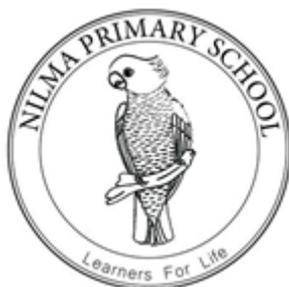


# 2020 Annual Report to The School Community



**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](http://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 31 March 2021 at 01:12 PM by Annette Sutherland (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 09:30 AM by Shannon Gibbons (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Nilma Primary School was established in 1885 and is located in Gippsland, 110 kilometres 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. The schools values are Respect and Responsibility, Environment, Achievement and Learning. We promote 'REAL Students @ Nilma!' 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 2020 enrolment was 81 students. The school was organised into 4 home groups; Year 1/Foundation, Year 2/1, Year 5/4/3 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.

The overall socio-economic profile - Student Family Occupation and Education (SFOE) was high, representing low parent education level and low socio economic advantage.

There were not any students having English as their second language (EAL) or Aboriginal and Torres Strait Islanders (ATSI) at the school in 2020.

Positive parent satisfaction as reported in the Parent Opinion Survey (POS) indicated the school was performing slightly below the median for all Victorian Government Schools.

The staffing profile of Nilma Primary School includes a Principal and 5.3 full-time equivalent Teachers and 3.7 full-time equivalent Education Support (ES) staff.

Although Covid 19 presented concerns and we had 75% change over of teaching staff, Nilma Primary was able to establish new practices to connect students in remote learning, create communication networks and vary our learning expectations across the school year.

Having to take part in flexible and remote learning, proved to be challenging and some of our original school goals were put on hold with a new focus on online learning for all.

As the year progressed the school worked tirelessly to provide a quality online learning program for all students. Staff were able to collaborate and build their own capacity to provide students with quality and consistent programs.

Google Classroom and Google Meets became a staple for the duration of home learning programs. Over 60% of students attended school to keep connections throughout the remote learning programs. 95% of students actively participated in the online learning.

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 this challenging time.

Nilma endeavoured to build harmonious and welcoming relationships and partnerships with the community.

Buildings, facilities and grounds are both attractive and suit the learning needs of the students.

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

A passionate and professional attitude is valued and expected in all activities in this school. Teacher Professional Learning Communities in; English and Mathematics and STEAM; have established a team approach to curriculum planning to promote consistency from Foundation to Year 6.

### Framework for Improving Student Outcomes (FISO)

Nilma Primary School's focus, using the Framework for Improving Student Outcomes, was based on the improvement initiatives of 'Excellence in Teaching and Learning' - building practice excellence and curriculum planning and assessment, as well as 'Positive Climate for Learning' - empowering students and building school pride.

At commencement of 2020, Nilma Primary School had a 75% change in teaching staff and set about being proactive in implementation phase of the Leading Literacy Initiative, with our Annual Implementation Plan outcomes extend to building the capacity of staff to develop a school wide approach to teaching and learning in reading. Staff members have developed a common understanding of the quality practices expected in the whole school teaching instructional approaches. The use of data to drive teaching has also improved. Implementing the whole school professional development plan in reading also included observation and feedback processes.

We delivered on some aspects of our improvement strategies, however, some of the associated AIP actions and professional development plans were modified to suit remote learning.

Our goals shifted to enable the school staff to focus on teaching strategies to implement a Remote Learning Program for students.

The staff of Nilma Primary School worked extremely collaboratively in the challenging time. We provided a successful remote learning program across the school.

All staff learned how to teach with our Google Classroom and Google Meets. We had a consistent approach to the presentation of our learning program to students and had a very high uptake of families staying engaged in learning. Most of our staff professional learning was in the Information Communication Technology areas.

The Professional Learning Communities (PLC) continued through remote learning including various online platforms. The collaborative culture within the school has continued to provide a vehicle for growth through a positive school climate.

The Staff Opinion Survey (SOS) responses have continued to remain high – most elements above state school percentiles.

Staff members have continued to work collaboratively – we will continue to work in our Professional Learning Community (PLC) from a strength base culture to build our school in 2021.

**Achievement**

Overall, teacher judgement of student achievement in both English and Mathematics was relative to Victorian schools and similar to schools of like comparison.

Teachers were able to work in a Whole School Professional Learning Team in Literacy – Reading and Mathematics, throughout the year.

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently developed new ways of differentiating for students.

