

# 2019 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](http://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 19 August 2020 at 11:47 AM by Karen Rush (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 11 September 2020 at 12:02 AM by Fleur Dow (School Council President)

## About Our School

### School context

Great Kids, Great School, Great Community

At YWPS we strive to improve and extend the achievements of our students, recognising the importance of academic and social skills, problem solving, creativity and adaptability.

The school is located in a quiet residential area and has served the local community for 132 years. The 2019 enrolment of 879 students represented the continuing high enrolment of students from our local community. The school has a small number of students (9%) for whom English is an additional language, 1% were Aboriginal or Torres Strait Islander, and 1.25% were supported through the Program for Students with Disabilities.

Only enrolments from within the designated neighbourhood area are accepted.

The school buildings include a Gym, Library, and a mix of permanent and demountable, single and double storey classrooms. The school site is relatively small, and students access the adjacent Yarraville Oval frequently for additional playing space.

The school had 62.62 equivalent full time teaching staff including of 4 Principal class, 2 Learning Specialists, 3 Leading Teachers, 59 teachers, and 14 Education Support Officers.

### Framework for Improving Student Outcomes (FISO)

The FISO dimension in focus was Building Practice Excellence, with the key improvement strategy to embed in all lessons evidence-based high-impact teaching strategies (HITS). The HITS 'Feedback' was specifically used to target improvement in student writing. Teachers set writing goals with all students and provided targeted feedback to students during writing conferences. They collected and analysed a range of writing assessment data to drive and guide learning cycles and planning. The implementation of learning cycles in literacy (and numeracy) was reflected in planning documents. Differentiation through planning, modification of tasks, open-ended problems, and needs-based grouping, was also reflected in planning documents.

Using the HITS continuum rubric as a measure, 65% of teachers identified their practice at the embedding stage, and 15% of teachers at the excelling stage.

Our Year 3 and Year 5 NAPLAN Writing results showed students were either above or well above schools with statistically similar characteristics.

### Achievement

In 2019, the school continued work on its strategic plan goal of building excellence in teaching and learning with particular emphasis on literacy and numeracy. Student achievement in English against the Victorian Standards was similar to schools with similar student intake characteristics, and above similar schools in Mathematics.

Students in Years Prep -2

Students in P-2 achieved high levels of literacy and numeracy growth, with over 97% of students at or above the expected standard in reading and numeracy, and over 94% of students at or above the expected standard in writing.

The school maintained consistent student learning growth, with 85% (reading) and 87% (numeracy) of students making a year or more of expected growth.

A range of additional literacy support for Year 1-2 students identified through assessment as at risk achieved success for all students involved. Support and intervention was provided to identified Prep students in Term 4 through differentiated teaching and scheduled lessons with the literacy intervention specialist.

Students in Years 3 – 6

Year 3 and Year 5 students maintained high achievement in Reading and Numeracy. The results were above similar schools and significantly higher than the state median. In Year 3, 93% of students were in the top 3 bands for Reading, and 90% for Numeracy. In Year 5, 86% of students were in the top 3 bands for Reading and Numeracy.

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 14 to 42% and our high growth ranged from 20 to 28%.

The key improvement strategy of teacher mentoring and coaching to ensure a shared understanding and consistent application of the school's key teaching and learning processes and practices, has supported excellent student learning outcomes in 2019. Classroom teachers planned collaboratively with coaches each week to ensure a consistent approach was in place across all curriculum levels, and to induct new staff into agreed YWPS practices. Conferencing enabled authentic student goal-setting and feedback to occur frequently to support improvements in Writing. Students supported through the Program for Students with Disabilities all 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 students are engaged and enjoy school, and we are proud of the programs which support student resilience, responsibility, respect and teamwork.

This year, the school focused on Key Improvement Strategies related to the FISO dimension 'Empowering students and building school pride'. The work in this area is ongoing and responsive to student feedback. A range of opportunities for student voice and agency have developed, including capturing student feedback into Student Reports, and the review of student leadership across the school. This was led by a newly appointed Learning Specialist and Curriculum Team Leaders. The school achieved the goal set in the AIP to improve student voice and agency, with 77% of students responding positively.

Our attendance data for 2019 is above that of similar schools, meaning that students had fewer absences, which is an improvement from 2018.

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.

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.

The School Council reviewed its structure and formalized sub-committees to enhance process and decision-making.

## Wellbeing

In 2019, student wellbeing continued to be a primary focus. The leadership of school wellbeing changed mid-year, and new processes were developed as a result. Closer connections between families, teachers and the Wellbeing Team ensured that greater numbers of identified students received the support required. This included the development of Behaviour and Learning Support Plans, social skills sessions, and scheduled student support group meetings.

