

2022 Annual Report to the School Community

School Name: Nilma Primary School (2712)



- 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 06 April 2023 at 12:23 PM by Annette Sutherland (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 11 April 2023 at 12:51 PM by Shannon Gibbons (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
-

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

Nilma Primary School was established in 1885 and is located in Gippsland, 110 kilometers southeast of Melbourne in the shire of Baw Baw.

The school facilities include; a heritage building that provides for administration and staff room, an open planned building with 4 classrooms, and a Science, Technology, Engineering, Arts and Maths (STEAM) Centre. The grounds include an adventure play area, oval, kitchen garden and hard-court play area.

At Nilma Primary School, we develop students' educational, social and emotional competencies to the highest possible level, which prepares students to become lifelong learners and valued members of society. Students have rich learning opportunities that extend their capacity to be confident, collaborative, caring, creative and critical thinkers. We therefore strive to provide our students with the necessary building blocks for both academic success and social and emotional wellbeing.

The school's values are Respect and Responsibility, Environment, Achievement and Learning. We promote 'REAL Students @ Nilma'!

The 2022 enrolment was 63 students. Our enrolments dropped due to the COVID expectations on families and relocations. The overall socio-economic profile - Student Family Occupation and Education (SFOE) was medium, representing a medium level of socio-educational disadvantage of our school.

Nilma PS did not have any students identifying as English as their second language (EAL) students or Aboriginal and Torres Strait Islanders (ATSI) in 2022.

The staffing profile of Nilma Primary School includes a principal and 5.0 full-time equivalent Teachers and 4.3 full-time equivalent Education Support (ES) staff. The school was organised into 4 home groups: Year 1/Foundation, Year 2/1, Year 4/3 and Years 6/5. Our approach to teaching and learning, including the use of multi-ageing, ensures that challenging learning experiences with clear learning goals and rich interactive environments facilitate learning within and beyond the school. Small groups were involved in the Tutor Program.

During 2022, Nilma community has been able to return to the school environment and build on the new practices and experiences of previous two years. Staff have continued to collaborate with developing a continuous learning curriculum and balance the learning with student well-being. Throughout 2022 we have adopted a hybrid model of learning with students engaging and enjoying the new found skills in the ICT domain. A passionate and professional attitude is valued and expected in all activities in this school. We are pleased to report the staff have continued to work collaboratively to build collective capacity and a positive school environment as reported in the Staff school survey, being above State average for Primary schools. Teacher Professional Learning Communities in; English and Mathematics and STEAM; have established the team approach to curriculum planning to promote consistency from Foundation to Year 6.

We believe that the most powerful way of preparing our students for a successful life is to work in partnership with the school community. We therefore encourage parents to take an active part in school life, and worked hard to keep parents informed and educated during the year on various platforms. Nilma endeavoured to build harmonious and welcoming relationships and partnerships with the community. Positive parent satisfaction as reported in the Parent Opinion Survey (POS) indicated the percentage of positive responses from parents was relative to the State average for all Victorian Government Schools.

Buildings, facilities and grounds are both attractive and suit the learning needs of the students. We were successful in gaining the Inclusive Schools Grant and are awaiting the development of the grounds which has been postponed until 2023.

Cooperation and teamwork are paramount at this school, and we have high, but realistic expectations of everyone, treating all with trust, respect and honesty.

Progress towards strategic goals, student outcomes and student engagement

Learning

Nilma Primary School's teacher judgement of student achievement against Victorian Curriculum in English indicate students working at or above age expected levels, was slightly below both the Similar and State school averages. The percentage of students at or above age expected standards in Mathematics teacher judgements for Nilma students was well above that of both the State and Similar School averages, 91%, 84.7% and 85.9% respectively. This being indicative of the increased focus on Mathematics through our involvement with the Primary School Mathematics Specialist Initiative. NAPLAN results also indicate an improvement in all areas for the school. Reading and Numeracy Results for Year 3 students indicated a vast number of students performing in the top 3 band, well above the similar schools average in both fields too. Year 5 NAPLAN results were equally significant in growth for our 5 students in the cohort. Year 5 Reading and Numeracy performances were well above that of Similar Schools and State averages.

