**2022 Annual Report to the School Community**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 of the previous calendar year 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 24 April 2023 at 12:15 PM by Soraya Hepburn (Principal) |

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| * This 2022 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 04 May 2023 at 03:16 PM by Kylie Mortlock (School Council President) |

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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).

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

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.

What does *‘NDP’* or ‘*NDA*’ mean?

‘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.

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 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’).

**About Our School**

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| **School context** |
| Natte Yallock Primary School's vision is to empower students to reach their personal best. School staff, parents, students and community work together to develop broad thinkers who can apply their skills, attitudes, values and knowledge in a changing world. 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 2022 was 7 students and our overall socio-economic profile was high.There were 2.07 equivalent full-time staff at Natte Yallock in 2021; 1.0 Principal, 0.7 teacher, 0.2 Tutor Learning, 0.17 Education Support Staff.Our current direction within the school's strategic plan has been to improve literacy and numeracy learning growth and outcomes, 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 continue to be made in 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 |
| In 2022, Natte Yallock Primary School, like all Victorian schools, returned to full-time onsite learning following the interrupted school years as a result of the global pandemic of 2020 and 2021.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 and Numeracy.Implementing the Sound Waves spelling program across the whole school to target spelling.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 2022 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:Implementing fortnightly Respectful Relationships lessons.Meeting with families for Parent/ Student/ Teacher conferences at least once a term to discuss student progress, celebrate achievement and address areas of concern.Reviewing policies to ensure inclusive language and practices.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 inNavarre, 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 26  days per year. This is significantly higher than the school's 2019 (pre-COVID) average of 15.2 days per student. The school acknowledges the increase is attributed to COVID-enforced absences and, given the abolishment of travel restrictions, increased parent-approved absences for holidays. Over the course of the year, the school identified and provided timely, targeted interventions to at-risk students. Specifically:  Identifying trends in chronic student absenteeism and consistently following up via contact with the student’s parent.Offering optional remote learning to those students isolating as a result of COVID-related absences. |
| **Other highlights from the school year** |
| After two years of disrupted learning, 2022 was a year of celebration with the return to full time, on-site learning. In addition to returning to face-to-face teaching and learning, Natte Yallock Primary School was able to re-engage in a number of extracurricular and community activities including:A ceremony to commemorate past principal, Hayden Pilgrim for his dedication to the school from 1985 – 2006.Re-establishing Cluster Days.Developing a Entrepreneur Program for senior students to implement leadership initiatives such as Friday Pie Day to raise money for the school.Participating in a range of sporting activities including swimming, gymnastics, and volleyball.Attending Swan Hill Cluster Camp.Attending Mt Buller Snow Camp with senior students in the cluster.Visiting the Boomerang Ranch and going on a trail ride.Holding a community concert night to celebrate the end of the year and Christmas.  |
| **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. |
| **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 7 students were enrolled at this school in 2022, NDP female and NDP male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

This school’s SFOE band value is: High

Parent Satisfaction Summary

The 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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | NDA |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | NDA |
| State average (primary schools): | 73.4% |

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

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

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| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 100.0% |
| Similar Schools average: | 83.0% |
| State average: | 87.0% |

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| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 100.0% |
| Similar Schools average: | 84.3% |
| State average: | 85.9% |

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

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

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| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | NDA | 100.0% |
| Similar Schools average: | 53.2% | 62.0% |
| State average: | 76.6% | 76.6% |

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| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | NDA | NDP |
| Similar Schools average: | 60.0% | 62.1% |
| State average: | 70.2% | 69.5% |

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| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | NDA | 50.0% |
| Similar Schools average: | 46.9% | 59.6% |
| State average: | 64.0% | 66.6% |

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| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | NDA | NDP |
| Similar Schools average: | 40.7% | 47.4% |
| State average: | 54.2% | 58.8% |

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 percent 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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | NDP | 50.0% |
| Similar Schools average: | 82.3% | 81.3% |
| State average: | 78.1% | 79.5% |

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

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| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | NDP | 80.0% |
| Similar Schools average: | 84.5% | 83.7% |
| State average: | 75.8% | 78.3% |

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.

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| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 26.0 | 15.2 |
| Similar Schools average: | 22.3 | 18.4 |
| State average: | 23.3 | 17.0 |

 **Attendance Rate (latest year)**

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

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | NDP | NDP | NDA | NDP | NDP | NDA | NDP |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $296,369 |
| Government Provided DET Grants | $129,821 |
| Government Grants Commonwealth | $4,500 |
| Government Grants State | $0 |
| Revenue Other | $6,787 |
| Locally Raised Funds | $2,438 |
| Capital Grants | $0 |
| Total Operating Revenue | **$439,915** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $6,945 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$6,945** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $286,062 |
| Adjustments | $0 |
| Books & Publications | $0 |
| Camps/Excursions/Activities | $17,103 |
| Communication Costs | ($714) |
| Consumables | $6,938 |
| Miscellaneous Expense 3 | $2,399 |
| Professional Development | $2,644 |
| Equipment/Maintenance/Hire | $3,372 |
| Property Services | $21,726 |
| Salaries & Allowances 4 | $22,318 |
| Support Services | $3,846 |
| Trading & Fundraising | $839 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $3,625 |
| Total Operating Expenditure | **$370,158** |
| Net Operating Surplus/-Deficit | **$69,757** |
| Asset Acquisitions | **$27,664** |

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 25 Feb 2023 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 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $133,875 |
| Official Account | $1,650 |
| Other Accounts | $0 |
| Total Funds Available | **$135,524** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $12,001 |
| Other Recurrent Expenditure | $1,138 |
| Provision Accounts | $0 |
| Funds Received in Advance | $250 |
| School Based Programs | $1,500 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $18,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $15,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$47,889** |

*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.*