

2023 Annual Report to the School Community

School Name: Nanneella Estate Primary School (3708)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 23 April 2024 at 10:46 AM by Thomas Mangan (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 23 April 2024 at 12:39 PM by Tay Bannister (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

'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.

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 disabilities 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

At Nanneella Estate Primary School we pride ourselves on teaching the whole student. This comes from our focus on the school GRROW values of Getting along, Resilience, Respect, Organisation and We get along. At Nanneella Estate Primary School we believe that:

- Two way communication and involvement in decision making is critical in developing community ownership of 'Our School'.
- School is a place where all members of our community should feel welcome, supported and comfortable.
- The development of the whole person – academic, physical, social, emotional and cultural is paramount.
- The school must constantly strive to improve teaching and learning and ensure the provision of access and the opportunity for success for all students.
- The notion of excellence must be fostered and high self esteem developed.
- The development of a positive attitude towards self-discipline, co-operation and pride in all achievements is encouraged.

Nanneella Estate Primary School had 14 students enrolled for the 2023 census and ended the school year with 18 students enrolled. These students were supported by a 0.8 teacher/learning tutor, teaching principal and 0.6 ES. Students also received specialist education in Art and Library provided by the MACC and MARC services. Specialist instruction in Performing Arts on a Friday. Students were taught by the Principal with ES support on Monday and Tuesday. Tutor learning support was also implemented across these days. Wednesday saw all students and staff travel into Rochester Primary School to join in grade appropriate classes allowing for more social interactions and peer connection building. Nanneella Estate Primary School is located between the townships of Echuca and Rochester. It services the local farming area and houses. Our school's SFOE band for 2023 was high, representing the school population had a high level of socio-educational disadvantage. The school was supported with equity funding which was put into increased staffing and supporting students to attend different experiences.

Progress towards strategic goals, student outcomes and student engagement

Learning

During the 2023 NAPLAN testing period there were no Gr 5 students enrolled so the school only had results for Gr 3. Our Gr 3 NAPLAN reading results showed that 60% of our cohort were in Strong or Exceeding placing us higher than similar schools, at 57.1%. During the 2023 school year the Tutor Learning Initiative was implemented across 2 days resulting in students receiving multiple sessions per week and multiple exposures to new content. This resulted in great growth for students. The employment of an ES member to support students in the classroom allowed for smaller targeted teaching groups within the classroom resulting in more targeted point of need teaching. With the absence of the regular Indonesian teacher for the 2023 year AUSLAN was taught to the students by a qualified instructor.

Wellbeing

In 2023 the school percentage of endorsement was 92% as indicated in the Students Attitude to School Survey. This as an increase from the 4 year average of 78.5% and above both the similar schools and state average at 84.8% and 77% respectively. The schools positive endorsement to the management of bullying was 100% for 2023 which saw the school once again well above both the similar schools and state averages with 85% and 75.1%. A major influence on these factors can be contributed to being able to employ a more consistent staffing profile. This staffing profile allowed for greater student connectedness to school and the creation of a safe and stable learning environment for all students.

Engagement

For the 2023 school year, our student average number of absence days was 19.6. This was unfortunately higher than our 4 year average of 15.6 days but was still below the state average and similar schools for the year with 20.5 and 24.4 days respectively. Both similar schools and the state average saw an increase in 2023 compared to their 4 year average. During the 2023 school year we began our weekly visits to Rochester Primary School, this was a wonderful opportunity for our students to widen their peer connections and increase their social interactions. This was of particular benefit to our Gr 6 students before heading into Secondary School.

Financial performance

The school was funded for the 2023 school year through a range of sources including equity funding and an Active Schools Grant. The equity funding along with the Tutor Learning Initiative funding was spent on increasing the staffing profile to support our students academic learning. This included the employment of an ES member to support in the classroom. The school concluded the 2023 school year with a surplus. The School Community Association ran a number of successful fundraising activities during the year, these were a wood raffle, Mango fundraiser, Pie Drive and Community Colour Run. Our Active Schools Grant was used to upgrade play equipment to allow our students to be more active during the school day. We were also able to receive Sporting Schools funding during terms 1, 2 and 3. This was used to run additional sporting programs for our students including Golf, Tennis and Swimming.