Teachers transitioned back to the classroom permanently and brought some newfound tools from previous years, especially with curriculum planning and alternative ways to present educational experiences to students. Teachers were able to work in a Whole School Professional Learning Team in Literacy – Reading and Mathematics, throughout the year. Our school's focus on Phonological Awareness, Synthetic Phonics program, morphology and comprehension combined with explicit teaching has been very successful. Our Tutor Program has supported Reading and Mathematics across the school. The introduction of the GRIN program for Mathematics and the involvement in PMSS Initiative also contributing to this high performance.

Teachers were focused on providing small group instruction based on data, providing both individual and small group explicit instruction. The continued use of effective online platforms and resources provided feedback on student learning and provided teachers opportunities for explicit teaching strategies to improve student learning. The continued focus on the use of 'formative' assessment practices has enabled teachers to develop greater expertise and consistency in assessing and providing individual and small group explicit instruction. Embedding the consistent whole school approach to the 'Instructional Workshop' model along with Gradual Release of Responsibility theory has strengthened our school's instructional model in both English and Mathematics. Learning Specialists have taken on both the Literacy and Numeracy leadership roles, supporting quality whole school practices utilizing evidence-based research theory. The Professional Learning Community (PLC) has provided the vehicle for using the inquiry model to improve student learning at Nilma.

Wellbeing

Wellbeing was an area of focus for the Victorian Education Department in 2022, encouraging schools to take the time to build into the school's Annual Improvement Plan a focus on wellbeing, both staff and students after the pandemic. Adjustments and accommodations would be necessary to rebuild the school community to support reconnection and engagement on return to the classrooms.

In 2022, Nilma Primary introduced 'Smiling Mind', to promote wellbeing for students and staff. All staff members participated in professional development and began meditation and wellbeing sessions in Term 4. This program will be fully implemented in 2023.

Students from years 4-6 participated in the Attitudes to School Survey for 2022, results indicating the percentage of positive responses from students in relation to having a sense of connectedness was very high, at 88.3%, indicating a sense of connectedness and has remained relatively high for last four years. This response rate was above both Similar Schools and State average at 78.1% and 79.2% respectively. Majority of students were happy to be back in the school context. At Nilma, those that were not happy actually left in first term hence we had a reduction of student population in 2022.

The 'Management of Bullying' was also used as an indicator of wellbeing for Victorian schools. Nilma is proud of the student voice as reported through the student survey, the positive response rate was also high at 91.7%, well above both Similar Schools at 78.7% and State Average of 75.8%. The whole school practice of circle time, Zones of Regulation and restorative conversations as well as continued implementation of Respectful Relationships and building student voice and agency has enabled students to feel very safe and happy at school.

Implementation and embedding the 'REAL' Kids @ Nilma strategy, and a focus on student agency - our whole school value system and consistent approach to personal and social skills and learning expectations. 'REAL' Kids @ Nilma has enhanced student engagement, attendance and positive learning attitudes and behaviours.

In 2022 Nilma Primary School continued as a Lead school for the Respectful Relationships program. Staff continued to incorporate sessions throughout 2022 embedding respectful relationships among our students and across schools. The introduction of Smiling Mind has also lead to building opportunities for students to connect with themselves, understand and practice meditation and mindfulness.

Engagement

Attendance is important for effective learning to occur. Nilma primary school has high expectations on attendance, and our accountable process has proved to be very effective this year. We predicted that absence rates may continue to remain high on return to full time education on-site, so we devoted time for staff to focus on student wellbeing and engagement. We acknowledged it was important to reconnect with not only students but families too.

In 2022, student attendance when compared to similar schools and the state averages for all primary schools, Nilma's absences for 2022 continued to be below that of Similar schools and relative to State averages for days absent. In 2022, Nilma had school average number of absence days to be 23.1 and state average of 23.3. Looking broader, our running 4-year average is 15.1 days so we can acknowledge this may be an area for 2023 to focus on encouraging attendance at school through supporting families to feel connected and comfortable again.

We did have a small number of students with high absences too, leading the school to build in individual practices to support families. We have encompassed student voice and advocacy, with our formal approach to Junior School Council and Year 6 Leadership roles, has provided students opportunities to participate in activities and decision making in the school.

