

2022 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 of the previous calendar year 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 26 April 2023 at 10:27 AM by Thomas Mangan (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 10:53 AM by Tay Bannister (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

At Nanneella Estate Primary School we pride ourselves on teaching the whole student. This comes from our focus on the school GRROW values of Getting along, Resilience, Respect, Organisation and We get along.

At Nanneella Estate Primary School we believe that:

- Two way communication and involvement in decision making is critical in developing community ownership of 'Our School'.
- School is a place where all members of our community should feel welcome, supported and comfortable.
- The development of the whole person – academic, physical, social, emotional and cultural is paramount.
- The school must constantly strive to improve teaching and learning and ensure the provision of access and the opportunity for success for all students.
- The notion of excellence must be fostered and high self esteem developed.
- The development of a positive attitude towards self-discipline, co-operation and pride in all achievements is encouraged.

Nanneella Estate Primary School had 13 students enrolled for the 2022 school year. These students were supported by a 0.6 teacher, teaching principal and 0.2 Learning tutor. Students also received specialist education in Art and Library provided by the MACC and MARC services. Specialist instruction in Performing Arts and Indonesian on a Friday. Students were split into 2 classrooms for Monday – Wednesday as P-3 and 4-6. Classes were joined for specialist classes on Thursday and Friday.

Nanneella Estate Primary School is located between the townships of Echuca and Rochester. It services the local farming area and houses.

Our school's SFOE band for 2022 was high, representing the school population had a high level of socio-educational disadvantage. The school was supported with equity funding which was put into increased staffing and supporting students to attend different experiences.

Progress towards strategic goals, student outcomes and student engagement

Learning

Over the course of the 2022 school year Nanneella Estate Primary School began work on the instructional model of teaching. This model of teaching allows for easier differentiation in the classroom as well as more time for individual conferencing to occur to set and review goals. The implementation of the model will continue into 2023 with goal setting and reviewing becoming a priority. Nanneella Estate Primary School employed a Learning Tutor 1 day per week in 2022 to support students that needed help to make the desired academic growth for the year. Students that worked in the tutoring program made significant growth against their learning goals. This program will continue into 2023 and will be further supported with the Tutor employed across 2 days to allow for more sessions to occur and be more consistent.

Wellbeing

Throughout 2022 school year staff were implementing a number of Berry St strategies to support the wellbeing of the students. Additional staff were employed to support the overall wellbeing of students. School connectedness declined in 2022 compared to the 4 year average. This can be attributed to the change over of staff at the beginning of the year and students still getting used to the change. Especially after the stability and consistency of staff that had been at the school for approximately 20 year. As the year went on students were more connected to school and staff as the relationships were developed over the course of the year.

Over the course of the 2023 school year wellbeing will be another big focus.

Engagement

Engagement has been good with school over the 2022 school year. Student absences were at 15.8 days on average compared to the state average of 23.3 days and similar schools being 24.9 days. Attendance will continue to be a focus for the 2023 school year. With the introduction of UEducateUs families have been able to engage with the school more easily keeping up to date with upcoming events and letting the school know of absences.

The use of online programs has allowed students to continue to be engaged with the work program even if they are not able to attend school due to illness.

Other highlights from the school year

During the 2022 school year Nanneella Estate Primary School began to have a bigger influence within the local community by holding a number of events. The Community Colour Run was a great afternoon with many members of the local community coming along to support.

Financial performance

In 2022 the student numbers at Nanneella Estate Primary School were 13 resulting in a drop in the School Resource Package. With the introduction of the TLI program the school was able to increase the staffing profile, implementing the TLI for 1 day per week. 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 2022 the school also received extra funding through the Federal Governments Sporting Schools fund which was used to run sports programs in terms 1 and 2. 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 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 2.0 (FISO 2.0).

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 13 students were enrolled at this school in 2022, 9 female and 4 male.

0 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).

