

# 2020 Annual Report to The School Community



**School Name: Nyah District Primary School (5456)**



- 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 22 March 2021 at 09:26 AM by Luke Dalton (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 14 May 2021 at 03:22 PM by Kieran Nolen (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

Nyah District Primary School is situated in the township of Nyah West, approximately 28 kilometers from Swan Hill in North Western Victoria. The school's population is drawn from Nyah West, Nyah and Vinifera and the surrounding areas. The school is set in pleasant, spacious and well-maintained surroundings. A bus route services nearby areas and delivers students to the school each day.

At Nyah District Primary School students are encouraged to have a desire for knowledge, to have high expectations, to show tolerance and respect for others and to be active participants in society. During 2020 many students enrolled at the school, some stayed short term, some stayed throughout the year. We also had a number of departures, moving interstate, into other areas of Victoria and to other local schools. 57 students enrolled at the school, 33 females and 24 males. There are three multi age classes: Prep and 1, Years 2 and 3 & Years 4, 5 and 6. The school is staffed by 1 Principal, 3 full time teachers and 1.8 Education Support Staff. There was also 1 staff member working 2 days a week in Specialist and Support role. There are currently no overseas students at NDPS. The Koorie population of students was approximately 15 percent of enrolments. The school socio economic band value was high.

Staff members aim to ensure all children are challenged to achieve their best in all key learning areas. Whilst a strong emphasis is placed on the teaching of literacy and numeracy, students also have access to specialist programs. The school is fortunate to enjoy the support of an active School Council and Parents Club. Within the wider community partnerships have been developed with several local organisations.

At Nyah District Primary School we will provide an education for students which enables students:

To seek knowledge and aspire to achieve

To be critical and creative thinkers

To be active participants in our local community

To be thoughtful and caring individuals who are able to interact successfully and collaboratively with others

We believe that the positive partnerships which exist between students, parents, staff and the wider community will enable us to meet these education expectations.

### Framework for Improving Student Outcomes (FISO)

During 2020 Nyah District Primary School focused on the FISO areas of Building Practice Excellent, Curriculum Planning and Student achievement, engagement and wellbeing.

These FISO initiatives were developed by work throughout the school, by staff and students, aimed at maximizing student outcomes in all areas of the curriculum, with a particular focus on Literacy and Numeracy. It was encouraged that all students would be active, engaged participants in their own learning.

Key Improvement Strategies saw the school focus on embedding a consistent approach to curriculum, classroom practice and assessment. We did this through developing teachers' capacity to integrate learning areas and capabilities and ensuring assessment was sequential and developmental.

NDPS also worked at developing and embedding a reflective culture across the school with a focus on improving students' outcomes. We did this through the development of teacher capacity to ensure Nyah District PS was a place where students wanted to be learning.

### Achievement

Improvements in a consistent approach to curriculum, classrooms practice and assessment were a key focus of the Annual Improvement Plan in 2020. The activities the school undertook to meet this goal included developing a Victorian Curriculum scope and sequence. Staff also worked closely within the school, in our PLC and in the network to develop a robust curriculum. Staff were provided with Professional Learning in line with embedding a consistent approach to curriculum, class practice and assessment. The school also worked to further refine its Teaching and Learning model with conversations with staff on the practical uses of this T & L model.

When focusing on all students being active, engaged participants in their learning staff developed Individual Learning Plans for students with high absences and rewarded students for positive attendance. The school also aimed to hold

regular family events, showing the school to be a positive place. An awareness campaign to encourage the school community to value education was also attempted during both remote and flexible learning and throughout on-site learning.

With no NAPALN undertaken in 2020 due to COVID 19 the school's achievement data comes from December teacher judgements. The percentage of students at or above age expected standards at NDPS was 80.8% compared to the state average of 86.3% in English. For Mathematics, the percentage of students at or above the age expected standards was 85% compared to the state average of 85.2%.

Strategies that the school used to improve student achievement data include close checking of Reading Data with Fountas and Pinnell. Writing data checking with Cold Writes and Numeracy data being obtained from Essential Assessment and other sources, including On Demand and Formative assessments.