Other highlights from the school year

In 2022 our whole school focus was to rebuild the school community, engagement and relationships across the school, encouraging parent participation in education via reopening our doors and taking time to rebuild family relationships, as well as student wellbeing and social skills. Encouraging student voice and agency in student leadership programs and within the classrooms to reconnect students with the school environment and introducing Smiling Minds, to support student wellbeing.

Bringing back the extra-curricular activities that enable students to have experiences within and outside the school to build personal and social skills –camps, incursions, excursions and family experiences, has also been an active way to rebuild engagement. Two highlights – 'Whole School House Sports' with a team focus, and the "School Colour Fun Run' as an end of year celebration. It was wonderful to see the team spirit, laughter and joy on children's faces and the involvement of so many families in attendance at both events.

One of our school values is Environment, with a focus on being a Sustainable school, and educating students on sustainable practices. We pride ourselves on our Sustainability and Environment Program, incorporating our extensive vegetable garden and the Stephanie Alexander Kitchen Garden Program into this too.

Our major highlight for 2022 was Nilma Primary School winning the Victorian Schools Garden Award for 'Best Edible Garden'. A number of staff members and students were able to attend the presentations at the Botanical Gardens in Melbourne to receive the award and celebrate. We have been able to use proceeds to purchase a hot house to provide opportunities to build our capacity to produce vegetables all year round. Congratulations Nilma!

Financial performance

In 2022, Nilma Primary School had a surplus because of healthy management and strong budgeting processes.

Nilma Primary School also received additional grants for 2022 including the School Chaplain, Sporting Schools, Shade Sails and OSHC Grants.

As at 31st December 2022 our financial commitments were:

Operating Reserve	\$46,922
Reoccurring Expenditure	\$1,514
Funds Received in advance	\$9,500
Miscellaneous (Reclaimable GST, Bank Interest, Family Credit Notes, Commission)	\$7,000
Sporting Schools	\$2,500
School Based Programs	\$63,000
Respectful Relationships	\$7,000
Building Services (Tree Audit, OHS inspections, Maintenance works)	\$28,000
Outside School Hours Care	\$28,000
Planned Maintenance/OHS	\$20,000
Painting	\$4,500
Shade sails	\$4,000
Roofing /Re-stumping	\$11,500

We will continue to strategically prioritise financial resources and facilities to improve student outcomes across the school. We intend to complete our 2021 Inclusive Schools Playground in June/July 2023.

For more detailed information regarding our school please visit our website at
<https://www.nilmaps.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 63 students were enrolled at this school in 2022, 31 female and 32 male.

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

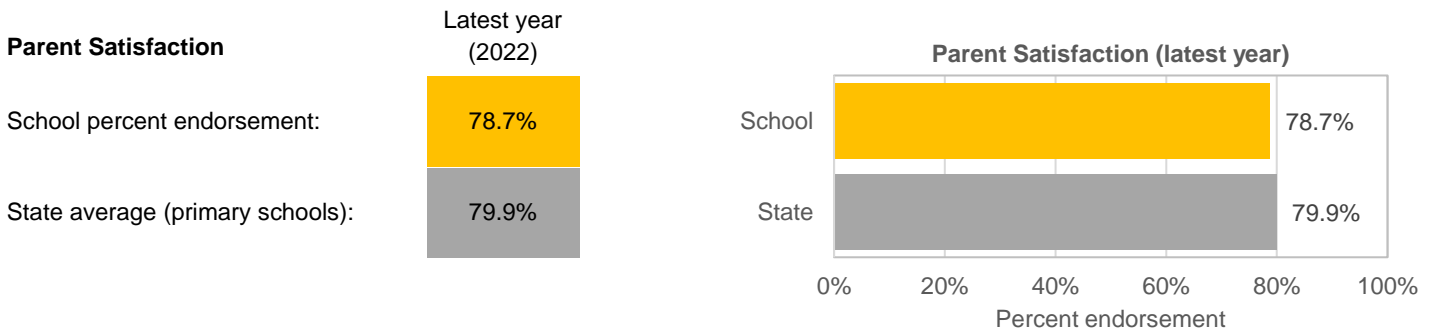
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

