2019 Annual Report to The School Community

School Name: Yarram Primary School (0693)

THE **EDUCATION STATE**

YARRAM PRIMARY SCHOOL
LEARN SHARE BE HAPPY

- 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 2019 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 27 March 2020 at 01:52 PM by Penelope Earle (Principal)

The 2019 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 27 March 2020 at 02:52 PM by Clara Mandaletti (School Council President)

VICTORIA State Government | Education and Training

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.

At Yarram Primary School we value;
•   Respect and trust
•   Teamwork
•   Learning with high, realistic expectations
•   Having fun
•   Professional commitment by all staff
•   Local school and community traditions

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 2019, our enrolment was 170 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, 10 classroom teachers, 4 specialist teachers, 2 office administration staff, 13 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 achieved our strategic vision for the school due to embedded processes and structures.
We are extremely proud of our learning and adminstrative spaces which were opened in 2018. The design underpins how we teach and learn at YPS. Most classes are of a composite structure. 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. We 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.

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

Framework for Improving Student Outcomes (FISO)

During 2019 we completed our strategic cycle and self assessment with input from all staff, school council and students. Our review will be undertaken in Term 1 2020.
Most of our work both in 2019, and indeed during this strategic cycle has been in the FISO area of building practice excellence.
A key goal was optimising student learning growth in literacy and numeracy and a focus on whole school consistent approaches to assessment, moderation, tracking, use and management of data. We are embedding and moving towards excelling in this area.
.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
Significant actions included the development of middle leaders with two Primary Maths Specialists actively participating in the Primary Maths Specialist initiative and a Learning Specialist who completed of the Professional Learning Community initiative, building their skills to increase staff capacity on the use of data informed inquiry cycles in area teams. Thease leaders supported colleagues to build common understandings and consistency of practice across the school.
The Staff Opinion Survey was significantly higher than state median in regards to School Climate. Our outcomes reflected very strong staff collective efficacy and trust.

A further goal was under the FISO of Curriculum Planning and Assessment. We are assessed as embedding in this area.
Area teams plan and teach collaboratively and submit one term plan for each area. A whole school agreed assessment schedule is implemented. Differentiation of learning to students indiviual needs occurs in Reading, spelling and numeracy. The Student Attitudes Survey acknowledged a positive response to differentiation at 91%. We follow the Victorian Curriculum. Well established Throughline Inquiry Units provide a curriculum structure P-6 for areas other than Literacy and Numeracy. Units are reviewed by area teams at the conclusion of delivery and continually improved. There is a 2 year cycle of delivery. Our active whole staff Professional Learning Community has developed Instructional models in Literacy and Numeracy which are implemented school wide- these are based on current High Impact Teaching Strategies and regularly reviewed in light of the DET Literacy resources The Principal and Literacy Leader actively engage in the Outer Gippsland Literacy Strategy Community of Practice and a Student Voice and Agency Community of Practice in the Wellington Network. Regular and shared whole school data enables us to respond, to, adjust and reflect on agreed practices.

Our final goal was under professional leadership and building leadership teams. We are currently excelling in this area.
School council are involved in the monitoring and development of School Strategic Plans and Annual Implementation Plans at critical touch points and discuss relevant data sets as they become available. Updates are also fed to school council via the Education sub committee forum. Whole school data sets are shared as they become available. School council also actively review and provide input to policies which pass through staff before being ratified.
Staff roles and responsibilities are established and reviewed at the commencement of each year. Opportunities for leadership development have become available during this strategic cycle with the introduction of a Learning Specialist and two Maths Specialists. We also have effective leadership in literacy which supports the achievement of our strategic direction. We are fortunate to have a displaced principal outside our budget who provides additional support, particularly to children with high needs and our Koori children/ OOHC children.
Our enthusiastic participation in community activities; Remembrance, Anzac and Vietnam Vets Day, Tarra Festival each Easter, the Yarram Eisteddfod, performing for Probus annually and visiting the elderly to perform and also at the Yarram Community Carols helps us build trust and relationships within the wider community. Communication with families is available through our website, Facebook page, Year 3/4 See-saw and in hard copy for those who prefer. We harness Compass for reports, SMS and attendance for parents. Staff track student behaviour through Compass. Staff norms and protocols exist for the whole staff and area teams. These are reviewed annually.

Achievement

Our Strategic targets were;
1. Year 3 and 5 Naplan- no student will be at or below the NMS 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 four years to 2018. The 2019 cohort broke this trend with an increase due to a number of students with additional learning needs. On our 2019 data this shows as 'below similar schools' for the percentage of students working in the top 3 bands. We did, however decrease the number of student in the bottom 2 bands in Year 5.

2. 90% of matched cohort growth will be medium or high growth by 2018 in Numeracy and 80% in reading
We achieved our Reading target over the life of the strategic plan and significantly lifted the number of students in the top 2 Bands in Year 5 Reading in 2019.
Our Numeracy target was ambitious, and as such was not achieved.

Our matched cohort students (students who attended YPS in both Year 3 and 5) achieved well above state and national medians for individual growth in all areas - Reading, Writing, Grammar and Punctuation and Numeracy.

Teacher Judgments of students working "at or above" expected standards were similar to similar schools in english and above similar schools in Mathematics.
All "Program for Students with a Disability" students showed progress at satisfactory or above in achieving their individual goals.

Future direction for our new strategic cycle includes applying evidence based strategies and actions around best practice Writing instruction and Numeracy Teaching and Learning.