NDPS was actively involved in collaborative work. The school was in a SIP partnership in 2020 focusing on improving staff feedback to students. The school is also continuing to work in a Professional Learning Community with 4 other network schools. We focus on building staff capacity. The school also maintains a Small Schools group which allows our staff to collaborate with teachers at similar sized local schools.

### Engagement

Nyah District Primary Schools engagement goals in 2020 were aimed at students with identified poor attendance. Due to COVID 19 there were some limitations on the success of improving attendance, but staff worked tirelessly to engage all students, when on site, to follow up with families regarding all absences. Students with high absences had specific Individual Education Plans created to promote being at school. Month by month check ins were undertaken to examine absences data as well.

The school average number of days absent was 19.0. The four year average at the school is 15.5% days absence, which is close to the state average of 15.3.

Further work in this area will continue at the school.

The school is utilizing Student Support Services to assist in connecting with families of children with low attendance.

The school ran programs online and face to face in 2020 to support students wellbeing and to foster engagement.

Throughout term 4 in 2020 one of the main focuses at school was having fun, making students enjoy their learning. We ran Fun Fridays and offered a wide and diverse selection of activities to stimulate the children's interest in school after two periods of Remote and Flexible Learning.

### Wellbeing

Wellbeing of students and staff was a major focus throughout 2020. Nyah District Primary School spent considerable time and effort during two Lock Downs to ensure that all students were maintaining a positive attitude and that their mental health and wellbeing was looked after. The school utilized a range of Student Support Services experts to build the capacity of staff and to support individual students.

Parent satisfaction as reported in the annual Parent Opinion Survey was at 81.5%, slightly higher than the state average of 81.2% in 2020.

The staff opinion survey showed the school climate to be 86.7%, well ahead of the state average of 77.8%. Staff wellbeing was a major priority during Remote and Flexible Learning with many conversations on wellbeing being undertaken. Staff also discussed mental health strategies during Professional Learning staff meetings.

The Attitudes to School Survey completed by students in grade 4 to 6 showed a sense of connectedness at 81.2%, against the state average of 79.2%. Management of Bullying was 72.5% against the state average of 78%. A note that due to lower participation rates and differences in collection methodology in 2020 data is not comparable with previous years or within similar school groups.

The school continued to work with students and staff on wellbeing. An awareness campaign to encourage the school community to value education was undertaken on Social Media throughout 2020.

Nyah District Primary School worked closely with network support staff including, speech therapists, social workers and psychologists to ensure students' needs were being met at their point of need either on site or remotely.

**Financial performance and position**

The financial performance of Nyah District Primary School was closely monitored by the schools leadership in 2020. The draft budget was created at the beginning of the year and focused on Strategic plan goals and took advantage of equity money to supplement funds. The schools finances are targeted at key improvement areas and subject to DET guidelines on spending and procurement.

The School Council ensures all financial needs for the school are met. At each School Council meeting the current financials are shared and discussed as required. Equity funding continues to be used to support financially disadvantaged students in a range of ways across the curriculum. Equity funding was also used to ensure adequate staffing for support of students stayed a priority and to cover the cost of curriculum programs and appropriate resources to meet the learning requirements of all students at their point of need.

**For more detailed information regarding our school please visit our website at**  
<http://www.nyahdps.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 57 students were enrolled at this school in 2020, 33 female and 24 male.

0 percent of students had English as an additional language and 15 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.

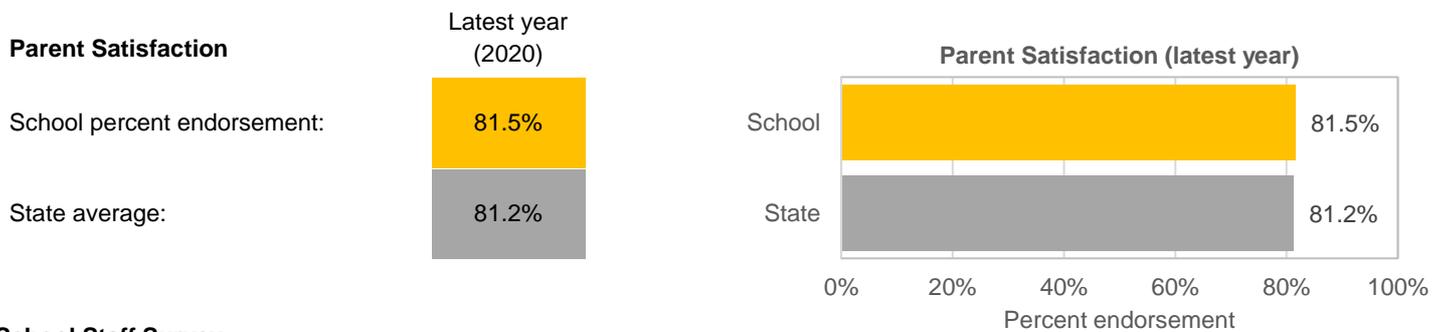
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### 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.

