

2018 Annual Report to The School Community



School Name: Nullawil Primary School (3301)



- 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 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 13 March 2019 at 06:43 PM by Helen Digby
(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 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 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 20 March 2019 at 09:15 AM by Dale Poyner
(School Council President)

About Our School

School context

Nullawil Primary School is situated on the Calder Hwy, 27km north of Wycheproof. Nullawil is predominantly a cereal farming area and support industries. We are a member of the Top Paddock Cluster and Calder Networks.

Nullawil Primary School has a reputation of providing a family type atmosphere, with a strong focus on the individual student and valuing the importance of positive, mutually respectful relationships between students, peers and their teachers. As a community, we are committed to our school's purpose which seeks to ensure all students regardless of their ability have the opportunity to reach their personal best in a positive learning environment. We promote and develop the values of respect, responsibility, acceptance, honesty and cooperation.

Nullawil Primary School has 1.8 equivalent full time staff: 1 Principal class, 0.6 teachers and 0.2 Education Support Staff.

Our small student body, current enrolment of 14, enables regular one-on-one education with a high level of community engagement. Student achievement is at the forefront of our core business. We offer a comprehensive curriculum with a concentrated emphasis on using meaningful learning strategies to engage our students in their local and global community.

Nullawil Primary School has achieved good outcomes in Student Learning, performing at or above the level of similar schools in most areas. We have a 1-to-1 laptop program for all students. Access to iPads and use of cloud based services to share our work across the classroom and the world.

Framework for Improving Student Outcomes (FISO)

Evidence-based high-impact teaching strategies - Develop, document and embed in consistent practice an agreed research-based teaching and learning model and sequential curriculum.

Intellectual engagement and self-awareness - Build opportunities for improved student agency in learning and understanding of their own learning process to promote the development of self-directed learners.

Achievement

Nullawil Primary School has a documented instructional model in an easy to read format based on the DET Pedagogical Model. This Model is observable in the classrooms. Staff are able to use this model to plan at the unit and/or lesson level of instruction. Students recognise the key elements (3 step process) of a lesson. As such we felt we achieved our goals in 2018.

Nullawil Primary School staff participated in cluster moderation of a writing task using polycom meeting time and PLC (Professional Learning Community) training and inquiry cycles. The initial PLC Inquiry focussed on spelling using 'quick write' tasks which, while not moderated as a piece of writing, were discussed and shared as evidence for teaching and learning.

We will be sharing our instructional model with the Top Paddock Cluster as we work together to improve practice excellence across the cluster.

Engagement

Students are actively engaged in the process of goal setting and reflection each term. In consultation with their teacher they set 2-3 goals each term. Some student led conferences were held in the P-2 group. However, due to a bereavement at the end of Semester 2 and illness in Term 4 occurring at the time conferences were scheduled, the Grades 3-6 group did not hold student led conferences.

As we did not complete this goal in 2018, and recognise that it is an important goal for developing student engagement, Nullawil Primary School will be continuing this goal in 2019 to ensure that the process of student led conferences is adopted into the culture of the school.

Wellbeing

In 2018 we continued to build the students' resilience through the school values and develop responsibility for their own learning. Actions to support this were assisting students to set their own learning goals and continued work on the implementation of the school values. We also introduced project and inquiry based learning giving students more autonomy for designing and controlling their learning pathways.

Financial performance and position

Nullawil Primary School has worked well within its budget in 2018. We utilised the Inclusion Boost Funding to conduct staff professional development and to develop an Inclusion Policy for the school. We also utilised the Inclusive Education Equipment Funding to provide furniture and learning tools to ensure all students have access to the curriculum. We were also fortunate to have financial assistance to help with preparation for our Occupation Health and Safety Audit (conducted early in 2019).

Nullawil Primary School holds a reserve in Asset Replacement due to a) its need to refurbish former toilet block as a sports equipment shed and b) possible bus purchase.

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	
<p>Enrolment Profile</p> <p>A total of 14 students were enrolled at this school in 2018, 8 female and 6 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	<p>No Data Available</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:  ◆ 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>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Lower</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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: 

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="528 907 1016 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>95 %</td> <td>94 %</td> <td>92 %</td> <td>95 %</td> <td>93 %</td> <td>91 %</td> <td>98 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	92 %	95 %	93 %	91 %	98 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	92 %	95 %	93 %	91 %	98 %										

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> Lower</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	\$262,815	High Yield Investment Account	\$87,579
Government Provided DET Grants	\$65,442	Official Account	\$15,325
Government Grants Commonwealth	\$1,500	Total Funds Available	\$102,904
Revenue Other	\$2,910		
Locally Raised Funds	\$19,948		
Total Operating Revenue	\$352,615		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Transition Funding	\$2,043		
Equity Total	\$7,043		
Expenditure		Financial Commitments	
Student Resource Package ²	\$227,679	Operating Reserve	\$12,435
Books & Publications	\$2,102	Funds Received in Advance	\$970
Communication Costs	\$1,522	School Based Programs	\$4,170
Consumables	\$7,422	Funds for Committees/Shared Arrangements	\$741
Miscellaneous Expense ³	\$21,833	Asset/Equipment Replacement < 12 months	\$4,000
Professional Development	\$2,014	Maintenance - Buildings/Grounds < 12 months	\$10,450
Property and Equipment Services	\$8,479	Total Financial Commitments	\$32,766
Salaries & Allowances ⁴	\$24,943		
Trading & Fundraising	\$2,673		
Utilities	\$4,813		
Total Operating Expenditure	\$303,479		
Net Operating Surplus/-Deficit	\$49,136		
Asset Acquisitions	\$4		

- (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).

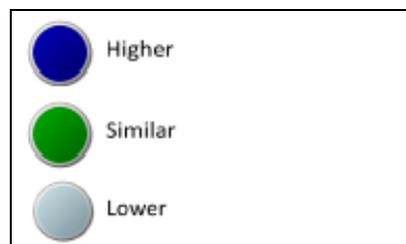


What does *School Comparison* refer to?

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').