2019 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 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 20 April 2020 at 12:37 PM by Sandi Spittal (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 07 May 2020 at 01:35 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. During 2019, there were 3 enrolments, 2 students in Year 1 and 1 student in Year 5. The staff work cohesively as a team, planning collaboratively and providing critical support to each other. During 2019 the main teaching staff consisted one full-time principal class / teacher and 1 classroom teacher. Another teacher is currently on 12-months unpaid 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. During 2019 the school continues using iPads and Laptops 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 hired help. Parental and Community involvement in the school is encouraged on a regular basis.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence: At Ultima Primary School we have consolidated and embed a consistent approach to teaching Literacy and Numeracy, with effective development of all of our staff. One member of the teaching staff at Ultima Primary School staff participated in the Literacy Leaders Professional Development and the strategies are being utilised in the classroom. The Top Paddock Small Schools Cluster is continuing with the PLC's (Professional Learning Community) to futher engage our students and gather useful data to inform their teaching and learning..
Setting expectations and promoting inclusion: At Ultima Primary School we 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 2019 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 2019 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 regulalry attended Swan Hill Network Literacy and Numeracy meetings to further develop their teaching skills.
Naplan results available for Year 5 only as we had no 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 see the Channel 9 News Studios at Docklands, Melbourne, then they were invited to attend the Royal Melbourne Show in September with the 9 News Team for the day. We also travelled to the Bellarine Peninsula and the Mornington Peninsula, the students were highly excited to see the beach and ocean. These trips away help to reinforce school based teaching of Geography and the History of Victoria. Trips also offer an opportunity to meet new people and to engage with them and learn about their jobs, providing them with insights into future employment opportunities which they may otherwise have not considered.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 2019 was very high at 94.56%. High student attendance will remain a focus for the future.
The one to one netbook program continued in 2019 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 2019 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.
This improved 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 2019 was to continue developing students to be excited about learning and to value education.

Engagement

The school's focus was 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 2019 was very high with 94.56% attendance rate for the year from both Year 1 and Year 5 students. High student attendance will remain a focus for the future.
The one to one netbook program continued in 2019 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 2019 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 2019 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. In 2019, 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.
A comprehensive swimming program was done at the start and end of the school year through the Sporting School Fund.
We continued for the Breakfast Program for 2019 which ran for 3 days a week, all students attended the program.
The Top Paddock Cluster went to Melbourne to see the theatre production of "Matilda". A great day out socially while learning about the Arts.

Financial performance and position

A surplus of funds this year can be attributed to grants received from the department as well as sporting schools. 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 our students local environment. Other contributors are our small student numbers and although spending on replacing equipment has slowed, we have endeavoured to keep Ultima Primary School's IT systems and resources up to date, reduced student numbers requires less new resources.

For more detailed information regarding our school please visit our website at
www.ultimaps.vic.edu.au

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 np students were enrolled at this school in 2019, np female and np male.

np percent of students had English as an additional language and np 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: np

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)	np	79.5	68.5	87.9

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	np	89.7	81.7	95.0	np
Mathematics	np	90.3	81.8	95.8	np

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)		76.5	60.0	90.0	
Year 3	Numeracy (latest year)		67.7	50.0	84.6	
Year 5	Reading (latest year)		67.6	50.0	83.1	
Year 5	Numeracy (latest year)	np	59.3	41.2	76.4	np

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	np	np	np
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)	np	16.3	13.9	19.4	np
Average number of absence days (4 year average)	14.1	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)	np	np	np	np	np	np	np

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)	np	80.9	71.8	88.9	np
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)	np	81.6	72.2	90.0	np
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	$295,699
Government Provided DET Grants	$99,878
Government Grants Commonwealth	$4,500
Government Grants State	$0
Revenue Other	$1,993
Locally Raised Funds	$2,390
Capital Grants	$0
Total Operating Revenue	$404,459

Equity [1]	Actual
Equity (Social Disadvantage)	$15,296
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	$15,296

Expenditure	Actual
Student Resource Package [2]	$225,779
Adjustments	$0
Books & Publications	$25
Communication Costs	$928
Consumables	$3,950
Miscellaneous Expense [3]	$17,956
Professional Development	$1,028
Property and Equipment Services	$44,217
Salaries & Allowances [4]	$28,362
Trading & Fundraising	$0
Travel & Subsistence	$1,348
Utilities	$5,788
Total Operating Expenditure	$329,381
Net Operating Surplus/-Deficit	$75,079
Asset Acquisitions	$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	$62,193
Official Account	$4,233
Other Accounts	$0
Total Funds Available	$66,426

Financial Commitments	Actual
Operating Reserve	$14,733
Other Recurrent Expenditure	$1,546
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$25,450
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$24,570
Asset/Equipment Replacement > 12 months	$4,000
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$70,299

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').