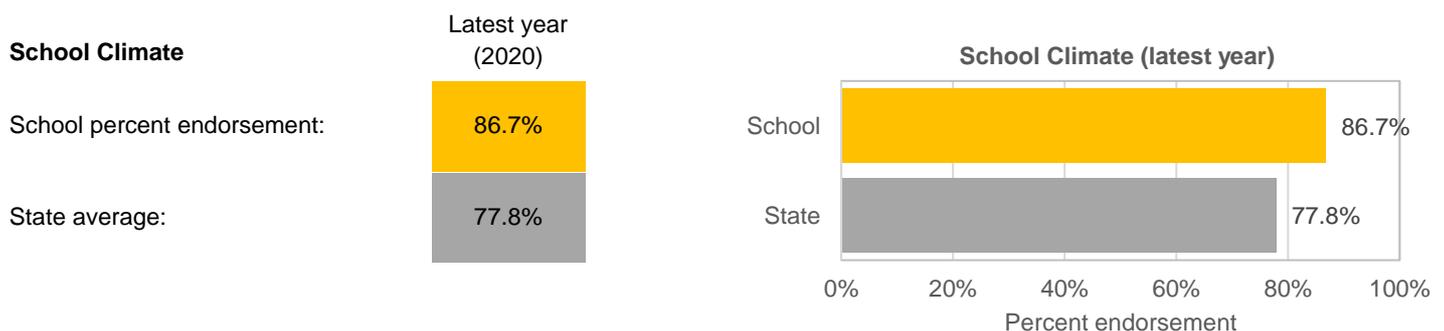


### School Staff Survey

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:

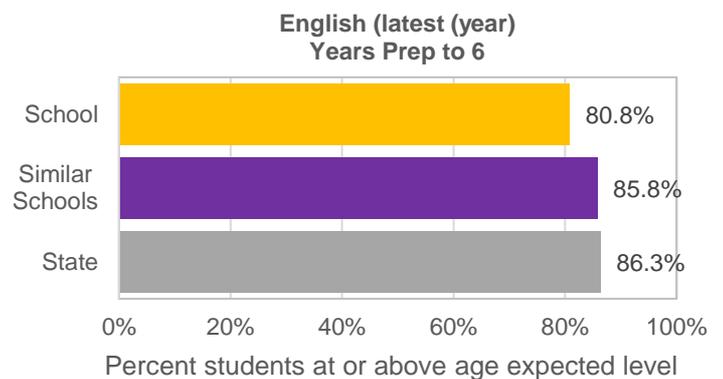
80.8%

Similar Schools average:

85.8%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

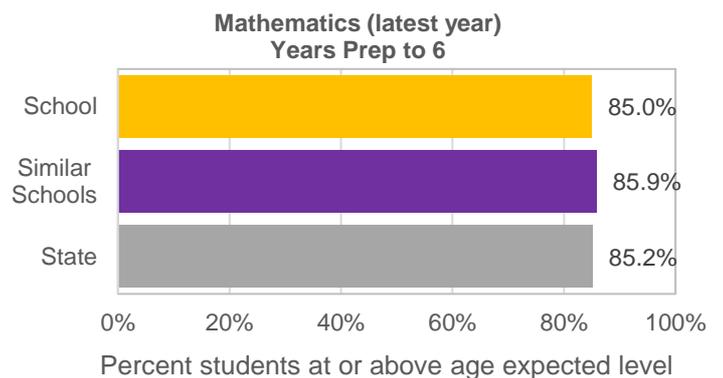
85.0%

Similar Schools average:

85.9%

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

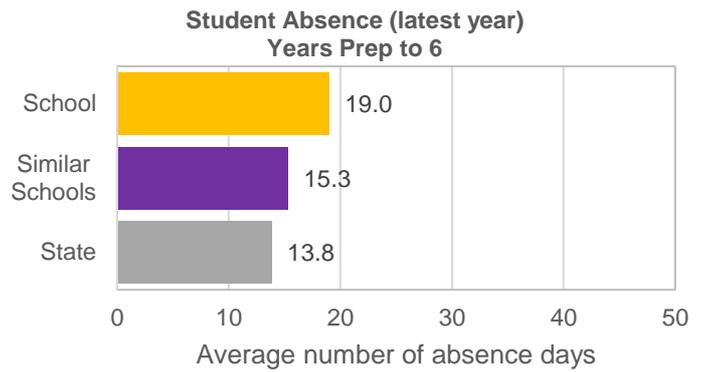
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.0	15.5
Similar Schools average:	15.3	16.2
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):	96%	83%	90%	93%	93%	79%	92%

**WELLBEING**

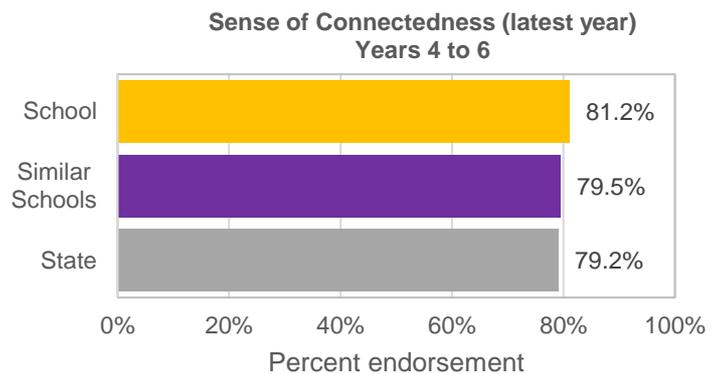
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	81.2%	83.9%
Similar Schools average:	79.5%	80.0%
State average:	79.2%	81.0%



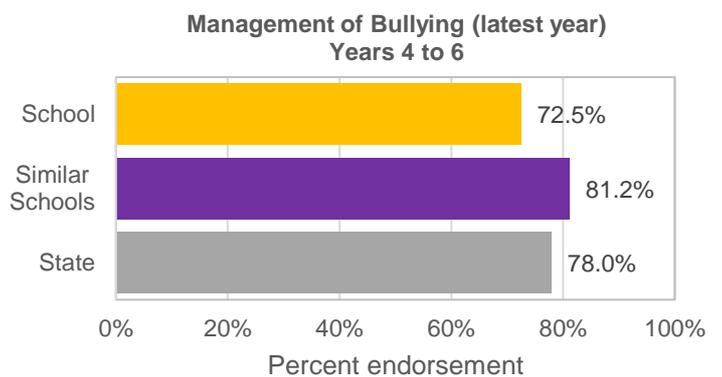
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	72.5%	82.2%
Similar Schools average:	81.2%	81.8%
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

Revenue	Actual
Student Resource Package	\$696,566
Government Provided DET Grants	\$184,823
Government Grants Commonwealth	\$2,500
Government Grants State	\$5,300
Revenue Other	\$1,826
Locally Raised Funds	\$12,600
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$903,615</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$102,673
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$102,673</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$636,787
Adjustments	NDA
Books & Publications	\$611
Camps/Excursions/Activities	\$6,455
Communication Costs	\$1,892
Consumables	\$24,223
Miscellaneous Expense <sup>3</sup>	\$6,597
Professional Development	\$1,924
Equipment/Maintenance/Hire	\$12,390
Property Services	\$43,823
Salaries & Allowances <sup>4</sup>	\$47,170
Support Services	NDA
Trading & Fundraising	\$7,352
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$15,911
<b>Total Operating Expenditure</b>	<b>\$805,134</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$98,480</b>
<b>Asset Acquisitions</b>	<b>\$15,154</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	\$255,091
Official Account	\$11,241
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$266,332</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$25,474
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$177,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$363
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$12,000
Capital - Buildings/Grounds < 12 months	\$45,000
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$289,837</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.*