

2021 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 2021 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 28 April 2022 at 12:05 PM by Thomas Mangan (Principal)

- This 2021 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 29 April 2022 at 09:53 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

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.

The new strategic plan has two main goals and 6 targets in the domains of: Curriculum Planning and Assessment; Building Practice Excellence and Evidence-Based High-Impact Teaching Strategies. The schools targets will focus on the mean of students, over the years 2020 – 2023, making at or above expected age level, to be above the benchmark set for each area.

The staffing profile of Nanneella Estate Primary School in 2021 included a principal, a part-time teacher working 3 days and a business manager working 2 days a week. The school also implemented the TLI program 1 day a week, with the teacher employed another day to complete literacy and performing arts. The school is also supported by a MARC (Library van) and MACC (Art van) program for half a day each week, and an Indonesian teacher at 3hrs 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 learning programs.

Framework for Improving Student Outcomes (FISO)

A school Pre-Review Self Evaluation (PRSE) was undertaken by the staff in 2019 in preparation for the School Review in 2020. The main aspect of this work was to assess the school on all the components of Framework for Improving Student Outcomes (FISO) continuum. This self-evaluation was then used as the basis of the school review for the review panel.

A summary of the highlights was also produced with the staff determining that there were three key areas identified. A fully Documented Curriculum was developed by the staff to ensure that the school had all the necessary curriculum documentation to maximise student outcomes across all areas of the curriculum. This was the major undertaking of work during the previous School Strategic Plan (SSP) period.

Student Voice and Agency was identified as another highlight. Student goals, Meeting Circle assemblies, Berry St Educational Model strategies (BSEM), school values (GRROW), whole school assemblies and the new Yarning Circle have all contributed to enhancing Student Voice and Agency at NEPS.

Improving Community Engagement was also identified as a highlight. The school developed greater ties with the local community including Nanneella Community Incorporated (NCI), the Nanneella Playgroup, the local Koori community, the Campaspe Shire, the Rochester and Elmore District Health Service (REDHS) and the Bendigo Bank Rochester.

Achievement

The students working in the tutoring program have all shown significant improvement in their learning goals. The tutor has worked with classroom teachers to catch up on the learning and extend where applicable. The students have all valued the one on one support from our learning tutor, and their positive attitude and high level of engagement has been noticeable. All students have displayed greater confidence and awareness of their abilities and their focus learning areas. First semester testing results indicate growth in targeting learning areas. The necessity of the 'Learning from Home' program due to COVID lockdown, has ensured all families have the necessary hardware, software and knowledge in order to participate effectively in the daily on-line program.

We regularly use G-suite, Essential Assessment, Webex, Epic, Kahoot both in our home learning and at school programs. Our whole school community has become more confident in utilising these programs.

The planned improvements in the playground facilities have been completed. At this stage, the upgrade of the school toilet block is running to schedule.

Engagement

When the students are at school, they have routines, they respond well to the consistency of practise and there is a better balance of academic, social, physical and emotional needs. The students relish the opportunity to interact with their peers, support and encourage each other.

Despite the limitations of on-line learning, when students are learning from home, we have observed progress with most students adapting and becoming more capable and confident on-line.

We have also been able to offer a Performing Arts program in 2021 which many of our students appreciate and enjoy. We are involved in the 'Blue Sky' Dance program. It is offered to us by "AusDance", however full implementation has been difficult due to lockdown.

We are launching an online platform called 'Ripple' to monitor student wellbeing on a daily basis. The program promotes emotional literacy, self awareness and resilience.

Wellbeing

When our students are at school, we are able to deliver an engaging and varied fitness program each morning. We have included a "lap the Map' program which was supported by the Lions Club of Echuca. We implemented a " Jump Rope for Heart" culminated in a 'Golden Skipping Rope' Day. We have also completed a unit of fitness on Bush Dancing and begun a unit of work on Agility Ladders. This has helped to promote happy, active and healthy students. Staff tried to reschedule a range of extra curricular activities, including cluster camps, cluster events, excursions and incursions and community involvement and engagement. The second semester saw the full implementation of the 'Ripple' program. We are planning for a whole school camp on site in term 4.

