2016 Annual Report to the School Community

THE EDUCATION STATE

School Name: Yarra Road Primary School

School Number: 4219

Name of School Principal:	Kate (Kathleen) Perkins
Name of School Council President:	Darren Cooper
Date of Endorsement:	20th March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 framwork 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.

VICTORIA State Government | Education and Training

About Our School

School Context

Yarra Road Primary School, situated in Croydon North, had an enrolment of 336 students in 2016. Fifteen classrooms operated and were structured as multi-age groups in Years 3 & 4 and straight year level groups for P - 2 and Year 5 & 6. In 2016 the school had 2 Principal Class Officers, 1 Leading Teacher, a total of 19.6 Equivalent Full Time (EFT) teachers, and 9 Education Support Staff (4.39 EFT).

The school's vision "Outstanding Engagement, Exceptional School" aligns with our purpose to develop confident engaged learners with the cognitive, social, emotional and physical skills to connect them to their expanding world. The five focus values of Respect, Responsibility, Excellence, Confidence and Resilience underpin all aspects of our curriculum.

Our senior learning centre and extensive grounds are complemented by a synthetic-surface oval and basketball court, gymnasium, learning library, performing arts and visual arts spaces and light and bright classrooms. A wide range of learning technologies feature in all classrooms, with all students engaged in using a variety of devices.

The school bases its curriculum on a combination of explicit teaching and enquiry based learning followed up with feedback from the students which is an area for extensive development in 2017. Cooperative learning, a differentiated curriculum and consistency across the school are key drivers in all curriculum areas. In 2017 the school will focus on fully developing understanding of a differentiated curriculum and look at effective implementation of this approach.

Emphasis is placed on the physical and creative development of our students. Specific programs operate to support their performance and sporting skill development. These include a full school Musical Production where every student has an on-stage role, and extensive participation in After School Basketball and Hooptime.

The school places a strong emphasis on Student Wellbeing and co-curricular programs. A key feature of our wellbeing program has been the 'Mateship' and Buddy systems. Both of these programs have been strengthened over 2016 and in 2017 the school will have a Student Wellbeing Teacher working in the school for four days a week. Co-curricular programs especially in the area of Science, Environment, Performing and Visual Arts and sport are popular with students.

During 2016 YRPS hosted a group of nine Thai students for a period of three weeks. The students undertook English classes, participated in excursions to various attractions such as Healesville Sanctuary, and enjoyed being part of everyday classes.

Our Motto "Enjoying the Road to Success" is the essence of the School Culture.

Framework for Improving Student Outcomes (FISO)

During 2016 the school focused on three FISO areas: Building Practice Excellence, Curriculum Planning and Assessment and Building Communities.

The work surrounding Building Practice Excellence encompassed;
- Refining, documenting and embedding our instructional model particularly in the area of writing.
- Embedding Cooperative Learning as a cognitive engagement strategy in all areas of the curriculum across the school.
- Integrating Digital Learning (DL) as a purposeful e-learning tool through the use of Google Apps for Education, which will be fully embedded in 2017.

In the area of Curriculum Planning and Assessment the school continued to build teacher capacity to effectively collaborate on;
- Delivering and assessing a guaranteed and sequential curriculum that supports differentiated learning needs.
This was particularly effective in Numeracy where we have seen pleasing NAPLAN results. In 2017 differentiation of the curriculum to meet individual learning needs will be an area of further work.

Yarra Road PS continually strives to Build its Community and in 2016 we worked to:
- Engage students and parents as partners in learning. To this end the school evaluated and refined programs for parents across the school in response to feedback from parents and teachers.
- Strengthen the whole school approach to transition, through the continuation and development of partnerships with early Year Centres.

Achievement

During 2016 our focus was in improving writing, numeracy and science outcomes for all students. With the introduction of new curriculum resources and embedding of a consistent approach to teaching in these areas we are pleased with progress being made. However we recognise we have considerable work to do in 2017 to further increase the number of students performing in the top three bands of NAPLAN and to increase the number of students achieving high growth. 2016 Year 5 NAPLAN results demonstrated that YRPS exceeds the state mean in reading, writing and numeracy, while Year 3 students are outperforming the state mean in reading and numeracy.

