

# 2020 Annual Report to The School Community



**School Name: Yarram Primary School (0693)**



- 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 16 March 2021 at 09:18 AM by Penelope Earle (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 18 March 2021 at 03:00 PM by Clara Mandaletti (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

Yarram Primary School's vision is to support individuals to achieve their potential; academically, emotionally and physically.

At Yarram Primary School, we value:

- Respect and trust
- Teamwork which provides support and features cooperation between students, staff, parents and the broader educational and general community
- Learning with high, realistic expectations that strive for excellence and work towards continual improvement
- Having fun to promote a work/life balance and a spirit of cooperation and enjoyment in a safe and secure environment that honours and nurtures diversity
- Professional commitment by all staff to ensure high professional and ethical standards
- Local school and community traditions i.e. Welcome BBQ, active contribution to the Yarram Schools Cluster and involvement in special events such as the Tarra Festival, the Yarram Eisteddfod and Yarram Show.

Yarram Primary School 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, Yarram Primary School (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. Our enrolment is currently 166 students; big enough to offer choice academically and socially, but small enough for staff to know our students well.

YPS has 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 and capable 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.

We implement supportive practices to ensure successful transitions for students and families in and out of the school. 45% 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, 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, a specialist visual arts, music 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.

At Yarram Primary School we continually update ICT tools to ensure our equipment is contemporary, useful and relevant to curriculum delivery.

We moved in to brand new learning and administrative spaces at the commencement of 2018. 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, 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 with 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. Students are actively involved in setting learning goals with their teachers.

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.

Yarram Early Learning operate a dynamic before, after and vacation care program on the school premises.

Our parent and community partnerships provide a strong support network, rich in extra curricula opportunities and two way interaction.

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

### Framework for Improving Student Outcomes (FISO)

The school undertook its School Review at the start of 2020, which resulted in the development of a new four year Strategic Plan. Our Key Improvement Strategy of ensuring whole school evidence based literacy and numeracy instructional models are embedded in all teachers practice was completed in 2020. The recently developed models continue to align discussions around curriculum delivery.

Math's Specialists supported staff to develop curriculum knowledge and build capacity to teach students effectively in line with current best practice.

Opportunity to fine tune practices and pedagogy across the school through peer observation and feedback were limited due to transitions in and out of remote learning.

The highly valued Outer Gippsland Literacy strategy continued to provide guidance as the uptake of the Writer's Workshop model was introduced across all grades supported by the school's Literacy Leaders..

The data literacy of all staff gained depth as we applied the PLC model to individual and cohort data in area teams. The extent of the implementation of data cycles was impacted as we moved in and out of remote learning.

All planning was underpinned with the inclusion of student voice and agency opportunities.

### Achievement

English:

82.3% of students were working at or above age expected standards from P-6. This was stronger than other similar schools.

Mathematics:

In mathematics, 84.4% of students were assessed as working at or above age expected standards, also above that expected from similar schools.

Despite interruptions to learning due to the pandemic, we partially met our 12 month achievement target of twelve months of growth for twelve months of learning based on teacher judgments. We lifted the percentage of children making 12 months growth in writing, from 63% in 2019 to 67% from P-6. Reading dropped, particularly in the senior grades, with an overall outcome of 70.6% of students achieving 12 months growth or more. 70.3 % of students achieved 12 months growth or more in number and algebra.

Other targets were no longer appropriate because of Covid-19 impact.

Tutoring Initiative funding will enable us to target those students who did not show expected learning growth in 2020. Explicit point of need instruction combined with a focused lense on learning progress in 2021 should enable these students to make up lost ground in their learning journey.

Remote learning enabled us to test many existing instructional and organisational processes whilst ensuring families were well supported to continue student learning progress. Seesaw enabled teachers to continue to deliver planned programs in core literacy (reading, writing and spelling) and numeracy (number). Weekly activities were set and timely feedback implemented. Staff harnessed their pre-existing teams to collaboratively plan and reflect. Relationships were maintained through the use of WebEx. Students logged in for 2 x weekly Home Group Hunkers.

**Engagement**

Attendance for 2020 continued an impressive trend at Yarram Primary School of being higher than both similar schools and state average at 93.57%. Students averaged 12.5 days absence for the year in comparison to similar schools at 15.8 days and state average of 13.8 days per student.

