

# 2020 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](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 10 March 2021 at 03:10 PM by Helen Digby (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 26 March 2021 at 04:25 PM by Dale Poyner (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

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 3.0 equivalent full time staff: 1 Principal class, 2 part-time teachers (1.0 total) and 2 part-time Education Support Staff (1.0 total).

Our small student body, current enrolment of 17, 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 teacher knowledge and capacity to work as an effective team across the Top Paddock Cluster utilising a PLC structure, to improve student outcomes through collaborative planning and assessment practices, including moderation. Build capacity of all staff to use evidence based targeted teaching. We did this by:

- \* Participate in regular webex meetings to work through problems of practice;
- \* Plan, conduct and reflect on inquiries via the PLC structure;
- \* Supporting the development of remote and flexible learning options across the cluster.

Intellectual engagement and self-awareness: Nullawil Primary School worked to build opportunities for improved student agency in learning and understanding of their own learning process to promote the development of self-directed learners. We specifically worked to provide opportunities for students to share their learning with wider audiences.

### Achievement

Despite the limitations of access to the internet in rural areas, we successfully established a remote and flexible learning plan that supported all of our families and students to continue their learning while at home. We continued to work with the Top Paddock cluster to support students across this wider school community.

Despite the disrupted year due COVID restrictions and lockdowns, we participated in the Global Read Aloud and held a senior (grad 3-6) sleepover to connect with schools in Canada and USA. We video linked with 3 classrooms. As part of this project we also exchanged postcards with 50 schools from around the world including Canada, USA and Sweden. This project is one of the ways our school builds community engagement through Global Connections (FISO) and was especially important during this global pandemic to help the students to understand the impact across the world.

## Engagement

Our main goal in terms of student engagement in 2020 was to establish a student led council. We were successful in negotiating a structure with students for the composition of the council and were able to hold two meetings before the year dissolved into lockdowns with remote and flexible learning. Students began to get the idea of formal meeting structure and we created a template for the Agenda and Minute Taking. We plan to continue to work on this goal in 2021 with a return to on-site learning.

Student non-attendance is not a significant issue faced at our school. We have worked over the past three years with parents using a variety of communication methods and as a result have reduced our unexplained absences to a very small number.

## Wellbeing

In 2020 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 continued to establish protocols for conflict resolution including strategies such as circle time, reflection sheets and student behaviour conferences.

We continued to develop project and inquiry based learning, giving students more autonomy for designing and controlling their learning pathways, even during remote and flexible learning. Our main focus during remote and flexible learning was to maintain a sense of belonging and connectedness between students, families and teachers. With limited access to stable internet connections in rural areas, we opted to produce paper-based learning kits. In the first period of remote and flexible learning we conducted 'over the gate' visits to farms and homes once a fortnight to deliver the kits and connect with families. In the second lockdown period we were able to provide support to families with a schedule of one-day a week of on-site supervision for all families, allowing changeover of learning kits but with a focus on mental and social health and wellbeing.

## Financial performance and position

Nullawil Primary School has worked well within its budget in 2020. We continued to update our technology, including the purchase of some new Ipads to support project based learning. We were able to fund an additional part-time staff member which ensured two staff were on-site every day and allowed us to divide the student cohort into two smaller groups for most curriculum areas. This allowed teachers to plan more targetted learning activities for age and stage rather than trying to cover all levels in one lesson.

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) to continue to engage more teaching/support staff.

**For more detailed information regarding our school please visit our website at**  
<http://www.nullawilps.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 18 students were enrolled at this school in 2020, 8 female and 10 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.

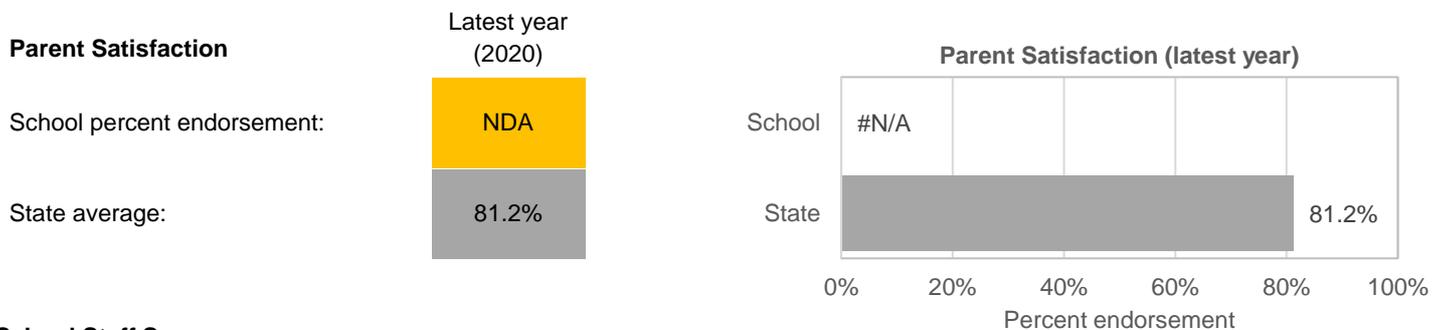
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