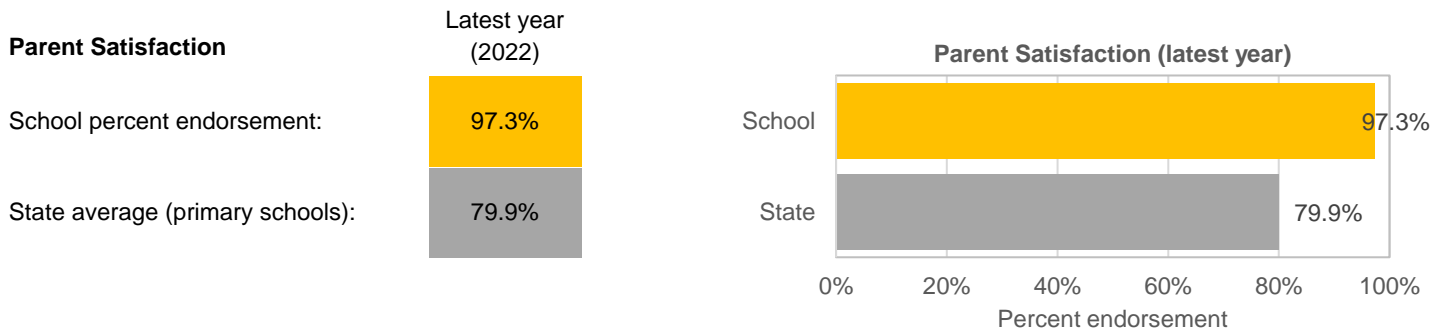
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

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.

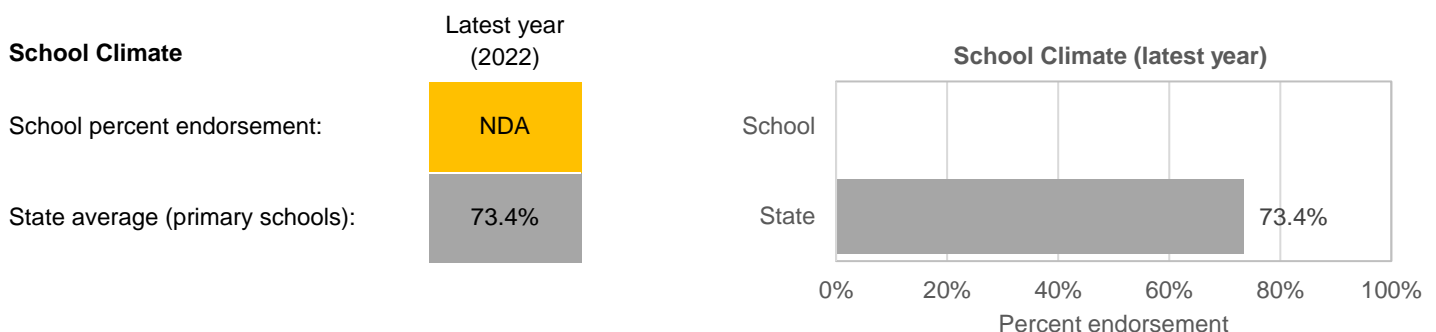


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

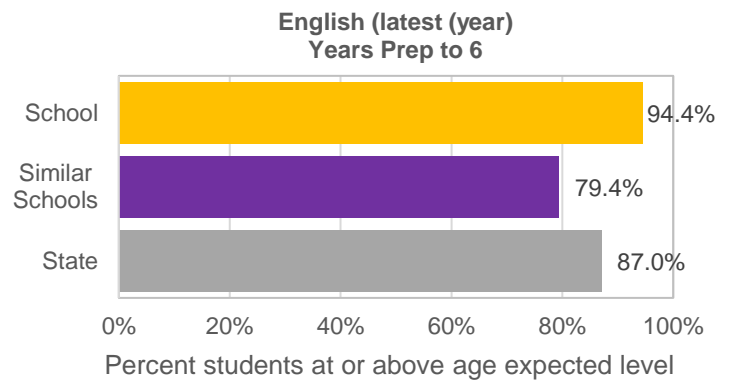
94.4%

Similar Schools average:

79.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

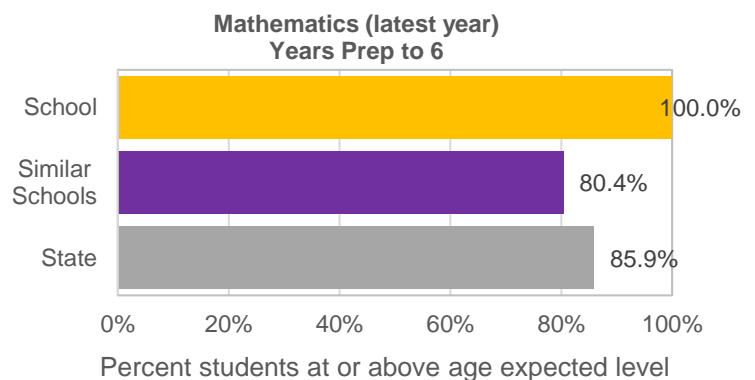
100.0%

Similar Schools average:

80.4%

State average:

85.9%



LEARNING (continued)

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.

