2020 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 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 21 April 2021 at 10:45 AM by Sandi Spittal (Principal)

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 12:08 PM by Elaine Mitchell (School Council President)

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

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. 2020 has stable enrolments, starting the year with 3 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 2020 the main teaching staff consisted of one full-time teaching principal class. 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 iPads, Webex and Promethean Interactive Board as well as online learning programs.
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 wanting to be more ways to be actively involved in its community.

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 2020 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.
Covid-19 had other plans for the year 2020 in regards to Teaching and Learning for the students.
Teacher judgements against Victorian Curriculum for 2020 show school some improvement in the areas of writing and number when compared to previous results.
Reading results saw students make small improvments in general skills and to further develop a passion for independent reading.
Maths saw students receive explicit sessions of differentiated learning.

Average attendance for 2020 was very high at 94.56%. High student attendance will remain a focus for the future.
The one to one netbook program continued in 2020 with all students having access to their own device. Teachers increased the use of these devices within the classroom and home 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.
During 2020 and the arrival of Covid-19, individualised programs were tailored to students and they were able to choose and explore a variety of learning areas of interest. The connection between parents, students and teachers was strengthened as the school worked collaboratively.

 This improved their conversation skills on webex to develop life experiences for them to talk about, also to create new writing experiences for their literacy. The school's goal in 2020 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.

Average attendance for 2020 was very high with 97.09% attendance rate for the year from both Year 2 and Year 6 students. High student attendance will remain a focus for the future.
The one to one netbook program continued in 2020 with all students having access to their own device. Teachers increased the use of these devices while students learning was at home during Covid-19.
Students participated in many online learning environments while at home gaining access to quality learning via the iPad in the areas of literacy and numeracy.
During 2020 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 during remote learning while Covid-19 was happening.

Wellbeing

The school's goal in 2020 was to further build resilience in students focusing on Kids Matter Program, Respectful Relationships Program and You Can Do It ideas.
The transition program at our school is strong, supporting students as they progress through school.
In 2020, there was a decrease in opportunities for students to meet peers from neighbouring schools due to Covid-19. At times, students conected with other students from the Top Paddock Cluster.
A comprehensive swimming program was done at the start and end of the school year through the Sporting School Fund.
We continued with the Breakfast Program for 2020 by sending home the Breakfast food home to students's families during a time of need because od Covid-19.

Financial performance and position

A surplus of funds this year can be attributed to grants received from the department as well as sporting schools Grants. We are keeping some funds in reserve in case of future deficit. Spending has decreased in the area of Camps and excursions due to Covid-19. We were 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
http://www.ultimaps.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.

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 3 students were enrolled at this school in 2020, NDP female and NDP male.

NDP percent of students had English as an additional language and NDP 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.
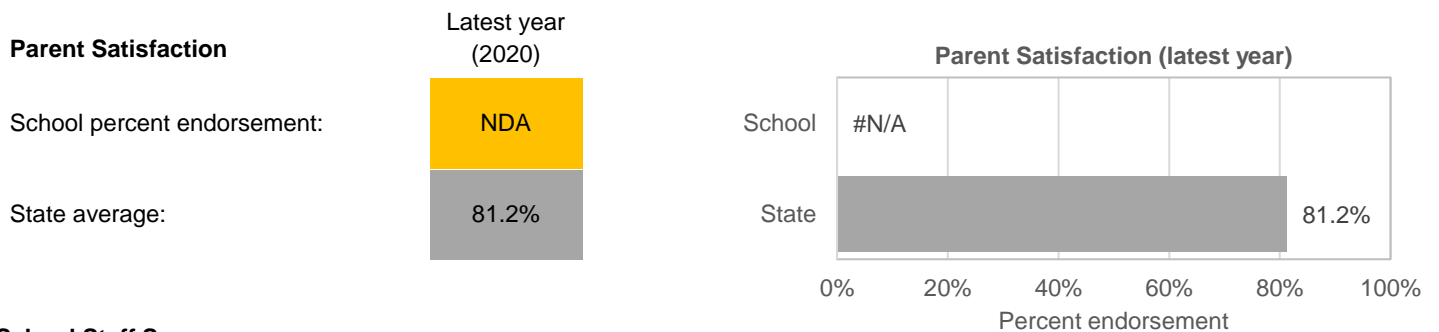
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: NDP

