2018 Annual Report to The School Community

School Name: Yarraman Oaks Primary School (4807)

- 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 02 May 2019 at 09:17 AM by Tina Ersch (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 02 May 2019 at 10:12 AM by Charni Pilkington (School Council President)

About Our School

School context

Located in the South-Eastern region of Victoria, Yarraman Oaks Primary School is approximately 35km from Melbourne. We are a small, friendly school community with a current enrollment of 145 students. Our student population is diverse with 24 different nationalities represented, 75% of our students speaking a language other than English at home and 16 students coming from a refugee background. We also have two students in Out of Home Care (OHC), nine Koorie students, 12 students funded through the PSD program and an additional 16 students with diagnosed disabilities/learning difficulties who do not receive PSD funding. Many of our students come from low socioeconomic families and/or have experienced trauma. In 2018 we had seven classes, nine full time teachers, four part-time teachers and eight educational support staff. Apart from our Foundation class, all other classes were composite classes. This was due to the variation in numbers at particular grade levels and efforts to keep class sizes small.

At Yarraman Oaks Primary School our Vision is for our students to become enthusiastic, independent, successful lifelong learners who are respectful and responsible citizens. At all times we strive to build a connected school community, to embrace our diversity and to provide opportunities for our students. Our school values are: Respect-Trust-Empathy-Support-Teamwork and our mission is to provide a positive and supportive learning environment where students are engaged in their learning, challenge themselves and are connected to their school. To achieve this goal we have a focus on building literacy and numeracy skills and implement the following programs:
1. You Can Do It! Program- To develop persistence, resilience, confidence, getting along and organisational skills
2. Walker Learning- To build social and emotional skills.
3. Specialist Classes- All students participate in weekly Digital Technology, Performing Arts and Physical Education lessons with specialist teachers. Classroom teachers also take weekly French and Art lessons.

Situated on 3 hectares, we have plenty of space for our children to play and explore. We have designated Junior and Senior Learning communities and playground areas, our own Before and After School Care programs and a Kindergarten and Maternal Health Nurses on site.

Framework for Improving Student Outcomes (FISO)

Our 2018 FISO priorities, focus dimensions and strategies were:

1. PRIORITY: Excellence in Teaching and Learning
   DIMENSION: Building Practice Excellence
   STRATEGIES: To create and use learning worms at all levels for chosen topics.
                 To use a Nadia Walker lesson structure and self-assessment tool.
                 To use PLC meetings and professional development sessions to reflect on and build practice.
                 All teaching staff to have a numeracy PDP goal.
   PROGRESS- Improving Numeracy outcomes was a focus in 2018 and all staff did have a numeracy PDP goal. All staff are using the Nadia Walker lesson structure and did complete the self-
              assessment tool. PLC meetings and professional development sessions were used to reflect on numeracy practice. Our biggest success was the creation of many learning worms. In
              particular, the Grade 3/4 team created very good learning worms and established a very successful system in their Maths lessons using the learning worms. Our next steps are to
              establish a whole school approach for the use of learning worms and to build a bank of these learning worms that can be accessed by all staff.

2. PRIORITY: Positive Climate for Learning

DIMENSION: Setting expectations and promoting inclusion
STRATEGIES: To develop, in staff, a greater understanding and ability to cater for the needs of students who have experienced trauma, with autism and/or with a language disorder through
professional development and reflection sessions.
To build staff capacity to manage students with challenging behaviours.
To make staff aware of students who need ILPs and to support them to create appropriate ILPs.
PROGRESS- In 2018 we successfully built staff knowledge of autism and language disorders and were able to implement effective strategies to create engaging learning programs for our students.
We made some inroads into dealing with students with challenging behaviours and continue to build our skills in this area. Staff are aware of which students require an ILP and we have established clear protocols around when ILPs are created and our PSG schedule.

3. PRIORITY: Community Engagement in Learning
DIMENSION: Building communities
STRATEGIES: To establish and implement a Leading Communities action plan aimed at building student resilience and strong relationships between school and home.
To re-launch the You Can Do It! program. This will include a whole focus on one YCDI foundation each term, a community launch day at the beginning of each term and weekly lessons for all students taken by classroom teachers.
To organise and run a YCDI! parent information session.
Continue to build and engage in partnerships with community organisations.
PROGRESS- Our YCDI re-launch has been very successful with a community event to launch a new foundation each term, weekly YCDI lessons in each class, and a very successful parent information session in Term 3. Our students are aware of the five YCDI foundations and that skills in these areas will help them to be successful. These items were part of the Leading Communities action plan. Our next goals are to focus on building student resilience and to build student capacity to articulate the behaviours associated with each YCDI foundation.

Achievement

NAPLAN RESULTS:

Our NAPLAN Numeracy goal was met, with 23% of students having low growth and 31% of students having high growth. We have increased the number of students with high growth and the number of students with low growth has remained steady. In Numeracy we are achieving high growth that is above state and network. A pleasing result! Despite meeting our NAPLAN growth targets in the area of Numeracy, our Grade 3 cohort have been below state for the past five years, with the 2018 data being significantly below.

