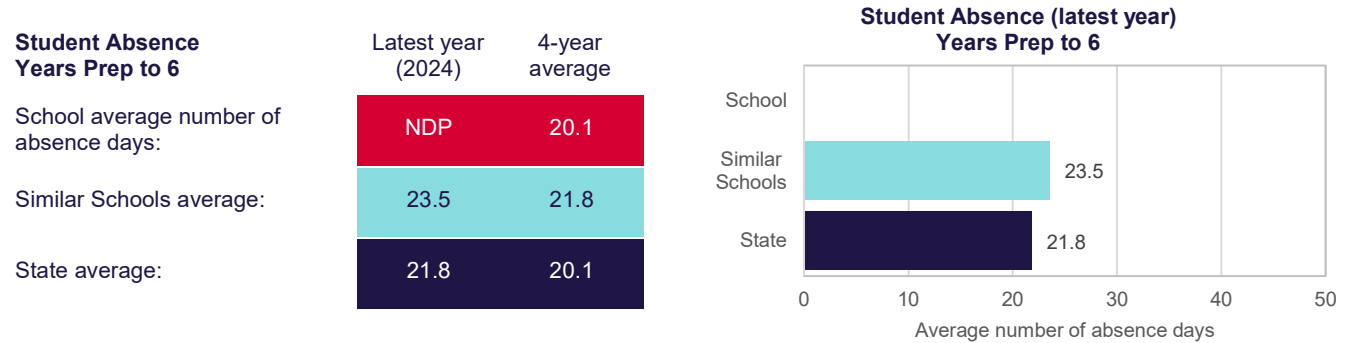


ENGAGEMENT

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):	NDA	NDP	NDP	NDP	NDA	NDA	NDA



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$345,109
Government Provided DET Grants	\$148,044
Government Grants Commonwealth	\$1,500
Government Grants State	\$0
Revenue Other	\$12,844
Locally Raised Funds	\$5,491
Capital Grants	\$0
Total Operating Revenue	\$512,988

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,040
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,040

Expenditure	Actual
Student Resource Package ²	\$284,853
Adjustments	\$0
Books & Publications	\$1,313
Camps/Excursions/Activities	\$7,354
Communication Costs	\$1,524
Consumables	\$7,074
Miscellaneous Expense ³	\$14,063
Professional Development	\$362
Equipment/Maintenance/Hire	\$2,241
Property Services	\$26,337
Salaries & Allowances ⁴	\$22,968
Support Services	\$3,874
Trading & Fundraising	\$611
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,389
Total Operating Expenditure	\$377,965
Net Operating Surplus/-Deficit	\$135,023
Asset Acquisitions	\$31,200

- (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	\$235,430
Official Account	\$3,236
Other Accounts	\$0
Total Funds Available	\$238,666

Financial Commitments	Actual
Operating Reserve	\$15,519
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,575
School Based Programs	\$24,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$12,917
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$18,235
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$72,246

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.