Teachers were focused on providing small group instruction base on data, providing both individual and small group instructions within the Google Classrooms and Google Meets.

The use of other effective online platforms and resources provided feedback on student learning and provided teacher opportunities for explicit teaching strategies to improve student learning.

The continued focus on the use of this ‘formative’ assessment practices has enabled teachers to develop greater expertise and consistency in assessing online.

Students responded well to self-directed and project-based learning tasks during the remote learning period.

In 2021, we plan to continue to use some online platforms and continue to incorporate strategies from the experience of Remote Learning.

**Engagement**

Attendance is important for effective learning to occur, Nilma has high expectations on attendance, and our accountable process has proved to be very effective this year.

In 2020, student attendance when compared to similar schools based on the school comparison measure and the state mean for all primary schools, Nilma was well above both measures. We performed better than the median numbers of days absent for all Victorian schools. We prided ourselves on the implementing the new strategies and workplace procedures.

During Remote and Flexible Learning over 60% students were able to touch base with staff onsite and 95% of students participated in the online learning program. We were able to provide 33 students with a device to support learning at home. Students reported that the systems put in place across the school were relatively easy to navigate and students felt a sense of ownership of learning and developed new ICT skills in the process.

Students from years 4-6 participated in the Attitudes to School Survey for 2020, results indicate the percentage of

positive responses was very high, indicating a sense of connectedness and has remained relatively high for last four years.

Although students spent time in home learning situation, we sent home with every student our school values and discussed what they may look like and feel like at home.

Staff would consistently keep student engagement as a focus during home learning as well as at school. Teachers continued to ask students for feedback and modified learning opportunities.

Visible learning strategies embedded in 2020, are enabling students to understand learning intentions of lessons and success criteria within various learning tasks.

Feedback on student learning and behaviour expectations has supported students to understand what they can do to achieve the next level of learning.

We have also encompassed student voice and advocacy, with our formal approach to Junior School Council and the role it has in giving students opportunities to participate in activities and decision making in the school.

### Wellbeing

Students from years 4-6 participated in the Attitudes to School Survey for 2020, results indicate the percentage of positive responses was very high, indicating a sense of connectedness and has remained relatively high for last four years.

Although students spent time in home learning situation, we sent home with every student our school values and discussed what they may look like and feel like at home, staff would consistently keep student engagement as focus during home learning as well as at school. Teachers continued to ask students for feedback and reflect on learning. Implementation and embedding 'REAL' Kids @ Nilma strategy in and a focus on student advocacy - 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 2020 Nilma Primary School was identified as a Lead school for the Respectful Relationships program. Staff continued to incorporate sessions throughout 2020 related to building respectful relationships among our students and across schools.

### Financial performance and position

In 2020, Nilma Primary School had a surplus because of healthy management and strong budgeting processes. Nilma Primary School also received additional grants for 2020 including the School Chaplain and Sporting Schools Grants.

As at 31st December 2020 our financial commitments were;

Operating Reserve -	\$33,880.39 TOTAL
2020 accounts to be paid	\$5,029.84
Reoccurring Expenditure	\$5,100 Miscellaneous (Reclaimable GST, Bank Interest, Family Credit Notes, Commission)
Funds Received in Advance	\$2,500 (Sporting Schools)
English	\$12,000 (F&P Books, Sparkle Books)
Respectful Relationships	\$10,000
Building Services	\$4,400
Outside School Hours Care	\$9,000

In 2021, we will continue to strategically prioritise financial resources and facilities to improve student outcomes across the school.

**For more detailed information regarding our school please visit our website at**

<http://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.

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 81 students were enrolled at this school in 2020, 38 female and 43 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) which takes into account parents' occupations and education.