Engagement

Our Engagement Goal was to build self – regulated learning confidence to better enable students to engage with their learning.
Year 5
•connectedness and behaviour, motivation and safety were relatively steady
•stimulating learning, confidence and empathy all decreased
Year 6
•2017-2019 most elements decreased

Of note is the impact of decanting, and resettling into a new learning environment in 2017 and 2018. The recent completion of our school Review and the comprehensive student forums confirm our students are happy and confident learners who are enjoying their learning programs and environment at Yarram Primary School.
Key improvement strategies included;
•   The successful introductions of student led conferences for all students.
•   Ongoing development of personal learning goals for all students in reading, writing and increasingly in numeracy and personal learning
•   Improved point of need instruction
•   SWPBS/ social values program, Respectful Relationships, circle time
•   Parent attitude and education towards their child learning and building positive partnerships
•   Increased student voice and agency in learning- development of co-constructed learning goals, student led interviews (first time in 2019)
•   Principal involvement in Student Voice/Agency Community of Practice at Wellington Network level-feeding back to school level
•   Students acknowledging high expectations in learning
•   Growth mindset of learners
•   Compassionate staff
•   Engaging enrichment activities- sporting activities/ sporting schools fund, art exhibitions, camps, excursions, incursions(cultural committee), breakfast club, variety of lunchtime activities
•   Sports trainees, Counselling, Engine room, and strategies to improve student productivity/ progress

Student attendance was 91% overall for 2019. Attendance is monitored daily. Parents receive SMS if their child is absent. Processes and procedures include reaching out to parents to develop attendance strategies both formal and informal. The school attendance officer is engaged for chronic absenteeism. Students report they enjoy school and learning.

We plan to continue the development of high impact student agency opportunities throughout our teaching and learning programs.

Wellbeing

Our Wellbeing goal was to strengthen our whole school approach to wellbeing which supports students as collaborative learners to share, be happy and to learn.

Target: 3.1
By 2018 Attitude To School Survey results – Dimensions relating to Student Relationships and Wellbeing to progressively improve over the 2016 – 2018 to reach the following by 2018
Our outcomes varied for this goal. Year 5 students were better connected than Year 6 and Year 4 even more so.

Strategies that supported us towards goal were;
•   leadership support with Tier 2 and 3 children - behaviour
•   compass online program used to improve behaviour tracking
•   careful class groupings to achieve positive classroom dynamics
•   sports trainee position enabled an additional young male role model in a range of school activities
•   engine room for children with difficulty accessing learning program due to variable concentration/sensory levels
•   individual Speech Therapy program introduced and funded by School Council
•   involvement in the Speech Therapy in Schools program

Financial performance and position

2019 produced a credit deficit due to continued additional support of high needs students excess to funded support programs to ensure all students could access their learning in orderly and focussed classroom environments.
Careful cash management and a sound Budget process enabled us to meet all programs and activities at the school level.
We became banker school for the Wellington Network and as such pay all Network commitments and receive grants on behalf of the Network. These are all accounted for in a discreet Cases21 program.
Families were also entitled to Drought funding and CSEF which was held for student to access sports and camping programs.

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 170 students were enrolled at this school in 2019, 75 female and 95 male.

0 percent were EAL (English as an Additional Language) students and 7 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.

| low | low-mid | mid | high |

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: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics 	Similar Above

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The 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.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Below ● Similar ●
NAPLAN Year 5 The 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.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar ● Below ●

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: 🟨	Key:	Similar School Comparison
	Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶		🟢 Above ⬜ Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning 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'.	**Reading** 36 % Low 36 % Medium 27 % High **Numeracy** 32 % Low 59 % Medium 9 % High **Writing** 41 % Low 41 % Medium 18 % High **Spelling** 41 % Low 32 % Medium 27 % High **Grammar and Punctuation** 45 % Low 45 % Medium 9 % High	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. 25% Low 50% Medium 25% High Statewide Distribution of Learning Gain (all domains)

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: 🟢	Key:	Similar School Comparison 🟢 Above 🔵 Similar 🔵 Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average 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 **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ▭ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ▭ 50 Few absences <------> Many absences	Similar ⬤

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	92 %	92 %	91 %	91 %	91 %	90 %	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: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	**Similar**
Students Attitudes to School - Management of Bullying Measures 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	**Below**

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, 2019	
Revenue	**Actual**
Student Resource Package	$1,719,937
Government Provided DET Grants	$353,236
Government Grants Commonwealth	$4,600
Revenue Other	$32,993
Locally Raised Funds	$86,650
Total Operating Revenue	**$2,197,417**

Equity[1]	
Equity (Social Disadvantage)	$242,823
Equity Total	**$242,823**

Expenditure	
Student Resource Package[2]	$1,774,496
Books & Publications	$17,935
Communication Costs	$4,097
Consumables	$49,970
Miscellaneous Expense[3]	$89,578
Professional Development	$16,884
Property and Equipment Services	$98,222
Salaries & Allowances[4]	$127,433
Trading & Fundraising	$8,772
Utilities	$20,291
Total Operating Expenditure	**$2,207,679**
Net Operating Surplus/-Deficit	**($10,262)**
Asset Acquisitions	**$14,055**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$203,130
Official Account	$7,293
Total Funds Available	**$210,423**

Financial Commitments	
Operating Reserve	$68,887
Other Recurrent Expenditure	$3,781
Funds Received in Advance	$39,747
School Based Programs	$5,000
Total Financial Commitments	**$117,415**

(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 26 February 2020 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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above
Similar
Below

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').