

2019 Annual Report to The School Community



School Name: Yinnar Primary School (2419)



- 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 05 June 2020 at 08:18 AM by Tamina Taylor (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 20 July 2020 at 09:58 AM by Sandy Hegarty (School Council President)

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 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 213 students.

Framework for Improving Student Outcomes (FISO)

Our 2019 improving student outcomes focus was to continue to strive for excellence in teaching and learning with a focus on English, in particular the introduction of a whole school approach to teaching phonics and phonemic awareness. We aimed to do this by investment in high quality ongoing professional learning for all staff as a key strategy. Our English Leader and Teaching and Learning Coach attended a 5 day intensive training course in Term 1. They used their learning to develop a tailored approach which suits our schools context, values and learning dispositions. During term 2 all teachers and support staff undertook professional learning in our new approach and were supported by a mentor, the English Leader and a coach.

Achievement

Our 2019 achievement results in English and Mathematics in Year 3 and 5 for the top 3 bands of NAPLAN were all above similar schools in Victoria.

We were particularly pleased with our increase in the number of students in the top two bands for NAPLAN reading in Year 5 to 58% up from 28 % in 2018. According to our school performance report, we are in the "influence" performance stage for achievement and in particular Reading. The highest level achievable. This "Influence" category means that our performance is high or very high and that we are on a positive improvement trajectory with the school acting as an influence and system leader in this area.

Our Year 5 NAPLAN Mathematics results have also improved since 2018, with an increase of students in top two bands and a significant reduction in those in bottom two bands. We also have a greater percentage of students meeting or above the benchmark growth from year 3 to year 5 in numeracy since 2018. In Numeracy we achieved the "Stretch" category which indicates that our performance in this area is certainly improving and will require further focus to achieve higher results.

Future directions will be to continue to improve reading and writing skills across the board by embedding our Orton Gillingham (OG) a synthetic phonics approach from Prep- 6 and to make sure Mathematics is a major focus in 2020.

Engagement

Engagement is measured by attendance data. We have consistently maintained a high level of attendance of between 92-95% attendance from P-6 in 2019. In 2019 we achieved better results than similar schools. In 2019 we continued to refine and improve our recording and tracking of students absences over 10 days on a more regular basis. Our transition to online attendance tracking through COMPASS and individualised support for families and students with unexplained absences and chronic absences has supported this improvement. Using COMPASS parents are able to have immediate access to their child's attendance records and send in details of absence in a timely manner.

Wellbeing

Wellbeing measures the students in Years 4-6 sense of contentedness to school and students opinion on how we manage bullying. In both areas we have strong results in 2019 that this is positive and results are above similar schools, again placing us in the "Influence" category for these areas. Our focus has been on developing student voice and agency in their learning and to make changes to our processes in managing bullying based on student feedback. This has been integral to the success in this area. 91.5% of the students indicated they felt the school managed bullying well with zero tolerance of bullying behaviours and that they understood the process. This has increased significantly and steadily over the past 4 years.

Financial performance and position

The school continues to be in a strong financial position. Our operating reserve is not high but adequate. Investments have been made to updating netbooks and ipads. We continue to invest heavily in resourcing job embedded professional learning to support our teachers to improve their capacity to differentiate their teaching for all students. We created smaller class sizes in 2019 moving to a nine-class structure rather than eight classes that we had in 2018. The swimming program was heavily subsidised by Sporting schools Australia- two grants, term 1 P-2 program and Term 4, years 3-6 carnival. We ended 2019 with a surplus of \$55000 which will be put toward the purchase of further technology in 2020 in line with our schools new strategic plan..

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	
<p>Enrolment Profile</p> <p>A total of 218 students were enrolled at this school in 2019, 103 female and 115 male.</p> <p>ND were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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>Above </p> <p>Above </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>54%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>54%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>46%</td> <td>46%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>42%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>42%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	54%	29%	Numeracy	29%	54%	17%	Writing	46%	46%	8%	Spelling	38%	42%	21%	Grammar and Punctuation	29%	42%	29%	<p>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.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>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.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>95 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	92 %	92 %	92 %	94 %	92 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	92 %	92 %	92 %	94 %	92 %	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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,617,005	High Yield Investment Account	\$6,455
Government Provided DET Grants	\$328,156	Official Account	\$34,612
Government Grants Commonwealth	\$6,500	Other Accounts	\$3,606
Revenue Other	\$6,754	Total Funds Available	\$44,672
Locally Raised Funds	\$137,073		
Capital Grants	\$5,000		
Total Operating Revenue	\$2,100,488		
Equity¹			
Equity (Social Disadvantage)	\$18,287		
Equity Total	\$18,287		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,528,123	Operating Reserve	\$44,672
Books & Publications	\$7,416	School Based Programs	\$17,880
Communication Costs	\$3,901	Asset/Equipment Replacement < 12 months	\$17,000
Consumables	\$42,811	Maintenance - Buildings/Grounds < 12 months	\$28,934
Miscellaneous Expense ³	\$106,140	Total Financial Commitments	\$108,486
Professional Development	\$16,723		
Property and Equipment Services	\$179,615		
Salaries & Allowances ⁴	\$115,818		
Trading & Fundraising	\$16,649		
Travel & Subsistence	\$1,889		
Utilities	\$21,246		
Total Operating Expenditure	\$2,040,330		
Net Operating Surplus/-Deficit	\$60,157		
Asset Acquisitions	(\$436)		

(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)

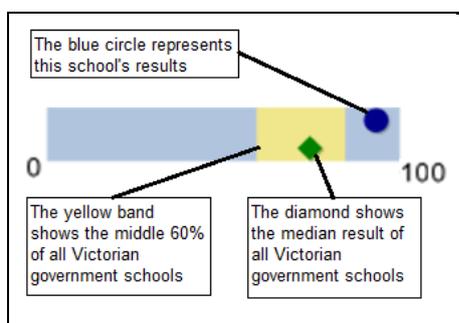
Engagement

- 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).



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.



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').