

2019 Annual Report to The School Community



School Name: Nanneella Estate Primary School (3708)



- 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 27 March 2020 at 11:02 AM by Ian Denson (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 10 November 2020 at 03:33 PM by Tay Bannister (School Council President)

About Our School

School context

Nanneella Estate Primary School's vision is to provide the best learning environment possible for all students within our supportive school community to equip them with the necessary skills and knowledge to become lifelong learners and valued members of our global society. It is our mission to provide a strong academic program complemented by rich programs promoting creativity, the arts, physical activity, healthy living and languages to provide students with the best possible foundation in life through a well-rounded education.

Nanneella Estate Primary School's Statement and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values –

Getting Along

Respect

Resilience

Organisation

We do our best

At the heart of our school ethos is a desire on everyone's behalf to work together as a team. There are strong relationships between staff and students and staff and parents.

In 2016 the school participated in the school review process. The school staff completed a self-evaluation and this was presented to the review panel. Four-Year Goals; Key Improvement Strategies and Targets were provided the reviewer and it was determined that the FISO State-wide Priorities for the next strategic plan would be: Excellence in Teaching and Learning, and Positive Climate for Learning. The High Impact Initiatives embedded in the strategic plan will be Curriculum Planning and Assessment; Building Practice Excellence; Empowering students and Building School Pride; and Setting Expectations and Promoting Inclusion. The schools targets will focus on students maintaining or exceeding expected learning gain of one Victorian Curriculum Level each year and meeting state targets in NAPLAN growth and Student Attendance. The school will also aim to exceed 2016 scores in the Attitudes to School Survey and Parent Opinion Surveys.

The staffing profile of Nanneella Estate Primary School in 2019 includes a principal, a full-time teacher and two part-time teachers working 3 days and 2 days, and a Business Manager working 2 days a week. The school is also supported by a MARC and MACC program for half a day each week, and a local payroll LOTE teacher at 3.5hrs per week.

Nanneella Estate Primary School is a small school in the North Western Victoria Region situated in the rural district between the city of Echuca and the township of Rochester.

The school was founded in 1911. The school grounds include an oval, tennis/basketball court, several sheds, chook pen, 2 playgrounds and a meeting place under a gazebo structure. The main building includes two classrooms, staff/meeting/storeroom, reception and principal's office. There is also a portable classroom used for specialist and differentiation programs, and a small reading recovery/LOTE site office.

Framework for Improving Student Outcomes (FISO)

Throughout 2019 the school worked on developing a Guaranteed and Viable Curriculum focusing on the learning areas of English and Mathematics. Staff worked together to establish: a yearly audit in English and Mathematics, covering all Victorian Curriculum content; a whole school writing planner, and a whole school F-6 yearly and term planning template. F-2 and 3-6 teaching staff worked separately to develop F-2 and 3-6 term planners in English and Mathematics. The term planners identify the content descriptors covered in each term and a ten week suggested teaching and learning plan for the term. In 2020 we will be under-taking a review. This review will determine the goals, strategies and targets for the 2020 year.

In 2019 the school focused on implementing the Berry Street Education Model into our daily practice across the whole school. As all teaching staff members have participated in the training, we have been equipped with a shared understanding and a common language. Every day starts by welcoming every single student and staff member into our circle in order to acknowledge their part and contribution into our school community. Explicit sessions on de-escalation strategies, regular mindfulness sessions and individual safety and focus plans have been utilised in both classes, in order to empower our students. Celebrating individual and whole school achievements, and weekly appreciations during our whole school assemblies further assisted in building school pride.

Achievement

Teacher judgement of student achievement in Reading showed 100% of students were at or above age expected level, 93% for writing and 93% for Number and Algebra. These scores were above similar school comparisons. The Year 3 NAPLAN reading results for students in the top 2 bands was 50%, which was similar to results for primary schools with similar characteristics. The four year average In writing and numeracy there were 25% of students in the top 2 bands. The four year average was not available. The Year 5 NAPLAN reading and writing results for students in the top 2 bands was 50%, this was above results for primary schools with similar characteristics. In numeracy all students were in the middle two bands. The four year average was not available.

Engagement

Student attendance was highlighted as an area for improvement in the School Strategic Plan and the Annual Implementation Plan. The attendance rate in 2018 was 93%, and in 2019 it was 94%. The attendance rate is trending up towards 95% which is above our school target of 90%. In 2019 the rate for 20 or more days absent per student was 11%, down from 13.5% in 2018 and 19.6% in 2017. The 2019 result was well below the rate for similar schools as well as below schools across the state. The school has implemented a number of strategies to improve attendance such as contacting all parents on the day of any child's non-notified absence, and including the School Strategic Plan target rate (90%) and the weekly attendance rate in our school newsletter each week.