The NAPLAN Writing goal was not fully met. Our medium growth was positive, with 62% of students in this area. We had aimed for low growth of 9.1% of students having low growth however 23% of our students showed low growth. Our high growth dropped from 45.5% to 15%. In Writing we were below state, network and similar schools in the area of high growth.

Our NAPLAN Reading Goal was not met. We aimed for 4.3% of students to have low growth and our outcome was that 23% of students had low growth. Our goal in the area of high growth was 30.4% and we achieved 8%. Our growth in Reading was significantly below state and network. A potential reason for this is that Numeracy was a strong focus as well as the Literacy team having an action plan with a large number of goals to achieve. Our literacy program needs to be a strong focus for 2019. The S.I.T team need to investigate current practises from foundation to grade six, build staff capacity to teach literacy and develop a clear and consistent approach to the teaching of reading, writing and spelling at Yarraman Oaks Primary School. In 2019 we will focus on one strand of literacy, with a reduced number of goals.

FUTURE DIRECTIONS:

As a school we hope to build on the progress we have made in the area of Numeracy, with a particular goal of narrowing the gap between state outcomes and Y.O.P.S outcomes at the Grade 3 level.

Our Literacy program needs to be a strong focus for 2019. We will investigate current practises from Foundation to Grade six and build staff capacity to teach literacy. It is important for us to develop a clear and consistent approach to the teaching of Reading, Writing and Spelling and Grammar at Yarraman Oaks Primary School. In 2019 we will focus on one strand of literacy, with a reduced number of goals.

Engagement

During 2018 we continued to promote the benefits and importance of regular attendance with our students and the whole school community. Our Student Well-being Officer and Office Manager worked collaboratively to track attendance and to improve our unapproved absence data. Rewards and incentives such as star badges, certificates, Liston Dollars and lunches with the Principal, were used to acknowledge 100% attendance each term and improvements in attendance. I am pleased to report that we have had great success with improving our unapproved absence data and that we now have very few students with unapproved absences. Another highlight was very positive attendance by our Koorie students in comparison to similar schools, network schools and the state. In the future we focus on decreasing the number of days students are absent and the number of late arrivals to school.

In 2018 as part of our AIP (Annual Implementation Plan) goals all staff participated in professional development sessions to build their knowledge of trauma, autism and language disorders. Staff gave very positive feedback about the sessions on Autism and Language Disorder and have successfully implemented a range of strategies in their classrooms as a result. The new knowledge gained by staff has assisted them to better cater for the students in their care and to create a more engaging learning environment for all their whole class.

Our Attitudes to School data was positive in most areas, especially with our Grade 6 students. This is linked to our strong student leadership program and the opportunities given to our Grade 6 students. Areas for future development will be to improve our Student voice data with our Grade 4 and 5 students and Student resilience data with our Grade 4-6 students.

Our Parent Opinion Survey data was very positive. An area identified for future development will be communicate how we prepare students to transition from primary school to secondary school and also from one grade level to the next.

Community Engagement activities in 2018 included:

~ Launching our new school website
~ Improving our school newsletter format and content
~ Promoting school activities and acknowledging student success on our school Facebook page.
~ Harmony Day Celebrations
~ You Can Do It! (YCDI) Launch days each term
~ You Can Do It! (YCDI) parent information session
~ Special afternoon teas and assemblies,
~ Our transition programs for our Grade 6 students moving to secondary school and our new Foundation students.
~ Our Twilight Sports evening
~ Our Grade 4-6 camp
~ Excursions and incursions at all levels enhanced our learning programs. Students were active participants and showed increased engagement in their learning.
~ End of Year Concert: A wonderful event with a excellent attendance from our school community and confident performances from our students.
~ Our Buddy Program for Foundation and Grade 5 students was very successful with students, teachers and parents giving positive feedback.

Wellbeing

At Yarraman Oaks Primary School we place a high value on student well-being and students being connected to school. We invest a significant amount of time, effort and financial resources into this area and employ a Student Well-being Officer to support students and staff with student engagement and well-being activities/programs. We celebrate the diversity in our school community and aim to work in partnership with and support our families.

Our Student Well-being and Engagement Policy outlines our whole school approach to supporting students in their social and emotional development. The key features of our whole school approach are:

- Having high expectations for student behaviour and four simple school rules for all students.
- The use of Restorative Practices to solve student disagreements/problems and build relationships.
- Weekly Circle Time/Class Meetings in every class to give students a voice.
- Implementing the You Can Do It! Program from Foundation to Grade 6. All students participate in weekly classroom lessons where they are explicitly taught skills related to the five YCDI foundations of Getting Along, Organisation, Persistence, Confidence and Resilience. Each term we focus on a particular foundation and have a special launch day. These days have been very successful.
- Social skills groups and lunch time clubs.
- Promotion of a healthy lifestyle (E.g. Getting enough sleep, good nutrition, being physically active and a positive mindset.).
- Individual Learning Plans are developed for students with PSD funding, Koorie students, students in Out of Home Care, students with a diagnosis of autism, students deemed to be at risk and students working well above the expected standard.