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.

For more detailed information regarding our school please visit our website at <http://www.nanneella-estate-ps.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 2.0 (FISO 2.0).

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 14 students were enrolled at this school in 2023, NDP female and NDP male.

NDP 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).

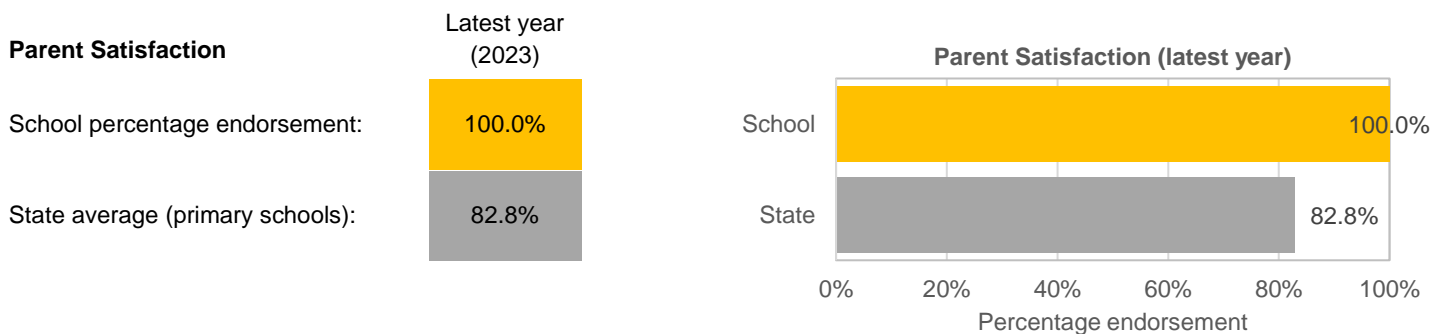
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

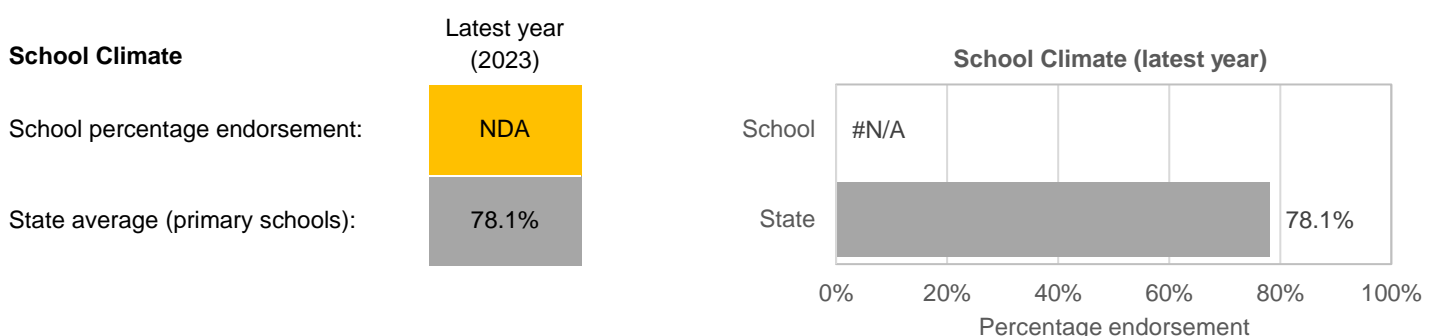


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

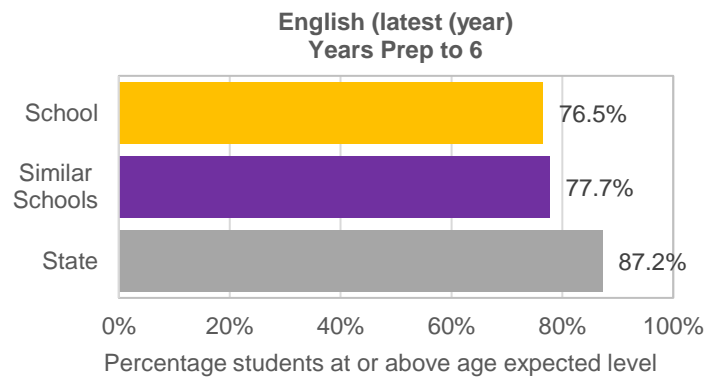
76.5%

Similar Schools average:

77.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

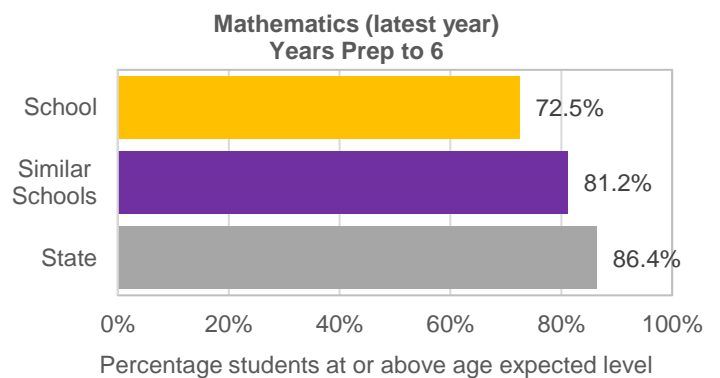
72.5%

Similar Schools average:

81.2%

State average:

86.4%



LEARNING (continued)

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.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

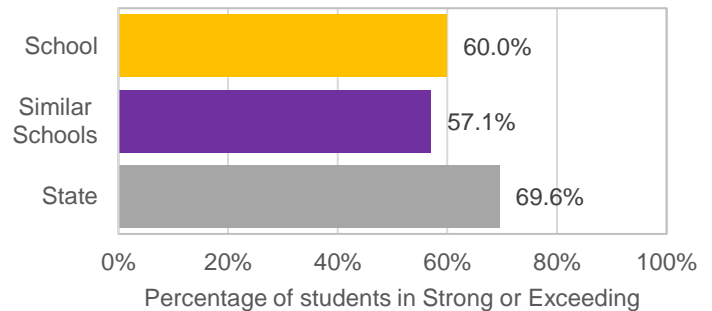
Similar Schools average:

57.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

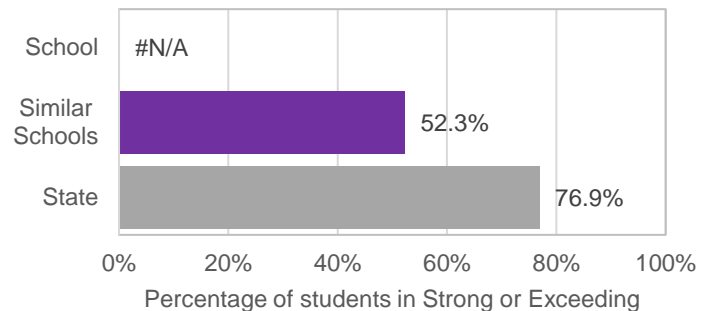
Similar Schools average:

52.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

20.0%

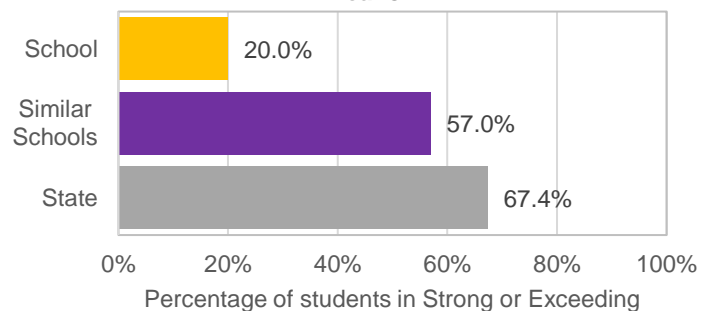
Similar Schools average:

57.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

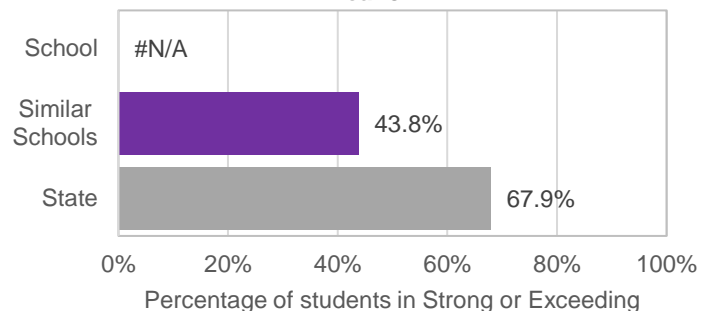
Similar Schools average:

43.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

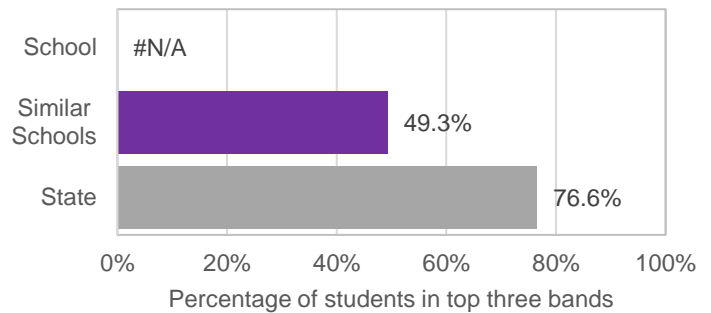
Similar Schools average:

49.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

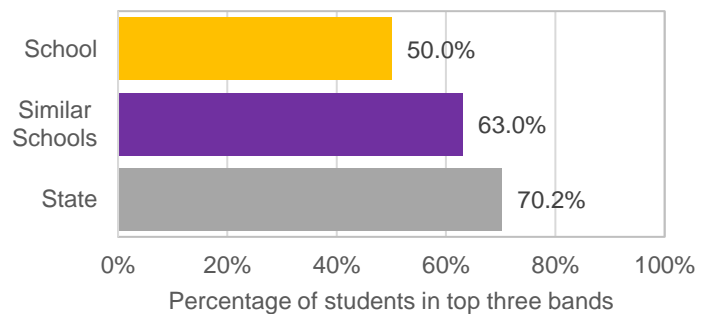
Similar Schools average:

63.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

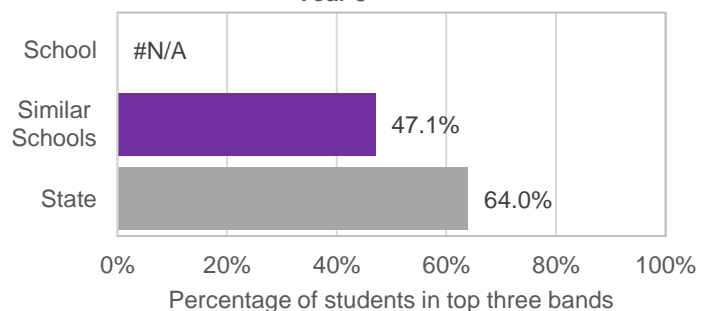
Similar Schools average:

47.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

25.0%

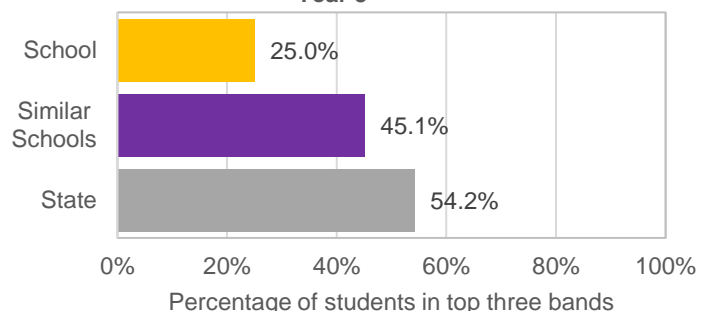
Similar Schools average:

45.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

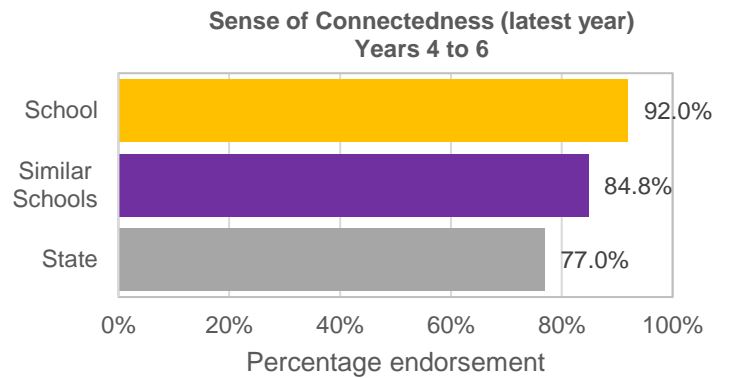
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	92.0%	78.5%
Similar Schools average:	84.8%	84.2%
State average:	77.0%	78.5%

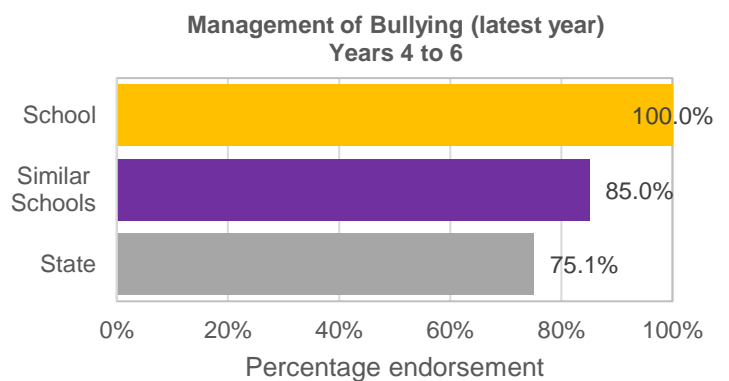


Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	100.0%	80.5%
Similar Schools average:	85.0%	84.8%
State average:	75.1%	76.9%



ENGAGEMENT

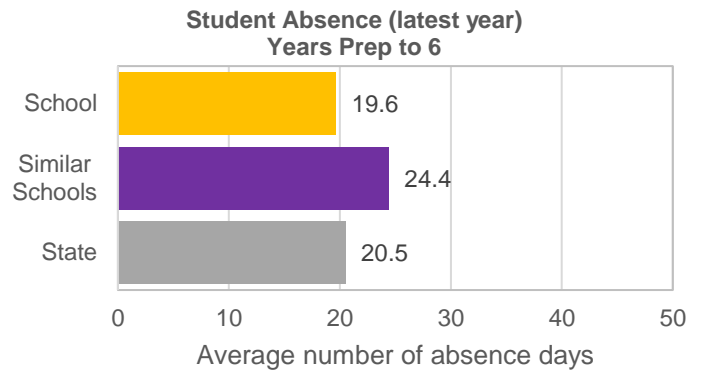
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.6	15.6
Similar Schools average:	24.4	20.7
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	NDA	NDP	NDP	91%	NDP	NDP	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$381,492
Government Provided DET Grants	\$183,116
Government Grants Commonwealth	\$3,000
Government Grants State	\$0
Revenue Other	\$7,726
Locally Raised Funds	\$19,253
Capital Grants	\$0
Total Operating Revenue	\$594,587

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,571
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$30,571

Expenditure	Actual
Student Resource Package ²	\$348,068
Adjustments	\$0
Books & Publications	\$58
Camps/Excursions/Activities	\$11,675
Communication Costs	\$2,120
Consumables	\$8,911
Miscellaneous Expense ³	\$6,715
Professional Development	\$2,730
Equipment/Maintenance/Hire	\$29,734
Property Services	\$60,939
Salaries & Allowances ⁴	\$18,596
Support Services	\$3,325
Trading & Fundraising	\$7,435
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$3,720
Total Operating Expenditure	\$504,025
Net Operating Surplus/-Deficit	\$90,562
Asset Acquisitions	\$0

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$178,007
Official Account	\$16,314
Other Accounts	\$0
Total Funds Available	\$194,322

Financial Commitments	Actual
Operating Reserve	\$17,961
Other Recurrent Expenditure	\$2,401
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$100,468
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$49,200
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$6,225
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$176,254

All funds received from the Department of Education, 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.