

# 2020 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](http://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 2020 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 23 April 2021 at 05:14 PM by Tamina Taylor (Principal)

The 2020 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 29 April 2021 at 10:23 PM by Sandy Hegarty (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

## 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 225 students.

### Framework for Improving Student Outcomes (FISO)

Our 2020 major improvement focus was to continue to strive for excellence in teaching and learning in Mathematics. We wanted to develop positive student mindsets towards learning Mathematics. We also aimed to build teacher understanding and skills in using the big ideas in mathematics and the learning progressions of mathematical concepts. We made 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 particularly focused on curriculum planning and assessments. The impact of the global COVID19 pandemic and the resulting remote learning meant that this focus was stalled at times. Our focus shifted to building teacher and student capacity to use technology to teach, learn, provide feedback and monitor learning. We were able to capitalise on this and successfully introduced and implemented the use of several digital tools. This included Seesaw (an online teaching and learning platform), WEBEX for video conferencing lessons, Microsoft TEAMS for staff collaboration and COMPASS Learning Management Tool.

### Achievement

Our school has met our 2020 school target of 88% of P -6 students at or above the expected standards, in reading and viewing, using teacher judgement against Victorian curriculum Standards and school-based assessments. This exceeded the average for similar schools and the state average. There is still a small percentage of students below expected level. In 2021 we will utilise State Government funding to employ three Tutor Learning teachers to provide a blended model of intervention and catch-up support for those who did not make the learning gain expected due to the global pandemic and remote learning. This will complement our existing Inclusion and Intervention approach. These students will be closely monitored and supported during 2021 with targeted teaching, based on individual needs..

Our 2020 results for Mathematics surpassed our target for P -6 students at or above the expected standards, in number and algebra, using teacher judgement against Victorian curriculum Standards and school-based assessments. This exceeded the average for similar schools and the state average. Whilst we were pleased with these results there is a continued need to focus on this as a major focus for improvement in 2021, to ensure that all students make high learning gain each year. There will also be opportunity for students who did not make the required learning gain in Mathematics to be supported in the Tutor Learning Initiative.

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Prior returning to onsite learning we prioritised one on one assessments with every student in the school with their classroom teacher. This opportunity provided time to

individually reconnect as well as determine point of need for future learning in the classroom. Teachers were then able to plan and deliver explicit teaching at point of need as soon as students resumed onsite.

### **Engagement**

During 2020 most P-6 students actively engaged in remote learning. For most students the transitions back to onsite learning was managed with somewhat ease, however for a small percentage of students who found the transition back daunting and had difficulties re-establishing friendships, they were supported on an individual basis. During 2020 engagement in remote learning was high. Students at risk of disengaging with remote learning were identified early and individual plans put in place to cater for their needs. Our average attendance figure for 2020 was better than in previous years. We believe this is mainly due to the COVID 19 pandemic which limited family holidays and illnesses.

### **Wellbeing**

During 2020 with remote learning we were mindful of the impact the time away from school would have on students and staff well-being. The school identified students who required more regular check ins at home and a roster was devised for staff to contact these families. We introduced Well-being Wednesday which focused on the importance of looking after your physical, social and emotional well-being. Learning experiences were planned by teachers that were appropriate to undertake at home, involved other family members to create connections, and also to limit screen time. The improvement in the use of ICT particularly Webex, Teams and Seesaw assisted with the staff and student's ability to connect and stay in touch. When transitioning back to school classes focused on building the class learning culture and reconnecting with peers. Well being Wednesday will continue on in to next year as will building the learning culture and peer connections.

### **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 invest heavily in resourcing job embedded professional learning to support our teachers to improve their capacity to differentiate their teaching for all students. The greater surplus in 2020 was as a result of reduced expected expenditure during remote learning. This surplus will be carried forward into 2021 to support the Tutor Learning Initiative and Intervention approach, so that we can provide catch up support for as many students as possible. During COVID we capitalised on the opportunity to undertake garden works. Trees were removed that were unsafe and three new garden beds were established,

**For more detailed information regarding our school please visit our website at**  
<https://www.yinnarps.vic.edu.au>

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 213 students were enrolled at this school in 2020, 98 female and 115 male.

