

2014 Annual Report to the School Community

Yandoit Primary School

School Number: 691



Name of School Principal:

Peter Burke

Name of School Council President:

Richard Pleasance

Date of Endorsement:

Endorsed 11/3/15

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 framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Yandoit Primary School is a rural school with an enrolment of 19 students and is an annexe of Daylesford PS. Learning and Growing Together is our motto, supported by strong values of respect, honesty, caring and citizenship. Our facilities boast a heritage building, an art room, and two modern classrooms.

We pride ourselves on a holistic approach to education that promotes success for all with a strong emphasis on literacy & numeracy and developing life-long social behaviours. Our curriculum provision is comprehensive, including provision for LOTE and Visual Arts. The Developmental Curriculum, which is play based (P-2) and research based (3-6), is a very strong daily focus. We have strong community links and a very active School Council, who volunteer time to fund raising and working bees around the school. Our classrooms are interactive and the use of computers strengthens student engagement. We have an excellent student to computer ratio. The school has 1.3 FT staff. Our school improvement agenda is clearly focused on improving student outcomes.

Achievement

Despite Grade 3 and 5 NAPLAN data not been available for 2014, Yandoit Primary School has continued to achieve strong learning outcomes. We are confidently implementing our School Strategic Plan, which has involved ongoing professional development of our staff to plan and deliver effective teaching programs specifically in Developmental and Numeracy curriculum. The use of Developmental curriculum has connected the students to learning, as well as strengthening the integrated approach to learning. Staff work as a Professional Learning Team to plan units of work which positively impact teaching and learning in the classroom. Student individual learning plans and personal learning goals are established using frequent, ongoing assessment. In 2014, we have implemented a whole school focus in Literacy called 'Daily 5', which is a framework that supports learning habits and builds students' independence.

Engagement

The play based model fully engages the students in meaningful investigation projects. The play with purpose builds a sense of ownership over the children's learning. The improvement in students' engagement can be attributed to the play based and research-based curriculum and the whole school social competencies program, where a range of strategies have been implemented. These include: a values education program, explicit teaching of social behaviours, and the kitchen garden program. Our Prep student's transition to school is aided by an excellent transition program conducted at the end of the year prior to their commencement. Our school promotes that 'every day is important' and a number of strategies are in place to maintain high attendance, including regular contact with families. Our School- Home Partnership program enables Home -Schooling students to be engaged in our curriculum and programs. Strong links with Daylesford Primary School, result in participating in such things as cultural days and sports carnivals. There is a high level of involvement in the school by parents, which strengthens the partnership in education between home and the school.

Wellbeing

The P-6 vertical classroom structure has strengthened relationships across the school as it offers very strong pastoral care. Our large family approach and buddy program offer a very strong support framework for our Preps and new students. A wide range of teaching and learning strategies, including the successful implementation of play based learning have impacted in a very positive way on the students. The small staff to student ratio means that all the students receive individualised learning. Meaningful links are made with the wider community, including shared days with our Drummond Annexe and Daylesford Primary School. Yandoit, is supported by the Principal and Assistant Principal of Daylesford Primary School.

Productivity

The school has effectively allocated its resources in the best possible combination to support improved student outcomes and achieve its goals and targets amidst a growing student population. Very good examples of this include; a strong commitment to staff professional learning (specifically in the areas of Developmental Curriculum, Literacy and Numeracy), excellent facilities and resources, value adding through sustainability/garden and other extra-curricular programs. The whole school approaches in Literacy and Numeracy have most certainly created a culture of learning throughout the school.

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 20 students were enrolled at this school in 2014, 10 female and 10 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



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

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Higher</p> <p>No Data Available</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
 Result for this school: Median of all Victorian government 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading 100 % Low</p> <p>Numeracy 100 % Medium</p> <p>Writing 100 % Medium</p> <p>Spelling 100 % Low</p> <p>Grammar and Punctuation 100 % 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 schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1034 920"> <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>88 %</td> <td>72 %</td> <td>93 %</td> <td>81 %</td> <td>90 %</td> <td>78 %</td> <td>NA</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	72 %	93 %	81 %	90 %	78 %	NA	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	72 %	93 %	81 %	90 %	78 %	NA										

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>

How to read the Performance Summary

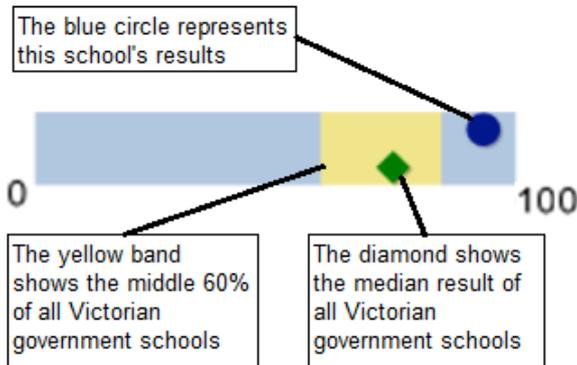
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, 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.



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.

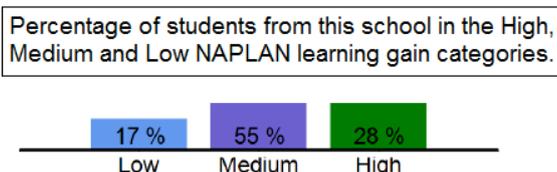
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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 - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$207,109
Government Provided DE&T Grants	\$35,734
Revenue Other	\$1,534
Locally Raised Funds	\$5,691
Total Operating Revenue	\$250,068

Funds Available	Actual
High Yield Investment Account	\$49,392
Official Account	\$167
Total Funds Available	\$49,559

Expenditure	
Student Resource Package	
Books & Publications	\$1,967
Communication Costs	\$1,774
Consumables	\$5,687
Miscellaneous Expense	\$5,310
Professional Development	\$1,271
Property and Equipment Services	\$7,324
Salaries & Allowances	\$21,408
Trading & Fundraising	\$1,099
Utilities	\$2,373
Total Operating Expenditure	\$48,213

Financial Commitments	
Operating Reserve	\$10,000
School Based Programs	\$13,824
Maintenance -Buildings/Grounds incl SMS>12 months	\$25,735
Total Financial Commitments	\$49,559

Net Operating Surplus/-Deficit	\$201,855
Asset Acquisitions	\$0

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.

Financial performance and position commentary

The Financial Performance and Position Statement is not a true reflection of the school's financial position because it is a blended model incorporating Daylesford Primary School and our two Annexes schools. Therefore this statement is in fact inaccurate. The Department are looking into rectifying this problem. However, I am pleased to report that financially the school is in a sound position due to strong and effective fiscal management.