

2018 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).
- 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 2018 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 15 March 2019 at 02:40 PM 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 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 2018 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 17 March 2019 at 08:41 PM by Clara Mandaletti
(School Council President)

About Our School

School context

Yarram Primary School (YPS) provides a stimulating and positive learning environment which 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 2018, our enrolment was 187 students; big enough to offer choice academically and socially, but small enough for staff to know our students well.

YPS had 13.40 equivalent full-time staff: 2 principal class, 11 classroom teachers, 4 specialist teachers, 2 office administration staff, 13 education support staff and a student counsellor. 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.

We moved into our much anticipated brand new learning spaces and administrative environment at the commencement of 2018. Students and staff had done much preparation for the new ways of teaching and learning and, as such, the move was superbly executed. A multipurpose facility houses a half basketball court, cooking area, disabled facilities, library, music facility, 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.

At YPS, we continually update ICT tools to ensure our equipment is contemporary, useful and relevant to curriculum delivery. During 2018 we purchased additional iPads to supplement two class sets of laptops and netbooks. iPads were also purchased to support staff observations and assessment practices. A program to ensure all classes have access to LED TV's in place of the superseded interactive whiteboards was finalised. We also maintained Esmart status to support our children and ensure they have the knowledge and skills to keep safe in this increasingly digital environment.

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/ Vietnam Veterans Day / Remembrance Day, Landcare and the Yarram Show. We also participate in educational initiatives such as Harmony Week, Naidoc Week, Education Week and Children's Book Week. We visit local nursing homes and perform for Probus and the elderly annually. We award Aussies of the Month to outstanding role models.

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

Framework for Improving Student Outcomes (FISO)

Our key goal of optimising student learning growth in literacy and a focus on whole school consistent approaches to assessment, moderation, tracking, use and management of data was under the Building Practice Excellence FISO.

Key improvement strategies included;

- * further developing, adopting and documenting a whole school instructional model that embeds excellent teaching and learning

- * further developing our knowledge of what constitutes high quality Literacy programs F-6 by building on and refining existing good practice

Actions included;

- revisiting our Literacy Instructional Model in light of best practice high impact teaching strategies
- continuing observational practice with teaching staff to build depth and consistency in Literacy and Numeracy instruction
- inducting new staff into the YPS Literacy Practices and Instructional Models
- whole school academic data tracking extended to include harnessing of potential with Compass
- application of formative data knowledge to consistently deliver point of need instruction and quality learning in teams following the agreed updated schools assessment schedule
- reinstatement of data walls to track reading progress
- reinvigorated data tracking with the additional support of Compass will further develop the use of data/assessment for learning
- moderation of assessment against the standards and across year levels using a breadth of curriculum to raise staff confidence in making teacher judgments

A key element of our progress was our participation in the Outer Gippsland Literacy Strategy. We have transformed the way in which we teach reading from P-6 through the Readers Workshop approach. This has enabled us to achieve greater consistency of instruction across the school. Student learning outcomes are stronger and student motivation and stamina has improved noticeably.

Achievement

Our student achievement goals were;

- Year 3 and 5 Naplan- no student will be at or below the National Minimum Standard for Reading, Writing or Numeracy by 2018 - we decreased the number of students at or below National Minimum Standard in all areas to be the lowest number over the last four years.
- 90% of matched cohort growth will be medium or high growth by 2018 in Numeracy and 80% in Reading - 87.5% of the matched cohort achieved medium or high growth in Naplan Numeracy. 80% of the entire cohort achieved medium or high growth in Reading.

Our matched cohort students achieved well above state and national medians for growth in Reading 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 impacted on the entry level academic and social skills of our students overall.

Engagement

We continued to explore and initiate ways to create a sense of connection to school for our students. Highlights included;

- * Circus Oz Tin Top Tour for all Year 3/4 students,
- * State School Spectacular massed choir for Year 5/6 students,
- * the opportunity to be part of the Children's Chorus for the regional tour of the Australian Opera's production of Madame Butterfly,
- * our float entry for the Yarram Tarra Festival parade- "Up, Up and Away" ,
- * Yarram Eisteddfod and Review Concert for all students
- * additional music lessons are outsourced to private professional instrumental teachers, providing access for additional children to create a pathway to secondary school.
- * local, district, regional and state level sporting opportunities
- * Bike Education for Year 5/6
- * Picassos Children exhibition at the Yarram Courthouse Gallery
- * Camping program- Year 5/6 Ballarat and Year 3/4 Rumbug
- * Lunchtime activities such as Lego Club, Art, Choirs, board games.