NDP percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

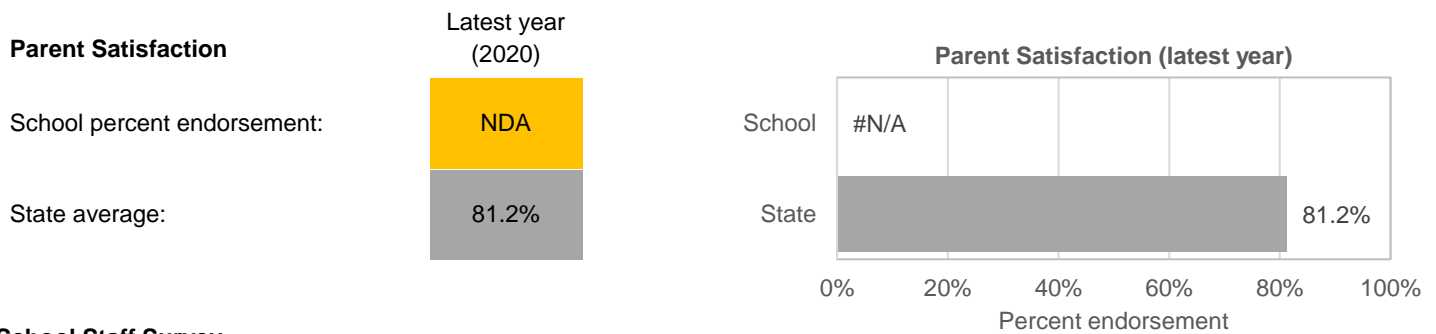
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

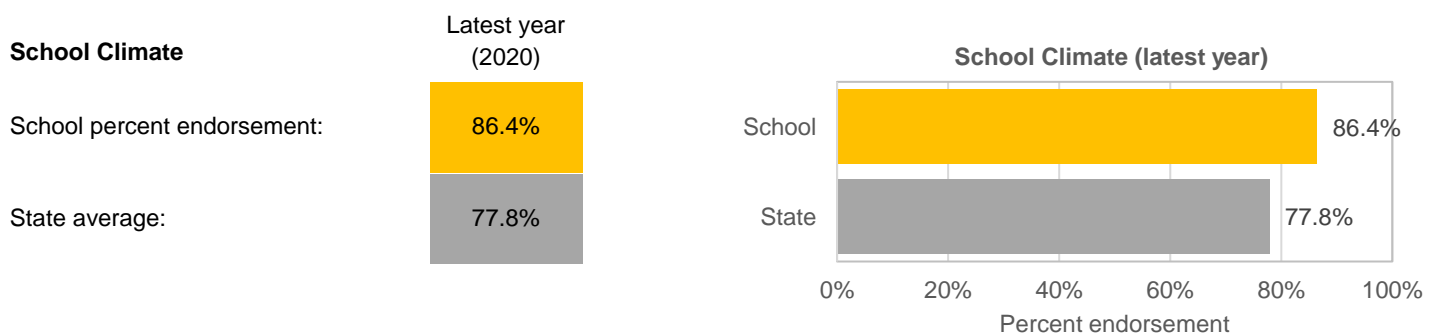


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

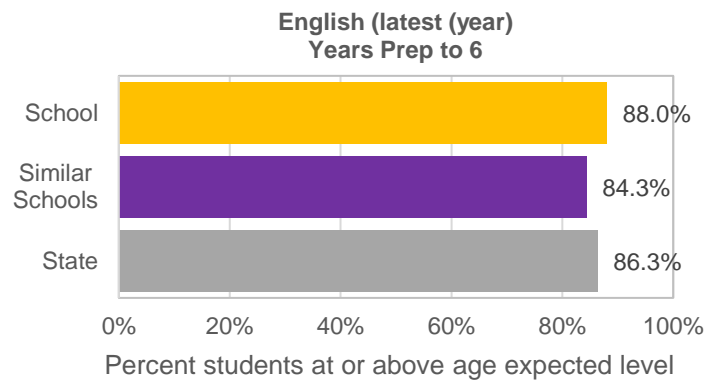
88.0%

Similar Schools average:

84.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

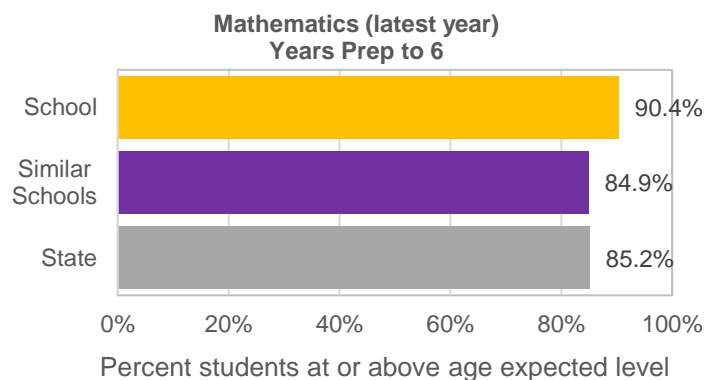
90.4%

Similar Schools average:

84.9%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

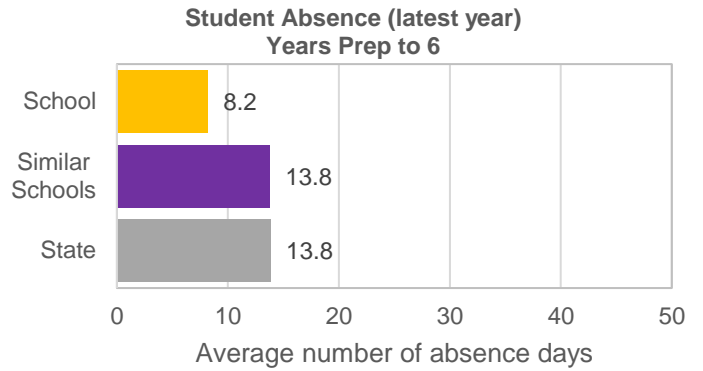
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.2	13.0
Similar Schools average:	13.8	15.1
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	96%	97%	96%	95%	95%	95%



## WELLBEING

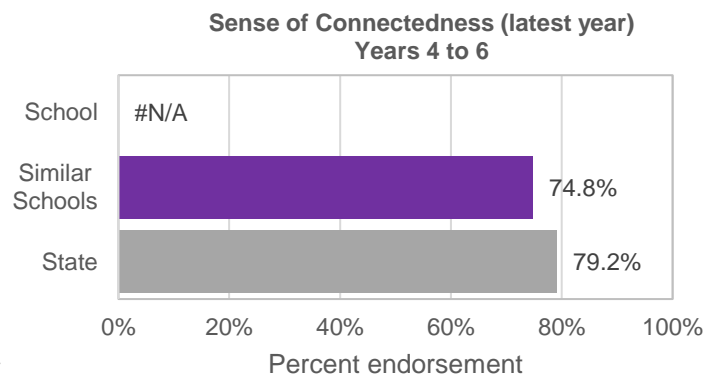
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	83.0%
Similar Schools average:	74.8%	79.6%
State average:	79.2%	81.0%



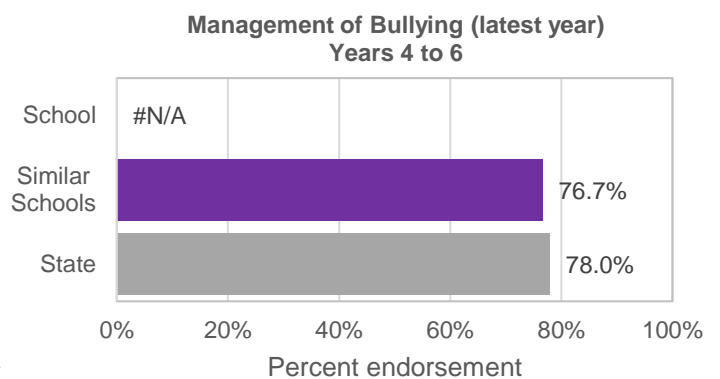
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	80.6%
Similar Schools average:	76.7%	80.9%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,694,277
Government Provided DET Grants	\$278,226
Government Grants Commonwealth	\$17,137
Government Grants State	NDA
Revenue Other	\$6,504
Locally Raised Funds	\$83,297
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,079,442</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$34,277
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$34,277</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,661,602
Adjustments	NDA
Books & Publications	\$3,162
Camps/Excursions/Activities	\$42,911
Communication Costs	\$3,912
Consumables	\$54,736
Miscellaneous Expense <sup>3</sup>	\$28,033
Professional Development	\$14,656
Equipment/Maintenance/Hire	\$28,301
Property Services	\$86,381
Salaries & Allowances <sup>4</sup>	\$35,481
Support Services	\$2,217
Trading & Fundraising	\$6,251
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$980
Utilities	\$16,271
<b>Total Operating Expenditure</b>	<b>\$1,984,895</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$94,547</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$88,766
Official Account	\$19,280
Other Accounts	\$2,330
<b>Total Funds Available</b>	<b>\$110,376</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$47,651
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$10,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$26,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$24,000
Asset/Equipment Replacement > 12 months	\$15,340
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$122,991</b>

*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.*