



Department of Education and
Early Childhood Development

2011 Annual Report to the School Community

Nungurner Primary School
School Number: 4226



Nungurner Primary School

Nungurner Primary school is a rural school situated on the beautiful Gippsland Lakes and neighbours the beach-side towns of Lakes Entrance and Metung. Framed by natural bush and farming land, the school has a large and spacious site which includes natural bush, vegetable gardens, a tennis court, a large oval and two playgrounds. The grounds provide a pleasant rural atmosphere for student relaxation, learning and play. During 2011 the staffing profile was 2.0 FTE teachers and 4 (1.0 FTE) Education Support Staff.

Nungurner Primary School has a reputation of providing a friendly and caring environment that meets the needs of all students in becoming effective and productive members of the global and local society.

The school has excellent resources, including a significant investment in ICT infrastructure. The teaching staff is highly competent and engaged in ongoing professional learning, and the school support staff are committed to providing the best opportunities for students and families. The core values of Respect, Responsibility, Honesty, Empathy, Co-operation and Perseverance underpin all our actions and relationships.

The school is also recognised for its strong sustainability program. Students, staff and parents link purposefully with local community groups and organisations as the school works towards being a five star accredited school.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Whilst our school has a limited ability to analyse data due to low numbers, our VELS teacher judgments are within the predicted range. The NAPLAN student learning data indicates that our students are performing similar to schools with students of similar background characteristics. Where there is a matched cohort available, the growth significantly outperforms the state average.</p> <p>During 2011 Nungurner had a strong emphasis on professional growth and focus on explicit teaching of literacy skills. We committed to implement the High Reliability Literacy Teaching Procedures (HRLTP's) and embed the practise across all curriculum areas.</p> <p>We were able to further individualise the curriculum by creating individual Learning Plans and more deeply analysing student learning data.</p> <p>2012 will see the implementation of a comprehensive oral language program and individual Literacy Intervention for targeted students.</p> <p>In 2012, students will be expected to be increasingly reflective learners capable of setting goals for their learning and implementing strategies to achieve those goals.</p>	<p>During 2011 staff at Nungurner PS completed the reflective journey of developing the new school values. This was done by all staff with the cooperation of students, parents and the wider school community.</p> <p>Programs that continue to be implemented to enhance student wellbeing and engagement are; a Restorative Practice approach to student behaviour management, having regular whole school Circle Time and introducing Personal Behaviour Cars based on Glasser's Choice Theory.</p> <p>Student attendance and punctuality has continued to be a focus throughout 2011 and consequently data indicates that results have improved. Although we have seen this improvement we will continue to highlight the effect of absenteeism on student learning.</p> <p>Positive peer relationships and individual self-esteem were also assisted by the employment of integration staff to target the needs of individuals both in the classroom and in the playground, the Language Experience Activity Program, sustainable gardening classes and individual instrumental music classes.</p>	<p>At Nungurner Primary School we have an effective transition program that supports all students entering, moving through, and exiting the school. We consider transition to be an ongoing process. With all students being taught by all staff the transition between year levels is seamless.</p> <p>We have a playgroup at the school which sets up the initial stages for transition very early. This is followed by our very successful Pre-Prep program, which involves a number of sessions in term four. Staff and students regularly visit our local kindergarten and we host the kindergarten students at school for our School Explorers Day. We also have a Prep parent Information Evening.</p> <p>We regularly participate in activities with local schools including camps, sports days and arts activities, which provides opportunity for students to develop relationships with students from other schools that they will attend secondary school with. We work closely with local secondary colleges to ensure information is shared to assist students. We are committed to ensuring our students receive a smooth transition from primary to secondary school. This involves both their learning and welfare needs.</p> <p>The parent opinion survey indicates a high level of satisfaction with the transition programs being offered at Nungurner</p>

For more detailed information regarding our school please visit our website at




www.nungurnerps.vic.edu.au

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>




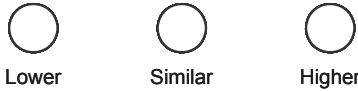
Nungurner Primary School

How this school compares to all Victorian government schools



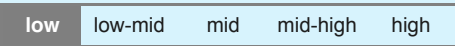
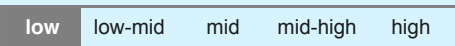
Key:

Range of results for the middle 60% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures	Student Outcomes	School Comparison
<p>1. Student Learning</p> <p>Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.</p>	<p>Results achieved by students at this school compared to students at other Victorian government schools.</p> 	<p>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</p> <p>Data not available</p> 
<p>2. Student Engagement and Wellbeing</p> <p>Combining student attendance rates and results from the annual student <i>Attitudes to School</i> survey.</p>		<p>Data not available</p> 


School Profile



- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score. 
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score. 
- Overall socio-economic profile 
 Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language 
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 9 students (4 female, 5 male) were enrolled at this school in 2011.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2010



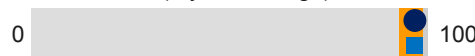
Results: English and Mathematics 2007 - 2010 (4-year average)



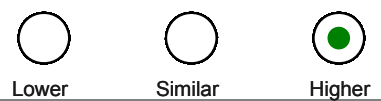
Results: All other subjects 2010



Results: All other subjects 2007 - 2010 (4-year average)