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.
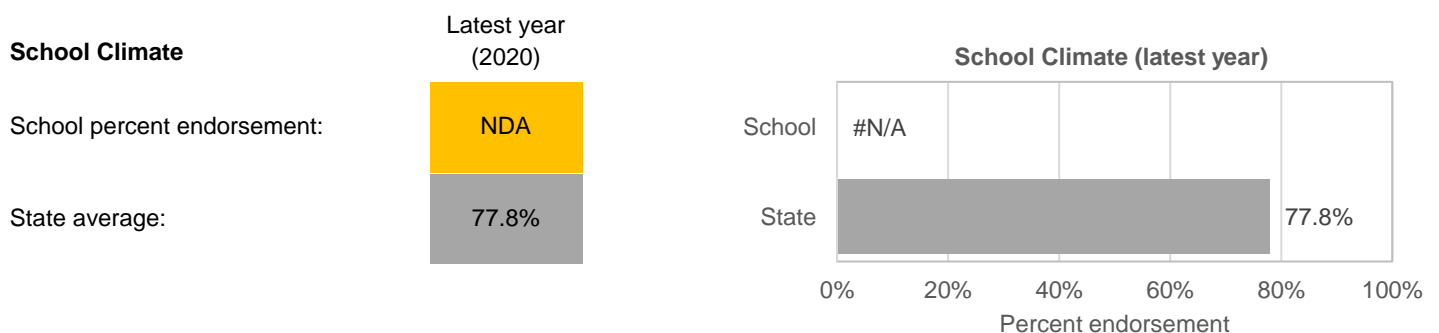
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)

School	#N/A
State	81.2%

Percent endorsement

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

School Climate (latest year)

School	#N/A
State	77.8%

Percent endorsement

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.

English
Years Prep to 6

Latest year (2020)

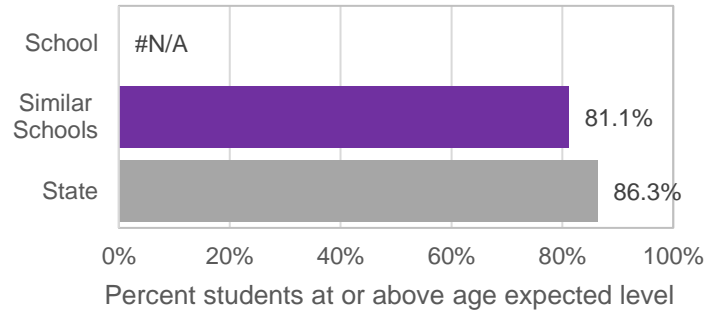School percent of students at or above age expected standards:

NDP

Similar Schools average:

81.1%

State average:

86.3%

English (latest (year)
Years Prep to 6

School: #N/A
Similar Schools: 81.1%
State: 86.3%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:

NDP

Similar Schools average:

80.0%

State average:

85.2%

Mathematics (latest year)
Years Prep to 6

School: #N/A
Similar Schools: 80.0%
State: 85.2%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
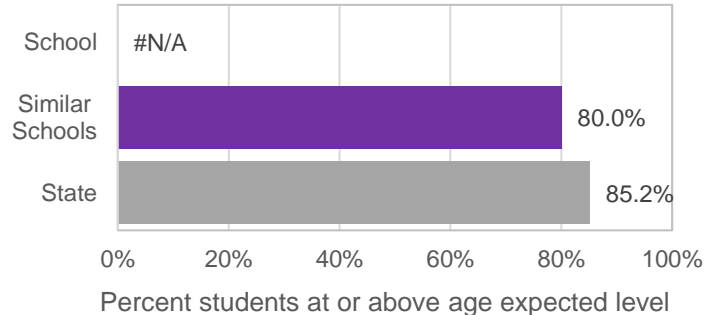
NAPLAN

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).

