

2020 Annual Report to The School Community



School Name: Yarrambat Primary School (2054)



- 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 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 16 March 2021 at 01:43 PM by Kelvin Bennetts (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 30 March 2021 at 10:02 AM by Cameron Shugg (School Council President)

How to read the Annual Report

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.

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.

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)

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.

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.

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

Yarrambat Primary School has experienced fast growth in its enrolments over the last 10 years which has now lead to the school having an enrolment ceiling of 625 students. Each year there are more children wanting entry into the school than our capacity allows. School enrolment for 2020 was 627.8 students. The school has keep true to its motto of the “Best of Both Worlds” by maintaining a bush setting while there has been significant development around it. In 2020, Yarrambat Primary continued its focus on building a teaching and learning environment that ensured all students achieve their optimum outcomes in Literacy and Numeracy whilst also maintaining a high level of curiosity towards the world in which we live. Our work in developing Curiosity and allowing children to follow their passions has led to an increase in student voice in their own learning. This was despite the many interruptions and changes due COVID-19 regulations.

The school structure (based around Prep, Junior School, Middle School and Upper School) enabled the continued growth of Professional Learning Teams with a strong commitment and ability to develop and deliver challenging and engaging programs. This PLT structure also facilitated strong levels of professional development which enabled staff to share skills across their team and embed and strengthen all teachers’ knowledge and skills in literacy, numeracy and inquiry. This was particularly evident when swiftly transitioning to (and from) remote and online learning throughout the year.

Staffing consisted of 33 full time and 14 part time staff with a teaching role including a Principal, Assistant Principal, one Leading Teacher, three Learning Specialists and range of staff at other levels. The school also employs nine Educational Support staff.

Yarrambat Primary also continued to deliver an extensive range of specialist and additional programs to support our strategic focus. These included Physical Education, Italian, Visual Arts, Performing Arts, Music along with Reading Recovery and special needs assistance and extension in every level of the school. The school also continued its STEM/science program during 2020.

Framework for Improving Student Outcomes (FISO)

Across our 2020 AIP we set out to begin our work on the new Strategic Plan. This was quickly interrupted by the COVID-19 pandemic. We looked upon this as an opportunity rather than a loss.

Some of our progress and highlights in these areas are listed below:

Building practice excellence:

- we looked build the Digital Technologies skills of our students using a variety of programs including WebEx, Seesaw and Microsoft Teams..
- Our ongoing work throughout the year, included working in a CoP focussed on Student Voice and Agency.
- We worked to embed teacher capacity in using the Digital Learning resources within the school.

Empowering students and building school pride:

- We continued to develop more opportunities for children to have student agency/voice. Our Discovery program became a regular part of home learning where we asked children to develop their own learning in relation to their personal passions.

Health and Well-being:

- We worked to provide support to our children and their families by being leaders in our community and providing stability and certainty in unsure times. Our On-Site supervision program supported some of most vulnerable students and families. The goal to inject fun into remote and online learning opportunities looked to lighten and scary, uncertain and stressful time in the school community and indeed the world as whole.

Achievement

We were particularly pleased that we were able to continue the learning growth of our children during remote learning. In English 98.3% of children were 'At' or 'Above' the expected level and in Mathematics 97.9% of our children were At or Above the expected standards. This continued our aim to grow the children in these two areas along with providing them with the opportunity to use student voice and agency to direct their personal learning in DISCOVERY. Our students responded well to being self-directed and the incorporation of project based learning tasks. They remained engaged with school learning despite the challenges of home learning. Our staff worked tirelessly, often well after school, in order to provide a program that engaged, taught and supported the well-being of the students.

Engagement

Our data from the Parent Opinion Survey showed that our parents rate the engagement levels of the children at a very high level. Stimulating Learning Environment was rated at 86%. In 2020 the Student Attitudes to School survey was not administered to the children. Our longer term aim is to reintegrate students back to onsite schooling with an emphasis on supporting children who require any additional education assistance along with developing a list of children who require additional support in the area of wellbeing. Our plan is to implement the Resilience Project in the school in 2021 to support the existing Personal Development program. The school does not have any concerns about student non-attendance as lengthy absences are typically aligned with family holidays.