Informal feedback from staff, parents and students about our whole school approach to student well-being and engagement has been very positive. We also had positive responses from students in our Attitudes to School Survey and from parents in our Parent Opinion Survey.

Areas for us to work on in the future are:
1.For students to articulate their understanding of the 5 YCDI foundations and the positive behaviours that are associated with each foundation. Currently, most students are able to name the 5 foundations, but most struggle to give examples of the behaviours associated with each foundation.
2. To build student resilience.

Financial performance and position

At the end of 2018 we had a small surplus of $1675. Our revenue was used to cover essential building and grounds/facility costs, staffing costs and a range of programs aimed at meeting the needs of our students and school community. Finances needed to be carefully monitored in 2018 due to a significant fall in student numbers which resulted in reduced funding. In addition, we faced the challenge of a number of costly maintenance issues that needed to be addressed.

Equity funding and some of our cash grant funds were used to employ a speech therapist one day a week, a student well-being officer 5 days a week and to provide extra teaching support in Grades 1/2, 3/4 and 5/6 for Reading and Maths. The provision of extra teaching support and a full time student well-being officer in particular had a significant impact on our overall financial position.

In 2018, we received $25,000 to install shade sails over our junior playground area.

In 2019, the combination of extra students bringing in additional funds and adjustments to staffing will see us in a better financial position.

For more detailed information regarding our school please visit our website at
http://www.yarramanoaksps.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

Enrolment Profile

A total of 143 students were enrolled at this school in 2018, 76 female and 67 male.

62 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high
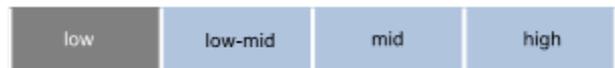
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	○ Lower ● Similar

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Lower Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 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 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'.	**Reading** 23 % 69 % 8 % Low Medium High **Numeracy** 23 % 46 % 31 % Low Medium High **Writing** 23 % 62 % 15 % Low Medium High **Spelling** 15 % 54 % 31 % Low Medium High **Grammar and Punctuation** 23 % 62 % 15 % Low Medium High	NAPLAN Learning Gain does not require a School Comparison.

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2018 attendance rate by year level:	Results: 2018 0 ———— 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ———— 50 Few absences <------> Many absences	🔵 Higher 🔵 Higher

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	94 %	90 %	93 %	92 %	95 %	91 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 ▬▬▬▬ 100 Results: 2017 - 2018 (2-year average) 0 ▬▬▬▬ 100	Lower Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 ▬▬▬▬ 100 Results: 2017 - 2018 (2-year average) 0 ▬▬▬▬ 100	Lower Lower

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$1,612,794
Government Provided DET Grants	$335,797
Government Grants Commonwealth	$25,194
Government Grants State	$200
Revenue Other	$13,541
Locally Raised Funds	$79,991
Total Operating Revenue	**$2,067,517**

Equity[1]	
Equity (Social Disadvantage)	$275,985
Equity Total	**$275,985**

Expenditure	
Student Resource Package[2]	$1,681,000
Books & Publications	$374
Communication Costs	$6,053
Consumables	$38,310
Miscellaneous Expense[3]	$115,759
Professional Development	$11,197
Property and Equipment Services	$124,658
Salaries & Allowances[4]	$81,031
Trading & Fundraising	$6,796
Utilities	$20,319

Total Operating Expenditure	**$2,085,499**
Net Operating Surplus/-Deficit	**($17,982)**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$141,287
Official Account	$19
Total Funds Available	**$141,306**

Financial Commitments	
Operating Reserve	$51,638
School Based Programs	$13,910
Repayable to the Department	$69,747
Maintenance - Buildings/Grounds < 12 months	$6,011
Total Financial Commitments	**$141,306**

(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 15 March 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
    - 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).
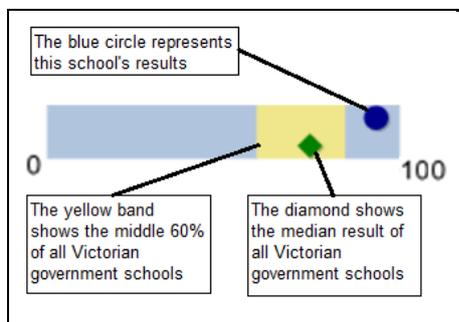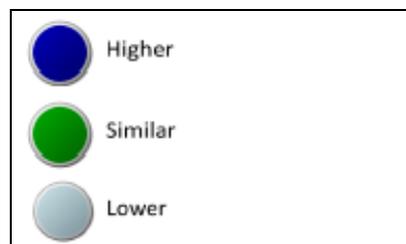

What does *School Comparison* refer to?

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'* or *'ND'* 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').