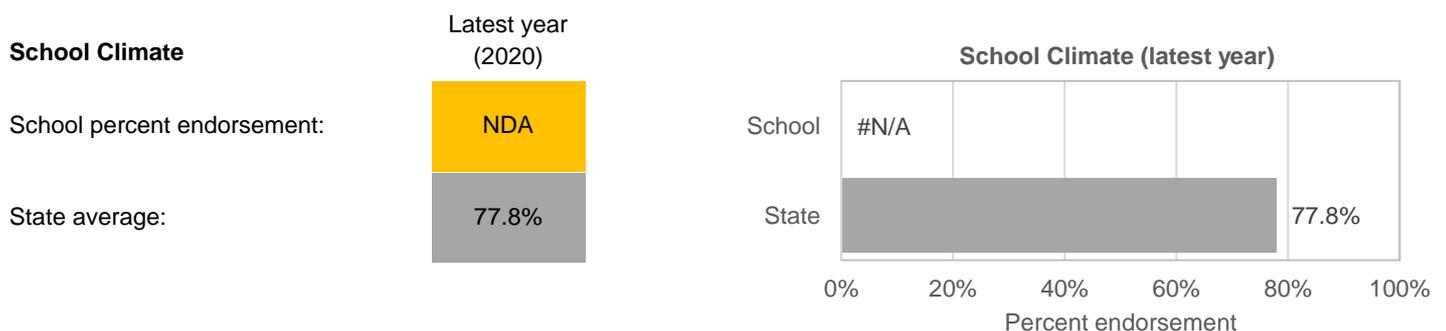


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## 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:

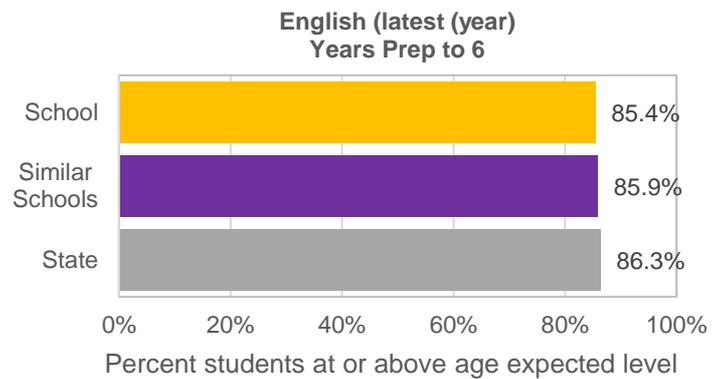
85.4%

Similar Schools average:

85.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

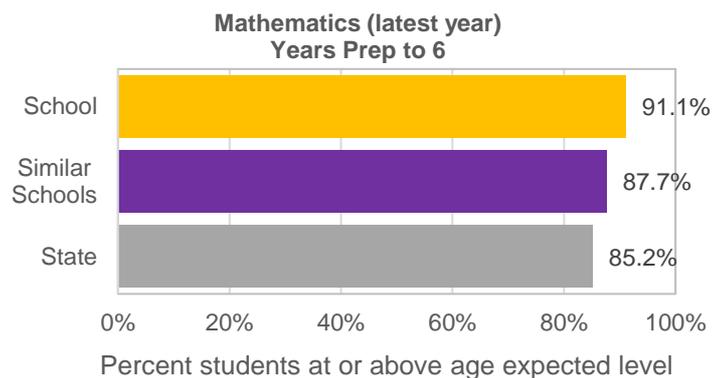
91.1%

Similar Schools average:

87.7%

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

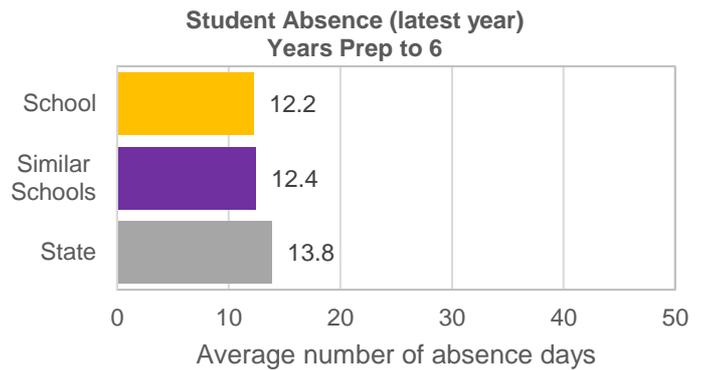
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 12.2               | 14.5           |
| Similar Schools average:               | 12.4               | 14.0           |
| 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): | NDP  | NDP    | NDP    | NDP    | 94%    | NDP    | NDP    |

