

2019 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 (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 15 October 2020 at 12:47 PM by Darren Mooney (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 October 2020 at 12:08 PM by Kylie Mortlock (School Council President)

About Our School

<p>School context</p>
<p>Our school is a small school consisting of 5 students who live in a rural setting. The majority of our students catch the bus daily to school. We aim to provide an engaging education for our students utilising the small teacher/student ratio. We are part of the RSTA Pyrenees Cluster which consists of 6 other similar sized schools. 1 day per fortnight our students meet with the cluster schools at a campus to take part in subjects including Music, Science, Art and PE. This is a fantastic opportunity for our students to socialise with other children of the same age. Japanese and the MARC van attends our school weekly.</p>
<p>Framework for Improving Student Outcomes (FISO)</p>
<p>Workforce Composition: 1 Acting Principal (male)1.0 eft, 1 teacher (female), 0.8 eft in 2019) ongoing, 1 Education Support (female), 0.17eft..</p> <p>FISO improvement initiatives have been: “Excellence in teaching & learning (Building practice excellence)” and “Positive Climate for Learning (Empowering students & building school pride) Whilst the great majority of our children achieve at or above levels of achievement for both Math’s and English in all areas we are working to build achievement levels at the top band. Building school pride and empowering students to want to be at school and learning has been at the forefront during 2019. Our absence rate is considerably better than similar schools in the state. Because of our small numbers no opinion data is available from either parents or students.</p>
<p>Achievement</p>
<p>NAPLAN 2019 results No data available</p> <p>Numeracy Yr 3 0% of students achieved results in the top 2 bands, (A & B) with C being the expected level</p> <p>Yr 3 Reading 0% of students achieved in top 2 bands, (A&B)</p> <p>Yr 3 Writing 0% in top 2 bands. (A&B)</p> <p>Teacher Judgements for 2019</p> <p>According to teacher judgements, most students were working at or above their expected level in maths.</p> <p>According to teacher judgements, most students were working at like schools in their expected levels in reading.</p> <p>According to teacher judgements, most students were working at like schools in their expected levels in writing.</p> <p>Because of small cohort (3 Year 3 students) detailed data is unavailable.</p>
<p>Engagement</p>
<p>The student attendance figures have been consistently strong once again in 2019. The school has strived to develop and run programs that develop and enhance students’ individual interests and skills. These programs have included: the camping program which saw the entire school community(parents and students) travelling to the Gold Coast for a five day camp, student gardening program, school concert and community BBQs, cluster learning activities funded through the Sporting Schools Program, swimming program and participating in the Pyrenees Cluster Athletics Carnival to name just a few. Students are rewarded through certificates at assemblies to encourage and foster regular attendance.</p>
<p>Wellbeing</p>
<p>During 2019 our goal to develop deeper connections within our Pyrenees Cluster continued. The Pyrenees Cluster of small primary schools held a significant number of cluster days throughout 2019 where we had combined classes and activities. This allowed our small numbers of students to expand their friendship groups and experience working with some future secondary school peers.</p>

Throughout the year students in the school have the opportunity to work together on a number of special projects: garden improvement and leadership camp. These helped develop confidence in learning and the ability to work effectively with other age groups as well as students from the Pyrenees cluster.

Financial performance and position

At the end of 2019 the school ended the year in a surplus of \$6,535. This was achieved through collective responsibility of staff being accountable and targeting programs and resources to meet the needs of students. Re adjusting budgets appropriately to better cater for the purpose has seen less spending. Other contributing factors were the shared managing and responsibility of cleaning and maintenance of the school by both staff, Sporting Schools Grants that received \$1500 per term for 3 terms that went towards the continual use of outside organisations to provide the students with sporting opportunities such as Gymnastics and Golf.

For more detailed information regarding our school please visit our website at
<http://www.natteyallockps.com>

Performance Summary

The Government School Performance Summary 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.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 6 students were enrolled at this school in 2019, 5 female and 1 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	np	85.8	79.2	92.0

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)				

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	86.7	89.7	81.7	95.0	Similar
Mathematics	100.0	90.3	81.8	95.8	Above

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	np	76.5	60.0	90.0	np
Year 3	Numeracy (latest year)	np	67.7	50.0	84.6	np
Year 5	Reading (latest year)		67.6	50.0	83.1	
Year 5	Numeracy (latest year)		59.3	41.2	76.4	

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	np	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	np	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	np	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	np	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading			
Numeracy			
Writing			
Spelling			
Grammar and Punctuation			

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.1	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	9.7	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)		92		95	93		

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)		80.9	71.8	88.9	
Percent endorsement (3 year average)	np	81.4	73.9	88.1	np

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)		81.6	72.2	90.0	
Percent endorsement (3 year average)	np	81.7	74.4	89.1	np

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$233,444
Government Provided DET Grants	\$62,396
Government Grants Commonwealth	\$3,000
Government Grants State	\$0
Revenue Other	\$14,314
Locally Raised Funds	\$704
Capital Grants	\$0
Total Operating Revenue	\$313,859

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$228,818
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$781
Consumables	\$3,945
Miscellaneous Expense ³	\$25,454
Professional Development	\$1,162
Property and Equipment Services	\$24,787
Salaries & Allowances ⁴	\$22,801
Trading & Fundraising	\$413
Travel & Subsistence	\$0
Utilities	\$2,767
Total Operating Expenditure	\$310,926
Net Operating Surplus/-Deficit	\$2,932
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$64,745
Official Account	\$12,512
Other Accounts	\$0
Total Funds Available	\$77,257

Financial Commitments	Actual
Operating Reserve	\$10,910
Other Recurrent Expenditure	\$52
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$37,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$77,962

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, 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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only 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.

WHAT IS 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').