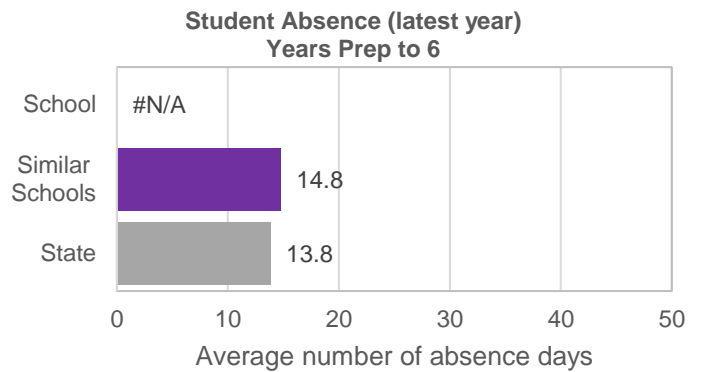NAPLAN tests were not conducted in 2020.

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.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	NDP	11.2
Similar Schools average:	14.8	16.1
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	#N/A
Similar Schools	14.8
State	13.8

Average number of absence days

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	NDA	NDA	NDP

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.*
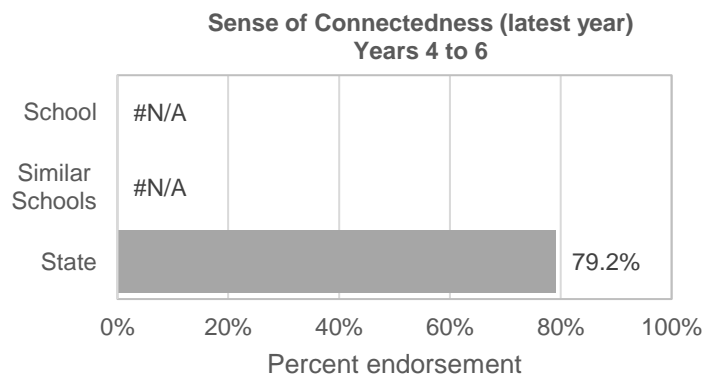
Student Attitudes to School – Sense of Connectedness

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.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDP	100.0%
Similar Schools average:	NDP	84.0%
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.

Sense of Connectedness (latest year) Years 4 to 6

School #N/A
Similar Schools #N/A
State 79.2%

0%   20%   40%   60%   80%   100%
Percent endorsement

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.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDP	94.4%
Similar Schools average:	NDP	84.8%
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.
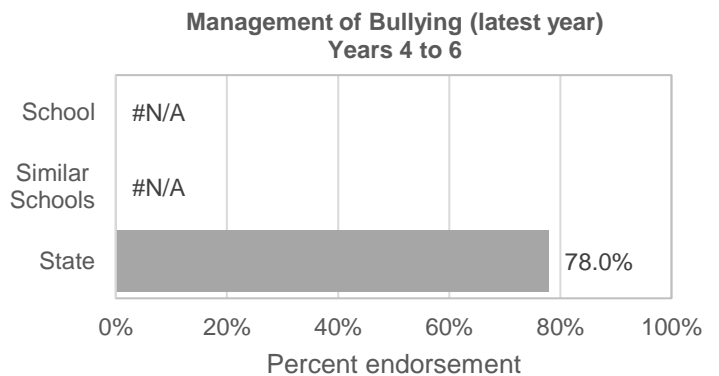
Management of Bullying (latest year) Years 4 to 6

School #N/A
Similar Schools #N/A
State 78.0%

0%   20%   40%   60%   80%   100%
Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$303,077
Government Provided DET Grants	$151,460
Government Grants Commonwealth	$1,500
Government Grants State	$1,350
Revenue Other	$8,223
Locally Raised Funds	$470
Capital Grants	NDA
Total Operating Revenue	**$466,080**

Equity [1]	Actual
Equity (Social Disadvantage)	$15,720
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$15,720**

Expenditure	Actual
Student Resource Package [2]	$166,636
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	$2,378
Communication Costs	$962
Consumables	$5,271
Miscellaneous Expense [3]	$4,116
Professional Development	$171
Equipment/Maintenance/Hire	$693
Property Services	$57,587
Salaries & Allowances [4]	$34,923
Support Services	$2,436
Trading & Fundraising	$123
Motor Vehicle Expenses	NDA
Travel & Subsistence	$333
Utilities	$6,917
Total Operating Expenditure	**$282,545**
Net Operating Surplus/-Deficit	**$183,535**
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	$108,867
Official Account	$4,269
Other Accounts	NDA
Total Funds Available	**$113,136**

Financial Commitments	Actual
Operating Reserve	$11,871
Other Recurrent Expenditure	$1,170
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	$57,550
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	$17,607
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$88,198**

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.