

# 2019 Annual Report to The School Community



**School Name: Nungurner Primary School (4226)**



- 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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 23 April 2020 at 02:00 PM by Emma Steele (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2020 at 10:13 AM by Kim Kleinitz (School Council President)

## About Our School

### School context

Nungurner Primary School is a small rural school situated between Lakes Entrance and Metung in the Gippsland Lakes region. The school enrolment has always fluctuated. The current student population of 33 students is the highest in recent history. All students enrolled are from local families drawn from Kalimna to Swan Reach, with the majority living in the immediate Nungurner area. The school has an S.F.O.E. of 0.3104 and a current staffing profile - 1.0 Principal with 0.4 teaching load, 1.0 full time Classroom teacher, 0.6 Classroom teacher, 0.2 Art / PE teacher, 0.1 L.O.T.E. French and 0.4 Business Manager.

Nungurner Primary School offers a cooking and gardening program and is also supported by the MARC, mobile library van. We are able to offer qualified music instruction through the Crashendo Music program. There is an emphasis on individualized learning, respectful relationships and inclusion.

Nungurner Primary School is surrounded by native bushland and caring for the environment is an important focus at the school. It boasts a large oval, vegetable gardens, chook pens, tennis court/basket ball court and a new school bus. The school has close connections to its local community and acts as a hub for community groups, offering playgroup and after school use of its facilities. It provides inter school opportunities for students to participate in camps, sports and arts programs through its membership of the TUBBS cluster of small schools. Nungurner Primary school is an active member of the Far East Gippsland Network of schools and has strong collaborative relationships with local health and wellbeing agencies.

### Framework for Improving Student Outcomes (FISO)

Our work continues to focus on developing excellence in teaching and learning. In 2019 we continued to focus on building practice excellence in mathematics. Our Professional Learning Community with Swifts Creek and Omeo Primary Schools has strengthened providing a valuable focus towards our goal of improving student outcomes in numeracy. Through the development of teacher knowledge through the observation and feedback process and the use of pre-and post assessment we have provided differentiated learning for our students and have achieved significant improvement in the learning outcomes for our students.

In 2019 Nungurner Primary School participated in the Area Literacy Strategy, implementing the Reader's and Writer's Workshop Model. We also continued our work developing our students as learners. We investigated James Nottingham's Challenging Learning approach to setting goals and using feedback to empower student's learning, visiting schools that have adopted the Challenging Learning approach. We will continue to implement this approach in 2019.

### Achievement

Our Teacher Judgement of student performance data indicates that our school is performing above the predicted level when compared to the achievement data from all Victorian State Schools. We are also performing above the expected level when our data is compared to data from similar schools. Our teacher judgement of student achievement in English is above the median result for students in all Victorian Government schools. Our teacher judgement of student achievements in mathematics are above the state median and above the middle 60% of Victorian Government Primary Schools.

In 2019 our year 3 students achieved outstanding NAPLAN results in both Reading and Numeracy, with students performing above the state median for Victorian Primary Schools and above standard when compared to similar schools. Whilst the grade 3 Naplan data in 2019 was exemplary for this cohort of students our 4 year trend data shows that reading will continue to be a priority within our strategic planning and Annual Implementation planning for 2020 and beyond. In 2019 our grade 5 Naplan data indicates that our students achieved above the median of all Victorian Government Primary Schools in Reading. Our grade 5 students achieved similar results in reading when compared to like schools, unfortunately due to the size of our data sets our Numeracy data was not available. However our four year average shows that we are performing well above standard, our work with our Numeracy PLC will continue into the next strategic plan to assist us to maintain a high level of performance in numeracy.

In small schools, due to our small data sets a particularly valuable set of data is the Year 3 - 5 NAPLAN Learning Gain. This data compares the growth in a student's learning compared to the growth of students who achieved the same scores as them in year 3. Across the state students who are in the bottom 25% are considered to have low growth, the middle 50% medium growth and the top 25% high growth. In reading 50% of our students demonstrated medium and growth and 50% demonstrated high growth. Unfortunately our data set was too small to measure learning gain numeracy. Seventy five percent of our students achieved high growth in writing and spelling, with 25% achieving medium growth. When measuring Punctuation and Grammar our students followed the statewide distribution of learning gain with 25% low growth, 50% medium growth and 25% high growth.

### Engagement

Our average attendance rate for 2019 was 89%. The rate of absences for 2018 and 2019 is higher than previous years and higher when compared to state mean and similar schools. Our four year average is just within the range of results for the middle 60% of Victorian Government Primary schools. We are aware of attendance issues for some of our students, some of whom have experienced significant welfare issues throughout 2019. Despite regular follow up and communication with families about the importance of attendance our efforts to improve attendance were unsuccessful. We will continue to follow up absences proactively and systematically in 2020, promoting the importance of attendance with our families in newsletters, parent teacher interviews and where necessary with formal meetings and interventions with the school attendance officer. Staff will also undertake professional learning to investigate strategies that can be incorporated within schools to help combat chronic absenteeism.