Engagement in learning, be it onsite or remote, was high. Teachers were proactive in reaching out and supporting students and families who faced challenges either with learning or technology. Teachers, students and families used Seesaw to communicate. 2 x weekly WebEx home group Hunkers kept children connected to their peers during times of Remote Learning. Students who were noted as not engaging remotely, for a variety of reasons, were supported to attend onsite as vulnerable. Staff reached out to families experiencing technical challenges and provided phone and face to face support as possible. Appropriate devices were prepared and supplied to families who needed them.

Junior School Council in partnership with Parents Club organised a Colour Fun Run, the proceeds of which were used to fund a whole school end of year outing to Gumbuya World, free of charge, for all students. This was a deliberate strategy to provide an activity that was fun and connected our student and staff community after such a challenging year. We still managed a Welcome BBQ in Term 1 and a group of dedicated singers participated virtually in the Victorian State Schools Spectacular during Term 3. Many highlights of our annual calendar fell victim to the pandemic.

**Wellbeing**

Students' sense of connectedness was well above both similar schools and state averages at 82.2%, with a 4 year average of 84.8%.

Students also acknowledged the school's management of bullying with 80% endorsing our approaches. This was also higher than both state and similar schools' averages.

All levels of the school community experienced challenges with personal wellbeing during 2020.

Staff connected and tracked student engagement through participation whilst offsite. Active connections were built and maintained between home and school, with families in a true spirit of partnership to support the continuation of student learning. Phone calls, home visits, messaging via Seesaw and data from engagement with surveys and online learning programs were monitored and used to adjust our approaches with individuals depending on the circumstances. Wellbeing boxes were provided to families in need from our Breakfast Club stores.

Staff wellbeing was also a factor with some unable to be onsite during remote learning and others juggling supervision with responsiveness to student learning online.

Education Support staff, leadership and technical support all combined to enable most students to maintain progress under the circumstances.

When onsite, Breakfast Club continued its popularity with over 50 students participating most Monday, Wednesday and

Friday mornings. Targetted care teams met regularly to meet the needs of vulnerable children. School / family partnerships were critical to student wellbeing. The positive impact on student wellbeing of these partnerships was clearly evident in survey responses and anecdotal observations.

### **Financial performance and position**

The annual financial performance produced a net operating surplus of \$40 268 with asset acquisitions of \$28 893.

Total funds available at the end of the year were \$155 211 of which \$101 459 was committed. This outcome was due to a sound budgeting process, effective monitoring by school council financial sub-committee and provided the ability to respond within processes, protocols and programs to emerging need in unforeseen times.

Equity funding enabled the school to progress its strategic goals within the context of a global pandemic.

Grants achieved during the year Sporting Schools Grants from the Commonwealth Government and local government grants of \$20 000 for our new playground accounted for in the Revenue Other heading.

**For more detailed information regarding our school please visit our website at <https://www.yarram-ps.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 166 students were enrolled at this school in 2020, 78 female and 88 male.

0 percent of students had English as an additional language and 5 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.

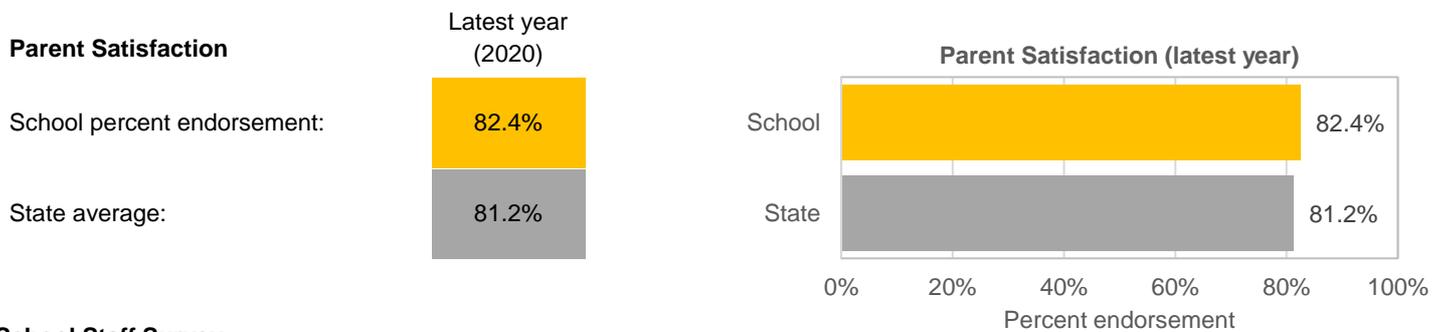
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