Wellbeing

Wellbeing across students, staff and wider school community was a focus across 2020. For students, we tracked their well being carefully and ensured that students who should be onsite for their own and their families well being were asked to attend school. This was also extended to families in crisis as we assisted with referrals to specialist agencies to assist with their needs. With staff, we emphasised personal wellbeing, trying to ensure that staff exercised regularly, took time for themselves and ate well during the periods of home schooling. Friday afternoon staff games were held online for those interested to help keep staff connected. Staff wellbeing was also tracked through team leaders. When staff returned to school we implemented a wellbeing program for staff which included massage therapy, Pilates sessions and a health and wellbeing coach. This was during the first return to school period which was ended quickly when we returned back into home schooling mode. When this occurred we were able to continue the Pilates sessions once a week via Zoom for staff to attend. In 2021 we intend to re-institute this program for staff.

Financial performance and position

The annual result of the school was a surplus that reflects the careful financial management and strategic use of funds throughout the school. There were no extraordinary revenue or expenditure items outside of the planned developments within the school. The school received equity funding of \$45,594.90, which was all spent in funding additional support programs. This figure did not cover the true cost of these programs as the school covered the cost of the remainder of these costs. The school received the second year of a two year State Government funding for the implementation of a STEM Science program. This is closely tied to our DISCOVERY and Inquiry Learning approach at the school.

Provision of resourcing, staffing and funding to achieve Goals 1, 2 and 3.
Resource highlights included:

- Numeracy and Literacy resource grants across all teams,
- Employment of support and extension teachers,
- Additional ES funding to support yet-to-be-PSD-funded children,
- Part-time additional teacher provision in Middle and Upper School,
- Unit planning days,
- Ongoing grounds work which included the building of a Ga Ga Pit, a Tee Pee/Tent/Fire Pit area and the

preparation of an area for an outdoor table tennis table.

For more detailed information regarding our school please visit our website at
<http://yarrambatps.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 635 students were enrolled at this school in 2020, 326 female and 309 male.

2 percent of students had English as an additional language and 2 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.

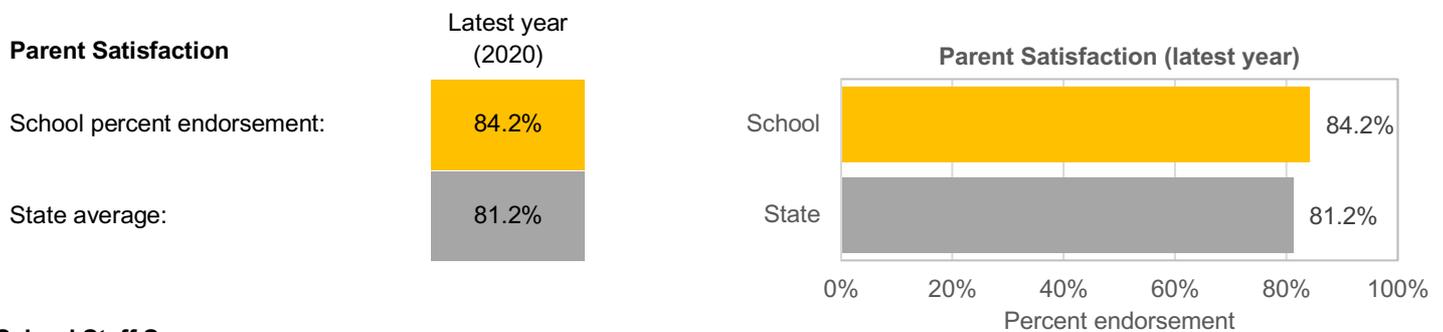
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

