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| **2017 Annual Report tothe School Community** |

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| School Name: Nicholson Primary School |

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| *Please note: Completed reports are to be uploaded to the* [*Strategic Planning Online Tool (SPOT)*](https://apps.edustar.vic.edu.au/spot) *for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.* |

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| **About Our School** |

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| School Context |

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|  Nicholson Primary School is a small rural school situated close to the Nicholson River on the Princes Highway approximately 10km east of Bairnsdale. Our beliefs and values of Growth, Honest and Trust, Respect, Connectedness, Inclusiveness and Fun underpin all decisions made In 2017 we had a school population of 57 students. Our student population has grown steadily over the past three years and is projected to continue this growth into the future. There were 5 students funded under the program for Students with Disabilities. In 2017 our staff composition was as follows; Principal class, two full time teaching staff, one part-time classroom teacher, one part time music-PE specialist, 4 Education Support staff and a Business manager two days per week.The composition of our classrooms was Foundation/1/2, 2/3/4 and a 5/6.classroom teachers were responsible for the specialist areas of Science, Art and the area of Music and PE was delivered by a specialist teacher. The specialist teacher resigned at the end of Term One and due to the inability to recruit a new music teacher this program ceased but will recommence in 2018. PE was taken over by a classroom teacher. We also provided other programs such as fortnightly MARC Van visits, Sporting Schools Program once a week and our Buddies Program. In 2017 we were part of the Tambo Cluster and participated in all major sporting events. Nicholson Primary School is a vibrant and enthusiastic centre of teaching and learning. The primary focus of the school is to provide our students with rich, challenging and personalised learning experiences where students are motivated to work to their potential. The school is in its first year of a new strategic plan with a focus on improving student outcomes in literacy and Numeracy and developing student advocacy in learning through Growth Mindsets, Challenging Learning and Feedback. In 2018 we will begin the journey of developing and implementing whole school, evidenced-based pedagogical approach, Gradual Release of Responsibility Model along with the introduction of the Reader’s Workshop model to our Literacy teaching and learning.We are a values based school and all staff are committed to improving outcomes for all students by working as a collaborative team promoting practice excellence, high expectations and genuine care towards all students and their families.Nicholson Primary School is a small caring community. The school is proud of its parental support and community involvement and is enthusiastically supported by a hard working school council. |

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| Framework for Improving Student Outcomes (FISO)  |

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| FISO improvement initiatives selected for 2017. **Excellence in teaching and learning-** Building practice excellence and curriculum planning and assessment. Literacy improvement particularly reading for all students was our main focus. Building teacher capacity and understanding around the curriculum and HELS strategies continued as did peer observation and feedback process. We have begun to make some reasonably good progress in this area as our data indicates and we now have an embedded whole school approach to teaching reading across the school. By the end of 2017 we have a documented whole school pedagogy to the teaching of Numeracy along with core teaching documents across all areas of numeracy from F-Yr7. **Positive climate for learning-** Empowering students and building school pride and Setting expectations and promoting inclusion. Throughout 2017 the role of student leadership continued to evolve. The group was given increasing responsibility for planning and implementing whole school events. In 2017 we implemented Growth Mindsets across the school and explicitly taught students how this mindset has a significant influence on learning achievements. We developed concepts with the whole school as part of our Buddy Program and each classroom developed learning cultures that reflected this work. Student perceptions of themselves as learners began to change for the positive and more students began to take risks with their learning although we still have a long way to go as indicated in our SASS data **Community engagement in learning-** Building communitiesIn 2017 we made a conscious effort to provide opportunities for our parent community to become more involved in school activities and better informed of the direction the school was taking and what was going on within the school and classrooms. Information evenings were held throughout the year that included, general information and a focus on reading. Disappointingly these were not well attended. Classroom and specialist updates were included in the newsletter on a fortnightly rotation.We made several attempts to connect with our local Aboriginal Community to engage in some cultural awareness education but this proved difficult. We did however visit the Keeping Place in Bairnsdale.  |

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| Achievement |

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| NAPLAN data for Nicholson Primary School year 3 students shows us to be performing below like schools in both Numeracy and reading and performing similar to our like school for year 5 students. The 2017 NAPLAN reading data indicates 45% (5 out of 11) of our year 5 students achieved high growth from years 3-5 which was above both the network and state results. 2017 NAPLAN numeracy data indicated 27.3% of our student achieving high growth from year 3-5 with 36.4% achieving medium or low growth from year 3-5.2017 Student Attitude to School survey data indicates an increase in the number of students feeling safe and connected to school and that Nicholson is a highly inclusive environment with a positive response of 93% in the SATSS questions related to school connectedness and inclusion. Responses were down in the are relating to student voice and agency. While the students felt teachers liked their ideas, student were not given opportunities to have a say in the things they learnt nor did they feel they had a strong voice in making decisions. This result was of no real surprise and it had been identified as an area of future work for us.The SASS data also indicates that students believe that the school manages bullying and other issues well with 80% positive response rare and that all students are valued as individuals with a 100% positive response rate.**Future directions in Teaching and Learning**Documentation outlining our beliefs, actions and pedagogy for the teaching of reading.Models to better engage our students as lifelong readers.Evidence-based approaches to teaching that give increasing responsibility to students for their learning.Student agency in their learning- goal setting/feedback. |

