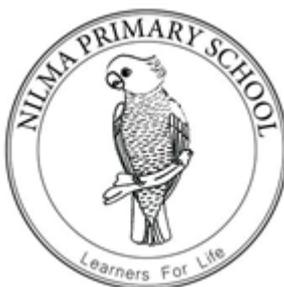


2019 Annual Report to The School Community



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 2019 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 17 March 2020 at 09:51 AM by Annette Sutherland (Principal)

The 2019 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 19 March 2020 at 09:18 PM by Stuart Turner (School Council President)

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 2019 enrolment was 72 students. The school is organised into 4 home groups; Year 1/Foundation, Year 3/2, Year 4/3 and Years 6/5.

The overall socio-economic profile - family occupation (SFOE) index of the school in 2019 was 0.4986, identified as a Low index. There were not any students having English as their second language (EAL) or Aboriginal and Torres Strait Islanders (ATSI) at the school in 2019.

Positive Parent satisfaction as reported in the Parent Opinion Survey (POS) indicated the school was performing slightly above 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.

The school covers all domains of the Victorian curriculum standards and provides a differentiated curriculum that promotes individual learning. Specialist areas include Japanese and Library. Digital Technology, Science and Arts are subjects as part of the STEAM (Science, Technology, Engineering, Arts and Mathematics) approach.

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.

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.

All members of its diverse community are valued. There is a harmonious and welcoming relationship and partnership 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 Teams in; English and Mathematics and STEAM; have established a team approach to curriculum planning to promote consistency from Foundation to Year 6.

To further support and enhance the curriculum we offer special programs to address and reflect special needs such as Sports Clinics, Peer Support Program, Swimming, Camps and Excursions. Resources and equipment to support these programs are being constantly evaluated, revised and updated.

Framework for Improving Student Outcomes (FISO)

Nilma Primary school 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.

In 2019, Nilma Primary School was 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. Implement the whole-school professional development plan in reading also included observation and feedback processes.

Nilma also completed the Professional Learning Communities (PLC) training, 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 2020.

Achievement

Overall, teacher judgement of student achievement in both English was below that of the similar schools of like comparison, however Mathematics was above the median of Victorian schools and above similar to schools of like comparison.

The National Assessment (NAPLAN) Reading results show the percentage of students in the top 3 bands of NAPLAN the school comparison measure indicates that the achievement of Nilma is similar to like schools for both Year 3 Reading and below for Year 3 Mathematics. There was a similar result for the Year 5 Reading and Mathematics with students performing below that of the similar school comparison. We are able to cater for individual differences and our focus has been to look at individual results to look at relative growth over time.

The National Assessment (NAPLAN) Learning gain from year 3 to 5 in Reading resulted in 83% students with medium to high gain. Numeracy resulted in 33% of students with medium gain only. The student outcomes for Writing and Grammar and Punctuation noted of medium to high gain of 66% and 67% respectively. Our Spelling student outcomes resulted in only a 50% medium to high gain. It was also important to note that Nilma Primary school participated in the NAPLAN Online Platform for first time in 2019.

Teachers are working within a Whole School Professional Learning Team in Literacy – Reading and Mathematics. The teacher coaching has enabled teachers to build consistency with interpretation of Victorian Curriculum and develop 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, differentiating tasks and providing feedback to students - catering more for individual learning needs. Students are more involved in monitoring their learning through teacher feedback and goal setting.

Staff members have been more explicit in understanding and articulating the learning intent and success criteria to students and providing opportunity for students to gain feedback and set own goals in relation to the learning tasks.

The focus on professional development embedding Leading Literacy modules and practices this year will continue into 2020. We also noted that the school will focus on improving spelling outcomes for students.

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 2019, 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.

Attitudes to School Survey indicate improvement in the 2019 data. Students from years 4-6 participated in the survey this year. Our school results were much higher than expected when comparing ourselves with both 'like schools' and all Victorian schools, suggesting student engagement has improved.

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.

Our whole school visible learning strategies embedded in 2019 is making learning very visible to students and enabling students to understand learning intentions of lessons and success criteria within various learning tasks. Staff have continued to focus on more effective at giving feedback rather than praise. 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 this year with our formal approach to Junior School Council and role it has in giving students opportunities to participate in activities and decision making in the school.

The embedding of the Science, Technology, Engineering Arts and Mathematics (STEAM) program has started to make a difference and students are feeling empowered through having more ownership and voice in learning.

The strong relationship between staff, parents and students at Nilma PS has developed a safe, nurturing environment where challenging learning is highly valued. The parent-satisfaction survey results were also very positive.

Wellbeing

Building relationships with families and students has been a real focus for Nilma, we have incorporated a shared understanding of the school's values by encouraging parent and family involvement in our sustainable programs has also led to a focus on the 'whole child'.