School Comparison



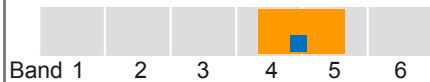
4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

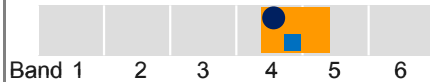
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

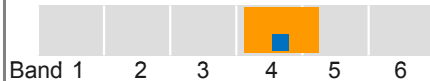
Results: Reading 2011



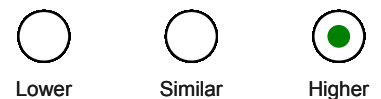
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



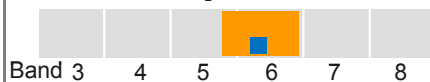
5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

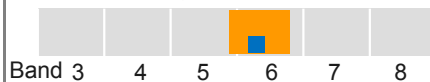
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

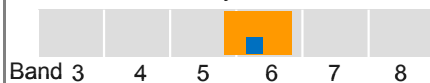
Results: Reading 2011



Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011






Results: Numeracy 2008-2011 (4-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Engagement and Wellbeing

6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2010 attendance rate by year level:

Student Outcomes

Results: 2010

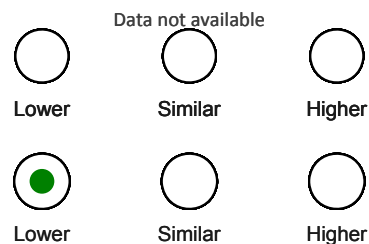


Results: 2007 - 2010 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
90%	84%	75%	84%	86%	76%	79%

School Comparison



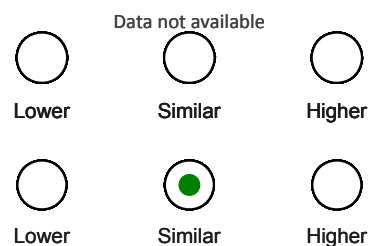
7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2011



Results: 2008 - 2011 (4-year average)



How to read the Government School Performance Summary 2011

The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

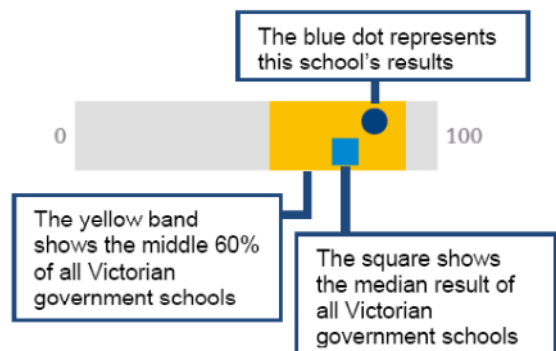
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

School Comparison



Lower



Similar



Higher

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Nungurner Primary School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2011

Revenue	2011 Actual
Departmental Grants	\$39,288
Commonwealth Government Grants	\$0
State Government Grants	\$0
Other	\$8,011
Locally Raised Funds	\$5,481
Total Operating Revenue	\$52,780

Expenditure

Salaries and Allowances	\$14,335
Bank Charges	\$223
Consumables	\$8,139
Books and Publications	\$806
Communication Costs	\$2,827
Furniture and Equipment	\$3,944
Utilities	\$1,418
Property Services	\$23,930
Travel and Subsistence	\$525
Motor Vehicle Expenses	\$4,884
Administration	\$1,801
Health and Personal Development	\$18
Professional Development	\$1,144
Trading and Fundraising	\$494
Support/Service	\$1,864
Miscellaneous	\$1,594
Total Operating Expenditure	\$67,946

Net Operating Surplus/-Deficit **-\$15,166**

Capital Expenditure **-\$236**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2011

Funds Available	2011 Actual
High Yield Investment Account	\$56,409
Official Account	\$2,246
Other Bank Accounts(listed individually)	
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$58,654

Financial Commitments

2011 Actual	
School Operating Reserve	\$15,370
Assets or Equipment Replacement <12 months	\$4,000
Capital – Building/Grounds including SMS < 12 months	\$
Maintenance – Building/Grounds including SMS < 12 months	\$15,980
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$
School based programs	\$3,304
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$20,000
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
Total Financial Commitments	\$58,654

Financial performance and position commentary

Smarter Schools National Partnerships Annual Activity and Accountability Statement 2011

4226 Nungurner Primary School

Funding provided through the Commonwealth National Partnerships is aligned with state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership Name	National Partnership for Low SES School Communities
2011 Allocation	\$30,000
2012 Allocation (to date)	\$0
School Co-investment	Victorian Government Schools are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:

- * National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- * Expenditure at the school level may not have been spent in the year the direct support was received.
- * Some schools are holding funds on behalf of other schools for a group improvement project.
- * Schools with a \$0 allocation are:
 - being supported by a group improvement project where the funding is held by another school, or
 - receiving funding in subsequent years.

The school is participating in the following initiatives to support the achievement of its goals and targets:

2011 NP Initiative Details	2012 NP Initiative Details
Building leadership capacity (coaching, professional learning)	Building leadership capacity (coaching, professional learning)
Building teacher capacity (in-school support/coaches)	Building teacher capacity (in-school support/coaches)
Improved monitoring of literacy and numeracy performance information	Building teacher capacity (professional learning opportunities)
	Improved monitoring of literacy and numeracy performance information