

# 2017 Annual Report to the School Community



School Name: Yarram Primary School

School Number: 693



- 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 Regulation 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 2017 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 30 March 2018 at 11:46 AM by Penelope Earle (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 27 April 2018 at 04:20 PM by Angela Olarenshaw (School Council President)



## About Our School

### School Context

Yarram Primary School (YPS) provides a positive learning environment and a 21st century skill base. This supports individuals to achieve their full potential: academically, emotionally and physically, to equip them to contribute productively in a global community.

Located within the township of Yarram, 220 km southeast of Melbourne in the Wellington Shire, YPS, No. 693 has educated the local children from Yarram and district since 1861. The school is the centrepiece of the community and is proud of what it offers in a small rural town. In 2017, our enrolment was 190 students; big enough to offer choice academically and socially, but small enough for staff to know our students well.

YPS had 15.96 equivalent full-time staff: 2 principal class, 12 classroom teachers, 4 specialist teachers, 2 office administration staff and 10 education support Staff. We have a dynamic mix of experience amongst our staff. A highly experienced, capable and diverse education support team work alongside our teachers to deliver timely and targeted interventions. We continue to achieve our strategic vision for the school due to embedded processes and structures.

There is a growing diverse cultural representation amongst our school community which reflects a similar trend in our local community. We continue to build supportive practices to ensure successful transitions for students and families in and out of the school. We have significant transience amongst our student population; of the 2017 Year 3 cohort almost 50% enrolled since Prep and 2017 Year 5 cohort, 1/3 of students enrolled since Prep. This has an impact on our absolute Naplan results for these cohorts. Our matched cohort students achieved above state and national mediums for growth in reading, writing and numeracy. All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals. A Student Family Occupation (SFO) measure of .62 impacts on the entry level academic and social skills of some of our students. 43% of students travel to school by bus.

Students who receive Program for Students with Disabilities and Impairments funding are well supported socially and academically to achieve their potential, as are students with additional learning needs and highly capable students.

Current initiatives include School-Wide Positive Behaviour (SWPB), international collaboration between our students and our sister schools - Colegio Ward in Argentina and Yizhuang Primary School in China and a highly engaging curriculum from P-6 including languages education - Indonesian, a specialist visual arts, music, STEAM and physical education program. Additional music lessons are outsourced to private professional instrumental teachers. Our library is timetabled for class access and open for students at lunchtimes. It is well maintained by our passionate ES staff. A highly popular breakfast club operates three mornings per week and is lovingly and efficiently run by ES staff, catering to over 150 breakfasts each week.

At YPS, we continually update ICT tools to ensure our equipment is contemporary, useful and relevant to curriculum delivery. During 2017 we purchased 12 iPads to supplement two class sets of laptops and netbooks. A program to ensure all classes have access to LED TV's in place of the superseded interactive whiteboards was finalised. We also achieved Esmart status to support our children and ensure they have the knowledge and skills to keep safe in this increasingly digital environment.

During 2017 we operated in temporary classrooms and administrative spaces whilst a modernised school was constructed on the old school footprint. This provided much excitement and anticipation for all levels of the school community. A multipurpose facility houses a half basketball court, cooking area, disabled facilities, library, music facility and general purpose area and is available to school and community groups. We also have a terrific art facility, basketball / netball courts, a barbecue area, four separate play areas, productive vegetable garden, chooks, large oval and covered sandpit which has a ready supply of fabulous equipment available to children at recess and lunchtime.

Student Voice is a strength with nominated students from Years 3-6 forming a Junior School Council. It has a welfare/wellbeing focus. House captains and vice captains take a more formal role including meeting and greeting visitors, leading assemblies and school events, where appropriate.

Student attendance is higher than expected with average attendance at 94% across the school. Families are supported to value attendance and timely contact is initiated to investigate any emerging patterns of poor attendance and the reasons are addressed.

