2019 Annual Report to
The School Community

School Name: Yaapeet Primary School (3976)

- 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 2019 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 28 April 2020 at 08:34 AM by Krista Barnes (Principal)

The 2019 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 29 April 2020 at 06:32 PM by Gene Fuller (School Council President)

About Our School

School context

Yaapeet Primary School is located in the north west of Victoria, 123kms north of Horsham and 19kms north of Rainbow. Yaapeet is a member of the Southern Mallee Lakes Cluster of primary and secondary schools. The school was established in 1918 and celebrated its centenary in 2018 and has seen different sites and upgrades over that time. It has played and continues to play a significant role in the education community of the Yaapeet township and surrounding farms. The school owns a small bus which is crucial to the school's ability to transport students to other cluster schools and as allowed them to participate in a variety of extra-curricular activities and community partnerships. Our vision is "To provide a friendly and caring learning environment that engages and encourages students to be self-motivated and work towards achieving their personal best in an atmosphere of mutual respect and cooperation to assist students in becoming well rounded contributors to their local and wider communities."

Yaapeet Primary School are a community of learners where every child is provided with opportunities to develop academic, social, emotional and physical skills to achieve their potential. Practices reflect the belief that education is a process of growth, underpinned by the community values of respect, honesty, persistence and achieving personal best. The core purpose of the school is to provide a comprehensive education for all students through effective communication, strong teamwork and the application of a range of teaching and learning strategies enabling students to reach their academic, social, emotional and physical potential.

In 2019, the school started with 10 students and finished with 9 across Year 1 to 6 levels. Staff consists of a full time principal/teacher, one 0.4 part-time classroom teacher, specialist teachers; LOTE - Languages - German for one hour per week via video conference and face to face session and a MARCteacher for 1.5 hours per fortnight, a 0.2 business manager, a 0.1 Technical Specialist and regular CRT staff when required. We strive for high academic achievement in English and Maths and we provide quality learning programs in all other Victorian Curriculum learning areas. Our programs are designed to cater for the individual needs of students. All teachers use learning intentions, success criteria and individual student learning goals so that students are aware of their learning and can take some responsibility towards the achievement of goals.

During 2019,Yaapeet Primary School was managed by three principals. At times there have been challenges for both staff and students to adapt and work under three different leadership styles. The staff and students are to be commended for their flexibility during the change of leadership and their positive attitudes in the acceptance of major changes within the school and learning environment. The broader community has also embraced each change of leadership and supported each of the principals across the 2019 school year. It is evident that the relationship between the school and community is strong and healthy. It is envisaged that this will continue in 2020 with the leadership role being stabilised.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) has four priority areas - Excellence in teaching and learning, Professional leadership, Positive climate for learning and Community engagement in learning. Yaapeet Primary School implemented practices in two of the four priority areas during 2019. These were Excellence in teaching and learning and Positive climate for learning. In 2019, the major focus was 'Building Practice Excellence' and 'Empowering students and building school pride'. Yaapeet Primary School has utilized the framework to guide the implementation of programs and practices across the priorities to improve student achievement, engagement and wellbeing. Excellence in Teaching and Learning has seen major changes in teaching practices, which include the shift of student workbooks in Literacy and Numeracy to the implementation of Instructional Models in Reading, Writing and Numeracy as well as the implementation of a spelling program - Words Their Way, which targets individual student at their point of need. In Literacy and Numeracy, the focus was on achieving consistency across the school in teaching practices. Professional learning was targeted at achieving a whole school, documented scope and sequence for all learning areas within the Victorian Curriculum for each year level and the development of whole school Literacy and Numeracy Curriculum term planners for juniors and seniors. We also implemented a whole school 'Assessment Schedule' for consistency across

the school and to improve data collection and analysis of student learning to determine individual student goal setting. Our school also promoted a 'Positive Climate for Learning by implementing 'Student Voice and Agency' by forming leadership teams consisting of principal and school captains as well as a Junior School Council. We now have our school captains attend one school council meeting per term to represent the student voice and demonstrate student leadership within our school. Community engagement in learning has been further enhanced through partnerships with the 'meals on wheels' program, which is an invaluable service we provide within the Rainbow community as well as visits to the Rainbow Hostel for the Aged.