## WELLBEING

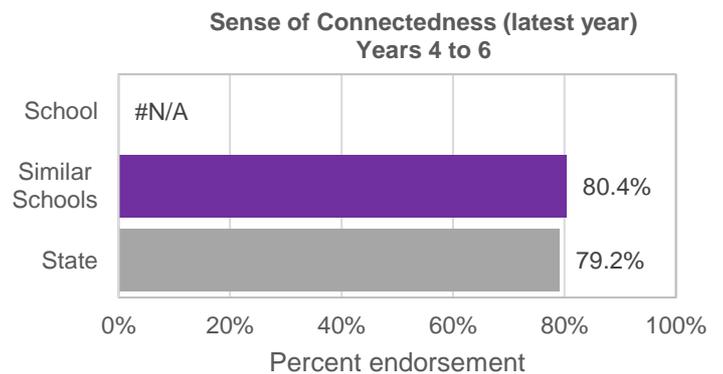
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

| Sense of Connectedness<br>Years 4 to 6 | Latest year<br>(2020) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent endorsement:            | NDA                   | 70.0%             |
| Similar Schools average:               | 80.4%                 | 81.5%             |
| State average:                         | 79.2%                 | 81.0%             |



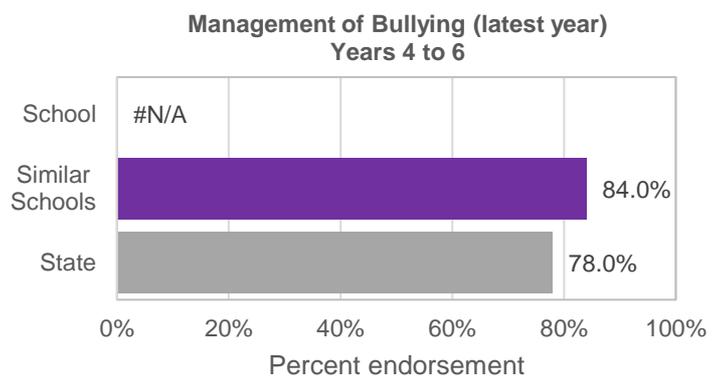
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

| Management of Bullying<br>Years 4 to 6 | Latest year<br>(2020) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent endorsement:            | NDA                   | 78.3%             |
| Similar Schools average:               | 84.0%                 | 85.0%             |
| 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

| <b>Revenue</b>                 | <b>Actual</b>    |
|--------------------------------|------------------|
| Student Resource Package       | \$308,740        |
| Government Provided DET Grants | \$86,740         |
| Government Grants Commonwealth | NDA              |
| Government Grants State        | \$1,500          |
| Revenue Other                  | \$3,050          |
| Locally Raised Funds           | \$1,060          |
| Capital Grants                 | NDA              |
| <b>Total Operating Revenue</b> | <b>\$401,090</b> |

| <b>Equity <sup>1</sup></b>                          | <b>Actual</b>  |
|---|----------------|
| Equity (Social Disadvantage)                        | \$7,975        |
| Equity (Catch Up)                                   | NDA            |
| Transition Funding                                  | NDA            |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA            |
| <b>Equity Total</b>                                 | <b>\$7,975</b> |

| <b>Expenditure</b>                    | <b>Actual</b>    |
|---------------------------------------|------------------|
| Student Resource Package <sup>2</sup> | \$274,288        |
| Adjustments                           | NDA              |
| Books & Publications                  | \$490            |
| Camps/Excursions/Activities           | \$1,013          |
| Communication Costs                   | \$1,365          |
| Consumables                           | \$7,328          |
| Miscellaneous Expense <sup>3</sup>    | \$3,341          |
| Professional Development              | \$1,306          |
| Equipment/Maintenance/Hire            | \$15,631         |
| Property Services                     | \$9,596          |
| Salaries & Allowances <sup>4</sup>    | \$22,844         |
| Support Services                      | NDA              |
| Trading & Fundraising                 | \$507            |
| Motor Vehicle Expenses                | NDA              |
| Travel & Subsistence                  | NDA              |
| Utilities                             | \$2,948          |
| <b>Total Operating Expenditure</b>    | <b>\$340,659</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$60,432</b>  |
| <b>Asset Acquisitions</b>             | <b>\$11,910</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 | \$115,771        |
| Official Account              | \$6,837          |
| Other Accounts                | NDA              |
| <b>Total Funds Available</b>  | <b>\$122,608</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>   |
|---|-----------------|
| Operating Reserve                           | \$10,000        |
| Other Recurrent Expenditure                 | NDA             |
| Provision Accounts                          | NDA             |
| Funds Received in Advance                   | \$745           |
| School Based Programs                       | \$61,500        |
| 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 | \$16,300        |
| Asset/Equipment Replacement > 12 months     | \$4,000         |
| Capital - Buildings/Grounds > 12 months     | NDA             |
| Maintenance - Buildings/Grounds > 12 months | NDA             |
| <b>Total Financial Commitments</b>          | <b>\$92,545</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.*