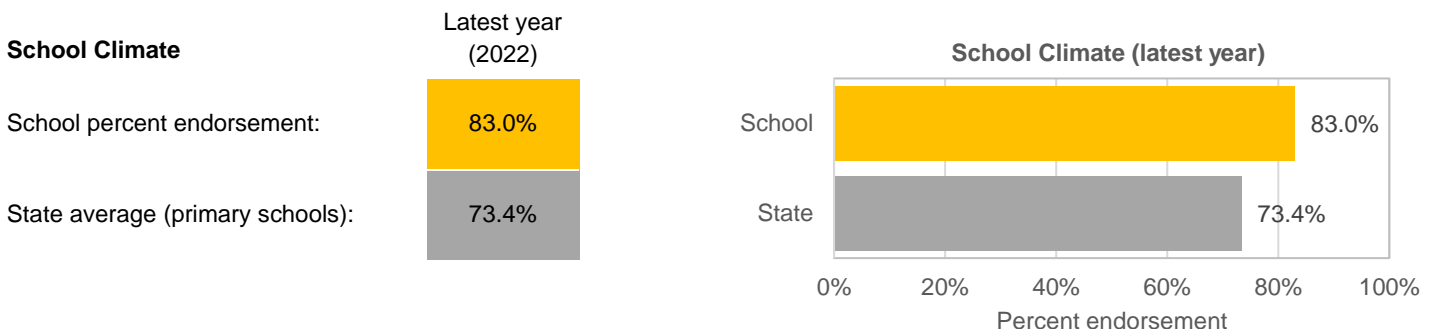


School Staff Survey

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:

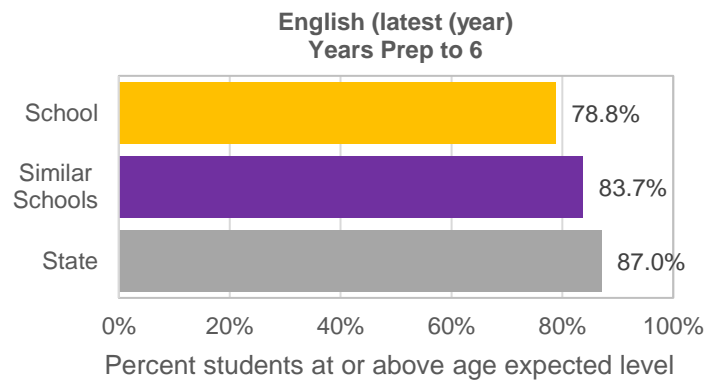
78.8%

Similar Schools average:

83.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

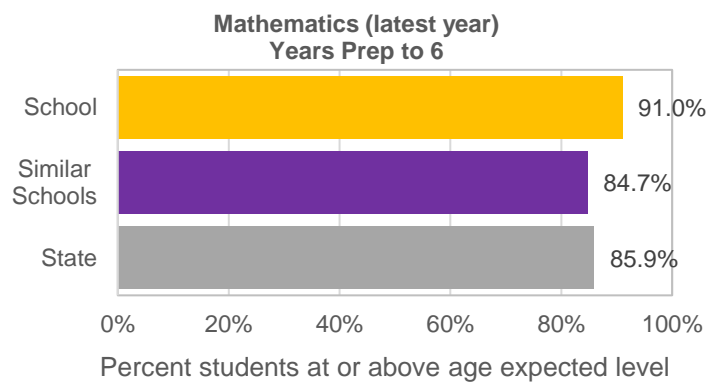
91.0%

Similar Schools average:

84.7%

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.

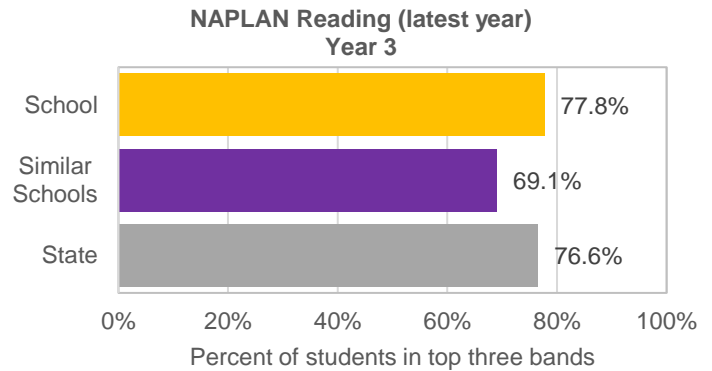
NAPLAN

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.

