**2020 Annual Report to**

**The School Community  
  
School Name: Natte Yallock Primary School (1347)**

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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 2020 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 20 April 2021 at 02:37 PM by Tess Kelly (Principal) |

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| The 2020 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 28 April 2021 at 10:19 PM by Kylie Mortlock (School Council President) |

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How to read the Annual Report

What has changed for the 2020 Annual Report?

**Improved appearance**

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school’s data with state averages and similar school groups.

**School performance data**  
  
The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *‘About Our School’* section refer to?

The About Our School section provides a brief background on the school, an outline of the school’s performance over the year and future directions.

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 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

**Achievement**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

*Note: NAPLAN tests were not conducted in 2020*

**Engagement**

Student attendance at school

**Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

* Sense of Connectedness
* Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

‘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 a disability 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. We strive to equip students with the capacity to manage themselves and their relationships with others as well as to understand and function within our community as our school centres its educational purpose around the development of community leaders. We offer programs in all curriculum areas with emphasis on literacy and numeracy. Our school values are: Respect - We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us. Kindness - We model and demonstrate kindness, and take every opportunity to help others that may be in need. Excellence - We strive for excellence, which means trying our hardest and doing our best.  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 2020 was 6 students. There were 1.77 equivalent full-time staff at Natte Yallock in 2020; 1.0 Principal, 0.6 teacher, 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 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. |
| Framework for Improving Student Outcomes (FISO) |
| In 2020, NYPS’s AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Evidence-based High-impact Teaching Strategies and Setting Expectations and Promoting Inclusion. This included: - building teacher capacity to embed high-impact teaching strategies in their practice, and - building a common understanding of student voice, agency and leader for staff, students and parents in order to strengthen engage and wellbeing. The associated AIP actions and professional development plans were modified to suit remote and flexible learning. The plan to purchase Fountas & Pinnell resources and staff professional learning to support the embedding of high-impact teaching strategies was modified to focus on a high-level of collaboration with colleagues within the cluster to achieve best practice in delivering remote and flexible learning. Staff did not attend professional development for the delivery of the Respectful Relationships, Rights & Responsibilities program, however data from the 2020 Attitudes to School Survey was used to further implement student voice and agency into teaching and learning programs.  Natte Yallock Primary School's remote and flexible learning program was delivered via hard copy work packs, accessing online content/programs and Zoom sessions for spelling and engagement. |
| Achievement |
| In 2020, the school continued work on its strategic plan goal of maximising the learning and growth in literacy and numeracy for each student.  In what was a very difficult year with two extended periods of remote and flexible learning, students adjusted quite well to the varied delivery of curriculum. Staff planned appropriate and engaging curriculum content and were well supported by parents. Students returned to school in Term 4 with a positive attitude and were keen to re-engage in the school setting. In 2021, we plan to implement the Tutor Learning Initiative to support the priority of 'Learning, Catch-up and Extension', as well as continuing to build on utilising online resources for content-delivery, differentiation and assessment that were developed during remote and flexible learning.   NAPLAN tests were not conducted in 2020.  Teacher Judgement of student Achievement According to teacher judgements, 66.7% of students achieved at or above age expected standards in English. According to teacher judgements, 80% of students achieved at or above age expected standards in Mathematics.  In 2021, Individual Education Plans will be developed in line with the expectations of the Tutor Learning Initiative to support teachers and students to co-design learning catch-up and extension programs. |
| Engagement |
| This year Natte Yallock Primary School focused on KIS related to the FISO dimension Setting Expectations and Promoting Inclusion. The work in this area is ongoing, intentional and, in 2020, included a focus on building a common understanding of student voice, agency and leadership for staff, students and parents in order to strengthen engagement and wellbeing.  During remote and flexible learning, Zoom meetings and phone calls were implemented to strengthen student and parent connection to learning and to the school.   In 2020, Natte Yallock continued to work with families to ensure students were at school and learning during onsite instruction. We continued to inform parents of absences via uEducateUs notifications, requesting them to notify the school of any absences. Our attendance during remote learning was similar to the attendance while onsite.  The average number of student absence days in 2020 was 10.4, which compared favourably with similar schools (12.9) and the state average of 13.8 days. This average was below the previous year of 12.1 days in 2019. |
| Wellbeing |
| During 2020 our goal to develop deeper connections within our Pyrenees Cluster was interrupted by remote and flexible learning. This will be of significant focus in 2021, including extending our involvement to include attendance at both the cluster school camp in Roses Gap as well as the cluster leadership camp (5/6 students only) at Sovereign Hill.  Our school modified the delivery of wellbeing supports during remote learning to include Zoom meetings, phone calls and check ins. This ensured that the wellbeing of students and families was being closely monitored and further supports could be put in place if required. Staff wellbeing was also closely monitored through Zoom meetings and phone calls to ensure collaboration and support was maintained throughout this time.  Although the goal of staff professional development in Respectful Relationships, Rights and Responsibilities was not achieved in 2020, the delivery of this program has become a priority for our Pyrenees Cluster of schools and will be included in the planning and delivery of cluster days. This will mean larger and more diverse groups of students participating each sessions which will ensure wider discussion of topics and a greater appreciation of the topics covered. |
| Financial performance and position |
| At the conclusion of the 2020 school year, Natte Yallock Primary School remained in a sound financial position with a surplus of $8,796. The school was in surplus due to funds being brought forward from previous school years, whilst ensuring that funds were expended to employ appropriate levels of staffing. The school received a total of $5,000.00 in Equity funds which were used to support teaching and learning programs that benefitted all students. CRT spending was managed carefully which also contributed to the surplus position at the end of the year. Due to Remote & Flexible learning, FSA Cluster Days did not occur for the majority of the year, and therefore we were not spending funds on the hire of the 12 seater commuter bus. All of the above mentioned spending contributed to the sound financial position of Natte Yallock Primary School at the conclusion of 2020. |

