

**2015 Annual Report to  
the School Community**

Yackandandah Primary School

School Number: 1103



Name of School Principal:

M. C. C.

Name of School Council President:

Jodie Mellum

Date of Endorsement:

21/3/16

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## 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 currently had an enrolment of 150 students at the beginning of 2015. Our Student Family Occupation density figure has remained consistent over the review period, ranging between .29 in 2010, .31 in 2011, .28 in 2012, .27 in 2013 and .27 in 2014, .28 in 2015 and .25 in 2016. We aim to provide a calm, safe learning environment and endeavor 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, Remembrance Day services and involvement with local sporting and arts organisations. In 2015 there was a new principal, five full time teaching staff and five part time teaching staff. One part time teaching staff member returned from family leave in Term Four. The school runs a before, after 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.

### Achievement

NAPLAN results indicated that students achieved well above the state average in all areas tested in both Yrs. 3 and 5. Yr. 5 showed stronger results than Yr. 3. When compared against schools with a similar SFOE index students at YPS achieved a similar rating to other schools except in Numeracy where Yr. 5 students scored higher and Yr. 3 students scored lower. Learning gain from Yrs. 3 to 5 showed strong results that were comparable or greater than typical expectations. It is important that these results are not taken out of a one year context – NAPLAN only measures the achievement of a minority of students in a given year. Staff have been working towards a more focused use of student data to inform teaching practice. Data gathering and recording methods have been implemented that better gauge the effectiveness of teaching and learning within every class. The next step is to have clearer, documented ‘trigger points’ for indicating when earlier intervention is required – either for extension or remediation.

### Engagement

Engagement is measured by the average number of student absences over the year. Student absences at Yackandandah Primary School were similar to other schools. Students at YPS attended on average 92-95% of school days, depending on year level. A number of families withdrew students for extended holidays. These results are similar to previous years. There were relatively few unexplained absences. We have aimed to improve student engagement by bringing our ICT equipment is up to standard and by adjusting the pedagogy to allow for more student interest – particularly in the senior years of the school.

### Wellbeing

Wellbeing is measured by student survey responses in the areas of connectedness to school and student perceptions of safety. While the results at Yackandandah Primary School are similar to other schools we are aiming to raise these results via the School Wide Positive Behaviours Program. The school is also ready to join the Healthy Together Achievement Program which will select two areas of health and wellbeing to assess and plan for improvement on a cyclical basis. This will be headed by a Health and Wellbeing Team who will be represented by parents and staff, with the support of Beechworth Health. The actions of this team will help support the wellbeing of all at YPS in the future.

### Productivity

YPS carried a reasonable cash surplus forward at the end of 2015. This was a deliberate plan as lower numbers were forecast in 2016 and budget pressures would be greater – hence the safety net of a surplus carried forward was considered a good option. The school updated an ageing ICT device ‘fleet’ at the end of 2015, replacing older, non-functioning devices with new ones in each class. Infrastructure measures that were addressed in 2015 included the replacement of over 50 substandard and sometimes dangerous plastic floor vents with custom designed plate metal ones. Split system air conditioning and heating units were installed in two new areas, bringing us up to full school coverage. The wall separating Learning Centre 2 from the main area has been extended to the ceiling, dramatically reducing sound flow.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

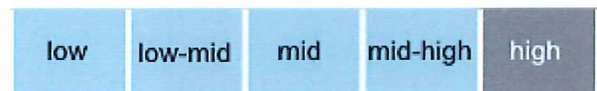
### School Profile

#### Enrolment Profile

A total of 153 students were enrolled at this school in 2015, 76 female and 77 male. There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Lower</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b> No Data Available</p> <p><b>Mathematics</b> No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:



Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>

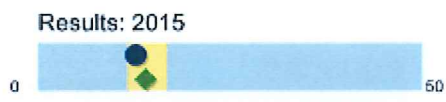
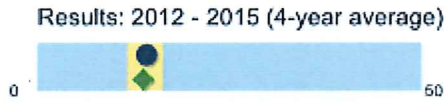


## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆


Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>27%</td> <td>50%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>45%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>50%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>59%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>73%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	50%	23%	Numeracy	14%	45%	41%	Writing	18%	50%	32%	Spelling	18%	59%	23%	Grammar and Punctuation	14%	73%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	27%	50%	23%																							
Numeracy	14%	45%	41%																							
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Grammar and Punctuation	14%	73%	14%																							

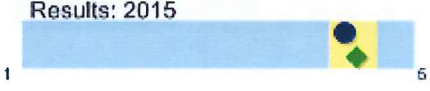
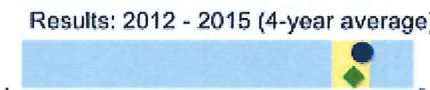


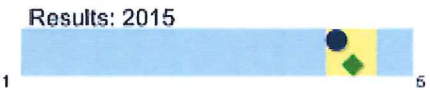
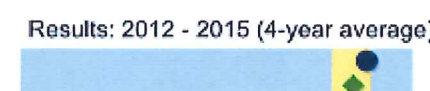


## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p>  <table border="1" data-bbox="558 828 1037 929"> <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>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	94 %	93 %	94 %	94 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	94 %	93 %	94 %	94 %	92 %										

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>



# How to read the Performance Summary

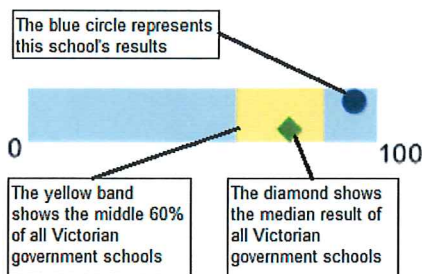
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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.

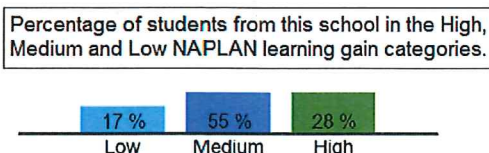
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

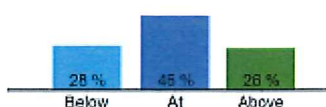
If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The *'About Our School'* statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$1,157,263
Government Provided DET Grants	\$247,214
Government Grants Commonwealth	\$46,573
Government Grants State	\$2,680
Revenue Other	\$12,159
Locally Raised Funds	\$263,190
<b>Total Operating Revenue</b>	<b>\$1,729,079</b>

Funds Available	Actual
High Yield Investment Account	\$88,413
Official Account	\$11,013
<b>Total Funds Available</b>	<b>\$99,425</b>

Expenditure	
Student Resource Package	\$1,079,133
Books & Publications	\$3,451
Communication Costs	\$2,828
Consumables	\$19,727
Miscellaneous Expense	\$71,030
Professional Development	\$2,740
Property and Equipment Services	\$147,770
Salaries & Allowances	\$267,341
Trading & Fundraising	\$51,057
Utilities	\$15,727
<b>Total Operating Expenditure</b>	<b>\$1,660,803</b>

Financial Commitments	
Operating Reserve	\$93,341
School Based Programs	\$6,085
<b>Total Financial Commitments</b>	<b>\$99,425</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$68,276</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*

### Financial performance and position commentary

[Insert financial commentary here]