

2017 Annual Report to the School Community



School Name: Yackandandah Primary School

School Number: 1103

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

Yackandandah Primary School is situated in North-East Victoria between Beechworth and Wodonga and approximately 300km from Melbourne. It serves a community within a 20km radius from which the students are bussed or driven. The school had an enrolment of 144 students in 2017. Our Student Family Occupation Education figure was in the low .20's range in 2017. We aim to provide a calm, safe learning environment and endeavour to embed the values of being fair, being respectful and being learners into all we do. Yackandandah Primary School has a strong presence in the local community – including organizing elements of the Yackandandah Folk Festival, Yackandandah Billy Cart race and involvement with local sporting and arts organisations. In 2017 there was a principal, five full time teaching staff and five part time teaching staff. The school runs a before school, after school and vacation care program. It is also responsible for the local Kindergarten. The school is committed to maintaining its role as an active part of the local community and reflecting the local community values of participation and openness.

Framework for Improving Student Outcomes (FISO)

In 2017 Yackandandah Primary School focused on the FISO initiatives of Building Practice Excellence and Empowering Students and Building School Pride. Staff at Yackandandah Primary School put time and effort into ensuring that assessment practices were providing appropriate, timely data to enable point of need teaching. Staff also spent time creating 'I Can' statements that made explicitly clear to students what the learning aims for each lesson were. These were specifically applied in Mathematics lessons. During 2017 Yackandandah Primary School underwent an end of strategic cycle review. This was an excellent opportunity for all staff to become intimately familiar with the new FISO school improvement model – especially considering the existing strategic plan was developed under a different model.

Achievement

One of the stated goals in the strategic plan (2015 – 2018) was to reduce low achievement and growth. This was achieved, particularly in Mathematics and Spelling. The learning growth of students from Yr. 5 to Yr. 3 was particularly strong this year – particularly in Writing and Mathematics. Given the socio-economic status of our school community, we are compared to schools in more privileged areas and backgrounds, and we are expected to achieve at standards higher than almost all other schools. We are pleased that we compare well in most areas this regard and have goals to boost learning further. Our next steps will be to consolidate this high growth and to strive to help students translate medium growth to high growth in all areas.

Engagement

Students are encouraged to become a fully engaged in their learning by providing them with a clear pathway of learning. This includes the use of Learning Intentions and clear Success Criteria – in child friendly language. The idea behind this is to help children recognise the progress that they have made and to understand the next steps in their learning. Feedback via student survey data indicates an increase in students' engagement with their learning. Attendance at Yackandandah Primary School falls within the normal range for primary schools. A number of families took extended holidays over the year – this skewed the attendance data somewhat, though still did not raise non-attendance to significant levels.

Wellbeing

Social & Emotional Learning (SEL) continued to be a near weekly feature of Yackandandah Primary School in 2017. The program covered issues concerning relationship building, resilience, empathy and gratitude. Students were taught strategies to help build a sense of belonging and mutual support. Survey data indicated that students feel supported with conflict resolution. The school Health and Wellbeing team (comprising parent, school and community members) continues to review policies and practices to ensure the school is contributing to a healthy school and community. Paraprofessional services such as psychologist, counselling and speech therapy have now been centralised by the Department of Education and will be allocated on a needs basis by the department.



For more detailed information regarding our school please visit our website at
<http://www.yackaps.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 144 students were enrolled at this school in 2017, 71 female and 73 male.</p> <p>0 percent were EAL (English as an Additional Language) students and < 10 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> Lower</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> Lower</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>19%</td> <td>63%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>6%</td> <td>44%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>6%</td> <td>44%</td> <td>50%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>50%</td> <td>13%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 19% | 63% | 19% | Numeracy | 6% | 44% | 50% | Writing | 6% | 44% | 50% | Spelling | 25% | 50% | 25% | Grammar and Punctuation | 38% | 50% | 13% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 19% | 63% | 19% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 6% | 44% | 50% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 6% | 44% | 50% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 25% | 50% | 25% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 38% | 50% | 13% | | | | | | | | | | | | | | | | | | | | | | | |



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:

| 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="528 913 1015 1010"> <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>96 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 94 % | 96 % | 93 % | 95 % | 94 % | 95 % | 93 % | <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> Higher</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 94 % | 96 % | 93 % | 95 % | 94 % | 95 % | 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:

| 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> | <p> Similar</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: 2017</p> | <p> Higher</p> |



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)

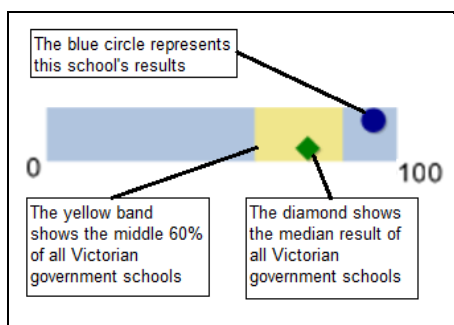
Engagement

- 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).

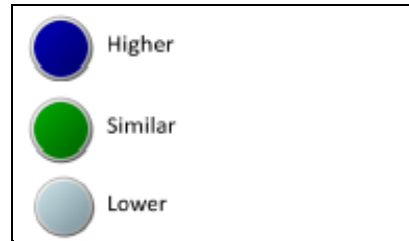


What does *School Comparison* refer to?

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

It is important to note that the statement below includes funds belonging to Yackandandah Kindergarten (\$65,000). We are unable to separate out the Kindergarten funds in this statement due to State Government expectations. Despite this the school still carried a small net operating surplus forward due to less than expected spending in some areas.

Our school received minimal equity funding (also known as Gonski funding) due to the socio-economic status and other factors in our school community. The money we did receive in this regard was used to fund teaching support for children in the early years who required extra help with literacy.

Fundraising was a welcome success in 2017, providing funds for the resurfacing of the playing court area – a major project that would normally be outside the school's financial capacity.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,122,564 |
| Government Provided DET Grants | \$283,349 |
| Government Grants Commonwealth | \$52,596 |
| Government Grants State | \$1,000 |
| Revenue Other | \$10,448 |
| Locally Raised Funds | \$313,717 |
| Total Operating Revenue | \$1,783,674 |

| Equity ¹ | |
|------------------------------|----------------|
| Equity (Social Disadvantage) | \$5,000 |
| Equity Total | \$5,000 |

| Expenditure | |
|---------------------------------------|-------------|
| Student Resource Package ² | \$1,057,789 |
| Books & Publications | \$1,207 |

Financial Position as at 31 December, 2017

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$169,064 |
| Official Account | \$20,880 |
| Total Funds Available | \$189,943 |

| Financial Commitments | |
|------------------------------------|------------------|
| Operating Reserve | \$97,730 |
| School Based Programs | \$64,805 |
| Total Financial Commitments | \$162,535 |



| | |
|---------------------------------------|--------------------|
| Communication Costs | \$2,355 |
| Consumables | \$34,638 |
| Miscellaneous Expense ³ | \$59,249 |
| Professional Development | \$4,578 |
| Property and Equipment Services | \$142,446 |
| Salaries & Allowances ⁴ | \$317,773 |
| Trading & Fundraising | \$29,611 |
| Utilities | \$19,029 |
| Total Operating Expenditure | \$1,668,674 |
| Net Operating Surplus/-Deficit | \$114,999 |
| Asset Acquisitions | \$0 |

- (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.