

2020 Annual Report to The School Community



School Name: Yarragon Primary School (2178)



- 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 2020 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 29 April 2021 at 11:06 AM by Melissa Rock (Principal)

The 2020 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 29 April 2021 at 10:00 PM by Bronwyn Bersey (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Yarragon Primary School & Early Learning Centre (ELC) is beautifully situated within the growing township of Yarragon. The school has a purpose built learning hub, extending from the front office area, which includes a central open library and four adjoining classroom spaces. Four portable structures make up a senior and middle school wing. A modular portable with two classrooms caters for the schools growing Foundation numbers. The school has beautiful kept grounds, including garden areas and play equipment, the feature being a large wooden pirate ship.

Yarragon Primary School & ELC prides itself on providing students with an engaging and sequential curriculum that develops every child. In 2017 through community consultation the school developed a new vision that drives all school improvement efforts. We aim to develop “confident, caring, respectful learners”. The school mission clearly states a strong belief about how students learn. “We develop a safe and caring school community where we collaboratively develop each child’s social, emotional and academic skills to enable them to reach their full potential and become a valued member of society”. Comprehensive literacy and numeracy programs are implemented that promote comprehension and applied skill. In 2020 Specialist Indonesian, Physical Education and Visual Arts were offered to students.

Agreed whole school values include: respect and integrity, collaboration, safety and security, confidence and excellence. These values underpin the way in which all school stakeholders learn and behave together. Strong emphasis is on distributed leadership development of student and staff, where collaboration, high expectations respectful challenge of ourselves and other’s drives the way professional learning communities strive to improved student outcomes.

In 2020 the school had 12.70 FTE teaching staff, including a full time Principal and 8.25 ES staff, including Education Support working in classrooms, administration staff and a full time Business Manager. Ten classrooms were in operation with a student population of 208. Yarragon is a growing school community.

The school also manages the ELC which implements both 3 and 4 year old kindergarten sessions. Five staff members work in various capacities and time fractions. The ELC works closely with the school and ensures that ELC improvement initiatives align with the school Strategic Plan and Annual Implementation Improvement Plans.

Parents have an opportunity to be involved in many aspects of the school community. The schools Parents and Friends Association and the Building, Environment & Grounds Committee are active and contribute to school programs and additional resourcing. These partnerships are highly regarded by the School Council, students, staff and wider school community. Yarragon Primary School & ELC is an integral part of the whole township and participate and celebrate in many local events.

Leadership development, low absenteeism and a strong focus on reading through the implementation of Professional Learning Communities were key priorities in 2020. A whole school reading tracker has been developed and implemented. This enables close monitoring of student outcomes and learning growth. Over the past two years student reading growth has been positive with a higher percentage of students demonstrating high learning gain.

Framework for Improving Student Outcomes (FISO)

Yarragon Primary School delivered on our key improvement strategy to embed professional learning practices that strengthen staff efficacy and collaboration with individual and collective accountability for improving student-learning outcomes. This was achieved through the following actions:

1. Consistent implementation of our agreed Workshop Model for literacy, ensuring the gradual release of responsibility

and students conferring with other students and adults.

2. Teachers and students setting reading goals and tracking progress against reading Learning Ladders and rubrics.
3. Learning Specialist to observe classroom practice using agreed whole school feedback proforma - implements Workshop Model & HITS
4. Learning Specialist to model best practice reading strategies to other colleagues - model classroom

Some of the above actions and professional development plans were modified to suit remote and online learning. We did this by implementing the following actions and implementing DET learning catch up and extension key priority:

1. Modified and agreed Workshop instructional model for remote and online learning delivery. This included explicit teach, independent tasks, reflection through tasks completion and online Google Meet sessions with the teacher
2. Online learning ladders, student goal setting and success rubrics online (including sequential skills - bump, hill and mountain challenges)
3. Learning Specialist observed online lessons and provided feedback using our agreed feedback guide and modified instructional workshop model
4. Learning Specialist modeled best practice reading strategies through online lesson content for other staff to observe

Yarragon Primary School delivered on our key improvement strategy to develop processes and structures to ensure leadership is distributed within the school to enhance pedagogical practice. This was achieved through the following actions:

1. Documented the new organisational school and leadership structure across the school for 2020
2. Document Leadership roles and responsibilities including Professional Learning Community Leaders, Learning Specialist and Professional Learning Team Leaders.
3. Mapping Professional Learning Community growth against the PLC Maturity Matrix
4. Network and system level Professional Learning for the Principal and Leadership Team members
5. School professional learning on the Google Suit of applications to support remote and online learning.
6. School Organisation is documented through a carefully designed Google Drive platform

The school and wider community are exceptionally proud of how we responded to the challenges and organisational changes to school operations and teaching and learning programs during the COVID-19 pandemic. Continued and sequential learning, health and wellbeing were prioritised by the Principal and Leadership Team. Students, staff and families were very supportive of any changes and adapted well to shifting to remote and online learning environments.