Finance performance and position

In 2021 the student numbers at Nanneella Estate Primary School dropped to 12 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 2021 the school also received extra funding through the Federal Governments Sporting Schools fund which was used to run sports programs in terms 1, 3 and 4. Extra funding for maintenance was also provided by the state government and the school also received funds from the federal government through the Local Schools Community Fund to address some maintenance issues around the school.

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.

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 12 students were enrolled at this school in 2021, 8 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).

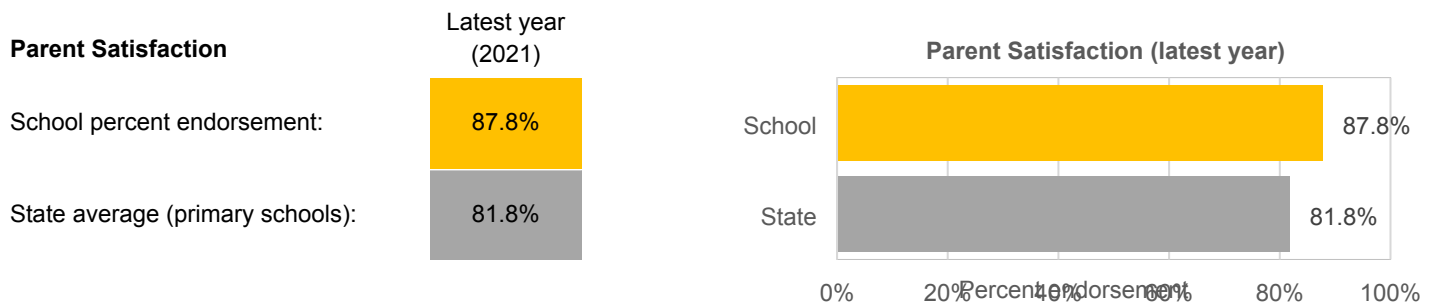
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

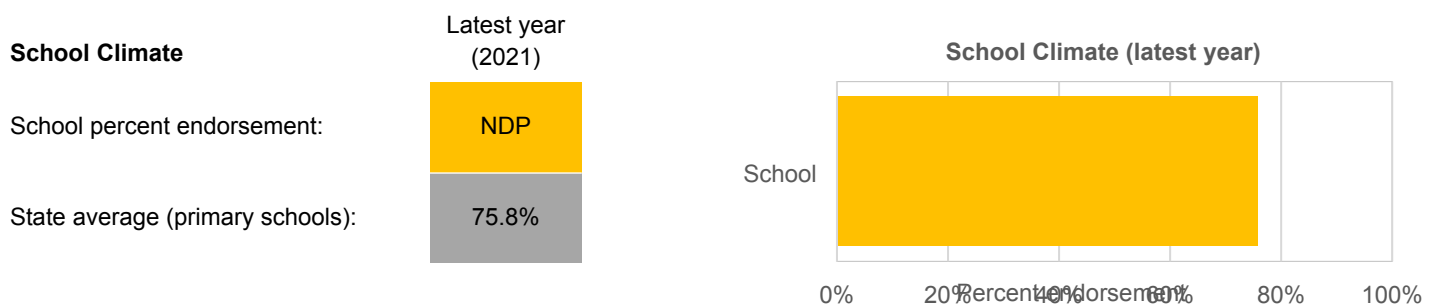


School Staff Survey

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.



