

# 2016 Annual Report to the School Community



School Name: Yaapeet Primary School

School Number: 3976



Name of School Principal:

Sheryl Herben

Name of School Council President:

Jon Fuller

Date of Endorsement:

15/3/2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Yaapeet Primary school is located in the north west of Victoria 125kms north of Horsham and 19kms north of Rainbow. The school is located on 4 hectares and has one main building, one external art studio, some smaller sheds, a small oval and a modern children's playground. The learning environment is flexible and promotes the use of a variety of teaching and learning styles and strategies. Technology and developing ICT skills by students and teachers is continuing to have a significant positive impact on the school's learning approaches. Yaapeet is a member of the Southern Mallee Lakes Cluster of primary and secondary schools. The cluster works together regularly to provide a wider range of activities for students and staff. This includes educational, sport, and social activities, as well as combined school camps, arts performances and shared professional development opportunities for staff. The school owns a small bus which is crucial to the school's ability to transport students to other cluster schools and a variety of extra-curricular activities. The school enrolment was seven children from five families in most year levels. Staffing was comprised of a full-time principal/teacher, one 0.4 part-time teacher, a LOTE teacher for 45 minutes per week via video conference, a MARC teacher for 1.5 hours per fortnight and a 0.2EFT business manager.

### Framework for Improving Student Outcomes (FISO)

During 2016 the Yaapeet School undertook a peer review. The school had made good progress with the implementation of the school's goals and key improvement strategies over the past four years. There had been a consistent approach to the implementation of the School Strategic Plan (SSP) and the panel suggested this work should continue. This included the focus on the use of individual learning plans (ILPS), focusing on oral language as the foundation to reading and writing and regular staff collaboration on the effective use of assessment data to inform teacher planning. Staff had also worked to develop a well- planned and consistent teaching approach. Personalisation of student learning was a strength of the school's practice, facilitated by the small class sizes and opportunities for regular teacher collaboration and reflection.

### Achievement

The school sought to continue to improve learning outcomes in literacy and numeracy for all students at all levels Prep–Year 6. Most students made at least one year of AusVELS progress in literacy and numeracy. Students commenced setting and self-assessing their progress against learning goals for English and Mathematics. Most students made the expected learning growth each year with a high level of personalisation of student learning.

#### Curriculum Framework implemented in 2016 (please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement

Offering a variety of experiences continues to be the key to the school's success of offering an engaging program. A number of experiences with the Southern Mallee Cluster occurred over the 4 terms. Planned Meals on Wheels delivery in May and August also allowed the students to help others and was also a chance for students to socialize with Rainbow P-12 students when possible. Students were able to travel to the Grampians and Bendigo guided by the knowledge and interests of the acting principal. Communication with Rainbow P-12 and inclusion in activities for our senior students continued throughout 2016.

### Wellbeing

Tailoring work to individual needs of students which can provide assistance for some, along with challenges for others, helps our students feel good about what and how they are learning. Our Pre Prep Transition program has offered students eligible to attend our school a familiarization session once a week for 3 terms. This has assisted our students become confident and comfortable in their environment once school officially begins. Sport sessions were also attended by our Grade 5/6 students on a regular basis. This was achieved by parental assistance in transporting students into the sessions.





## 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.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 7 students were enrolled at this school in 2016, 6 female and 1 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</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 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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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 Year 3 - Year 5</b></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>	<p style="text-align: center;"><b>Reading</b> No Data Available</p> <p style="text-align: center;"><b>Numeracy</b> No Data Available</p> <p style="text-align: center;"><b>Writing</b> No Data Available</p> <p style="text-align: center;"><b>Spelling</b> No Data Available</p> <p style="text-align: center;"><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a 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:

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 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" data-bbox="561 824 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>99 %</td> <td>99 %</td> <td>NA</td> <td>99 %</td> <td>100 %</td> <td>NA</td> <td>97 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	99 %	99 %	NA	99 %	100 %	NA	97 %	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
99 %	99 %	NA	99 %	100 %	NA	97 %										



## 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

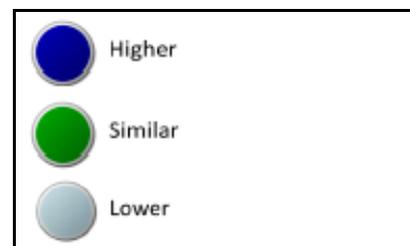
## What are student outcomes?

*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, P-12 and specialist schools, 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.



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 are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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>

## 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.

## 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 and position commentary

Use of school funds to assist all families with the provision of School Camps student requisites, excursions, uniforms and transport costs that have occurred over the school year have continued to be utilized. As parent input in working bees are essential to the maintenance and development of the school grounds, fees passed onto the 5 families are minimal. The school is in a healthy financial position; all monies have been accounted for and ensure that the current and future students of the Yaapeet Primary School benefit from the grants received during the life of their schooling.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$190,637
Government Provided DET Grants	\$42,867
Government Grants State	\$13,600
Revenue Other	\$1,811
Locally Raised Funds	\$2,323
<b>Total Operating Revenue</b>	<b>\$251,238</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$67,943
Official Account	\$1,403
<b>Total Funds Available</b>	<b>\$69,346</b>

Expenditure	
Student Resource Package	\$177,780
Books & Publications	\$640
Communication Costs	\$1,474
Consumables	\$5,211
Miscellaneous Expense	\$13,120
Professional Development	\$1,717
Property and Equipment Services	\$25,811
Salaries & Allowances	\$11,288
Trading & Fundraising	\$339
Travel & Subsistence	\$1,026
Utilities	\$3,798

Financial Commitments	
Operating Reserve	\$10,000
Asset/Equipment Replacement < 12 months	\$5,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
School Based Programs	\$26,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$18,346
<b>Total Financial Commitments</b>	<b>\$69,346</b>

**Total Operating Expenditure**      **\$242,206**

**Net Operating Surplus/-Deficit**      **\$9,032**

**Asset Acquisitions**      **\$0**

Student Resource Package Expenditure figures are as of 03 March 2017 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.*