Achievement

Yarragon Primary School continued to improve and monitor growth and achievement for all students in literacy in 2020. Examples below illustrate the schools efforts to improve student achievement in reading during remote and online learning.

1. Reading inquires developed by classroom teachers and implemented in a sequential manner throughout remote and online learning
2. Weekly reading online tasks for students to engage in and complete during remote and online learning
3. Differentiated reading tasks using reading success criteria identifying bump, hill and mountain skill challenges
4. Reading Learning Ladders provided online for students and families
5. Online reading texts provided to students
6. Education Support Staff reading one to one with students (at risk - below expected standard) online using Google Meet
7. Fountas & Pinnell Reading assessment completed three times throughout the year
8. Student reading growth recorded on the whole school agreed Reading Tracker
9. Online school library space created for students and families to explore
10. Weekly Leadership Team discussion on reading online content delivery and mapping of student learning growth

Teacher judgement against reading performance for student achieving at or above level in 2020 Foundation to Grade 6 was 82.6%. This result is marginally below similar school comparison at 83.9% and state school comparison at 86.3%.

Yarragon Primary School continued to improve and monitor growth and achievement for all students in numeracy in 2020. Examples below illustrate the schools efforts to improve student achievement in numeracy during remote and online learning

1. Numeracy inquires developed by classroom teachers and implemented in a sequential manner throughout remote and online learning - number, measurement, statistics and probability.
2. Weekly numeracy online tasks for students to engage in and complete during remote and online learning
3. Differentiated numeracy tasks using numeracy success criteria identifying bump, hill and mountain skill challenges
4. Number Learning Ladders provided online for students and families
5. Pre and post numeracy assessments completed demonstrating learning growth and improvement
6. Student number growth recorded on the whole school agreed Numeracy Tracker
7. PAT Maths whole school assessment in Term 4
8. Weekly Leadership Team discussion on numeracy online content delivery and mapping of student learning growth

Teacher judgement against numeracy performance for student achieving at or above level in 2020 Foundation to Grade 6 was 83.2%. This result is marginally below similar school comparison at 84.5% and state school comparison at 85.2%.

During 2020 Yarragon Primary School closely monitored the learning growth, health and wellbeing of twelve students identified on the Program for Students with Disabilities (PSD). The following actions were implemented:

1. Regular discussion of PSD students at Key Contact Wellbeing Meetings
2. Weekly discussion of PSD students at Leadership Team Meetings
3. Updated Education Improvement Plans every term - long and short term goals established
4. Termly Student Support Group Meetings - Google Meet
5. Daily attendance check-ins by either classroom teacher or Education Support staff
6. Daily feedback from ES staff on a Google Form - listening to PSD students read and discuss daily learning tasks
7. Onsite supervision and care for students identified under PSD offered to families
8. ABLES profiles completed for PSD student with an intellectual disability

The response to online and remote learning by staff was extremely adaptive, supportive and high quality. Staff engage in professional learning to improve IT skills and knowledge on online learning spaces and platforms that supported student learning, health and wellbeing.

Students displayed resilience and confidence with remote and online learning. Families were extremely supportive of students working at home and also engaged with the programs offered by school staff. This was greatly appreciated throughout our school community and strengthened communication process and the use of online school platforms like uEducateUs and applications like Google Meet.

Engagement

Yarragon Primary School continued to focus on students' connectedness and engagement in their learning throughout online and remote learning and during the transition back to onsite learning. The following actions were implemented.

