# 2018 Annual Report to The School Community

## School Name: Ultima Primary School (3426)

- 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 2018 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 19 March 2019 at 05:13 PM by Sandi Spittal (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 21 March 2019 at 03:15 PM by Elaine Mitchell (School Council President)

# About Our School

## School context

Ultima Primary School, established in 1902, is in a dry land farming area, 32 kilometres west of Swan Hill and approximately 350 kilometres northwest of Melbourne in the North-Western Region of the Victorian Department of Education and Early Childhood Development. It is the focal point for the local rural community. 2018 saw a decrease in enrolments, starting the year with 4 students and finishing the year with 3 students. Most of the student's enrolment is within the Junior levels i.e. Prep - year 2. The staff work cohesively as a team, planning collaboratively and providing critical support to each other. During 2018 the main teaching staff consisted of one full-time teaching principal class and 1 classroom teacher. Another teacher on 12-months leave. The school is supported by a local Mobile Resource Centre which visits each week. Students work on self-directed tasks, at their own pace and are not constrained by having to wait for whole group teaching session to learn new skills. A significant strength of the school can be seen in the creative use of ICT in the classroom. The school is adopting a 21st century philosophy for digital learning of 'anywhere, anytime learning'. All students have been provided with their own device that can be utilised at school and supported with an online learning environment. Students have access to digital learning devices, such as digital cameras and Webex, are supported with a computer ratio of 1:1. In 2018 the school continues using iPad to further support classroom learning.
Buildings include two dual purpose classrooms and offices, specialist rooms for cooking, art and science and an outdoor covered basketball court. The grounds are well maintained through by a local contractor. Parental involvement in the school is widely encouraged and the school is looking for more ways to be actively involved in its community.

## Framework for Improving Student Outcomes (FISO)

Building practice excellence: Consolidate and embed the consistent approach to teaching Literacy and Numeracy, with effective development of all staff. All staff have done the SMART Spelling Training and is being used in the classroom. Under the Top Paddock Small Schools Cluster, we were all involved with the PLC's (Professional Learning Community) training to futher engage our students.
Setting expectations and promoting inclusion: To ensure students feel safe, positive and motivated to learn through a culture that promotes competence and confidence in engaging with the local and global community.

## Achievement

The school's goal in 2018 was to improve the learning outcomes in the areas of Literacy and Numeracy through the development of individualised learning plans with a focus on oral language, writing and number.
Teacher judgements against Victorian Curriculum for 2018 show school improvement in the areas of writing and number when compared to previous results.
Reading results saw students make slight improvments in general skills and to further develop a passion for independent reading.
Maths saw students receive explicit sessions of differentiated learning. Teachers regularly attended Swan Hill Network Literacy and Numeracy meetings to further develop their teaching skills.
No Naplan results availble for Year 5 and year 3 students due to no Year 5 or Year 3 students in the school.
We had many excursions to increase the students general knowledge throughout the year. A camp to Melbourne to see and explore the city, using the rail and tram network, Students went to Phillip Island and saw the penguins.They went to the Healesville Zoo and Royal Melbourne Zoo,the students saw the Lord Howe Island Stick Insect among many other animals. These trips away helped improve their conversation skills to develop life experiences for them to talk about, also to create new writing experiences for their literacy. The school's goal in 2018 was to continue developing students to be excited about learning and to value education.

## Engagement

The school wanted to improve family and community engagement and strengthen relationships. The school wanted to provide an exciting and engaging learning environment that fosters inquiry based learning, develops student connectedness, increasing confidence and allow students a voice.
Engagement
Average attendance for 2018 was very high with Prep students having 92%,  Year 4: 92% attendance,  and Year 6: 88% before he left the local area. High student attendance will remain a focus for the future.
The one to one netbook program continued in 2018 with all students having access to their own device. Teachers increased the use of these devices within the classroom making them a critical tool with everyday learning.
Students participated in many online learning environments gaining access to quality learning via the iPad in the areas of literacy and numeracy.
In 2018 individualised programs were tailored to students and they were able to choose to explore a variety of learning areas of interest. The connection between parents, students and teachers was strengthened as the school worked collaboratively with other neighbouring small schools throughout the year and our small school cluster "Top Paddock". The students participated in excursions camps, sleepovers and Arts activities plus a range of other day trips to engage them and link learning to real life.

## Wellbeing

The school's goal in 2018 was to further build resilience in students focusing on Kids Matter Program and  You Can Do It ideas. The transition program at our school is strong, supporting students as they progress through school. Our pre-prep program has been successful with future students familiarizing themselves with our culture. Key to the success of the program, the prep teacher contacts each family, building the relationship between the teacher, parent and student early. One new Foundation students benefitted from this process in 2018. In 2018, there was an increase in opportunities for students to meet peers from neighbouring schools. Students participated in Sports days,cluster group exchange days, planning day activities and camps that allowed these students to create new relationships.

## Financial performance and position

A surplus of funds this year can be attributed to grants received.  We are keeping some funds in reserve in case of future deficit. Spending has increased in the area of Camps and excursions, we are striving to increase student engagement by providing a varied range of educational experiences outside of students local environment.  Other contributors are small student numbers, although spending on replacing equipment has slowed, we have kept IT systems and resources up to date, reduced student numbers requires less new resources.