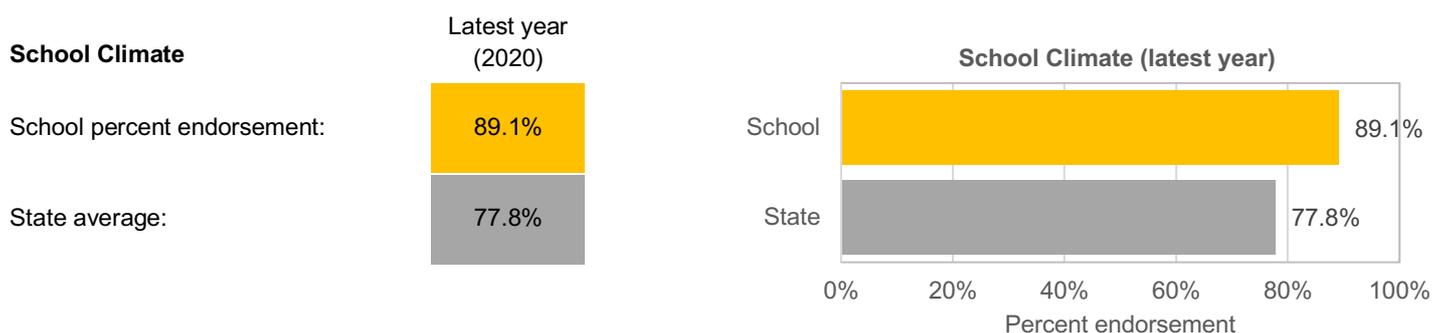


School Staff Survey

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:

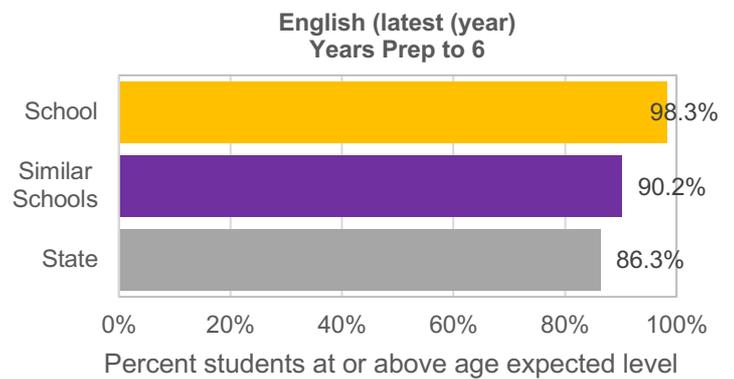
98.3%

Similar Schools average:

90.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

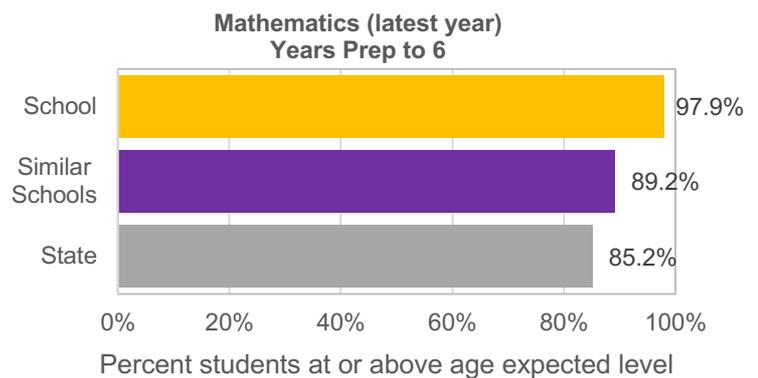
97.9%

Similar Schools average:

89.2%

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

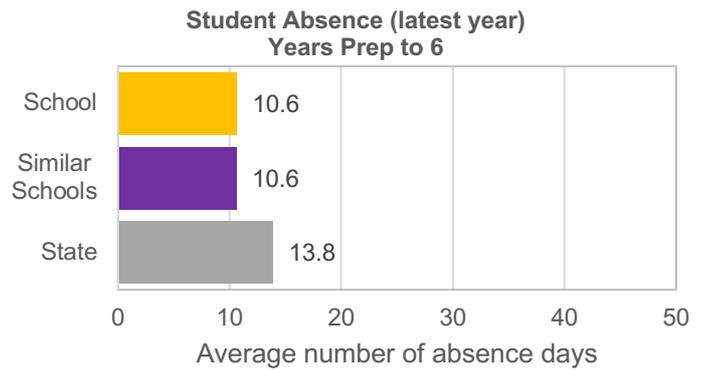
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.6	14.6
Similar Schools average:	10.6	13.6
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):	95%	95%	95%	94%	94%	94%	94%