Parent and community partnerships provide a strong support network, rich in extra-curricula opportunities and two-way interactions. Local traditions include active participation in the annual Tarra Festival, Yarram Eisteddfod, Anzac/Remembrance Day, Landcare and the Yarram Show. We also participate in educational initiatives such as the Premiers Reading Challenge, Naidoc Week, Education Week and Children's Book Week. We visit local nursing homes and perform for Probus and the elderly annually. Our parent and community partnerships provide a strong support network, rich in extra curricula opportunities and two-way interaction. We also have Aussies of the Month, to outstanding role models, to award.

We welcome any prospective families to contact us and arrange a private interview and tour of our school.



## Framework for Improving Student Outcomes (FISO)

2017 was our second year implementing a 4 year strategic plan. We continued to build excellence in teaching and learning. Further work took place during 2017 refining and implementing our literacy instructional model. We also developed a numeracy instructional model based on shared understandings of current best practice and research. During the latter part of 2017 DET released its literacy strategy which has future implications for us to revisit and refine our school specific model and to go deeper to build shared understandings of high impact teaching strategies in light of new resources and evidence based best practice.

Observational practice was a key tool to increasing consistency in practice of our literacy and numeracy instructional models and identified aspects of pedagogy as they pertain to teaching in flexible spaces. This was particularly exciting with the reality of a new and modernised primary school taking shape as staff and students also built and documented shared understandings and approaches to transition into the contemporary spaces. Staff visited schools to discover and investigate what was important and supported each other in developing norms and protocols for how we intend to work within the spaces and as teams within those spaces. Teachers developed understanding specific to their work and support staff also built their understandings to support both teachers and students within their work.

## Achievement

Our student learning goal is to optimise learning growth in both literacy and numeracy.

Our school performance report identifies YPS as increasing significantly the number of students with medium and high learning gains in reading. We also increased the number of students in the top two bands in Year 5 and in turn decreased the number of students in the bottom 2 bands. Literacy bags have been introduced to build entry level oral language for our new prep enrolments which we plan to build into improved literacy outcomes.

Absolute outcomes in Year 3 Naplan confirm our understanding of this group and their needs. Timely and targeted interventions and explicit teaching will be required to achieve the very best learning growth for this cohort as it moves through the school.

Pleasingly, the learning gain for our matched cohort from Year 3-5 in Naplan exceeded the state in all areas except spelling, grammar and punctuation. This cohort had amazing results in this area two years ago and have thrown us a challenge as to how to continue to stimulate and extend them. All Naplan results are similar to those expected in terms of absolute outcome for similar schools with the exceptions of Year 3 reading.

## Engagement

In addition to delivering a purposeful and relevant academic program, we continually strive to deliver engaging activities to extend and enrich the development of the whole child. Over the course of the year we held an inaugural and highly successful Colour Run, and Jump Rope for Heart followed in the second half of the year. The Premiers Reading Challenge continues to extend and provide an additional impetus for children to read. Excursions such as "We're Going on a Bear Hunt" in Sale, the Artie bus experience, a Robotics incursion, Force and Motion incursion, Book Week dress ups, Harmony and Naidoc Week activities all motivate and excite the children about learning. Junior School Council were active with a Footy Colours and Crazy Hair Days and parents club held a highly successful disco in our multipurpose building in addition to their usual efforts with Mother's Day and Father's Day stalls and ice cream days.

Our well-developed camping programs to Canberra for Year 5/6 and Forest Lodge for Year 3/4, Tarra Festival, Sporting Schools program, swimming – Sale and Yarram pools.

Global learning programs continued with our sister school Yizhuang PS in China and Colegio Ward in Argentina.

Performing arts traditions also continue to attract great participation from many children from P-6 in choirs, band and grade efforts at assembly and other performances over the year. Attendance remains a strength with a 94% rate across P-6 which has been maintained at this rate, higher than expected for similar schools.

## Wellbeing

Student outcomes for sense of connectedness and the management of bullying are positive and give weight to the processes the school has adopted to support and address behaviour that could impede wellbeing and in turn the ability for all to learn. Our diverse student population is well supported by a caring team of professionals including teaching, support and administrative staff. We have resourced additional learning support staff into home groups to support a calm and optimal learning environment. With the building program and the physical limitations of our yard, we increased the number of staff at recess and play times to support students in their social interactions. The ability to track student development and wellbeing on Compass has been a great advantage to delivering support for all students in the school community.