# 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ☐
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

## School Profile

### Enrolment Profile

A total of 4 students were enrolled at this school in 2018, 2 female and 2 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

| low | low-mid | mid | high |

### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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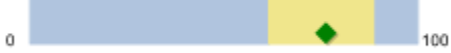
# Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| Teacher Judgement of student achievement<br><br>Percentage of students in Years Prep to 6 working at or above age expected standards in:<br><br>• English<br>• Mathematics<br><br>For further details refer to *How to read the Annual Report.* | Results: English<br><br>0 — 100<br><br><br>Results: Mathematics<br><br>0 — 100 | ● Similar<br><br><br>● Higher |

# Performance Summary

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| **NAPLAN Year 3**<br><br>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.<br><br>Year 3 assessments are reported on a scale from Bands 1 - 6. | Results: Reading<br>Results: Reading (4-year average)<br>Results: Numeracy<br>Results: Numeracy (4-year average) | No Data Available<br><br>No Data Available<br><br>No Data Available<br><br>No Data Available |
| **NAPLAN Year 5**<br><br>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.<br><br>Year 5 assessments are reported on a scale from Bands 3 - 8. | Results: Reading<br>Results: Reading (4-year average)<br>Results: Numeracy<br>Results: Numeracy (4-year average) | No Data Available<br><br>No Data Available<br><br>No Data Available<br><br>No Data Available |

# Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| **NAPLAN Learning Gain**<br>**Year 3 - Year 5**<br><br>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.<br><br>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 current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'. | **Reading**<br>No Data Available<br><br>**Numeracy**<br>No Data Available<br><br>**Writing**<br>No Data Available<br><br>**Spelling**<br>No Data Available<br><br>**Grammar and Punctuation**<br>No Data Available | NAPLAN Learning Gain does not require a School Comparison. |

# Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🟢

| Engagement | Student Outcomes | School Comparison |
|---|---|---|

**Engagement**

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

**School Comparison**
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2018 attendance rate by year level:

**Student Outcomes**

Results: 2018

0 ———————————————— 50

Few absences <------> Many absences

Results: 2015 - 2018 (4-year average)

0 ———————————————— 50

Few absences <------> Many absences

| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
|---|---|---|---|---|---|---|
| 92 % | NA | NA | NA | 92 % | NA | 88 % |

**School Comparison**

🟢 Similar

🟢 Similar

# Performance Summary

| Wellbeing | Student Outcomes | School Comparison |
|---|---|---|
| **Students Attitudes to School - Sense of Connectedness**<br><br>Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | Results: 2018<br>0 ◆ 100<br><br>Results: 2017 - 2018 (2-year average)<br>0 ◆ 100 | No Data Available<br><br><br>No Data Available |
| **Students Attitudes to School - Management of Bullying**<br><br>Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | Results: 2018<br>0 ◆ 100<br><br>Results: 2017 - 2018 (2-year average)<br>0 ◆ 100 | No Data Available<br><br><br>No Data Available |

# Financial Performance and Position

*Commentary on the financial performance and position is included in the About Our School section at the start of this report*

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2018 | | Financial Position as at 31 December, 2018 | |
|---|---|---|---|
| **Revenue** | **Actual** | **Funds Available** | **Actual** |
| Student Resource Package | $258,081 | High Yield Investment Account | $58,097 |
| Government Provided DET Grants | $82,407 | Official Account | $3,214 |
| Government Grants Commonwealth | $675 | **Total Funds Available** | **$61,310** |
| Revenue Other | $2,701 | | |
| Locally Raised Funds | $789 | | |
| **Total Operating Revenue** | **$344,652** | | |
| | | | |
| **Equity¹** | | | |
| Equity (Social Disadvantage) | $17,046 | | |
| Transition Funding | $3,091 | | |
| **Equity Total** | **$20,137** | | |
| | | | |
| **Expenditure** | | **Financial Commitments** | |
| Student Resource Package² | $203,452 | Operating Reserve | $12,573 |
| Books & Publications | $591 | Other Recurrent Expenditure | $985 |
| Communication Costs | $902 | School Based Programs | $12,950 |
| Consumables | $9,479 | Maintenance - Buildings/Grounds < 12 months | $14,300 |
| Miscellaneous Expense³ | $14,346 | **Total Financial Commitments** | **$40,808** |
| Professional Development | $1,965 | | |
| Property and Equipment Services | $22,301 | | |
| Salaries & Allowances⁴ | $25,680 | | |
| Trading & Fundraising | $91 | | |
| Travel & Subsistence | $274 | | |
| Utilities | $4,695 | | |
| **Total Operating Expenditure** | **$283,775** | | |
| **Net Operating Surplus/-Deficit** | **$60,878** | | |
| **Asset Acquisitions** | **$7,674** | | |

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 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
  - 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)
  - 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).
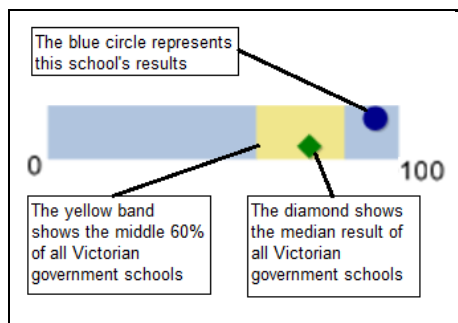


**What does *School Comparison* refer to?**

The 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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
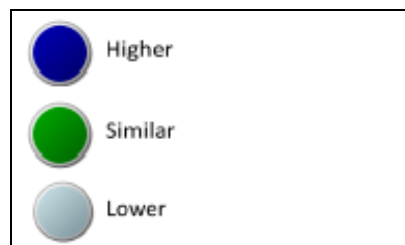


More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

**What does '*Data not available'* or *'ND'* 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 and Community Schools 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 their first 11 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').