### Wellbeing

In 2019 we were once again in a position to access data from the Student Attitude to School Survey. For the second year running students from grade 4-6 completed the Attitude to School survey, giving us a group size which has enabled us to access our data. Results from this survey are positive and indicate that we are performing both at and above the expected level. In 2019 our students 'Sense of Connectedness' was above the median of all Victorian Government Primary Schools and above when compared against schools with similar contexts. Our students also gave positive responses to the ways in which Nungurner Primary School managed bullying. Our data shows that we are above the Median of all Victorian Government Primary Schools and have similar responses to schools with similar contexts. We have continued to implement the Respectful Relationships program throughout 2019 and also introduced the Zones of Regulation to assist students to manage their emotional well-being. We will continue to support students through the implementation of these programs and will work towards implementing the Department of Education's Positive School Wide Behaviour Support.

### Financial performance and position

In 2019 we carried across a surplus of \$55,499. We purposefully budgeted for a surplus in our SRP to assist us to maintain grade structures and staffing in future years, when enrolment numbers will fluctuate and staff will progress through payment increments. Equity funding was utilised to support our literacy intervention program and enabled us to employ an aide to assist us to implement literacy support. In 2019 Nungurner Primary School was able to access additional funding through the The BARR funding and maintenance boost for schools, which added to our surplus, as some funds were carried forward for work to be undertaken in 2020. Sporting Schools grants allowed students to access quality coaching and develop a range of sporting skills. Our fundraising committee ran food stalls at Opera by the Lakes and the Autumn Harvest Festival and the Metung Hotel Raffle assisted us to raise additional funding for our school which will assist us to undertake maintenance and upgrades of our existing grounds throughout 2020.

**For more detailed information regarding our school please visit our website at**  
<http://www.nungurnerps.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 29 students were enrolled at this school in 2019, 16 female and 13 male.

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

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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



#### School Staff Survey

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

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



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="color: yellow;">■</span> Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p>Above <span style="color: teal;">●</span></p> <p>Above <span style="color: teal;">●</span></p>

## Performance Summary

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

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p> <p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Similar</b> <span style="color: lightblue; font-size: 2em;">●</span></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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<div style="text-align: center;"> <p><b>Reading</b></p> <p>50 %      50 % Medium      High</p> <p><b>Numeracy</b></p> <p>No Data Available</p> <p><b>Writing</b></p> <p>25 %      75 % Medium      High</p> <p><b>Spelling</b></p> <p>25 %      75 % Medium      High</p> <p><b>Grammar and Punctuation</b></p> <p>25 %      50 %      25 % Low      Medium      High</p> </div>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>25%      50%      25% Low      Medium      High</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

## Performance Summary

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

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>87 %</td> <td>92 %</td> <td>89 %</td> <td>92 %</td> <td>84 %</td> <td>94 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	92 %	89 %	92 %	84 %	94 %	86 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
87 %	92 %	89 %	92 %	84 %	94 %	86 %										

## Performance Summary

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

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Similar</b> <span style="color: lightblue; font-size: 2em;">●</span></p>

## Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$406,764	High Yield Investment Account	\$45,601
Government Provided DET Grants	\$116,663	Official Account	\$13,591
Government Grants Commonwealth	\$3,600	<b>Total Funds Available</b>	<b>\$59,192</b>
Revenue Other	\$13,500		
Locally Raised Funds	\$26,367		
<b>Total Operating Revenue</b>	<b>\$566,894</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,000		
<b>Equity Total</b>	<b>\$5,000</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$366,502	Operating Reserve	\$19,389
Books & Publications	\$2,535	Funds Received in Advance	\$20,979
Communication Costs	\$1,384	School Based Programs	\$4,650
Consumables	\$10,643	Asset/Equipment Replacement < 12 months	\$7,500
Miscellaneous Expense <sup>3</sup>	\$27,408	Maintenance - Buildings/Grounds < 12 months	\$5,218
Professional Development	\$1,410	Asset/Equipment Replacement > 12 months	\$2,000
Property and Equipment Services	\$56,415	<b>Total Financial Commitments</b>	<b>\$59,736</b>
Salaries & Allowances <sup>4</sup>	\$32,428		
Trading & Fundraising	\$5,348		
Travel & Subsistence	\$3,022		
Utilities	\$4,300		
<b>Total Operating Expenditure</b>	<b>\$511,395</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$55,499</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

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

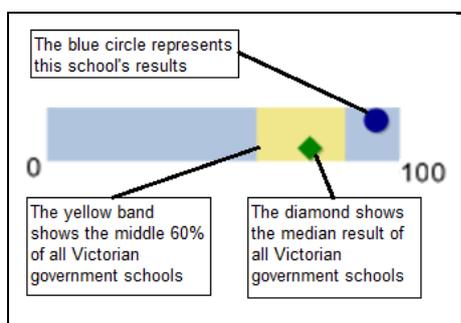
### Engagement

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

### Wellbeing

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

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

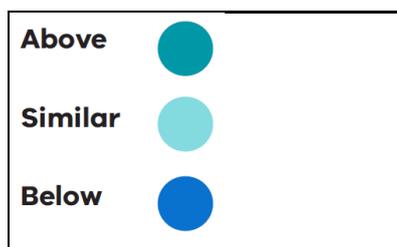


## What does *School Comparison* refer to?

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

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

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



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

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').