Achievement

Yaapeet Primary School is committed to providing high quality teaching and learning to maximise the learning growth for all students. In 2019, the school continued to focus on the priority areas of literacy and numeracy, with improved practices implemented in the classroom. Professional Learning Teams (PLTs) were used to target student growth in the areas of Reading, Writing & Spelling and Number. PLTs were used to moderate student learning in writing. In 2020, spelling, vocabulary and numeracy will continue to be a major focus with consistent teaching practices implemented supported by professional development for all staff.

In 2019, Yaapeet Primary School reported on the Victorian Curiculum. Our school continued to perform well in terms of student achievement with Yaapeet ranking 'above' to 'similar school' comparison, in teacher judgements, the parent satisfaction summary and student attendance. Personalisation of student learning is a strength of the school's practice, facilitated by the implementation of individual learning profiles in reading, writing & spelling and numeracy where student goals are identified (point of need), establishment of PLT term timetable for professional learning needs, collaboration, moderation of student work and reflection.

Due to the size of Yaapeet Primary School, not all data is available in the performance summary. The school implemented its own survey for staff and students in term four to enable data to be collected, analysed, presented to school council, staff and students and acted on in future goal setting for our school. NAPLAN data is also unavailable. During 2019, one student in Year 3 completed the NAPLAN testing online with strongest growth evident in Reading.

Engagement

Yaapeet Primary School has achieved positive student attendance rates with an average of 95% across the school. All school absences are reported to school by families and most absences are due to medical illness or medical appointments. Student attendance is given a high profile in all communication with families, high expectations for learning are promoted in all areas of the school.
The school implements a curriculum that supports student engagement. Through the growing use of our instructional models and learning intentions and success criteria along with the implementation of the High Impact Teaching Strategies (HITS), students are actively involved in their learning.implementation of student voice and agency during semester two has also enhanced student engagement with students articulating topics of interest for integrated curriculum learning and technology also with the students using technology and online learning programs as a tool to create and connect to the digital world. All students participated in the selection of Integrgrated Curriculum topics they wish to learn about in 2020 as well as identifying a camp location for the whole school to attend.
Yaapeet Primary School continues to prioritise positive relationships with students, families/carers and within the broader community. Extra-curricular programs within the cluster group of schools provide a positive connection to peers and other school staff during sporting events and art/drama based activities. Community partnerships with 'Meals on Wheels' and 'Rainbow Hostel for the Aged' were highly valued by both the students and community. One of the most valued events by the school community is the end of year concert. The students were very proud and extremely successful of the 2019 concert which was held in the Yaapeet Recreation Centre and open to all members of the community. This event will continue to be a major school community presentation each year.

Wellbeing

In 2019 Yaapeet Primary School became a partner school in the Respectful Relationships initiative. The current Principal has undertaken training in this valuable program. All staff will be trained in 2020 to ensure the program is implemented correctly as part of our wellbeing priority goals. The Respectful Relationship program commenced in Term 4 and will be a major focus in 2020 with activities scheduled into the weekly timetable.

During semester two we aimed to increase student voice and agency through student leadership meetings and the establishment of a Junior School Council (JSC). This initiative was well received by students. School captains meet with the Principal and also attend one of the two term meetings with School Council. Students have used student voice to plan Integrated Curriculum topics for 2020 as well as the whole school camp to a snow location.

At Yaapeet Primary School the child-safe practices aid in the promotion of a safe and supportive learning environment for all students and community members. High expectations for behavior, based on the school's values, are promoted in all learning areas as well as in the school ground and during excursions. A whole school approach is used to support student behaviour and positive relationships with community members and local feeder school. The development of a school wide positive behavior program will be developed by students, staff and families during 2020 to formalize a consistent approach to student behavior in monitoring, record keeping and incentives for student wellbeing, connectedness and positive engagement with school.

Financial performance and position

Yaapeet Primary School managed itsfunds responsibly and used the income and resources to maximise student learning, staff professional development and the management of school building and grounds. During semester two, new resources were purchased for literacy, spelling and numeracy. The school also replenished stocks of readers and classroom library material to enhance student engagement in learning. Teacher reference books were also purchased to support teacher professional development in literacy and numeracy. The sporting grant received was used to support our swimming program based in Horsham, family memberships for Rainbow Swimming Pool as well as resources such as swimming towels, goggles and toys.