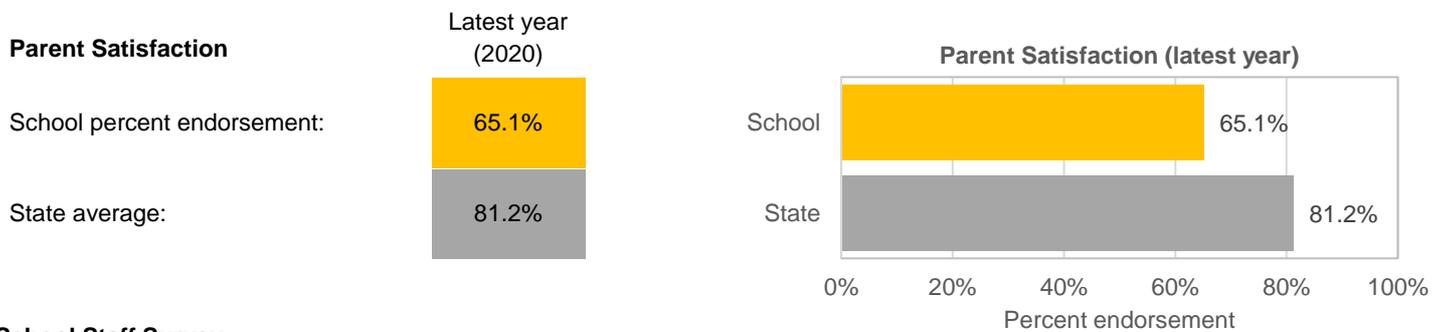
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

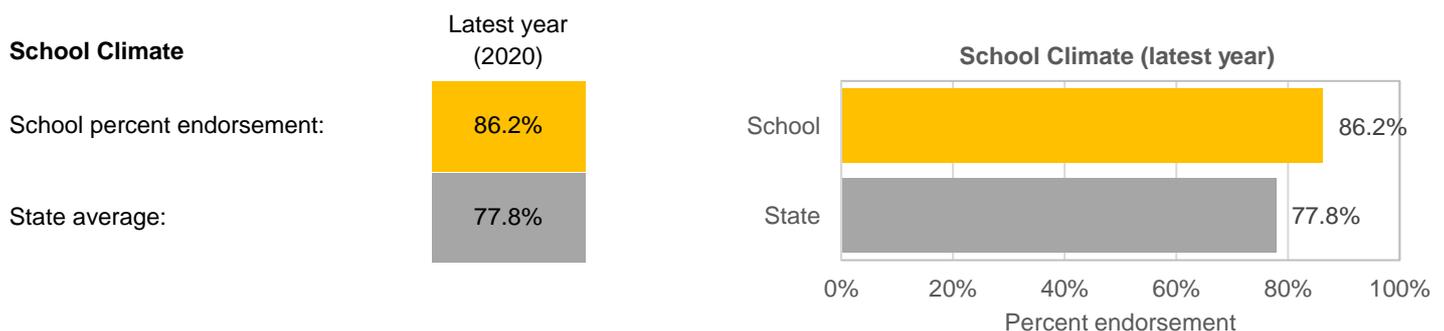


### School Staff Survey

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:

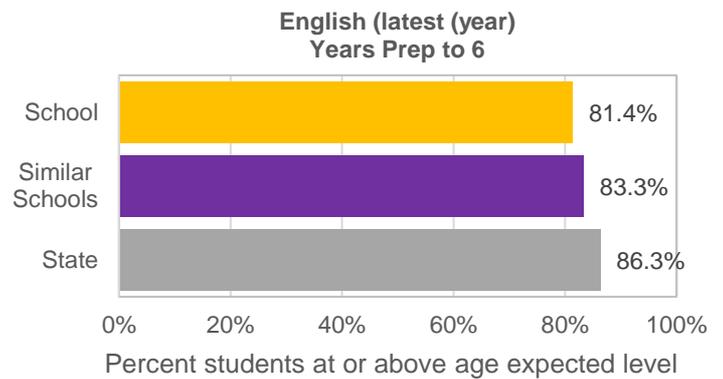
81.4%

Similar Schools average:

83.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

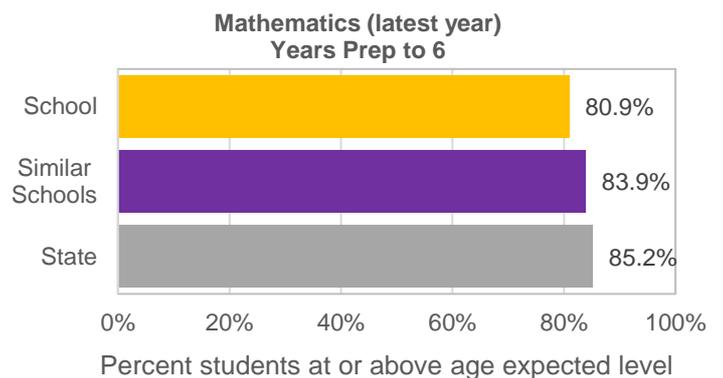
80.9%

Similar Schools average:

83.9%

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

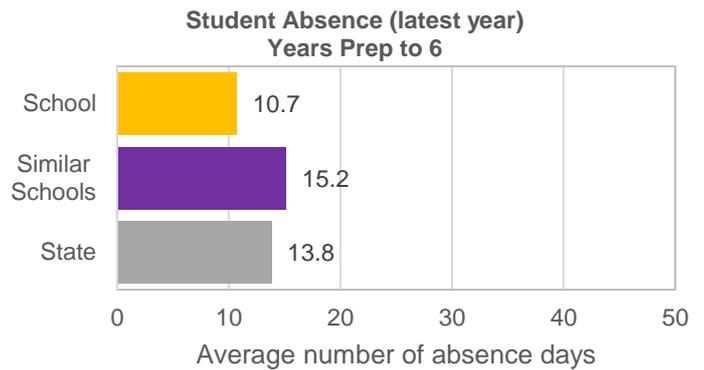
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	10.7	13.0
Similar Schools average:	15.2	16.8
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):	94%	94%	95%	93%	96%	95%	95%

## WELLBEING

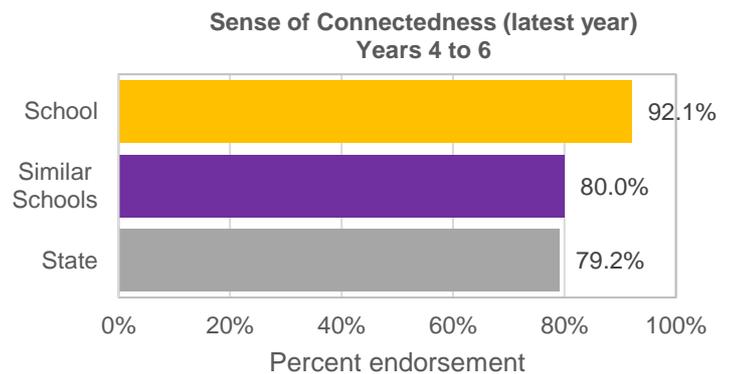
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	92.1%	92.8%
Similar Schools average:	80.0%	81.9%
State average:	79.2%	81.0%



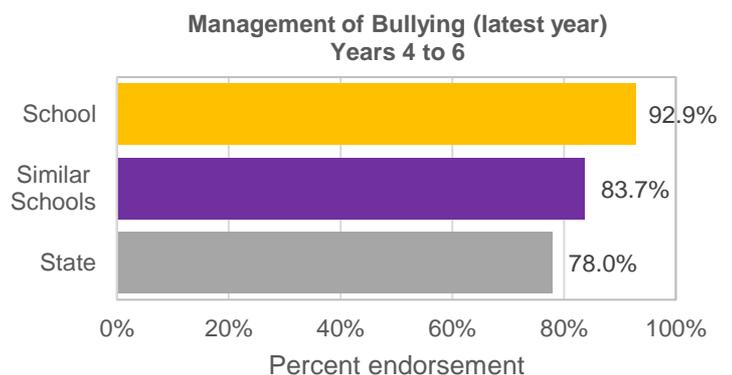
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	92.9%	94.3%
Similar Schools average:	83.7%	83.4%
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	\$956,544
Government Provided DET Grants	\$206,571
Government Grants Commonwealth	\$24,696
Government Grants State	\$10,650
Revenue Other	\$4,780
Locally Raised Funds	\$25,511
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,228,752</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$78,434
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$78,434</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$930,593
Adjustments	NDA
Books & Publications	\$628
Camps/Excursions/Activities	\$8,393
Communication Costs	\$2,259
Consumables	\$14,262
Miscellaneous Expense <sup>3</sup>	\$17,090
Professional Development	\$3,870
Equipment/Maintenance/Hire	\$40,015
Property Services	\$35,321
Salaries & Allowances <sup>4</sup>	\$56,920
Support Services	\$30,833
Trading & Fundraising	\$3,274
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$5,887
<b>Total Operating Expenditure</b>	<b>\$1,149,345</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$79,406</b>
<b>Asset Acquisitions</b>	<b>\$36,508</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$72,514
Official Account	\$9,398
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$81,911</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$33,880
Other Recurrent Expenditure	\$5,030
Provision Accounts	NDA
Funds Received in Advance	\$7,600
School Based Programs	\$35,400
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	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$81,910</b>

*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.*