Further international collaboration with our sister schools and a highly engaging curriculum from P-6 (including languages education - Indonesian, a specialist visual arts, music, STEAM and physical education program) provide embedded opportunities for our students to apply their skills in real world settings. Our library is

timetabled for class access, open for students at lunchtimes, and is well maintained by our passionate ES staff.

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.

Student attendance is higher than expected with average attendance at 96% across the school. Families are supported to value attendance. Timely contact is initiated to investigate any emerging patterns of poor attendance and the reasons are addressed. We had lower absence days than similar schools, the network and state with 14 days absence our average.

Areas of strength in our Student Attitudes to School data were in "differentiated learning challenge", "effective teaching time" and "resilience". This was pleasing as resilience is one of the Education State targets. 84% of our students felt connected to school, which was above the state mean of 81%.

Wellbeing

We ensure practices support successful transitions for students and families in and out of the school. We have significant transience amongst our student population; During 2018 almost one sixth of our total enrolment was new, excluding Prep students. In 2018 our Year 3 cohort was almost 28% that had enrolled since Prep and the Year 5 cohort, almost 40% of students had enrolled since Prep. This has an impact on our absolute Naplan results for these cohorts.

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. Strategically placed support staff enable students to progressively build self regulation as learners.

Current initiatives include School-Wide Positive Behaviour Systems (SWPBS), and a highly popular breakfast club (operates three mornings per week) which is lovingly and efficiently run by ES staff, catering to over 120 breakfasts each week. We have had the benefit of a Student Counsellor over the last year to ensure children are in a mindset to enable them to access their learning.

46% of students travel to school by bus which does create some challenges for parents to maintain a presence during their child's educational journey. We deliberately create opportunities to welcome our families into the school or to be part of the events within the local community. During 2018 we welcomed an increasing number of aboriginal students who also are scaffolded with our commitment to the Marrung strategy.

Financial performance and position

We concluded the year with a small deficit due to staffing changes and challenges amidst a high level of transients. We had a number of students requiring support to access the learning program who did not meet departmental eligibility to access the Program for Students with Disabilities and Impairments. School Council supported staff in ensuring these children received the support required; thus also enabling other children to progress in their learning with minimal disruption.

We were able to meet our planned acquisitions to ensure the new learning environment was well resourced and able to function to its potential.




For more detailed information regarding our school please visit our website at
<https://www.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: 

School Profile

Enrolment Profile

A total of 187 students were enrolled at this school in 2018, 94 female and 93 male.

ND were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures 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).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures 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.



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:  ◆ 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</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>NAPLAN Year 3</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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Similar</p> <p> Similar</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>NAPLAN Learning Gain Year 3 - Year 5</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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>72%</td> <td>8%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>56%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>52%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>52%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>48%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	72%	8%	Numeracy	24%	56%	20%	Writing	28%	52%	20%	Spelling	32%	52%	16%	Grammar and Punctuation	40%	48%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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>Average Number of Student Absence Days</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>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	93 %	93 %	93 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	93 %	93 %	93 %	93 %										

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>Students Attitudes to School - Sense of Connectedness</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,783,549	High Yield Investment Account	\$99,647
Government Provided DET Grants	\$433,087	Official Account	\$13,324
Government Grants Commonwealth	\$8,186	Other Accounts	\$0
Revenue Other	\$5,041	Total Funds Available	\$112,971
Locally Raised Funds	\$58,090		
Total Operating Revenue	\$2,287,953		
Equity¹			
Equity (Social Disadvantage)	\$318,164		
Equity Total	\$318,164		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,797,403	Operating Reserve	\$112,971
Books & Publications	\$10,952	Funds Received in Advance	\$33,758
Communication Costs	\$3,600	Capital - Buildings/Grounds < 12 months	\$47,240
Consumables	\$54,355	Total Financial Commitments	\$193,969
Miscellaneous Expense ³	\$181,871		
Professional Development	\$11,088		
Property and Equipment Services	\$241,973		
Salaries & Allowances ⁴	\$156,455		
Trading & Fundraising	\$16,952		
Travel & Subsistence	\$543		
Utilities	\$23,767		
Total Operating Expenditure	\$2,498,958		
Net Operating Surplus/-Deficit	(\$211,005)		
Asset Acquisitions	\$39,121		

- (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 15 March 2019 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.

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).

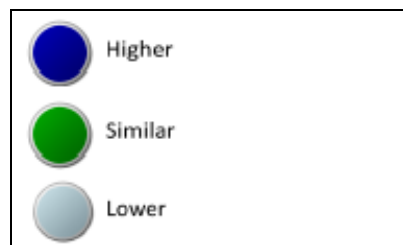


What does *School Comparison* refer to?

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*' or '*ND*' 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').