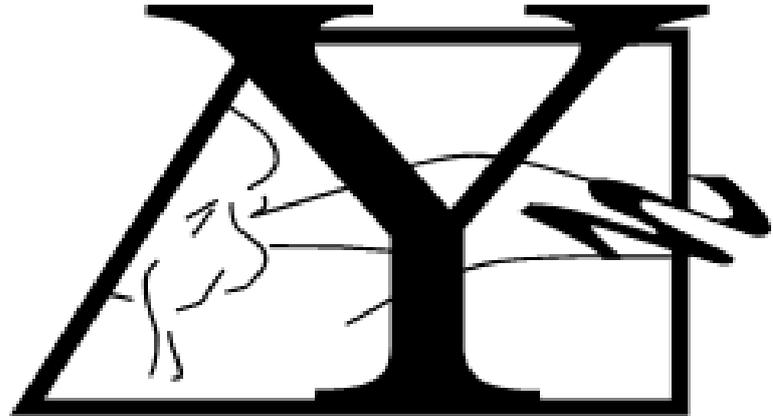


2015 Annual Report to the School Community

Yinnar Primary School

School Number: 2419



YINNAR PRIMARY SCHOOL

Name of School Principal:

Tamina Taylor

Name of School Council President:

Victor de Beer

Date of Endorsement:

21 April 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

At Yinnar Primary School we are all learners. We guide our younger learners to stretch their minds, supporting them as they develop into resilient, reflective and resourceful life-long learners who can learn in both independent and collaborative environments. The school focuses strongly on the development of growth mindsets in our students, to instill in our children a belief that their intelligence can be cultivated and grown through hard work and personal discipline. We teach students how to develop their learning muscles and empower them to be learner's not just achievers. Through an explicit focus on developing our core values of Growth Mindset, Respect, Aim High, Curiosity and Enthusiasm (GRACE), we encourage our students to be enthused and curious about their learning and to respect themselves as well as each other.

We are continually reflecting on and aiming to improve our learning culture, where our students and teachers flourish. Through a diverse range of leadership opportunities and experiences we are striving to ensure that all of our students feel empowered to make a difference in their own learning and the world around them.

We have an extremely supportive and active parent community who work in partnership with the school. Our current enrolment is 208 students.

Achievement

Overall, our NAPLAN results for Years 3 and 5 are above the median results for all Victorian Government Schools and our students are achieving results similar to what is estimated students in Years 3 and 5 in similar schools would achieve.

The Year 3 NAPLAN Numeracy results in 2015 have shown significant improvement from the previous cohort in Year 3 2014 and currently are performing above the state mean.

However, one area which is lower than expected, our Year 5 2015 results whose Numeracy results were lower than in similar schools. This Year 5 Numeracy result is the Year 3 average from 2 years prior so the 2015 Year 5 data is compared against Year 3 data from 2013. So given our student's characteristics and our year 3 NAPLAN results and compared with other schools, it has been predicted that our Year 5 values are lower than expected.

This cohort showed low growth in numeracy from year 3 to 5. In 2016, a strong focus will be on building teacher capacity to differentiate the learning, appropriate level of challenge and giving effective feedback, particularly in Mathematics. Measures will be put in place to address the areas of gap for these students, currently our Year 6 students.

Engagement

Students at Yinnar Primary have shown a slightly improved attendance rate in 2015, with the absence rate dropping from 15.9EFT day's absence per student in 2014 to 13.9 EFT in 2015, indicating that we are similar to other schools in this area.

The 2015 Parent opinion survey shows that parent see increased levels of student motivation and school connectedness. Areas for us to explore which are connectedness to peers and social skills. This differs to the student's survey with both year 5 and 6 boys and girls indicating high levels of connectedness to their peers.

Wellbeing

This is an area which we continue to be very proud of at Yinnar Primary School. Both 2014 and 2015 had very positive results, all results being in the fourth quartile, apart from student safety.