Results from the Student Attitude to School Survey indicated that students were less connected to school than expected, and that some students, particularly boys, had experienced bullying behaviours. The school sought student feedback around this and from this scheduled more support staff to assist during recess and lunch breaks. A review of the school's wellbeing protocols in responding to behaviour, including bullying, was undertaken by all teachers to promote consistency. A commitment to introduce the Respectful Relationships Initiative in 2020 was made to support improving the learning environment for all students. This initiative includes reviewing policies such as the Student Engagement and Wellbeing Policy, and the Bullying Policy.

Parent Satisfaction, according to the Parent Opinion Survey, indicated pleasing results, with 80% of surveyed parents providing positive responses.

The Staff Satisfaction, according to the School Staff Survey, fell within the 60% of all Victorian schools and was at the

state median.

### **Financial performance and position**

In 2019 the school's finances were managed according to the Department of Education and Training guidelines and subject to the Department's auditing process. The School Strategic Plan and the Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and initiatives. The Financial Performance and Position Report shows an end of year surplus of \$ 243,551. This surplus was largely due to funds received for the 165-place Outside School Hours Care Service, The school received a small amount of Equity Funding, which contributed toward the employment of Learning Specialists and the literacy intervention program.




**For more detailed information regarding our school please visit our website at**  
<https://www.yarraville.west.ps@education.vic.gov.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 879 students were enrolled at this school in 2019, 438 female and 441 male.</p> <p>9 percent were EAL (English as an Additional Language) students and 1 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison   Above  Similar  Below</p> <p>Similar </p> <p>Above </p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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>Above </p> <p>Above </p>		

## Performance Summary

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p><b>Numeracy</b></p> <p><b>Writing</b></p> <p><b>Spelling</b></p> <p><b>Grammar and Punctuation</b></p>	<p>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.</p> <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison</b> 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.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above ●</p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	94 %	93 %	93 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	94 %	93 %	93 %	92 %										

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>		Similar School Comparison	
Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span>		<span style="color: teal;">●</span> Above	<span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below
Wellbeing	Student Outcomes	Similar 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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>	
<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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$6,423,241	High Yield Investment Account	\$499,586
Government Provided DET Grants	\$656,179	Official Account	\$30,682
Government Grants Commonwealth	\$261,748	<b>Total Funds Available</b>	<b>\$530,267</b>
Revenue Other	\$5,664		
Locally Raised Funds	\$1,081,013		
<b>Total Operating Revenue</b>	<b>\$8,427,845</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$29,273		
<b>Equity Total</b>	<b>\$29,273</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,579,410	Operating Reserve	\$254,817
Books & Publications	\$13,087	Other Recurrent Expenditure	\$58,305
Communication Costs	\$2,625	Provision Accounts	\$20,000
Consumables	\$117,510	Funds Received in Advance	\$42,451
Miscellaneous Expense <sup>3</sup>	\$700,847	School Based Programs	\$3,149
Professional Development	\$26,783	<b>Total Financial Commitments</b>	<b>\$378,722</b>
Property and Equipment Services	\$177,768		
Salaries & Allowances <sup>4</sup>	\$396,424		
Trading & Fundraising	\$111,658		
Travel & Subsistence	\$962		
Utilities	\$57,222		
<b>Total Operating Expenditure</b>	<b>\$8,184,294</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$243,551</b>		
<b>Asset Acquisitions</b>	<b>\$20,258</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 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)

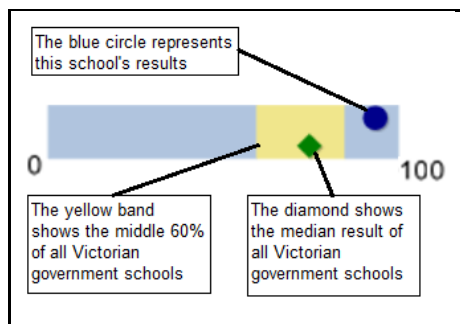
### Engagement

- 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).

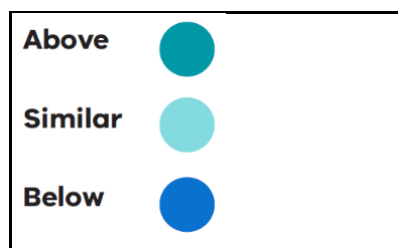


## What does *School Comparison* refer to?

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.



## 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').