

# 2017 Annual Report to the School Community



School Name: Yering Primary School

School Number: 1034



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 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 17 May 2018 at 06:35 PM by Deanna Cole (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 Regulation 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 2017 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 18 May 2018 at 02:50 PM by Teresa Sadler (School Council President)



## About Our School

### School Context

Yering Primary School was established in 1869, a semi-rural school located in the Yarra Valley. In 2017 we finished the year 20.6 students. The 0.6 student is a visually impaired child and attends a school for the visually impaired the other 2 days per week. Yering Primary School is a low socio-economic school with an excellent parent satisfaction of the school overall and staff endorsement of the overall school climate is of a high percentage.

We aim to develop independent, confident and creative learners in an individualised learning environment and we value Teamwork, Respect, Responsibility & Independence.

Staffing consisted of full time Principal/classroom teacher, 1 full time teacher, 0.4 Bursar, an Education Support Staff (Integration Aide), an Education Support Staff (Teacher Aide), 0.1 Student Welfare Officer and Volunteer Bridges Support person. We also had a Principal/Teacher from a de-staffed school whose role it was to coach graduate staff, teach 2.5 days per week and aid in the Grade 3-6 classroom. Specialist programs such as Music/Drama, Art, and Physical Education are provided by classroom teachers taking on the specialist areas that interest them or in which they have some expertise/strength. MARC (Mobile Area Resource Centre) Van comes to the school with teaching staff each week to provide a Library Session and allow the students to borrow books. Language Other Than English (LOTE – Japanese) is provided by a Japanese national instructor for an hour a week. We offer instrumental music as an elective.

We provide a diverse and challenging curriculum with a number of extra curricula activities such as the whole school production, sporting clinics (football, basketball, lawn bowls), cooking sessions, whole school camping program and a radio program for our senior students just to name a few. We offer electives such as Cross Country Skiing and Kayaking. Excursions for 2017 included Mr Stink production at the Arts Centre, the Chinese Museum, local council chambers, reading at Coldstream Animal Aid, author visit at Lilydale Library, involvement in Tournament of Minds. We had the Royal flying Doctor Service visit, Federal and State MP, and local councillor and business people visit and operated the Earn and Learn Program for the Grade 3-6 classroom. iPads were purchased toward the end of 2017. We were involved in transition programs for Prep and Year 6.

We have split systems and interactive whiteboards in all classrooms, a computer lab, an outdoor assembly area, a wet weather room/library, sheltered sand pit, play and fitness equipment and vegetable garden. We recycle, compost and have a worm farm, and a water tank

### Framework for Improving Student Outcomes (FISO)

Yering Primary School has had a major focus on writing and, although improvements have been made in the teaching of writing, we will continue to monitor student improvement in this area.

In 2017, we continued to work on planning, reading student data and attending Professional Development to ensure our students are improving in Writing. In 2018, a new FISO group will be sought (writing) and a Curriculum Day around writing has been organised for the beginning of the year, with follow up moderation with other schools and coaching in the area of writing.

In 2017, our Grade 5 students had Medium to High gain in NAPLAN.

### Achievement



Teacher judgements indicate our students overall performance in Mathematics and English is similar to the middle 60% of all Victorian Government schools.

Due to the size of the cohort in Year 3, NAPLAN reading and numeracy results for 2017 are unavailable. The four-year average is within the middle 60% of all Victorian Government Schools.

Year 5 NAPLAN reading and numeracy for 2017 shows that 100% of students were in the top 3 bands in reading and numeracy. The four-year average is within the middle 60% of all Victorian Government Schools.

The learning gain in reading for the school's 2017 Grade 5 cohort from Grade 3 (2015) was 100% medium.

The learning gain in writing for the school's 2017 Grade 5 cohort from Grade 3 (2015) was 67% medium and 33% high.

The learning gain in spelling for the school's 2017 Grade 5 cohort from Grade 3 (2015) was 67% high.

There was a 67% medium growth in grammar and punctuation for the school's 2017 Grade 5 cohort from Grade 3 (2015).

67% of learning gain from Year 3-5 in numeracy was medium.

In 2017 we continued to focus on Writing. Our whole school spelling program includes the use of Soundwaves Program, maintaining sound results.

Our reading program continues to be complemented by the Bridges Program for those students in need of extra support. In 2017 a teacher aide was employed to support student learning in the classroom.

Our school provides a caring and nurturing environment where students display the same caring attitude toward each other. We will continue to monitor student safety and work harder to make sure that students feel safe at school all the time.