Our year 5 and 6 students expressed very high levels of learning confidence, stimulated learning and school connectedness in the Attitudes to School survey. We continue to explore deeper and refine the development of the learning muscles and teaching students to seek out challenge and act on feedback.

We are embedding the core values: growth mindsets, respect, aiming high, curiosity and enthusiasm in all we do and our GRACE Team, of student leaders, have been active in promoting these values across the whole school. The area of student relationships which is lower is in student safety. The 2015 year 5 boys and the year 6 girls showed low levels of student safety. The 2015 year 6 girls were a small cohort.

Productivity

Successful productivity outcomes are a result of a school using its resources effectively. The school has focused on building capacity of staff. Investing in high quality, school based professional learning, in particular the weekly coaching support for teachers. This learning has directly impacted on classroom practices and improvements in student outcomes.

Staff are provided with time to collaborate and plan together to ensure a consistent approach to learning and teaching across the school. Through the employment of CRT's, teachers can have the time on planning days, reporting days, research days.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 182 students were enrolled at this school in 2015, 77 female and 105 male. There were 0% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



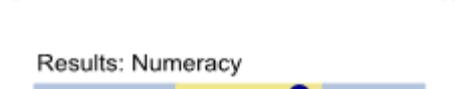
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p> <p>The Towards Foundation Level AusVELS data is for PSD students and only displayed when a school has 10 or more of these students.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

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> Similar</p> <p> Similar</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> Lower</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>25%</td> <td>45%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>29%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>57%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>45%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	45%	30%	Numeracy	43%	29%	29%	Writing	19%	57%	24%	Spelling	10%	50%	40%	Grammar and Punctuation	25%	45%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	25%	45%	30%																							
Numeracy	43%	29%	29%																							
Writing	19%	57%	24%																							
Spelling	10%	50%	40%																							
Grammar and Punctuation	25%	45%	30%																							

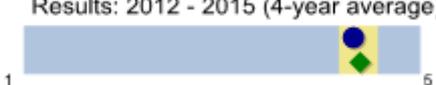
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>92 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>96 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	92 %	94 %	96 %	91 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	94 %	92 %	94 %	96 %	91 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

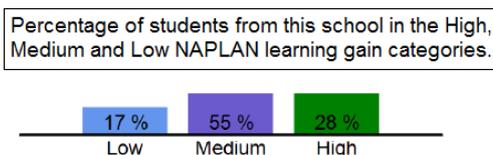
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

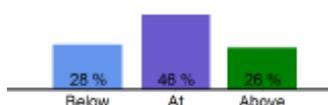


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,132,335	High Yield Investment Account	\$506
Government Provided DET Grants	\$256,004	Official Account	\$13,678
Government Grants State	\$100,848	Other Accounts	\$61,471
Revenue Other	\$23,149	Total Funds Available	\$75,656
Locally Raised Funds	\$98,868		
Total Operating Revenue	\$1,611,204		
Expenditure		Financial Commitments	
Student Resource Package	\$1,082,770	Operating Reserve	\$65,259
Books & Publications	\$3,423	Asset/Equipment Replacement < 12 months	\$2,000
Communication Costs	\$3,366	Capital - Buildings/Grounds incl SMS<12 months	\$3,397
Consumables	\$47,196	Maintenance - Buildings/Grounds incl SMS<12 months	\$2,000
Miscellaneous Expense	\$88,130	School Based Programs	\$3,000
Professional Development	\$20,829	Total Financial Commitments	\$75,656
Property and Equipment Services	\$170,945		
Salaries & Allowances	\$133,641		
Trading & Fundraising	\$13,810		
Travel & Subsistence	\$1,810		
Utilities	\$19,171		
Total Operating Expenditure	\$1,585,089		
Net Operating Surplus/-Deficit	\$26,115		
Asset Acquisitions	\$9,483		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

The school continues to be in a strong financial position. Our operating reserve is not high but adequate. Improvements have been made to the main building (Block A). The new 5/6 building is established, furnished and equipped with the latest technology. We look forward to funding continued improvements in technology to enhance learning, mathematics and literacy.