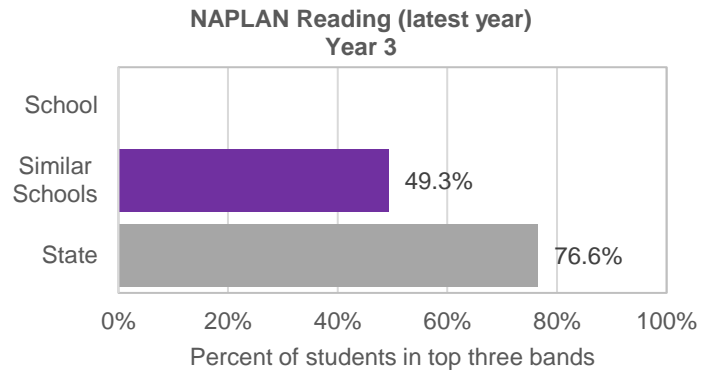
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

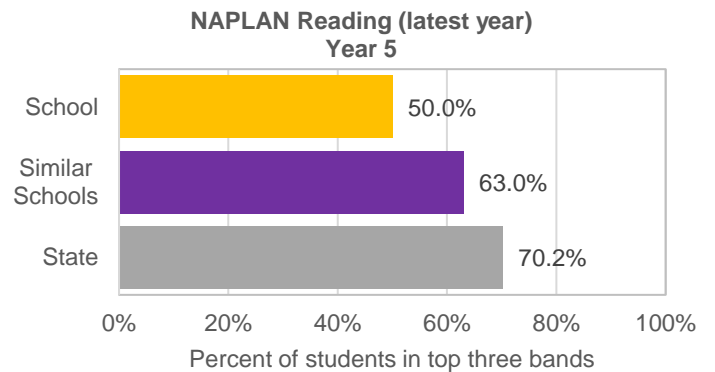
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	40.0%
Similar Schools average:	49.3%	59.7%
State average:	76.6%	76.6%



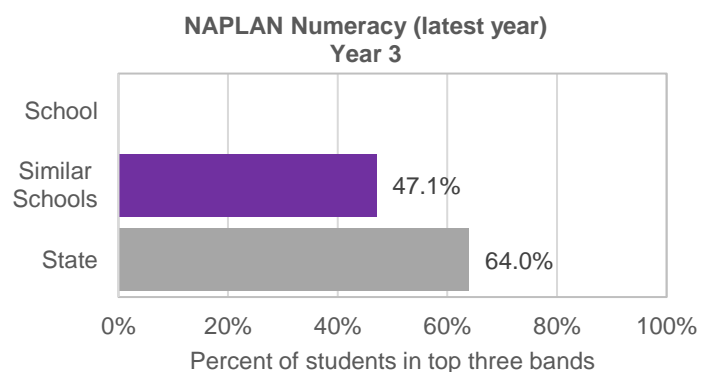
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	62.5%
Similar Schools average:	63.0%	61.1%
State average:	70.2%	69.5%



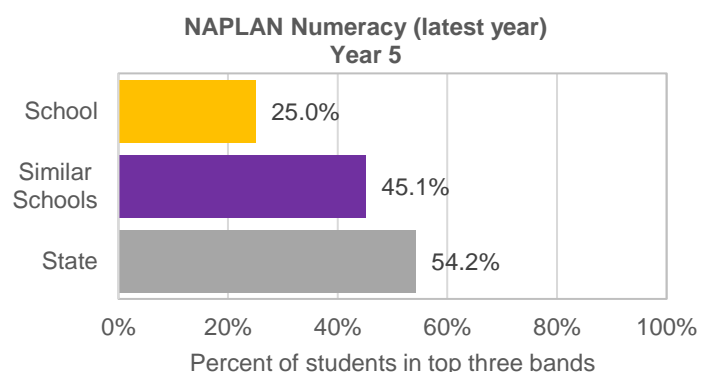
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	40.0%
Similar Schools average:	47.1%	56.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	37.5%
Similar Schools average:	45.1%	46.3%
State average:	54.2%	58.8%