We have continued to develop our healthy eating and kitchen garden program as part of the wellbeing program. We have also incorporated some understanding of brain gym, meditation and breathing techniques as well as meta-cognition - as a high impact teacher strategy. Students have been able to develop strategies to regulate and understand their behaviours too.

The Student Attitude to school survey identified safety for a small number of students as an issue however, during the course of 2019, we have been able to address student concerns and behaviours in a restorative manner rather than punitive. Students feel that situations are addressed fairly at Nilma. Our student 'sense of connectedness' data was well above most Victorian schools. Home groups have weekly 'circle time' discussions to build student connectedness and develop an understanding of their own behaviour and impacts on others. The restorative approach to building positive relationships has enabled students to understand more about themselves and others.

Transition from year to year allows for ongoing monitoring, with student learning more effectively tracked, to measure individual growth in student learning and develop individual learning plans.

Flexible learning groups across cohorts and consistency in teacher practice and expectations have enabled a more streamlined approach to whole school transition. Nilma PS has designed a systematic approach to collection and use of student learning data to; more accurately identify individual learning needs along a continuum. This information is used to develop learning programs to suit individuals. Students have also been empowered to monitor their own learning through the 'I can' curriculum statements.

Our School Chaplain has supported families and student pastoral care needs across the school. This has proved to be a vital source in supporting students with emotional and social learning and self-care. This program has been instrumental in supporting welfare issues among the school population.

Building relationships with families and involving parents in the community has also enabled a shared vision for all students at Nilma. Staff understand the importance of building the partnership between school and home enabling team approach to student well-being. This is evident in the results of the parent survey, with Nilma data indicating a very high percentage of positive responses in 2019 relative to the median for all Victorian government schools.

Financial performance and position

In 2019, Nilma Primary School has a surplus because of healthy management and strong budget processes. Nilma Primary School also received additional grants for 2019 including School Chaplain, Landcare grant and Sporting schools Grants along with \$62,759 in Equity Funding.

As at 31st December 2019 our Financial commitments

Operating Reserve - \$34,676 TOTAL

Reoccurring Expenditure - \$4,285 Miscellaneous (Reclaimable GST, Bank Interest, Family Credit Notes, Commission)

Funds Received in Advance - \$4,000 (\$ 1800 – CSEF, \$2200 – Sporting Schools)

School based programs - \$19,000 (\$6000 OSHC Program, \$11,000 Grounds Development, \$2000 Literacy)

We continue to strategically priorities financial resources and facilities to improve student outcomes.

For more detailed information regarding our school please visit our website at
<http://www.nilmaps.vic.edu.au>

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

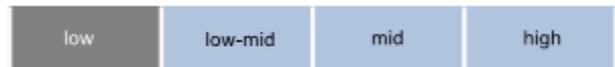
Enrolment Profile

A total of 72 students were enrolled at this school in 2019, 36 female and 36 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Above </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Key: Similar School Comparison Above Similar Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Similar </p> <p>Below </p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below </p> <p>Below </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<table border="1" style="margin-top: 10px;"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>67%</td> <td>33%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>33%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>50%</td> <td>33%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	50%	33%	Numeracy	67%	33%	0%	Writing	33%	33%	33%	Spelling	50%	33%	17%	Grammar and Punctuation	33%	50%	17%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p> <table border="1" style="margin-top: 10px;"> <caption>Statewide Distribution of Learning Gain</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	92 %	93 %	92 %	94 %	96 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	92 %	93 %	92 %	94 %	96 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$808,012	High Yield Investment Account	\$54,550
Government Provided DET Grants	\$164,135	Official Account	\$7,386
Government Grants Commonwealth	\$14,840	Total Funds Available	\$61,935
Government Grants State	\$2,500		
Revenue Other	\$14,671		
Locally Raised Funds	\$40,184		
Total Operating Revenue	\$1,044,343		
Equity¹			
Equity (Social Disadvantage)	\$62,759		
Equity Total	\$62,759		
Expenditure		Financial Commitments	
Student Resource Package ²	\$792,768	Operating Reserve	\$34,676
Books & Publications	\$1,491	Other Recurrent Expenditure	\$4,285
Communication Costs	\$1,814	Funds Received in Advance	\$4,000
Consumables	\$15,420	School Based Programs	\$19,000
Miscellaneous Expense ³	\$54,090	Total Financial Commitments	\$61,961
Professional Development	\$2,941		
Property and Equipment Services	\$45,221		
Salaries & Allowances ⁴	\$81,362		
Trading & Fundraising	\$7,578		
Utilities	\$8,351		
Total Operating Expenditure	\$1,011,036		
Net Operating Surplus/-Deficit	\$33,306		
Asset Acquisitions	\$397		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').