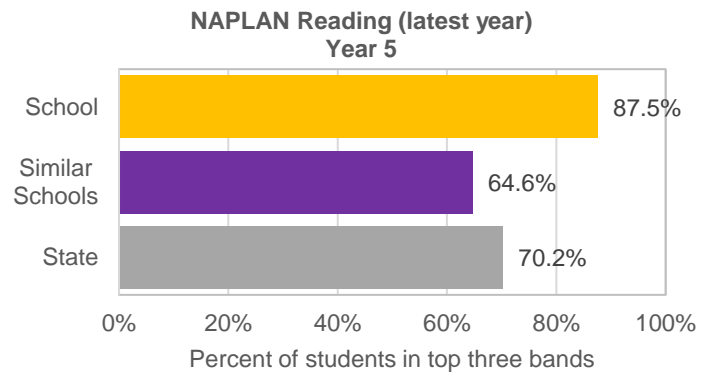
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	72.7%
Similar Schools average:	69.1%	71.8%
State average:	76.6%	76.6%



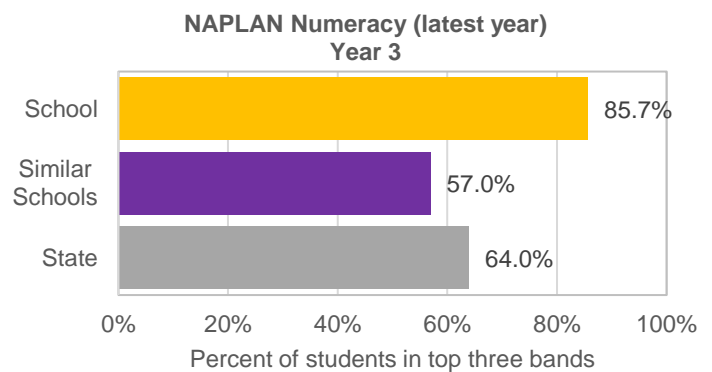
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	61.9%
Similar Schools average:	64.6%	63.9%
State average:	70.2%	69.5%



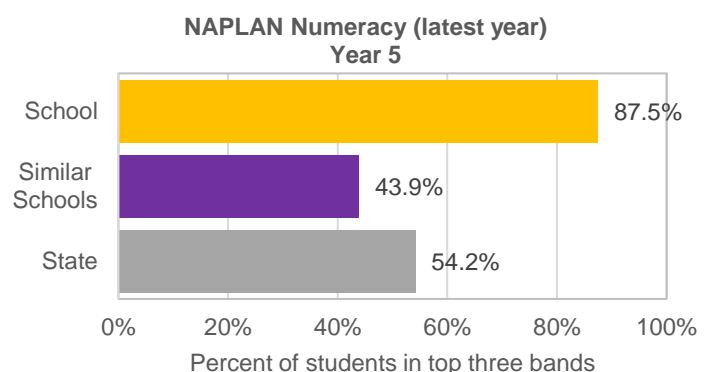
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.7%	60.0%
Similar Schools average:	57.0%	60.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	52.4%
Similar Schools average:	43.9%	50.8%
State average:	54.2%	58.8%



WELLBEING

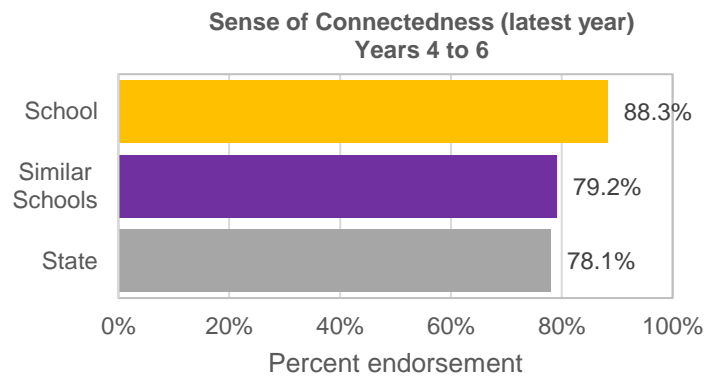
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	88.3%	90.7%
Similar Schools average:	79.2%	80.6%
State average:	78.1%	79.5%