WELLBEING

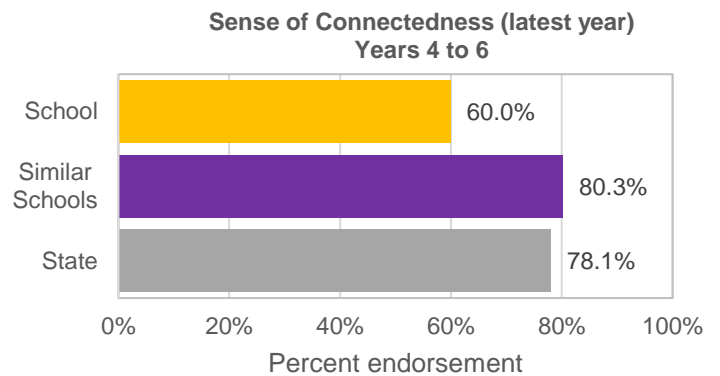
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	60.0%	72.4%
Similar Schools average:	80.3%	82.8%
State average:	78.1%	79.5%

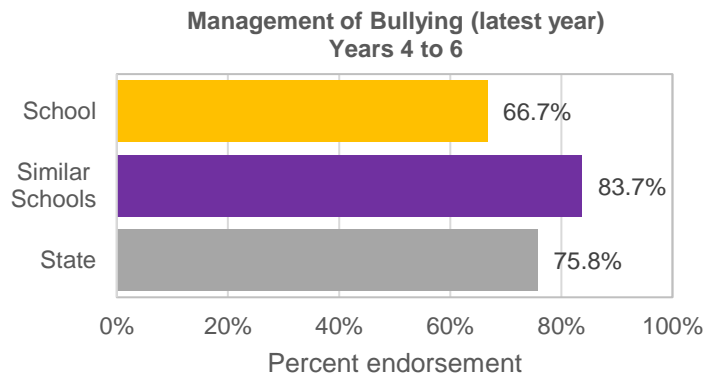


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	66.7%	75.9%
Similar Schools average:	83.7%	84.2%
State average:	75.8%	78.3%



ENGAGEMENT

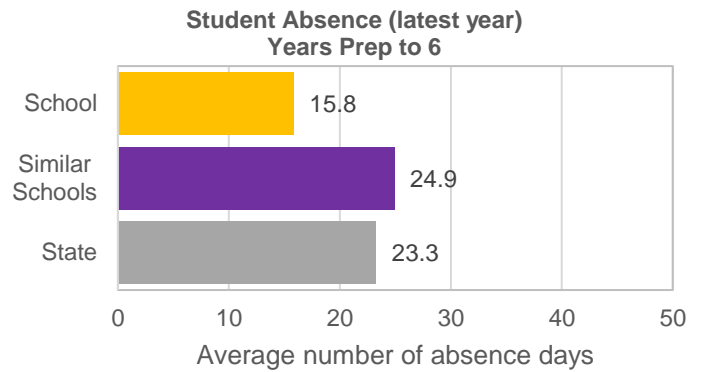
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	15.8	13.6
Similar Schools average:	24.9	19.6
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDP	NDP	93%	NDP	NDA	92%	NDP

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$315,696
Government Provided DET Grants	\$96,086
Government Grants Commonwealth	\$22,920
Government Grants State	\$0
Revenue Other	\$4,143
Locally Raised Funds	\$8,734
Capital Grants	\$0
Total Operating Revenue	\$447,579

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,583
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,583

Expenditure	Actual
Student Resource Package ²	\$290,268
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$4,421
Communication Costs	\$154
Consumables	\$9,646
Miscellaneous Expense ³	\$6,530
Professional Development	\$388
Equipment/Maintenance/Hire	\$13,664
Property Services	\$69,753
Salaries & Allowances ⁴	\$26,091
Support Services	\$345
Trading & Fundraising	\$7,060
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$2,397
Total Operating Expenditure	\$430,716
Net Operating Surplus/-Deficit	\$16,863
Asset Acquisitions	\$0

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$112,721
Official Account	\$21,408
Other Accounts	\$0
Total Funds Available	\$134,130

Financial Commitments	Actual
Operating Reserve	\$13,534
Other Recurrent Expenditure	\$1,040
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$87,118
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	\$25,787
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$55,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$182,479

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.