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| Engagement |

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| The average attendance rate at Nicholson Primary school for 2017 was between 90-94% with the most common reasons for non-attendance being illness and family holidays. At Nicholson PS, once a student is absent for 3 consecutive days with no explanation, a courtesy follow up phone call is made to home. It has been identified that the incorrect coding could be contributing to our level of explained absences and work is being done around this by all staff to rectify the issue.Results from our 2017 Student Attitudes to School Survey indicate an upward trend relating to inclusion, connectedness to school and peers and safety. There is also an upward trend in motivation, resilience and learning confidence which puts up slightly ahead of the state. Continuation of the current work being done in this area will be important to maintain and build on these results. Future focus on student agency, through the use of evidence-based Gradual Release of Responsibility Model, goal setting and feedback processes will contribute to strengthen our gains in this area.School Captains and Student Leadership Team are now embedded as an integral part of Nicholson PS. The role of the team continues to evolve and develop with the intention of leading into running whole school meetings to discuss issues, raise concerns of students and work alongside staff to address the student concerns within the school. |

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| Wellbeing |

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| Nicholson Primary School prides itself in being a values based school and that developing and maintaining strength-based relationships is a priority of our core business. The school implements a Restorative Practice approach to student engagement and wellbeing. Focus is on positive learner dispositions and a strength based approach to engagement and behaviour interventions.2017 Student Attitudes to School Survey indicate a marked improvement on students feeling safe, included and connected with an average 90% positive response rate. Students indicated either no or very little experience of bullying of any form while at school and strongly indicated that they have supports in place to help them when needed.The school engages with Allied Health Professionals on a number of levels and seeks the expertise of visiting teachers and others when required .In 2017 we continued to provide programs that contribute to student wellbeing such as camps, Sporting Schools Program, Arts Performances, specialist visits. We are also an active participant in cluster activities. |

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| For more detailed information regarding our school please visit our website atwww.nicholson.ps.gov.au |

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| **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 54 students were enrolled at this school in 2017, 27 female and 27 male.< 10 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures 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). |

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| School Staff SurveyMeasures 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. |

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| **Performance Summary** |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| **Performance Summary** |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.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’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**School Comparison**A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.Average 2017 attendance rate by year level: |

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| Few absences <------> Many absences |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). |

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| How to read the Annual Report |

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| The School Comparisonshows that most schools are achieving results that are **‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. |

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| More information on School Comparison performancemeasures can be found at:[http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)[Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) |

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| **What does ‘*Data not available’* 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. |

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| **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’). |

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| **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. |

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

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| **What does *School Comparison* referto?**TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal 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. |

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| **Financial Performance and Position** |

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| **Financial performance and position commentary** |

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| --- |
| *Nicholson Primary School ended 2017 with a surplus of $21,175.00. Some of this surplus is due to the number of CRT days that were covered internally. During the year the school leased a bank of 25 laptops, a trolley to house them and 3 interactive TVs to increase our student’s learning in the ICT area. Staff were employed to teach Science (one day a week) and Digital Technology (one day a week.) Nicholson Primary School has been well resourced and staffed and still maintained a surplus. Equity funding has enabled the school to employ extra assistance in the classrooms to work one on one with those students who require it. Nicholson Primary School is fortunate to have an active fundraising committee who assist with the purchasing of materials and programs for the school.* |

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| Financial Performance - Operating StatementSummary for the year ending 31 December, 2017 |

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| Financial Position as at 31 December, 2017 |

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| **Revenue** |

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| **Actual** |

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| **Funds Available** | **Actual** |
| High Yield Investment Account | $26,132 |
| Official Account | $1,828 |
| **Total Funds Available** | **$27,961** |

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| Student Resource Package |

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| $543,779 |

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| Government Provided DET Grants | $143,504 |
| Government Grants Commonwealth | $1,800 |
| Revenue Other | $9,270 |
| Locally Raised Funds | $22,939 |

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| **Total Operating Revenue** |

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| **$721,293** |

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| **Equity¹** |

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| Equity (Social Disadvantage) | $24,848 |

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| **Equity Total** |

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| **$24,848** |

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| **Expenditure** |

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| **Financial Commitments** |  |
| Operating Reserve | $10,000 |
| Maintenance - Buildings/Grounds incl SMS<12 months | $1,355 |
| Revenue Receipted in Advance | $2,673 |
| School Based Programs | $6,993 |
| School/Network/Cluster Coordination | $533 |
| Other recurrent expenditure | $6,407 |
| **Total Financial Commitments** | **$27,961** |

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| Student Resource Package² |

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| $526,303 |

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| --- | --- |
| Communication Costs | $2,962 |
| Consumables | $16,382 |
| Miscellaneous Expense³ | $25,963 |
| Professional Development | $2,021 |
| Property and Equipment Services | $43,593 |
| Salaries & Allowances⁴ | $72,900 |
| Trading & Fundraising | $6,703 |
| Utilities | $3,290 |

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| **Total Operating Expenditure** |

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| **$700,118** |

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| **Net Operating Surplus/-Deficit** |

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| **$21,175** |

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| **Asset Acquisitions** |

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| **$0** |

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| (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 05 March 2018 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. |

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| *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.* |

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