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
(2021)

School percent of students at or above age expected standards:

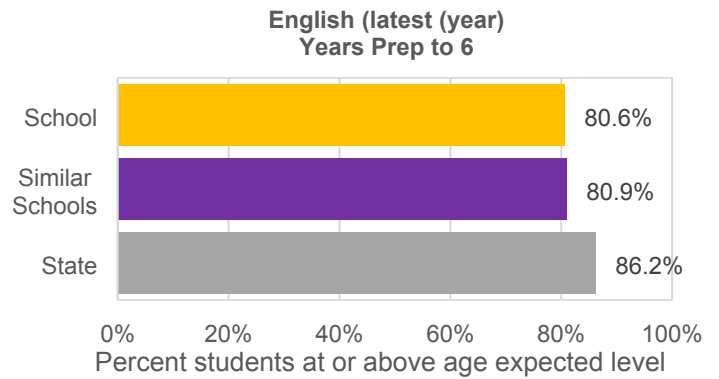
80.6%

Similar Schools average:

80.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

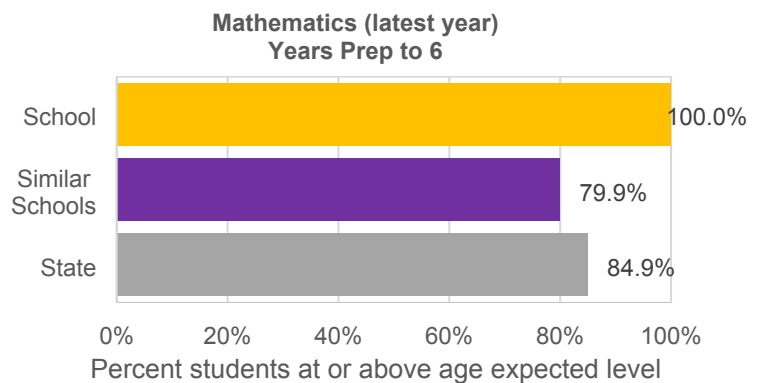
100.0%

Similar Schools average:

79.9%

State average:

84.9%



ACHIEVEMENT (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.

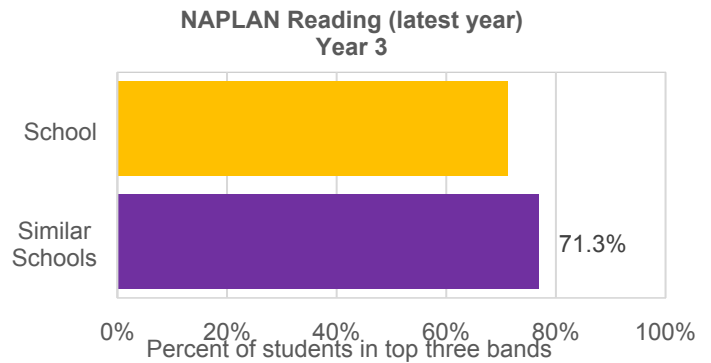
NAPLAN

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 2018, 2019 and 2021 data.

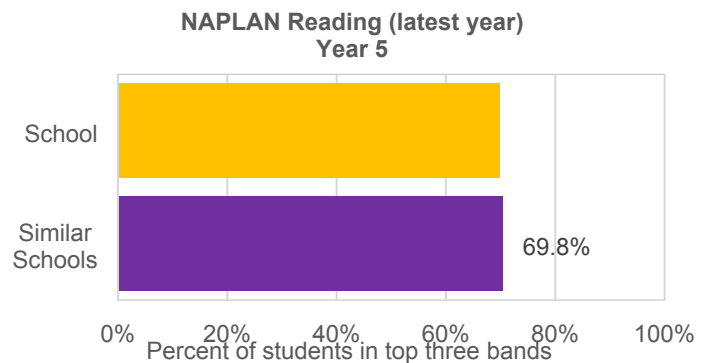
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	60.0%
Similar Schools average:	71.3%	66.8%
State average:	76.9%	76.5%