WELLBEING

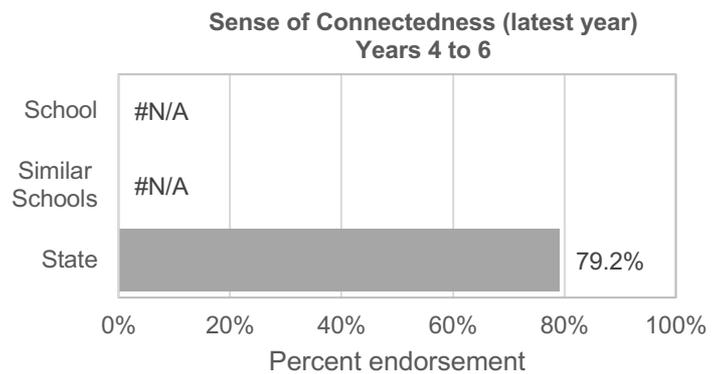
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	85.1%
Similar Schools average:	NDP	82.3%
State average:	79.2%	81.0%



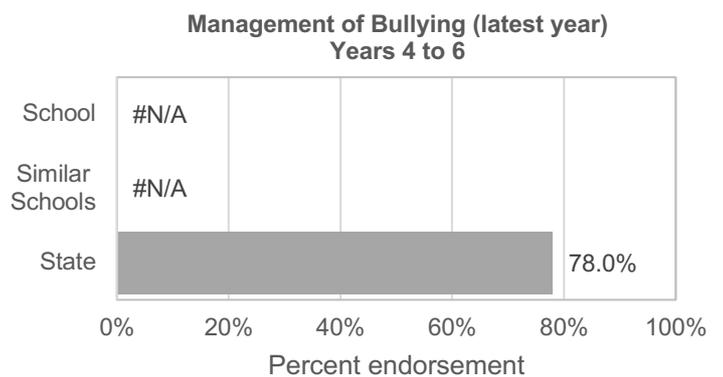
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	89.6%
Similar Schools average:	NDP	82.6%
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	\$4,860,920
Government Provided DET Grants	\$607,943
Government Grants Commonwealth	\$285,018
Government Grants State	\$2,500
Revenue Other	\$3,120
Locally Raised Funds	\$354,771
Capital Grants	NDA
Total Operating Revenue	\$6,114,272

Equity ¹	Actual
Equity (Social Disadvantage)	\$45,595
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$45,595

Expenditure	Actual
Student Resource Package ²	\$4,852,813
Adjustments	\$732
Books & Publications	\$1,700
Camps/Excursions/Activities	\$30,351
Communication Costs	\$3,930
Consumables	\$154,467
Miscellaneous Expense ³	\$53,734
Professional Development	\$10,607
Equipment/Maintenance/Hire	\$151,347
Property Services	\$188,869
Salaries & Allowances ⁴	\$416,655
Support Services	\$46,805
Trading & Fundraising	\$65,806
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$43,065
Total Operating Expenditure	\$6,020,881
Net Operating Surplus/-Deficit	\$93,391
Asset Acquisitions	\$0

- (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

Funds available	Actual
High Yield Investment Account	\$595,613
Official Account	\$50,510
Other Accounts	\$58,664
Total Funds Available	\$704,788

Financial Commitments	Actual
Operating Reserve	\$172,272
Other Recurrent Expenditure	\$5,203
Provision Accounts	\$5,000
Funds Received in Advance	\$175,965
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$58,664
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$417,104

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.