In 2016 a strong emphasis was placed on building teacher capacity to provide a guaranteed and consistent program in writing. 'The Seven Steps for Writing Success' was introduced across the school to provide a consistent strategy for the teaching of writing. The 2016 NAPLAN Writing results show that more than 75% of our students are performing in the top three achievement bands. In 2017 this writing program will be fully embedded across the school and we are confident the evidence of its impact will be greater.

A new, consistent strategy for teaching and learning in numeracy was introduced in 2015. To date we are pleased with the impact that the program is having in enabling teachers to better differentiate the curriculum and we anticipate seeing further strengthening of outcomes for all students in 2017. Teacher judgements are becoming more accurate as the use and understanding of learning data increases.

Supporting learning in Science, a Scientist in Residence has worked with all students to broaden their understanding and curiosity around science and investigations.

A differentiated consistent approach to teaching and learning, with an emphasis on cooperative learning, was the focus of 2016 and will be further developed and embedded in 2017.

Curriculum Framework implemented in 2016

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

Engagement

In 2016 we aimed to provide a safe, stimulating and creative learning environment where all students are confident learners and are engaged and connected to their school and their peers.

Cognitive engagement has been enhanced in 2016 through introduction of Goggle Apps for Education, increased digital learning and improved cooperative learning structures used across the school. These initiatives, together with the school's wide range of co- and extra-curricular activities aim to promote school and peer connectedness and engagement. Students in Years 5 and 6 have reported an 88% positive attitude in relation to their Connectedness to Peers.

Considerable work on transition programs, in, through and out the school was a focus of 2016. This included research into best practice on the continuation of learning, regular visits by Year Four students to Early Years Centres and Secondary Colleges. YRPS was pleased with the increase of enrolments in Foundation in 2017.

The school is continually addressing the issue of absenteeism by providing information to parents in publications and at forums about the importance of children attending school and being punctual. The average rate of absenteeism of 14.8 days per student is higher than we desire, and on investigation appears to be due to chronic illnesses and extended family holidays.

In 2017 the school will focus on strengthening positive perceptions of Stimulating Learning through enhanced digital learning and developing stronger, effective student feedback.

Wellbeing

Development of positive Student wellbeing is a strong feature of the school.

Student Attitudes to School Survey results indicate that student morale (88% positive perception) is a strength in Year 5; they also have strong positive perceptions in learning confidence (81%) and teacher effectiveness (91%).
The school has worked particularly hard to develop resilience in students and one of the lead indicators School Connectedness received a 75% positive rating from Year 5 & 6 students. The trend over the past four years indicates that the school is performing better in this area than similar schools. The school will continue to focus work in the area of developing student resilience in 2017, with one key strategy being the increase in Student Wellbeing Teacher time to 4 days a week.

The school is responsive to student needs through its staff allocation emphasising small class sizes, differentiated teaching programs and wellbeing support. The continued commitment to funding a Student Wellbeing Teacher has enabled a higher focus on prevention strategies. This, along with the 'Mateship' program and Restorative Practices with an emphasis on Circle Time, will continue in 2017 in an aim to improve student's positive perceptions around student safety.

The Yarra Road Student Leadership Program involves all Grade 5 & 6 students participating in activities that develop their ability to build relationships with others and to improve their own personal skills. Throughout this program the focus remains on building the students' capacity to make decisions that are in the best interests of their group. This program forms an important part of the training for their transition to secondary school.

A transition to school program is also conducted for our incoming Foundation students throughout Terms 3 and 4. These sessions familiarise the new students with the school, and introduce them to some of the structures of the school in preparation for the year ahead. In 2016 we continued our structured transition program, "Stepping Up", for students transitioning between all year levels within the school, which included considerable parent sessions and printed and online information. A new parent book supports the positive engagement of parents in the school.

A priority in 2016 was to ensure that all staff members continue their training in Restorative Practices and this is slowly becoming embedded across the whole school.

For more detailed information regarding our school please visit our website at
yarrardps.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 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: ◆

School Profile

Enrolment Profile

A total of 337 students were enrolled at this school in 2016, 165 female and 172 male.
There were 1% of EAL (English as an Additional Language) students and 1% 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

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher judgment 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 Performance Summary.*	Results: English 0 — 100 Results: Mathematics 0 — 100	● Similar ● Similar

Performance Summary

Achievement	Student Outcomes	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.		Similar Similar Similar Similar
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.		Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 27 % / 45 % / 27 % Low / Medium / High **Numeracy** 25 % / 63 % / 13 % Low / Medium / High **Writing** 24 % / 39 % / 36 % Low / Medium / High **Spelling** 24 % / 52 % / 24 % Low / Medium / High **Grammar and Punctuation** 27 % / 55 % / 18 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	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. 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.