## Engagement

In our newsletter we often celebrate students with 100% monthly attendance, mentioning the slogan "It's not cool to miss school". Our newsletter also contains, on occasions, the amount of school a child misses over certain times if absent one day per week, for example. Parents generally phone the school to acknowledge why their child is absent and we encourage this by following up, where necessary, around student absences. Our average number of days absent from school was similar to the middle 60% of all Victorian Government Schools. Family holidays and illness are the main reason for non-attendance of students at school.

## Wellbeing

The well-being data of students is derived from the Attitudes to School survey. Grade 4 students participated in the survey for the first time, along with the Grade 5 and 6 students.

The data for 2017 suggests that the results of the Attitudes to School survey 'Sense of Connectedness' is similar to all Victorian government primary schools.

The percentage of positive responses for 2017 in relation to the 'Management of Bullying' indicates that we are near 100%.



Our Student Welfare Officer, staff and the visiting psychologist continue to provide students with the opportunities to develop their self-esteem and provide them with the skills they need to build resilience and other values of the school to ensure learning is maximised.

For more detailed information regarding our school please visit our website at  
[www.yeringps.vic.edu.au](http://www.yeringps.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 21 students were enrolled at this school in 2017, 9 female and 12 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## 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
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## 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
<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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## 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
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> 100 % Medium</p> <p><b>Numeracy</b> 33 % 67 % Low Medium</p> <p><b>Writing</b> 67 % 33 % Medium High</p> <p><b>Spelling</b> 33 % 67 % Low High</p> <p><b>Grammar and Punctuation</b> 33 % 67 % Low Medium</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p><b>School Comparison</b> 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>98 %</td> <td>96 %</td> <td>83 %</td> <td>86 %</td> <td>96 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	98 %	96 %	83 %	86 %	96 %	94 %	94 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
98 %	96 %	83 %	86 %	96 %	94 %	94 %										



## 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:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Similar

# 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)

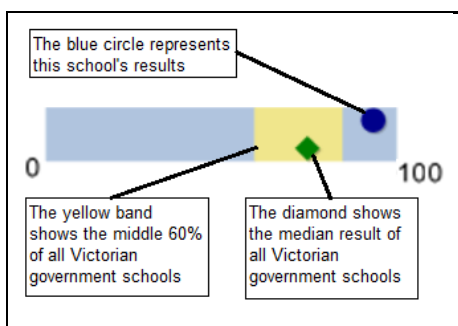
### Engagement

- 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).

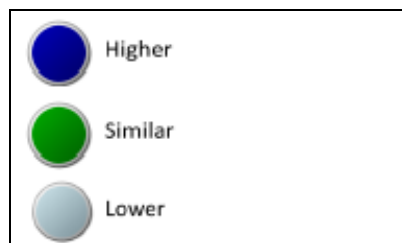


## What does *School Comparison* refer to?

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*' 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').

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$305,166	High Yield Investment Account	\$39,110
Government Provided DET Grants	\$48,483	Official Account	\$257
Revenue Other	\$3,157	Other Accounts	\$10,396
Locally Raised Funds	\$27,494	<b>Total Funds Available</b>	<b>\$49,764</b>
<b>Total Operating Revenue</b>	<b>\$384,299</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$34,784		
<b>Equity Total</b>	<b>\$34,784</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$273,457	Operating Reserve	\$10,705
Books & Publications	\$456	Asset/Equipment Replacement < 12 months	\$9,800
Communication Costs	\$1,015	Maintenance - Buildings/Grounds incl SMS<12 months	\$18,750
Consumables	\$6,512	School Based Programs	\$3,509
Miscellaneous Expense <sup>3</sup>	\$11,483	Maintenance -Buildings/Grounds incl SMS>12 months	\$7,000
Professional Development	\$3,126	<b>Total Financial Commitments</b>	<b>\$49,764</b>
Property and Equipment Services	\$22,193		
Salaries & Allowances <sup>4</sup>	\$6,700		
Trading & Fundraising	\$11,298		
Utilities	\$4,918		
<b>Total Operating Expenditure</b>	<b>\$341,157</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$43,142</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 05 March 2018 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.

Yering Primary School ended the year with a surplus due to gaining a Principal/teacher from a NEVR de-staffed school. She was at Yering for the entire year, providing classroom coverage for the teaching Principal to undertake administrative duties for two days per week, while she provided coaching, specialist teaching and classroom support on other days.

The SRP provided the school with Equity funding, and the Parent and Fundraising Association raised money for the school to provide funds to enhance teaching and learning, and providing opportunities for students. A teacher aide was employed for part of the year to support classroom teachers.

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.