Wellbeing

Student Wellbeing is measured against the Sense of Connectedness domain in the Students Attitude to School survey which is conducted annually by students in grade 4-6.

In 2019, the positive results in Sense of Connectedness was 65% up from 37% in 2018.

Management of Bullying is also a factor that is reported on in the survey. In 2019, the positive results in Managing Bullying was 79% positive up from 23% in 2018.

This survey is greatly impacted by small student numbers and as a result the results can be volatile and it is likely that the results will rebound again in 2019.

Berry Street Educational Model (BSEM) was embedded across the whole school in 2019 and will continue to be a focus in 2020. The Student Wellbeing and Engagement Policy, and the Bullying Prevention Policy were reviewed, updated and approved in 2019. The school also was required to do a Child Safe Pulse Check Audit in 2019 and the school was found to be compliant.

Financial performance and position

In 2019 the student numbers at Nanneella Estate Primary School dropped to 18 resulting in a drop in the School Resource Package. As a result the school was over staffed and steps needed to be taken to reduce the staffing profile

of the school. The deficit for 2109 was (\$87,549), however the school also had a surplus brought forward from the previous year of \$72,170. So the final result for 2019 was: (\$15,379) Deficit. This will need to be addressed in 2020.

Equity funding was also received to support the teaching profile at the school. Nanneella Estate Primary School was the program coordinator school for the Campaspe Cluster of Schools, managing relevant income and expenses as required.

In 2019 the school also received extra funding through the Federal Governments Sporting Schools fund which was used to run sports programs in terms 2, 3 and 4.

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.




For more detailed information regarding our school please visit our website at <http://www.nanneella-estate-ps.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.

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	
<p>Enrolment Profile</p> <p>A total of 18 students were enrolled at this school in 2019, 13 female and 5 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

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: **Key:** Similar School Comparison Above Similar Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>		<p>Below </p> <p>Below </p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>		<p>No Data Available</p> <p>No Data Available</p>

Performance Summary

Achievement	Student Outcomes	Similar School Comparison								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>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.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison 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.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>NA</td> <td>87 %</td> <td>94 %</td> <td>97 %</td> <td>94 %</td> <td>98 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NA	87 %	94 %	97 %	94 %	98 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
NA	87 %	94 %	97 %	94 %	98 %	91 %										

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p>Below ●</p>

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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$353,922	High Yield Investment Account	\$44,645
Government Provided DET Grants	\$73,275	Official Account	\$8,567
Government Grants Commonwealth	\$2,500	Other Accounts	\$12,168
Revenue Other	\$4,860	Total Funds Available	\$65,380
Locally Raised Funds	\$15,260		
Total Operating Revenue	\$449,817		
Equity¹			
Equity (Social Disadvantage)	\$32,589		
Equity Total	\$32,589		
Expenditure		Financial Commitments	
Student Resource Package ²	\$369,301	Operating Reserve	\$12,091
Books & Publications	\$46	School Based Programs	\$11,015
Communication Costs	\$1,492	Maintenance - Buildings/Grounds < 12 months	\$38,528
Consumables	\$4,830	Total Financial Commitments	\$61,634
Miscellaneous Expense ³	\$20,404		
Professional Development	\$1,809		
Property and Equipment Services	\$44,571		
Salaries & Allowances ⁴	\$14,688		
Trading & Fundraising	\$1,927		
Utilities	\$1,907		
Total Operating Expenditure	\$460,974		
Net Operating Surplus/-Deficit	(\$11,156)		
Asset Acquisitions	\$0		

(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 26 February 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)

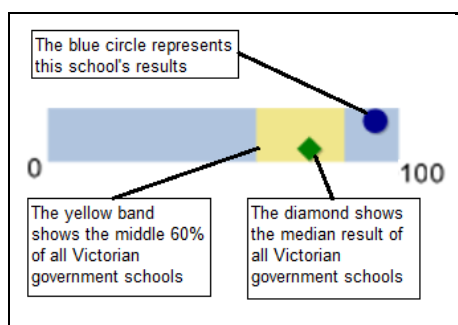
Engagement

- student attendance and engagement at school
- 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).

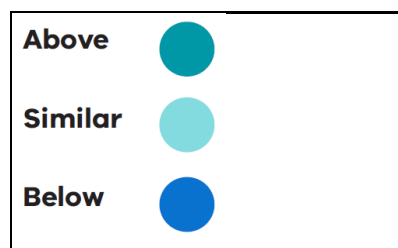


What does *School Comparison* refer to?

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 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 '*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').