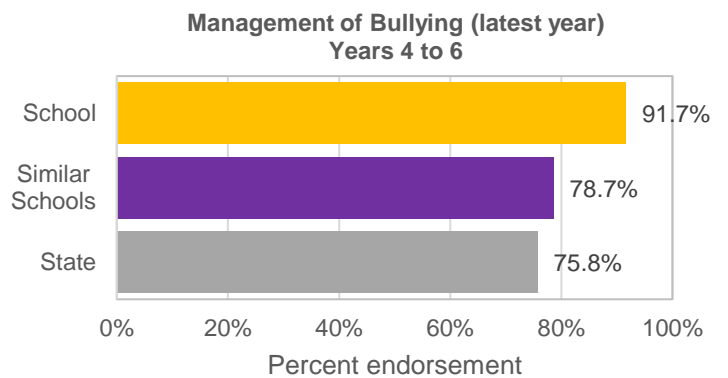


Student Attitudes to School – Management of Bullying

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:	91.7%	93.9%
Similar Schools average:	78.7%	82.5%
State average:	75.8%	78.3%



ENGAGEMENT

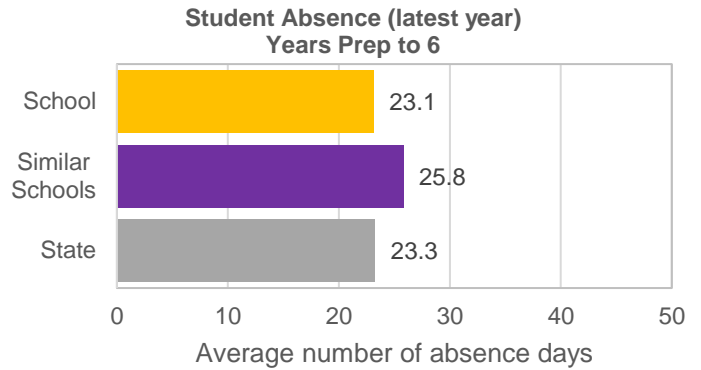
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.1	15.1
Similar Schools average:	25.8	19.1
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):	85%	90%	92%	83%	91%	88%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$900,133
Government Provided DET Grants	\$202,378
Government Grants Commonwealth	\$63,151
Government Grants State	\$19,782
Revenue Other	\$7,592
Locally Raised Funds	\$35,606
Capital Grants	\$0
Total Operating Revenue	\$1,228,642

Equity ¹	Actual
Equity (Social Disadvantage)	\$76,421
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$76,421

Expenditure	Actual
Student Resource Package ²	\$968,993
Adjustments	\$0
Books & Publications	\$801
Camps/Excursions/Activities	\$8,550
Communication Costs	\$1,827
Consumables	\$23,437
Miscellaneous Expense ³	\$20,691
Professional Development	\$4,005
Equipment/Maintenance/Hire	\$26,128
Property Services	\$39,150
Salaries & Allowances ⁴	\$139,739
Support Services	\$25,066
Trading & Fundraising	\$4,452
Motor Vehicle Expenses	\$36
Travel & Subsistence	\$0
Utilities	\$8,464
Total Operating Expenditure	\$1,271,339
Net Operating Surplus/-Deficit	(\$42,697)
Asset Acquisitions	\$12,364

- (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	\$139,088
Official Account	\$7,248
Other Accounts	\$0
Total Funds Available	\$146,335

Financial Commitments	Actual
Operating Reserve	\$46,922
Other Recurrent Expenditure	\$1,514
Provision Accounts	\$0
Funds Received in Advance	\$9,500
School Based Programs	\$63,000
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	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$140,936

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.