

2018 Annual Report to The School Community



School Name: Yackandandah Primary School (1103)



- 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 12 March 2019 at 10:31 AM by Michael Edwards
(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 10 May 2019 at 08:37 AM by Orrin Pritchard
(School Council President)

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 152 students in 2018. Our Student Family Occupation Education figure was below .20 in 2018. 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 2018 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)

Throughout the 2018 school year, our school focussed heavily on the FISO area of Building Practice Excellence. Specifically, staff concentrated on reviewing and updating our Mathematics pedagogical and instructional model. This included documenting current practice, engaging in professional development and comparing our practice with other examples. We considered how high impact teaching strategies are employed in our classrooms and how we are assessing the learning of our students. Excellent progress was made and a revised teaching and learning model has been documented. Another area we focussed on was building the leadership capacity of senior staff. Professional Development was undertaken and leadership roles were solidified. We are fortunate in our staff who have strong leadership capabilities.

Achievement

Student achievement in 2018 was exceptional, far above the state average - as measured by NAPLAN. Particularly of note was the number of students showing greater than two year's growth across a two-year span. Also worth celebrating was the level of higher than age level achievement. It is worth noting that 2018 was a 'bumper year' in regard to NAPLAN. We will continue to view the results in the context of a multi-year trend with an aim for continual improvement, rather than one outstanding year out of context.

Engagement

As part of our focus on Mathematics teaching and learning in 2018, we have begun to shift toward a 'growth mindset' in Mathematics. This includes developing a mindset or attitude that everyone can learn, that mistakes are a natural part of learning and that finding work difficult is normal and even necessary to being a good learner. This attitude can easily cross over all subject areas and will continue to be a focus on 2019. The aim of the growth mindset is to develop a greater sense of self-efficacy among our students. Student absences in 2018 did not indicate any particular engagement issues. We have put a greater emphasis on student leadership in 2018. Student leaders have had greater chances to develop their skills and become a voice in the school.

Wellbeing

We continue to drive our student wellbeing focus through the Social & Emotional Learning (SEL) program. This includes a weekly, cross-age lesson focusing on school values and various areas of student wellbeing. We have codified our SEL program and aligned it with the Victorian Curriculum outcomes in the Ethical Capability and Personal/Social capability section of the curriculum. Our parent led Health & Wellbeing Team has continued to work towards full certification in the Healthy Achievement Program.

Financial performance and position

It is important to note that the statement below includes funds belonging to Yackandandah Kindergarten (\$70556.71). 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 operating surplus forward. 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 and equipment to boost student engagement. The school has also used some bushfire mitigation funding to reduce potential fire risks. Inclusion equipment funding was used to provide support materials for children with extra needs.

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.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 151 students were enrolled at this school in 2018, 75 female and 76 male.

0 percent of students had English as an additional language and 4 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: High

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	87.9	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	95.7	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.9	90.1	82.6	95.3	Similar
Mathematics	96.5	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	100.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	94.4	72.5	53.6	87.5	Higher
Year 5	Reading (latest year)	87.0	64.9	48.8	80.0	Higher
Year 5	Numeracy (latest year)	78.3	55.6	37.0	75.0	Higher

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	83.3	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	76.9	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	78.6	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	72.6	54.8	39.2	71.4	Higher

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	4.5	54.5	40.9
Numeracy	4.5	45.5	50.0
Writing	4.5	45.5	50.0
Spelling	18.2	54.5	27.3
Grammar and Punctuation	4.5	54.5	40.9

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.8	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	13.0	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	94	92	94	93	93	91

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.3	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	82.6	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	82.5	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	86.5	81.8	73.7	89.7	Higher

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,185,346
Government Provided DET Grants	\$329,829
Government Grants Commonwealth	\$70,483
Government Grants State	\$0
Revenue Other	\$14,764
Locally Raised Funds	\$335,440
Total Operating Revenue	\$1,935,863

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,137,720
Adjustments	\$0
Books & Publications	\$1,020
Communication Costs	\$2,367
Consumables	\$38,669
Miscellaneous Expense ³	\$75,740
Professional Development	\$9,216
Property and Equipment Services	\$194,991
Salaries & Allowances ⁴	\$379,662
Trading & Fundraising	\$34,335
Travel & Subsistence	\$319
Utilities	\$18,997
Total Operating Expenditure	\$1,893,037
Net Operating Surplus/-Deficit	\$42,826
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$148,728
Official Account	\$38,609
Other Accounts	\$0
Total Funds Available	\$187,337

Financial Commitments	Actual
Operating Reserve	\$113,736
Other Recurrent Expenditure	\$2,155
Provision Accounts	\$338
Funds Received in Advance	\$0
School Based Programs	\$45,201
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$70,557
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$8,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$239,986

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 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').