

2020 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 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 22 April 2021 at 02:23 PM by Ian Denson (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 30 April 2021 at 09:31 AM by Tay Bannister (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

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 2020 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 by the reviewer and it was determined that the FISO State-wide Priorities for the next strategic plan would be in Excellence in Teaching and Learning. The review was completed in terms one and two using video conferencing facilities due to the COVID-19 pandemic restrictions.

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 2020 included a principal, a part-time teacher working 3 days and a business manager working 2 days a week. 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 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 learning programs.

Framework for Improving Student Outcomes (FISO)

2020 was a school review year for Nanneella Estate Primary School. This provided an opportunity for the school to look at our successes and achievements over the previous four years and to look at areas for improvement to be included in the next School Strategic Plan.

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.

Initially the review team was to meet onsite at the school during term one to conduct the Review Validation Day and the Review Panel Day, however due to the COVID-19 restrictions, the Panel day was not held until term two, and this was carried out virtually using the schools' WEBEX video conferencing facilities.

Achievement

Students moved to a Learning From Home program in the last week of term one, for 7-9 weeks in term two and then for 7 weeks in term 3. In term 4 all students were back on site for the entire term. The school noted a range of responses from our students during the Learning From Home program, some students coped extremely well, some students were able to engage intermittently with the program and some students had great challenges during the programs offered by the school. Our major focus in term four was Literacy and Numeracy and Student Well being. Teacher judgement in English and Mathematics for all students from Prep to Grade 6 is used as a key measure of student achievement.

Teacher judgement of student achievement in English showed 87.2% of students were at or above age expected level. This was well above the similar schools average of 79.2% and slightly above the state average of 86.3%.

Teacher judgement of student achievement in Mathematics showed 100% of students were at or above age expected level. This was well above the similar schools average of 80.5% and slightly above the state average of 85.2%.

NAPLAN tests for grade 3 and grade 5 were not conducted in 2020 due to the COVID-19 restrictions.

Engagement

Student attendance was highlighted as an area for improvement in the School Strategic Plan and the Annual Implementation Plan. 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 processes and procedures adopted in response to remote and flexible learning due to the COVID-19 restrictions.

Student absence, Prep to 6, placed the school's average number of days absent at 12.4 days, which was fewer than both the similar school average of 15.0 days and the state average was 13.8 days.

The four year average for Nanneella Estate Primary School was 15.3 days, which was equal to the state average and slightly better than the similar school average of 17.0 days.

Wellbeing

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

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.

Student endorsement for Sense of Connectedness was 85% which was above the state average of 79.2% and slightly

below the Similar School average of 88.6%.

Student endorsement for Management of Bullying was 79.2% which was above the state average of 78.0% and slightly below the Similar School average of 84.8%.

Berry Street Educational Model (BSEM) was embedded across the whole school in 2019 and will continued 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 fully compliant at the school review in 2020.

Financial performance and position

In 2020 the student numbers at Nanneella Estate Primary School dropped to 16 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. At the end of 2019 and early in 2020 two teachers secured one year contracts at another local school. This assisted greatly in addressing the deficit position of the school. In 2020 the SRP showed a deficit of \$3,728 as at 31 December.

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 2020 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.

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.

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

0 percent of students had English as an additional language and 24 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.

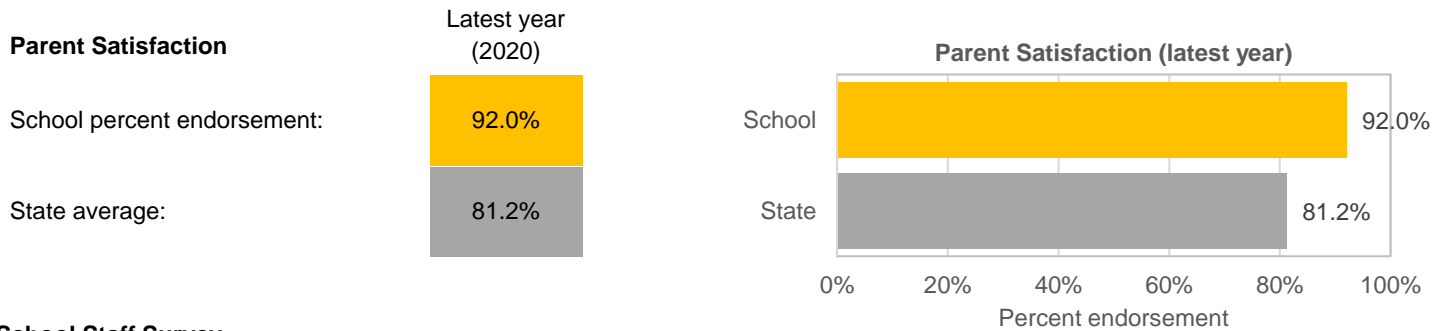
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