Other grants received during 2019 was the DET investment in school maintenance for education and school infrastructure. These funds were allocated across 8 areas for essential maintenance and compliance programs. Part of this funding was allocated in 2019 and will continue into 2020. Equity funding (social disadvantage) was used for purchasing Literacy teacher resources - Fountas & Pinnell to provide teacher professional development and implementation of reading resources into student learning.

As at 31 December, 2019, Yaapeet had a surplus of $43599.00 which includes the credit component of $30,089.00 and cash component of $13,510.00.

**For more detailed information regarding our school please visit our website at
http://yaapeetps.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.
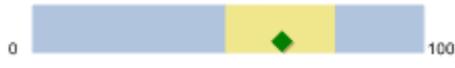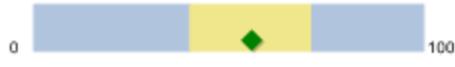
Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
        Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🟢

School Profile

Enrolment Profile

A total of 10 students were enrolled at this school in 2019, 6 female and 4 male.

0 percent were EAL (English as an Additional Language) students and 0 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
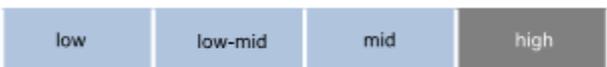
Parent Satisfaction Summary

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.

No Data Available

Performance Summary

| Key: | Range of results for the middle 60% of Victorian Government Primary Schools: ▇ (yellow)
Results for this school: ● Median of all Victorian Government Primary Schools: ◆ | Key: | Similar School Comparison
● Above ● Similar ● Below |

Achievement	Student Outcomes	Similar 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	Above Above

Performance Summary

Achievement	Student Outcomes	Similar 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)	No Data Available No Data Available
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)	No Data Available No Data Available
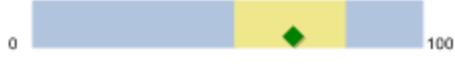
Performance Summary

Achievement	Student Outcomes	Similar 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** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. Statewide Distribution of Learning Gain (all domains)

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: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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 **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ────────────── 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ────────────── 50 Few absences <------> Many absences	Above ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	NA	95 %	98 %	91 %	97 %	NA	NA	

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: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019 0 ————————◆———— 100 Results: 2017 - 2019 (3-year average) 0 ————————◆———— 100	No Data Available
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: 2019 0 ————————◆———— 100 Results: 2017 - 2019 (3-year average) 0 ————————◆———— 100	No Data Available

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, 2019	
Revenue	**Actual**
Student Resource Package	$236,763
Government Provided DET Grants	$70,729
Government Grants State	$18,801
Revenue Other	$2,200
Locally Raised Funds	$1,348
Total Operating Revenue	**$329,841**

Equity[1]	
Equity (Social Disadvantage)	$5,000
Equity Total	**$5,000**

Expenditure	
Student Resource Package[2]	$211,625
Books & Publications	$4,745
Communication Costs	$594
Consumables	$7,874
Miscellaneous Expense[3]	$13,002
Professional Development	$3,934
Property and Equipment Services	$18,985
Salaries & Allowances[4]	$20,261
Trading & Fundraising	$892
Travel & Subsistence	$1,082
Utilities	$3,249

Total Operating Expenditure	**$286,242**
Net Operating Surplus/-Deficit	**$43,599**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$94,250
Official Account	$3,811
Total Funds Available	**$98,060**

Financial Commitments	
Operating Reserve	$12,098
Funds Received in Advance	$442
School Based Programs	$10,085
Asset/Equipment Replacement < 12 months	$8,280
Capital - Buildings/Grounds < 12 months	$9,646
Maintenance - Buildings/Grounds < 12 months	$21,783
Asset/Equipment Replacement > 12 months	$25,000
Total Financial Commitments	**$87,334**

(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 26 February 2020 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)
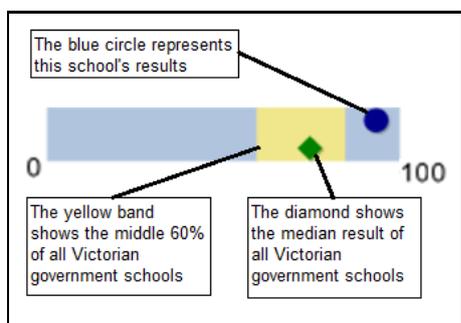
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below

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').