

2017 Annual Report to the School Community

School Name: Yinnar Primary School

School Number: 2419



Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





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 217 students.

Framework for Improving Student Outcomes (FISO)

Our 2017 improving student outcomes focus was to continue to strive for excellence in teaching and learning. We aimed to do this by increasing the quality of differentiation in teaching and learning to ensure 100% of our students achieved at least one year of learning growth for each year of learning in reading. Investment in high quality ongoing professional learning for all staff was a key strategy. This included new learning from experts in their field, as well as job embedded in-school professional learning. This encompassed weekly classroom observation, feedback and coaching for all class teachers as well as mentoring, professional conversations in weekly professional learning teams and individual teachers undertaking specific classroom research projects. As a school we introduced more targeted student learning assessment tools and a data tracking system to monitor learning growth in reading over the students time at Yinnar.

Achievement

Our 2017 NAPLAN results for Years 3 reading are above the median results for all Victorian Government Schools and our students are achieving results similar to what is estimated students in Year 3 in similar schools would achieve, with our 4-year trend in reading maintaining outcomes above the state mean.

Our Year 3 NAPLAN numeracy results have improved since 2016 and are now closer to the state mean, However this still has our Year 3 numeracy 4 year trend still remaining below the state mean. This is the school's major improvement focus area for 2017.

Our Year 5 2017 reading results are significantly better than in 2016 with our school results and are similar to schools like ours. The results also indicate that on average over the past 4 years we have maintained results in reading and numeracy slightly above the state mean and similar to what is estimated students in Year 5 in similar schools would achieve.

The 2017 cohort of grade 5 students made greater high and medium gains in reading and writing than the 2016 cohort, resulting in less students making low growth in these areas. Whilst we had more of these students making medium rather than low growth in numeracy, there were less students making high gain. This is an area to improve, ensuring we stretch our more able student's abilities in mathematics. Disappointingly there were more students who had low gain between year 3 and 5 in grammar, punctuation and spelling than in the previous year.

Our 2017 school targets for 100% of our year 1 -6 students to achieve 12 months growth in 12 months in reading, using teacher judgement against Victorian curriculum Standards and school based assessments was achieved. There are still a percentage of students below expected level and we have implemented a new intervention model and process to support these students in 2018. We have employed an Inclusion Teacher to monitor and support these students in reading every 5 weeks along with their class teacher.

In 2017, we had a strong focus on building teacher capacity to differentiate the learning, appropriate level of challenge and giving effective feedback, in particular in the area of reading. Our assessment practices were reviewed and improved as a result.



Engagement

Students at Yinnar Primary have continued to show an average of 90- 94 % + attendance rate from Prep to Year 6 during 2017, indicating that we are similar to other schools in this area. In 2017 the average number of days a student was absent was 15.1, slightly up from 2016 which was 14.8. During 2017 we reviewed and improved on our Attendance policy and practices to tighten up in this area.

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Wellbeing

Overall in 2017 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 stimulated learning, high expectations for success, learning confidence, school connectedness and sense of belonging and inclusion in the Attitudes to School survey. With regards to student safety, 85% students feel that they have an advocate at school. We continue to explore deeper and refine the development of the learning muscles and teaching students to seek out challenge and act on feedback.

Just over half of our 4-6 students last year felt that at this school students treat each other with respect, an area we need to significantly improve, given this is one of our schools GRACE Values. Only 67% students feel they are resilient and can recover in a short time if something is bothering them, yet 91% of students indicated they try again if they don't succeed. The transfer of learning strategies when faced with difficulties from classroom to the playground and beyond will be focussed on in 2018.

Pleasingly our management of bullying was similar to other schools, with 64% of students expressing that they have had no experience of bullying and 64% indicated that they feel that the school deals fairly with bullying problems. We are concerned that this is not 100% and will be addressing this 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.

For more detailed information regarding our school please visit our website at
[enter web address here]

<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 211 students were enrolled at this school in 2017, 103 female and 108 male.</p> <p>< 10 percent 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>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

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>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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>59%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>44%</td> <td>48%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>44%</td> <td>36%</td> </tr> <tr> <td>Spelling</td> <td>48%</td> <td>40%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>48%</td> <td>40%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	59%	19%	Numeracy	44%	48%	8%	Writing	20%	44%	36%	Spelling	48%	40%	12%	Grammar and Punctuation	48%	40%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 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>92 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	94 %	92 %	93 %	90 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	94 %	92 %	93 %	90 %	92 %										



Performance Summary

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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: 2017</p>	Similar
<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: 2017</p>	Similar

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)

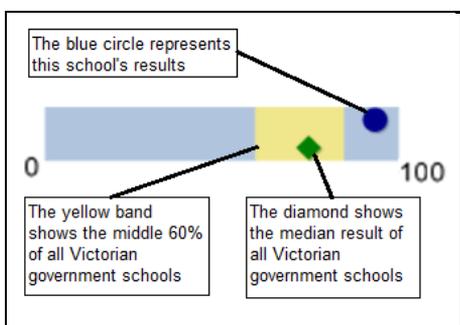
Engagement

- 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).

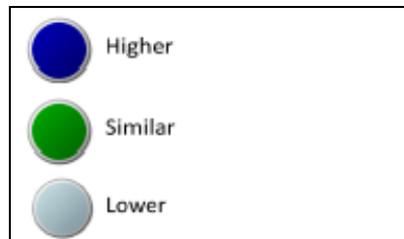


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

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 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.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,448,065	High Yield Investment Account	\$3,027
Government Provided DET Grants	\$261,481	Official Account	\$23,285
Government Grants Commonwealth	\$900	Other Accounts	\$71,817
Government Grants State	\$1,450	Total Funds Available	\$98,129
Revenue Other	\$24,335		
Locally Raised Funds	\$107,800		
Total Operating Revenue	\$1,844,030		
Equity¹			
Equity (Social Disadvantage)	\$15,548		
Equity Total	\$15,548		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,374,512	Operating Reserve	\$58,350
Books & Publications	\$3,646	Asset/Equipment Replacement < 12 months	\$10,500
Communication Costs	\$4,028	Capital - Buildings/Grounds incl SMS<12 months	\$3,000
Consumables	\$43,709	Maintenance - Buildings/Grounds incl SMS<12 months	\$9,000
Miscellaneous Expense ³	\$98,800	School Based Programs	\$1,000
Professional Development	\$10,012	Asset/Equipment Replacement > 12 months	\$7,000
Property and Equipment Services	\$98,428	Capital - Buildings/Grounds incl SMS>12 months	\$4,500
Salaries & Allowances ⁴	\$86,619	Maintenance -Buildings/Grounds incl SMS>12 months	\$4,779
Trading & Fundraising	\$16,065	Total Financial Commitments	\$98,129
Travel & Subsistence	\$2,689		
Utilities	\$21,057		
Total Operating Expenditure	\$1,759,566		
Net Operating Surplus/-Deficit	\$84,464		
Asset Acquisitions	\$6,387		

(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 05 March 2018 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.