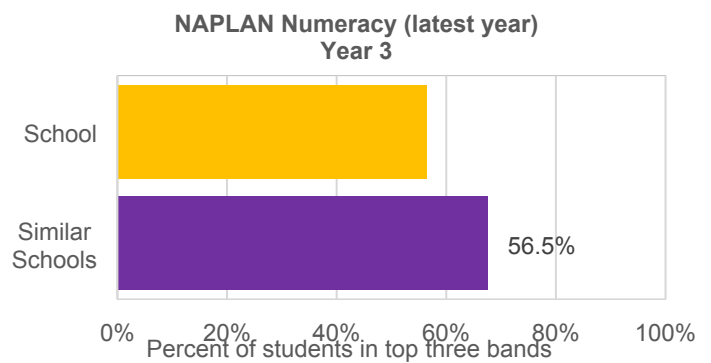
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	87.5%
Similar Schools average:	69.8%	56.6%
State average:	70.4%	67.7%



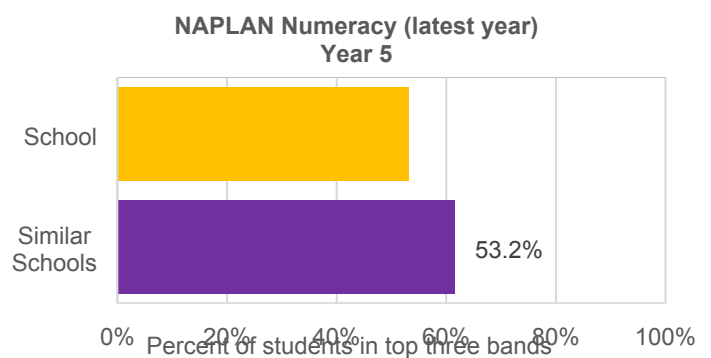
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	40.0%
Similar Schools average:	56.5%	62.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	42.9%
Similar Schools average:	53.2%	44.4%
State average:	61.6%	60.0%



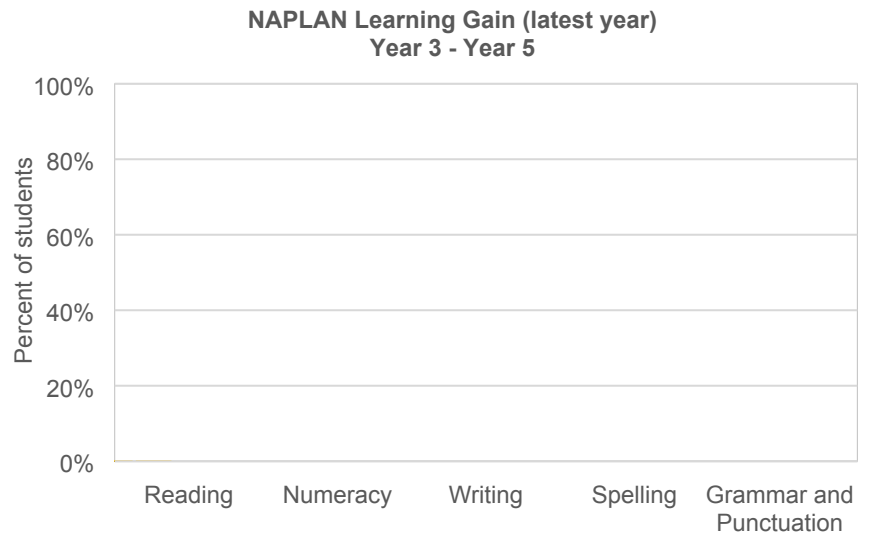
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	28%
Numeracy:	NDP	NDP	NDP	24%
Writing:	NDP	NDP	NDP	14%
Spelling:	NDP	NDP	NDP	23%
Grammar and Punctuation:	NDP	NDP	NDP	14%



