

2018 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 Regulation 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 2018 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 02 April 2019 at 06:02 PM by Annette Sutherland
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 03 April 2019 at 02:13 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 learning centre, 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 well-being.

The 2018 enrolment was 71 students. The school is organised into 4 home groups; Year 1/Foundation, Year 3/2, Year 4/3 and Years 5/6.

The overall socio-economic profile - family occupation (SFOE) index of the school in 2018 is 0.4962, identified as a Low-Mid index.

The staffing profile of Nilma Primary School includes a Principal and 5.3 full-time equivalent teachers and 3.5 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.

In 2018, Nilma Primary School was involved in 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.

During 2018, the Leading Literacy Initiative also provided the vehicle for building professional leadership and leadership teams. 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 2019.

The Co-coaching - 'teacher conversation' model within the Professional learning teams has created a highly effective way for staff to engage in professional conversations to improve shared understanding of teaching methodology, teaching practices and student learning, specifically targeting FEEDBACK practices across the school. This will subsequently lead to an improvement in teacher performance and improved student outcomes. Further to this, we will be exploring professional learning to continue to build teacher capacity through involvement with other schools.

Achievement

Teacher judgement of student achievement in both English and Mathematics across the school is relative to the median of Victorian schools and 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 and 5. With small cohorts of students, 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 67% students with medium gain. Numeracy resulted in 40% of students with medium to high gain and writing with 66% of medium to high gain too. Our spelling and grammar & punctuation elements resulted in both only experiencing a 33% medium to high gain.

Teachers are working within a Whole School Professional Learning Team in Mathematics and Literacy - Reading. 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 2019.

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 2018, student attendance was similar to other schools based on the school comparison measure and above the state mean for all primary schools. We performed better than the median numbers of days absent for all Victorian schools. We received an Attendance Grant to implement new strategies and workplace procedures.

Attitudes to School Survey indicate improvement in the 2017 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 2016 into 2017 - 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 2018 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 been 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 this year with the more 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 some elements of Kidsmatter into our school. Supporting a shared understanding of the school by encouraging parent and family involvement in our sustainable programs has also led to a focus on the 'whole child'. We have developed our healthy eating and kitchen garden program as part of this well-being 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 2018, we have been able to address these needs and follow up surveys have shown a marked improvement. Our student 'school 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 behavior and impacts on others. The restorative approach to building positive relationships has enabled students to understand more about themselves and others.

As part of Year 6 transition, Nilma continues with a local school cluster approach. Senior students develop relationships with other students from neighboring schools through transition days, group days and camps leading up to the secondary –'individualised' orientation program. This year, Nilma Primary School participated in a pilot transition program from primary to secondary, to build on the current healthy practices of West Gippsland schools.

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 2018 relative to the median for all Victorian government schools.

Financial performance and position

In 2018, Nilma Primary School has a surplus because of healthy management and strong budget processes.

Operating Reserve - \$ 22056.73 TOTAL

\$ 2527.18 – CSEF, \$1121.81 – Sporting Schools, \$ 494.20 – Conveyance Allowance, \$ 691.63 – Targeted Programs, \$ 897.30 – Leave Reimbursement, \$ 3636.78 – Admin , \$2687.83 – Miscellaneous (Reclaimable GST, Bank Interest, Family Credit Notes, Commission etc.), \$ 10000.00 – Operating Reserve

Allocated Funds

\$17 103.29 – Allocated Funds - School Programs - Parent Club, Building and Grounds and 2018 accounts payable.

The school also received several additional Grants/funding:

- Attendance Grant \$4000
- School Chaplain Initiative \$20,000
- Equipment Boost and Inclusive Education Grants \$9800
- Equity Funding \$53,379

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 71 students were enrolled at this school in 2018, 37 female and 34 male.

0 percent were EAL (English as an Additional Language) students and ND 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

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

Achievement	Student Outcomes	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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</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:




Achievement	Student Outcomes	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> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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: ◆

Achievement	Student Outcomes	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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>67%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>60%</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>33%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>67%</td> <td>17%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>67%</td> <td>33%</td> <td>-</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	67%	-	Numeracy	60%	20%	20%	Writing	33%	33%	33%	Spelling	67%	17%	17%	Grammar and Punctuation	67%	33%	-	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	33%	67%	-																							
Numeracy	60%	20%	20%																							
Writing	33%	33%	33%																							
Spelling	67%	17%	17%																							
Grammar and Punctuation	67%	33%	-																							

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: 

Engagement	Student Outcomes	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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 1003"> <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>96 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>92 %</td> <td>98 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	94 %	93 %	95 %	92 %	98 %	89 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	94 %	93 %	95 %	92 %	98 %	89 %										

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:

Wellbeing	Student Outcomes	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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Higher</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$792,050	High Yield Investment Account	\$38,294
Government Provided DET Grants	\$174,581	Official Account	\$867
Government Grants Commonwealth	\$4,400	Total Funds Available	\$39,160
Government Grants State	\$2,200		
Revenue Other	\$11,752		
Locally Raised Funds	\$35,003		
Total Operating Revenue	\$1,019,985		
Equity¹			
Equity (Social Disadvantage)	\$53,378		
Equity Total	\$53,378		
Expenditure		Financial Commitments	
Student Resource Package ²	\$781,527	Operating Reserve	\$22,057
Books & Publications	\$1,283	Other Recurrent Expenditure	\$2,431
Communication Costs	\$2,315	School Based Programs	\$14,673
Consumables	\$14,929	Total Financial Commitments	\$39,160
Miscellaneous Expense ³	\$62,078		
Professional Development	\$11,687		
Property and Equipment Services	\$85,113		
Salaries & Allowances ⁴	\$61,941		
Trading & Fundraising	\$5,575		
Utilities	\$7,202		
Total Operating Expenditure	\$1,033,649		
Net Operating Surplus/-Deficit	(\$13,664)		
Asset Acquisitions	\$0		

- (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 15 March 2019 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)

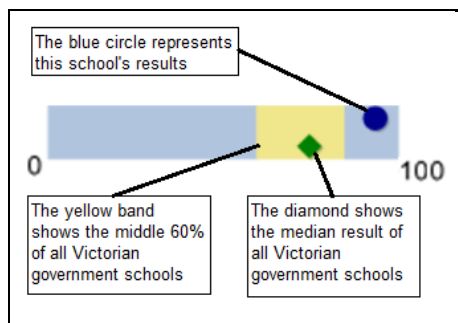
Engagement

- 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).

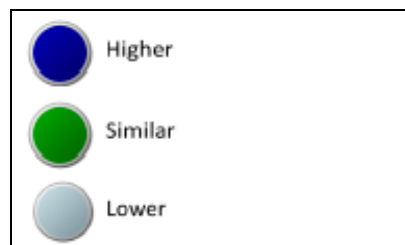


What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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').