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.

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 6 students were enrolled at this school in 2020, 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) 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: 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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | NDP |
| State average: | 81.2% |

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 (2020) |
| School percent endorsement: | NDA |
| State average: | 77.8% |

ACHIEVEMENT

***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 (2020) |
| School percent of students at or above age expected standards: | 66.7% |
| Similar Schools average: | 81.9% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 80.0% |
| Similar Schools average: | 84.1% |
| State average: | 85.2% |

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 10.4 | 10.0 |
| Similar Schools average: | 12.9 | 15.5 |
| State average: | 13.8 | 15.3 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | NDA | NDA | NDP | NDA | NDP | NDP | NDA |

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDP | 60.0% |
| Similar Schools average: | 88.0% | 83.0% |
| State average: | 79.2% | 81.0% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDP | 86.7% |
| Similar Schools average: | 87.2% | 86.1% |
| State average: | 78.0% | 80.4% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2020

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $244,427 |
| Government Provided DET Grants | $93,522 |
| Government Grants Commonwealth | NDA |
| Government Grants State | NDA |
| Revenue Other | $5,360 |
| Locally Raised Funds | $631 |
| Capital Grants | NDA |
| Total Operating Revenue | **$343,940** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $5,000 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$5,000** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $235,631 |
| Adjustments | NDA |
| Books & Publications | $733 |
| Camps/Excursions/Activities | $2,271 |
| Communication Costs | $2,541 |
| Consumables | $4,440 |
| Miscellaneous Expense 3 | $2,766 |
| Professional Development | $542 |
| Equipment/Maintenance/Hire | $5,648 |
| Property Services | $27,938 |
| Salaries & Allowances 4 | $20,106 |
| Support Services | $500 |
| Trading & Fundraising | $834 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $3,525 |
| Total Operating Expenditure | **$307,473** |
| Net Operating Surplus/-Deficit | **$36,467** |
| Asset Acquisitions | **NDA** |

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 01 Mar 2021 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 2020

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $104,121 |
| Official Account | $2,290 |
| Other Accounts | NDA |
| Total Funds Available | **$106,411** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $10,305 |
| Other Recurrent Expenditure | $1,552 |
| Provision Accounts | NDA |
| Funds Received in Advance | $375 |
| School Based Programs | $5,000 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | $88,500 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$105,732** |

*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.*