Average 2016 attendance rate by year level:

Results: 2016

Low absences <------> high absences

Results: 2013 - 2016 (4-year average)

Low absences <------> high absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	93 %	94 %	93 %	92 %	92 %	91 %

Similar

Similar

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 1 ──────────────── 5 Results: 2013 - 2016 (4-year average) 1 ──────────────── 5	● Similar ● Higher
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 1 ──────────────── 5 Results: 2013 - 2016 (4-year average) 1 ──────────────── 5	● Similar ● Similar

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.
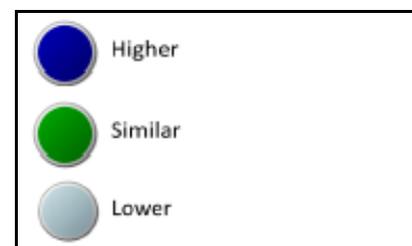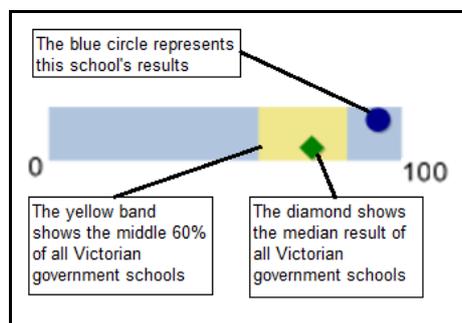
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
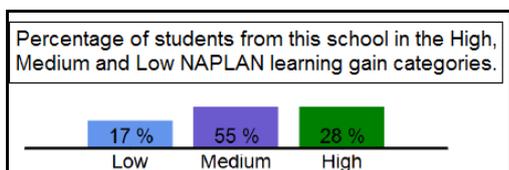
What are the changes in student achievement?

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

The school is in a healthy financial situation, with $236,982 funds available at the end of the year (31.12.16). A small deficit was reported on the operating statement at the end of the year.

During 2016 the school funded additional ground works to develop outdoor learning areas in Early Years area, casual staff to support a student with additional needs, major maintenance and additional staff working in Student Wellbeing and Learning Support (PSD).

During 2016 the school received additional funds through:

- Sporting Schools grants to provide coaching for all students in gymnastics and tennis. ($8388)

- Short term enrolment of nine students from Thailand for a period of three weeks. Their fees were used to employ additional staff for teaching of English and providing a broad learning experience for these students. The enrolment of the Thai students supported YRPS students to develop further their intercultural understanding. In 2017 YRPS aims to continue developing our international short term enrolments.

- Locally raised funds, which were used to support learning of all students through provision of additional resources and building the capacity of teachers. A percentage of local raised funds have been committed to future planned building and ground works, specifically the redevelopment of the front playground.

    *($5273) was incorrected entered as a Capital grant subsequently journaled out of commonwealth grants. Please refer to 2016 Appendix 1: Data Tables which is correct.

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

Revenue	Actual
Student Resource Package	$2,278,391
Government Provided DET Grants	$322,193
Government Grants Commonwealth	$19,156
Revenue Other	$5,368
Locally Raised Funds	$247,148
Capital Grants	($5,273)*
Total Operating Revenue	**$2,866,984**

Expenditure	
Student Resource Package	$2,267,925
Books & Publications	$693
Communication Costs	$5,438
Consumables	$71,249
Miscellaneous Expense	$141,366
Professional Development	$11,223
Property and Equipment Services	$154,826
Salaries & Allowances	$127,312
Trading & Fundraising	$74,727
Utilities	$18,318

Total Operating Expenditure	**$2,873,076**

Net Operating Surplus/-Deficit	**($6,092)**

Asset Acquisitions	**$5,788**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$206,430
Official Account	$30,552
Total Funds Available	**$236,982**

Financial Commitments	
Operating Reserve	$94,551
Maintenance - Buildings/Grounds incl SMS<12 months	$25,000
School Based Programs	$67,431
Capital - Buildings/Grounds incl SMS>12 months	$50,000
Total Financial Commitments	**$236,982**

Student Resource Package Expenditure figures are as of 06 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.