ENGAGEMENT

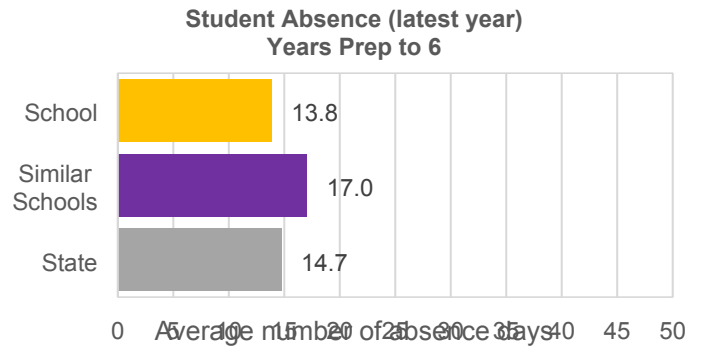
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.8	13.1
Similar Schools average:	17.0	16.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDP	NDP	NDP	NDA	93%	NDP	NDP

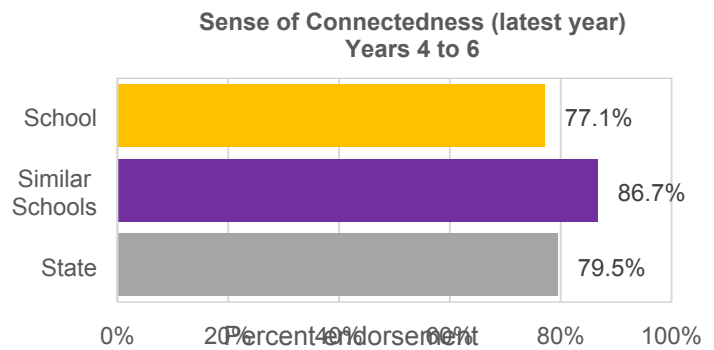
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.1%	61.7%
Similar Schools average:	86.7%	83.6%
State average:	79.5%	80.4%

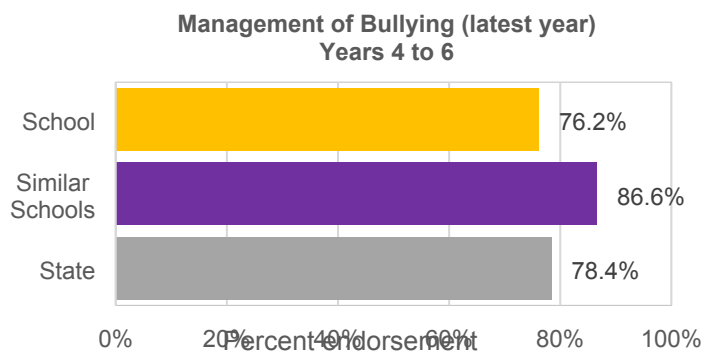


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	76.2%	58.3%
Similar Schools average:	86.6%	84.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$286,381
Government Provided DET Grants	\$104,701
Government Grants Commonwealth	\$4,000
Government Grants State	\$0
Revenue Other	\$1,265
Locally Raised Funds	\$4,657
Capital Grants	\$0
Total Operating Revenue	\$401,004

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,126
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$32,126

Expenditure	Actual
Student Resource Package ²	\$297,682
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$5,913
Communication Costs	\$1,413
Consumables	\$4,580
Miscellaneous Expense ³	\$3,991
Professional Development	\$210
Equipment/Maintenance/Hire	\$10,542
Property Services	\$28,671
Salaries & Allowances ⁴	\$20,840
Support Services	\$1,123
Trading & Fundraising	\$2,402
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$1,657
Total Operating Expenditure	\$379,024
Net Operating Surplus/-Deficit	\$21,981
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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$127,432
Official Account	\$15,761
Other Accounts	\$0
Total Funds Available	\$143,193

Financial Commitments	Actual
Operating Reserve	\$11,545
Other Recurrent Expenditure	\$87
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$74,775
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	\$28,984
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$115,391

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.