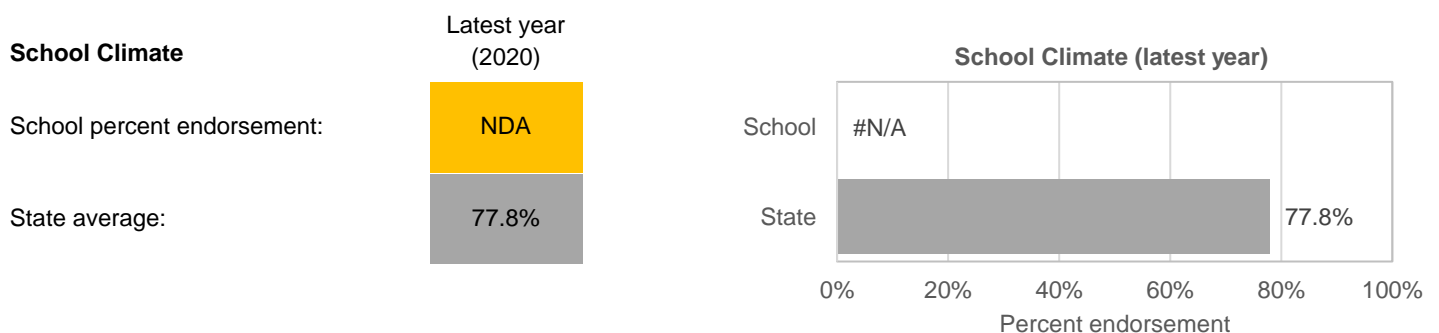


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

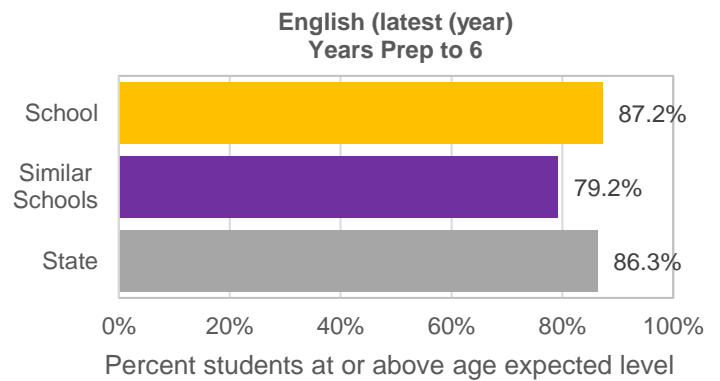
87.2%

Similar Schools average:

79.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

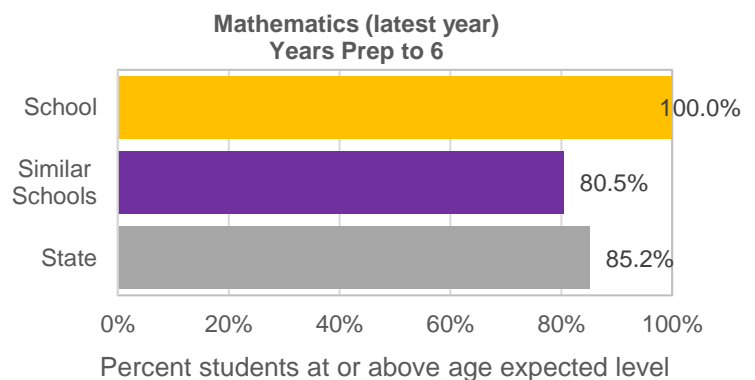
100.0%

Similar Schools average:

80.5%

State average:

85.2%



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

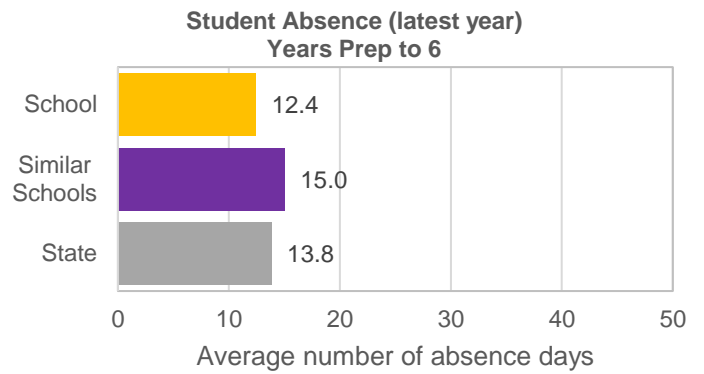
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.4	15.3
Similar Schools average:	15.0	17.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDP	NDP	NDP	95%	89%	NDP	NDP

WELLBEING

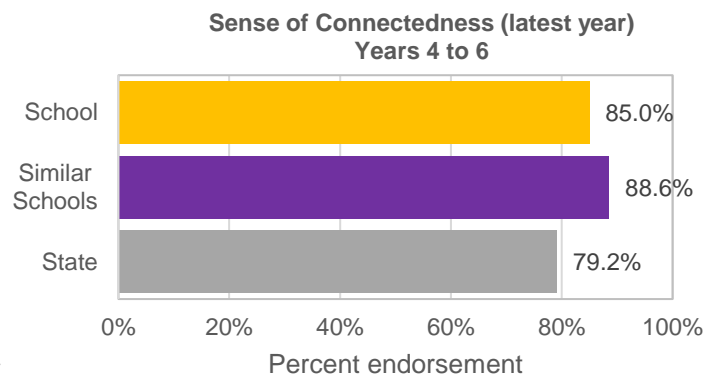
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

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:	85.0%	64.3%
Similar Schools average:	88.6%	81.4%
State average:	79.2%	81.0%



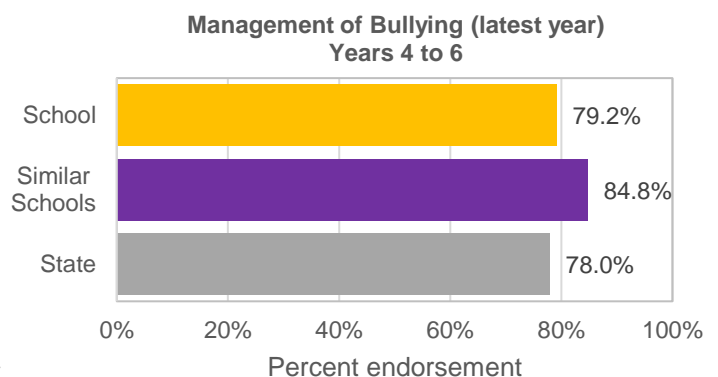
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	79.2%	65.1%
Similar Schools average:	84.8%	81.9%
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.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$256,730
Government Provided DET Grants	\$97,064
Government Grants Commonwealth	\$1,650
Government Grants State	NDA
Revenue Other	\$2,143
Locally Raised Funds	\$2,083
Capital Grants	NDA
Total Operating Revenue	\$359,669

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,794
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$28,794

Expenditure	Actual
Student Resource Package ²	\$260,458
Adjustments	NDA
Books & Publications	\$75
Camps/Excursions/Activities	\$4,033
Communication Costs	\$1,323
Consumables	\$2,804
Miscellaneous Expense ³	\$1,899
Professional Development	\$376
Equipment/Maintenance/Hire	\$10,862
Property Services	\$13,166
Salaries & Allowances ⁴	\$21,623
Support Services	\$1,829
Trading & Fundraising	\$532
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$1,626
Total Operating Expenditure	\$320,604
Net Operating Surplus/-Deficit	\$39,065
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	\$99,926
Official Account	\$9,285
Other Accounts	NDA
Total Funds Available	\$109,211

Financial Commitments	Actual
Operating Reserve	\$10,000
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$62,875
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	\$24,964
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$97,839

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.