

2018 Annual Report to The School Community



School Name: Yarraville West Primary School (2832)



- 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 22 March 2019 at 01:39 PM by Karen Rush
(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 10 May 2019 at 08:29 AM by Renee O'Donnell
(School Council President)

About Our School

School context

Yarraville West Primary School, located in a quiet residential area has served the local community for 131 years. The 2018 enrolment of 876 students represents a continuing high enrolment of students over the past few years. As our numbers have reached our official school capacity only enrolments from within the designated neighbourhood area are accepted.

Our school building includes a well-resourced Library and two Art Rooms. We received 'Building the Educational Revolution' funds and have had access to our new Multi-Purpose centre since mid-2011. We are also fortunate to have 16 classroom spaces provided by four double storey portables on site. Our site has 3 age appropriate playgrounds and a netball court. We share a boundary with Yarraville Oval so our students also access this additional playing space.

While we constantly strive to improve and extend the academic achievements of our students, we also recognize the importance of social skills, problem solving skills and we have a strong focus on overall student wellbeing, hence many of our extra-curricular offerings focus on performance and community involvement.

The school has 54.5 equivalent full time teaching staff comprising of 4 Principal class and 58 teachers as well as 13 Education Support Officers. Mid year, the Principal retired and after two terms of acting Principals, a new Principal was appointed to commence in 2019.

Framework for Improving Student Outcomes (FISO)

The 2018 Annual Implementation Plan for improving student outcomes has a focus on the introduction of the High Impact Teaching Strategies to further enhance effective teaching in every classroom to enable greater success for our students.

We have continued to work towards catering for the needs of our more able students, providing staff professional learning, complemented with a range of opportunities for the students to undertake.

Through professional learning, we have ensured the development of a more active and thorough PLC process. These outlined goals directly align with the Victorian Government 'Framework for Improving Student Outcomes' (FISO) priorities of Excellence in Teaching and Learning and to create a Positive Climate for Learning.

Achievement

Yarraville West Primary School has a culture of academic excellence and uses evidence-based teaching and learning strategies to support all children to reach their learning potential. In 2018 we maintained what is now a long term trend of high achievement in both NAPLAN and our Victorian Curriculum results. NAPLAN results are significantly higher than the state median and in the area of grade 3 Numeracy and year 5 Reading, results surpass those achieved for schools with similar student intake characteristics. In Maths, our 4-year average also surpasses the results of like schools. Our grade 5 Naplan results are all similar to our 'like' schools. Additionally, our teacher judgement of student achievement in English and Mathematics against the Victorian Standards are similar to schools with similar student intake characteristics.

The learning gains that students achieved in NAPLAN between Grade 3 and Grade 5 is pleasing. Across all curriculum areas, our low growth ranged from 12 to 33% and our high growth ranged from 23 to 35%.

Our teacher coaching program was maintained and expanded in 2018 enabling greater teacher support and many targeted opportunities for professional learning. We continued to timetable creatively to enable one session per week where all team members met with a coach to strengthen understandings and consistent practices across the school.

This commitment together with other targeted programs ensures that all students are supported with their specific learning needs. For example, we have a school-wide commitment to meeting the needs of our highly able learners. This sector of our school community accessed coaching support, additional resources and specific programs such as the Tournament of the Mind. All of our students on the program for Students with Disabilities showed progress at satisfactory or above in achieving their individual goals.

From our foundation of sustained high academic achievement, we will continue to provide teacher and learning opportunities that maximize student engagement and learning growth.

Engagement

Our attendance data for 2018 is below the state median, meaning that students have fewer absences. Various strategies are employed to ensure that our school community understands the importance of regular school attendance. Signage, follow up calls/visits, the use of konnective, email and newsletter articles support this emphasis. We have a similar absence result to schools with similar student intake characteristics. Our school culture celebrates individuality and student achievement across both curriculum and performance spheres. A vast range of extra-curricular offerings include a highly regarded Claymation program, a school-wide Buddy support program, an active Junior School Council, sessions for both parents and children to support resilience and a lunch-time clubs program. An ever-present focus on student wellbeing ensures that Student Engagement and enjoyment of learning remains high.

Wellbeing

We have a strong belief that a comprehensive transition program greatly benefits students as they enter and exit Primary School. Our Prep transition program consists of a Parent Information Evening, school tours, 3 in class transition sessions and a family and staff get together at the end of the year when the new community members can meet together. Of equal importance are the scheduled appointments and assessment interviews that are conducted at the start of the Prep year. Grade 6 students have opportunities to visit neighbouring secondary schools and their representatives are welcomed into our school for information sessions. Where possible we access their facilities to promote familiarization with their new potential environments. In 2018 we continued the familiarization sessions for our grades 1-6 levels. A transition session was conducted near the end of the school year for the purposes of easing anxiety about the next level and for creating positive anticipation.

Financial performance and position

In 2018 the school's finances were managed according to DET guidelines and subject to the department's auditing process. The School Council has the responsibility of overseeing budget management and internal control and they are supported by the Finance Sub-Committee. Both the Business Manager and Principal are charged with the day to day implementation of all financial policy and reconciliation. Fundraising had another successful year with proceeds allocated to the purchase of a kiln and additional classroom resources. Surplus funds at the end of 2018 were committed to general facility upgrades. Funds allocated to the school for use in the 2018 school year were fully expended.

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

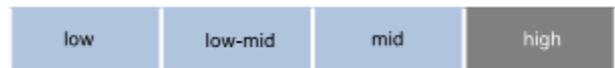
Enrolment Profile

A total of 876 students were enrolled at this school in 2018, 443 female and 433 male.

8 percent were EAL (English as an Additional Language) students and 1 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.



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

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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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> Similar</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 5</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> Higher</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>NAPLAN Learning Gain 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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>12%</td> <td>53%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>52%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>48%</td> <td>35%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>43%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>56%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	12%	53%	35%	Numeracy	25%	52%	23%	Writing	17%	48%	35%	Spelling	33%	43%	24%	Grammar and Punctuation	21%	56%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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>Average Number of Student Absence Days</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>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 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>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	93 %	93 %	91 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	93 %	93 %	91 %	93 %										

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>Students Attitudes to School - Sense of Connectedness</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Lower</p> <p> Similar</p>

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		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,336,476	High Yield Investment Account	\$51,556
Government Provided DET Grants	\$322,919	Official Account	\$24,024
Government Grants Commonwealth	\$204,398	Total Funds Available	\$75,579
Revenue Other	\$3,397		
Locally Raised Funds	\$1,050,297		
Total Operating Revenue	\$7,917,487		
Equity¹			
Equity (Social Disadvantage)	\$22,525		
Equity Total	\$22,525		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,174,986	Operating Reserve	\$75,579
Books & Publications	\$14,105	Total Financial Commitments	\$75,579
Communication Costs	\$3,070		
Consumables	\$124,949		
Miscellaneous Expense ³	\$770,625		
Professional Development	\$35,720		
Property and Equipment Services	\$319,805		
Salaries & Allowances ⁴	\$189,043		
Trading & Fundraising	\$110,861		
Utilities	\$59,111		
Total Operating Expenditure	\$7,802,274		
Net Operating Surplus/-Deficit	\$115,213		
Asset Acquisitions	\$14,373		

(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).

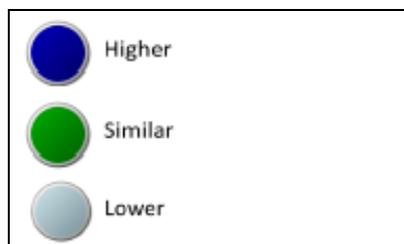


What does *School Comparison* refer to?

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').