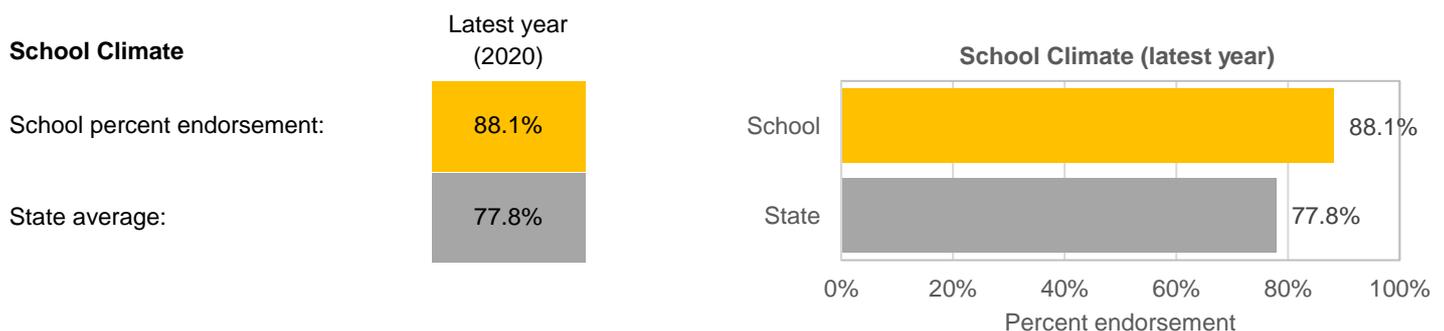


### School Staff Survey

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:

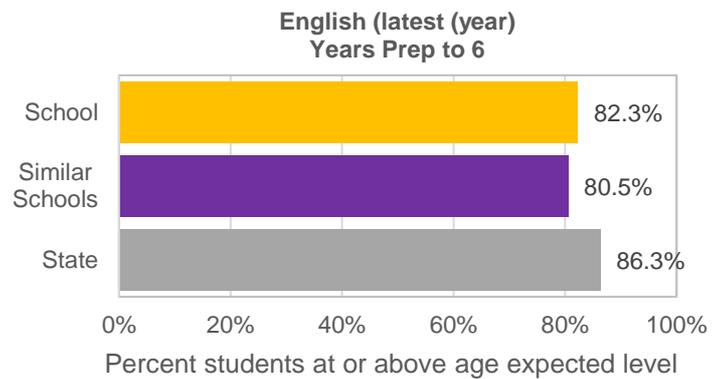
82.3%

Similar Schools average:

80.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

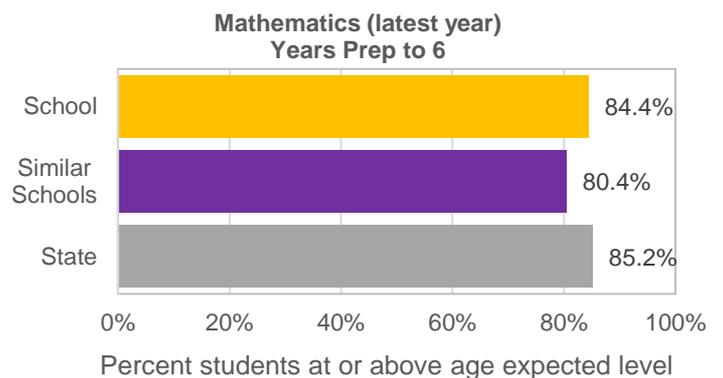
84.4%

Similar Schools average:

80.4%

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

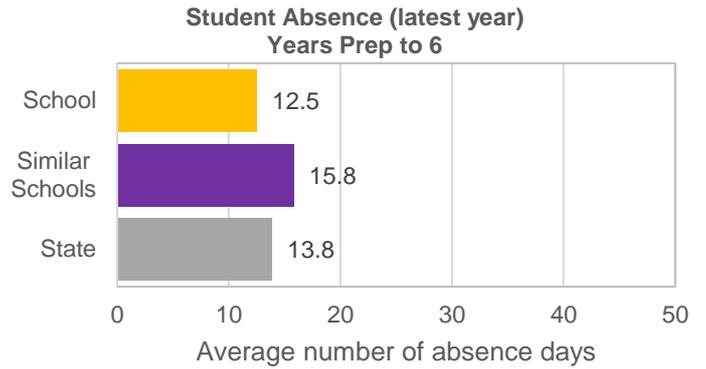
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	12.5	14.5
Similar Schools average:	15.8	15.8
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):	94%	93%	94%	93%	95%	93%	93%

**WELLBEING**

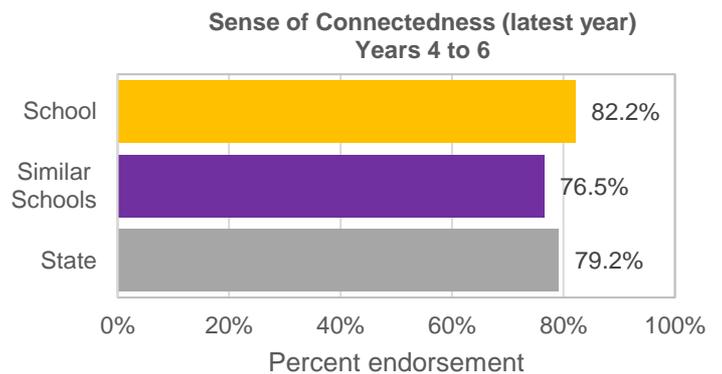
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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:	82.2%	84.8%
Similar Schools average:	76.5%	79.4%
State average:	79.2%	81.0%



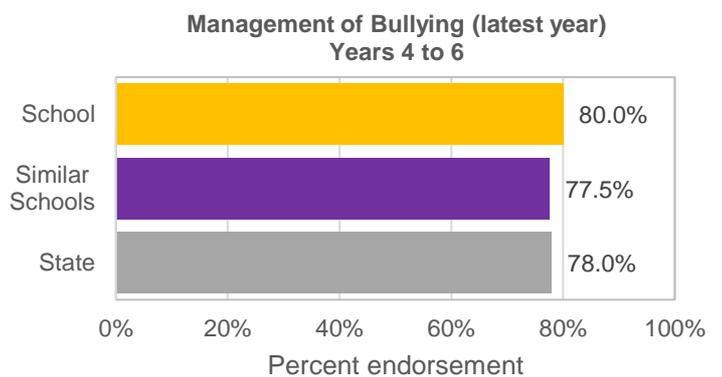
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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:	80.0%	81.6%
Similar Schools average:	77.5%	80.3%
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	\$1,843,729
Government Provided DET Grants	\$302,853
Government Grants Commonwealth	\$7,700
Government Grants State	NDA
Revenue Other	\$29,320
Locally Raised Funds	\$78,625
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,262,227</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$236,067
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$236,067</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,800,384
Adjustments	NDA
Books & Publications	\$14,745
Camps/Excursions/Activities	\$55,574
Communication Costs	\$3,760
Consumables	\$43,335
Miscellaneous Expense <sup>3</sup>	\$12,428
Professional Development	\$6,643
Equipment/Maintenance/Hire	\$54,485
Property Services	\$76,675
Salaries & Allowances <sup>4</sup>	\$116,533
Support Services	\$1,999
Trading & Fundraising	\$12,373
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$23,024
<b>Total Operating Expenditure</b>	<b>\$2,221,959</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$40,268</b>
<b>Asset Acquisitions</b>	<b>\$28,893</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	\$150,271
Official Account	\$4,940
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$155,211</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$65,808
Other Recurrent Expenditure	\$5,749
Provision Accounts	NDA
Funds Received in Advance	\$29,902
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$101,459</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.*