Breakfast club participation increased and celebrated its first birthday under the passionate coordination of our ES staff. Education support and teaching staff participated in training to help understand and support children who have experienced trauma. We continue to work with allied professionals to tailor individual learning programs to continuously increase the children's ability to access the educational program for both funded students on the program for students with Disabilities and Impairments and those for whom learning can be a struggle socially and/or academically.

We increased our indicators in school climate and had a very high increase in student attitude outcomes in terms of stimulating learning, learning confidence and student safety.

For more detailed information regarding our school please visit our website at [Yarram-ps.vic.edu.au](http://Yarram-ps.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 192 students were enrolled at this school in 2017, 89 female and 103 male.</p> <p>&lt; 10 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</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>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</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: ◆

Achievement	Student Outcomes	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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: lightblue; font-size: 20px;">○</span> Lower</p> <p><span style="color: green; font-size: 20px;">●</span> Similar</p> <p><span style="color: green; font-size: 20px;">●</span> Similar</p> <p><span style="color: green; font-size: 20px;">●</span> Similar</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: green; font-size: 20px;">●</span> Similar</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: ◆

Achievement	Student Outcomes	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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>67%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>67%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>65%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>42%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>54%</td> <td>42%</td> <td>4%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	67%	19%	Numeracy	26%	67%	7%	Writing	19%	65%	15%	Spelling	35%	42%	23%	Grammar and Punctuation	54%	42%	4%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## 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:

Engagement	Student Outcomes	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>School Comparison</b> 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	93 %	94 %	92 %	91 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	93 %	94 %	92 %	91 %										



## 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:

Wellbeing	Student Outcomes	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>Results: 2017</p>	Similar
<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>Results: 2017</p>	Similar

# 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).

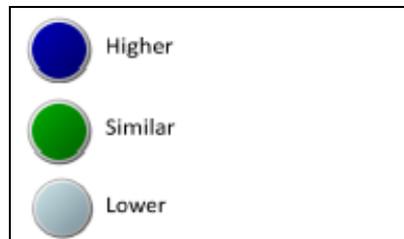


## What does *School Comparison* refer to?

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 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.

The School Comparison shows 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.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## 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.

## 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').



## Financial Performance and Position

### Financial performance and position commentary

- 2017 was an extraordinary year due to the grants received for both equity and our major building program.
- Within the identified surplus are funds already committed to meet building program elements still to be finalised/completed.
- Equity funding enabled us to take the pressure off parents and improve student access to quality learning opportunities and provide additional scaffolds to support key learning programs in literacy and numeracy.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,687,711	High Yield Investment Account	\$219,666
Government Provided DET Grants	\$429,763	Official Account	\$11,124
Government Grants Commonwealth	\$7,400	Other Accounts	\$87,600
Revenue Other	\$6,657	<b>Total Funds Available</b>	<b>\$318,390</b>
Locally Raised Funds	\$89,258		
<b>Total Operating Revenue</b>	<b>\$2,220,789</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$291,570		
<b>Equity Total</b>	<b>\$291,570</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,597,139	Operating Reserve	\$55,733
Books & Publications	\$4,828	Asset/Equipment Replacement < 12 months	\$22,794
Communication Costs	\$3,311	Capital - Buildings/Grounds incl SMS<12 months	\$183,159
Consumables	\$42,618	Revenue Received in Advance	\$46,825
Miscellaneous Expense <sup>3</sup>	\$86,894	School Based Programs	\$8,492
Professional Development	\$3,063	School/Network/Cluster Coordination	\$1,387
Property and Equipment Services	\$97,381	<b>Total Financial Commitments</b>	<b>\$318,390</b>
Salaries & Allowances <sup>4</sup>	\$114,866		
Trading & Fundraising	\$22,202		
Utilities	\$18,725		
Adjustments	\$1,100		
<b>Total Operating Expenditure</b>	<b>\$1,992,128</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$228,661</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 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.

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.