2018 Annual Report to The School Community

School Name: Yinnar Primary School (2419)

THE EDUCATION STATE

- 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 24 April 2019 at 04:59 PM by Tamina Taylor (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 28 April 2019 at 04:29 PM by Kerry Peachey (School Council President)

VICTORIA State Government | Education and Training

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 instil 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 our entire student population feel empowered to make a difference in their own learning and the world around them.

Our staff are energetic, motivated and committed to ensuring our students develop the attitudes, skills and knowledge that enables them to engage in challenging learning, which results in maximum learning growth.

We have a supportive and active parent community who work in partnership with the school. Our current enrolment is 219 students.

Framework for Improving Student Outcomes (FISO)

Our 2018 improving student outcomes focus was to continue to strive for excellence in teaching and learning with a focus on Mathematics. We aimed to do this by investment in high quality ongoing professional learning for all staff as a key strategy. This included new learning from experts in their field, as well as job embedded in-school professional learning. We introduced a new role for a Maths Mentor to work closely with classroom teachers to build their knowledge and skills in teaching mathematics. This encompassed classroom observation, feedback and coaching conversations for all class teachers. We tightened our processes around tracking individual learning progress in Mathematics, curriculum planning and assessments.

Achievement

Only 27% of Year 5 students in were in the top two bands in 2018 for reading. We had 65% in the middle two bands for a total of 92% in the middle or top bands. This 92% is the same as what we had in 2017.

Our 2018 improvement target was to decrease the number of Yr. 5 students in the bottom two bands in reading from 7% (2017) to less than 5% (2018). Our result in this area was consistent with 2017. Two students in 2017 (7%) were in the bottom 2 bands. 2 students in 2018 (8%) were in the bottom 2 bands. Both these students were boys. According to our school performance report, our school is in the "influence" performance group, having decreased our percentage significantly over the past 3 years (-12.2%) of students in the bottom 2 bands.

64% of students made med-high growth in reading between grade 3 in 2016 and grade 5 in 2018. Medium growth: 52% (13 students) High growth: 12% (3 students) – All 3 of these students were boys

According to our school performance report, we are in the "stretch" performance stage. In saying this, our results this year are not where we would like them to be and we may need to look at in order to reach higher performance in this area.

Our Year 3 NAPLAN numeracy results have improved slightly since 2017.

The number of year 5 students achieving in top two bands increased slightly from 20% (2017) to 22% (2018). We decreased the number of Year 5 students in the bottom two bands from 24% (2017) to 11% (2018)

In 2018 88% of our Year 5 students made med-high growth in NAPLAN from Years 3-5 (2016 47.6%, 2017 56%)

Future directions will be to improve reading skill in older years by introducing a synthetics phonics approach from Prep. Mathematics will also be a major focus.

Engagement

Students at Yinnar Primary have continued to show an average of 90- 94 % + attendance rate from Prep to Year 6 during 2018, indicating that we are similar to other schools in this area. In 2018 the average number of days a student was absent was 15. . In 2018 our school reviewed and improved our Attendance Policy and related practices. We actively celebrated students with strong attendance and arriving to school on time. We worked in partnership with parents and carers to improve the attendance of students who had significant absenteeism.

Wellbeing

Overall, in 2087 our students expressed a connectedness to school, which is similar to that of all other primary schools.
Our year 4, 5 and 6 students indicated high levels of learning confidence, high expectations for success, resilience and sense of inclusion in the Attitudes to School survey. Concerning student safety, 88.41% students feel that they have an advocate at school and 79% students (64% in 2017) feel that the school manages incidents of bullying behaviours well. Both of these areas have improved since 2017. We continue to have a zero tolerance to bullying behaviours and spend significant time and effort in building a culture of respect in our school community through our Flourish project, the Respectful Relationships initiative and organisations such as Bully Zero.
We are continuing to embed 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.

Financial performance and position

The school continues to be in a strong financial position. Our operating reserve is not high but adequate. Improvements have been made to general maintenance of the school buildings and yard. We invested heavily in resourcing job embedded professional learning to support our teachers to improve their capacity to differentiate their teaching for all students. We aim to reduce class sizes in 2019 moving to a nine-class structure rather than eight classes that we had in 2018.

For more detailed information regarding our school please visit our website at
http://www.yinnarps.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 215 students were enrolled at this school in 2018, 101 female and 114 male.

ND were EAL (English as an Additional Language) students and 3 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.
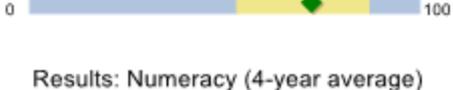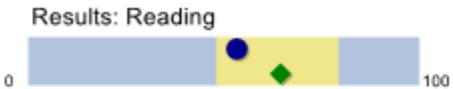
School Staff Survey

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

Achievement	Student Outcomes	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 0 ▪▪▪▪▪▪▪ 100 Results: Mathematics 0 ▪▪▪▪▪▪▪ 100	● Higher ● Similar

Performance Summary

Achievement	Student Outcomes	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)	Similar Similar Similar 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)	Lower Lower Similar Similar

Performance Summary

Achievement	Student Outcomes	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, 52% Medium, 12% High **Numeracy** 12% Low, 65% Medium, 23% High **Writing** 32% Low, 44% Medium, 24% High **Spelling** 8% Low, 44% Medium, 48% High **Grammar and Punctuation** 36% Low, 44% Medium, 20% High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	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 **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. Average 2018 attendance rate by year level:	Results: 2018 0 ◼️ 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ◼️ 50 Few absences <------> Many absences	🟢 Similar 🟢 Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	93 %	94 %	94 %	93 %	92 %	90 %

Performance Summary

Wellbeing	Student Outcomes	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: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	● Similar ● 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: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	● Similar ● Similar

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	
Revenue	**Actual**
Student Resource Package	$1,562,401
Government Provided DET Grants	$236,654
Government Grants Commonwealth	$3,782
Government Grants State	$10,000
Revenue Other	$10,398
Locally Raised Funds	$119,018
Total Operating Revenue	**$1,942,253**
Equity¹	
Equity (Social Disadvantage)	$14,909
Equity Total	**$14,909**
Expenditure	
Student Resource Package²	$1,436,677
Books & Publications	$2,540
Communication Costs	$4,400
Consumables	$37,090
Miscellaneous Expense³	$110,031
Professional Development	$12,813
Property and Equipment Services	$75,873
Salaries & Allowances⁴	$115,468
Trading & Fundraising	$19,467
Travel & Subsistence	$1,781
Utilities	$19,138
Total Operating Expenditure	**$1,835,278**
Net Operating Surplus/-Deficit	**$106,975**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$681
Official Account	$46,376
Other Accounts	$39,781
Total Funds Available	**$86,838**

Financial Commitments	
Operating Reserve	$62,448
Other Recurrent Expenditure	$8,450
Maintenance - Buildings/Grounds < 12 months	$23,203
Total Financial Commitments	**$94,102**

(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).


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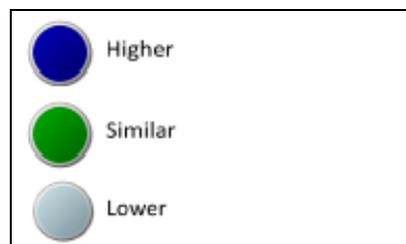
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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').