1. School Leadership Team met weekly to discuss student participation in online learning, interventions for students at risk and monitoring of health and wellbeing issues.
2. Professional Learning Community focused on learning for staff building capacity of IT capability to support students online learning
3. Professional Learning Teams (F-2 and 3-6) meet weekly to discuss learning inquiries, student learning, participation and student feedback
4. Learning Ladders developed for students demonstrating a progression of skills - provided in online learning content

5. Essential Learning Builds developed by teachers with every inquiry incorporating the Victorian Curriculum
6. Weekly Key Contact Meetings with Student Support Services to support students, staff and families
7. Google Meets for all students incorporated within the online learning content, ensuring connection with teachers and peers
8. Modified instructional model for online learning ensuring reduced curriculum over a shorter time each day
9. Zones of Regulation discussed with students and families and encouraged to be implemented at home
10. Learning Goals and Success criteria discussed with students and goals and success criteria uploaded onto online learning content.

The school continues to focus on improving attendance data every year and continues to demonstrate achievement of annual goals and achievement of the Strategic Plan target of 13.0 days of absence by 2022. In 2020 the average number of days absence for students was 9.9. This result was better than both similar schools and the state average of 13.8.

During remote and online learning and the transition back to school, Yarragon Primary School implemented the following actions to continue to improve absence data throughout the year.

1. Documented Tiered Intervention Model established
2. Daily check-ins of attendance for online and remote learning by teachers, Education Support staff and the schools Wellbeing Officer
3. Monthly attendance data checks and updating of Attendance Data Wall
4. Weekly discussion at Leadership Team Meetings of student attendance
5. Wellbeing Officer completed phone check-up of daily absence if reason for absence not provided
6. Attendance Plans implemented for all students at risk of high absence
7. Awards for student with 100% school attendance for the year

Wellbeing

Health and wellbeing supports were prioritised for students, staff and families at Yarragon Primary School during 2020 and in response to COVID-19 pandemic. The delivery of health and wellbeing supports included:

1. Professional Development Training - Berry Street Educational Model "The Body" module
2. Implementation of the Berry Street Educational Model - whole school agreed approach to trauma informed practice with a focus on the body.
3. Sequential lesson development F-6 and implementation of 'The Body' health and wellbeing unit for all students once transitioned back to school
4. Implementation of "Wellbeing Wednesday's" during remote and online learning to support student health and wellbeing
4. Key Contact Meetings attended weekly to discuss student health and wellbeing
5. Leadership Team Meetings weekly to discuss student health and wellbeing
6. Implementation of the ARACY framework to support students and families at risk in consultation with the Wellbeing Officer.
7. School implementation of Zones of Regulation during remote and online learning and transition back to school
8. Scope and Sequence Health and Wellbeing curriculum designed and documented
9. Rotational timetable coordinated for staff ensuring support for students at school and working at home arrangements for staff
10. COVID Safe Occupational Health and Safety DET Guidelines implemented
11. Completion of COVID Safe PD completed by all staff
12. Be You mental health resource and curriculum framework used to develop Individual Education Improvement Plans for students at risk in health and wellbeing domains.

Future directions and strategies will continue to focus on student, staff and family health and wellbeing. Further training in the Berry Street Educational Model will continue in 2021 building staff capacity of trauma informed practices, health and wellbeing strategies. The schools Wellbeing Officer will continue to work closely with students and families

developing strong connections, service intervention support and advice and information on health and wellbeing frameworks such as Be You. Key Contact Meetings with network student support services will continue every three weeks, ensuring the school maintains health and wellbeing as a priority for students, staff and families in 2021.

Financial performance and position

Yarragon Primary School transparently operates with a managed deficit every year, with two staff members employed under the Student Support Package who manage and work in the Early Learning Centre. The managed deficit is explained each year at School Council and carefully tracked through regional support and advice. Funds allocated to the school in cash for the Early Learning Centre operations and workforce, allow the school deficit to be repaid by the end of the year.

The school operates with a very carefully designed confirmed budget each year. This is shared with staff and School Council and is strictly adhered to. Key priority curriculum areas identified in the Annual Improvement Plan are allocated more funds to support the implementation of strategies and actions linked directly to improved student outcomes. Over the past three years the school has saved enough funds to extend the staff car parking facilities allowing staff members to park within the school grounds. New netbooks for classrooms have also been provided from Grade 1 to Grade 6 through a leasing agreement approved by School Council.

For more detailed information regarding our school please visit our website at www.yarragonps.com

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 212 students were enrolled at this school in 2020, 103 female and 109 male.

0 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

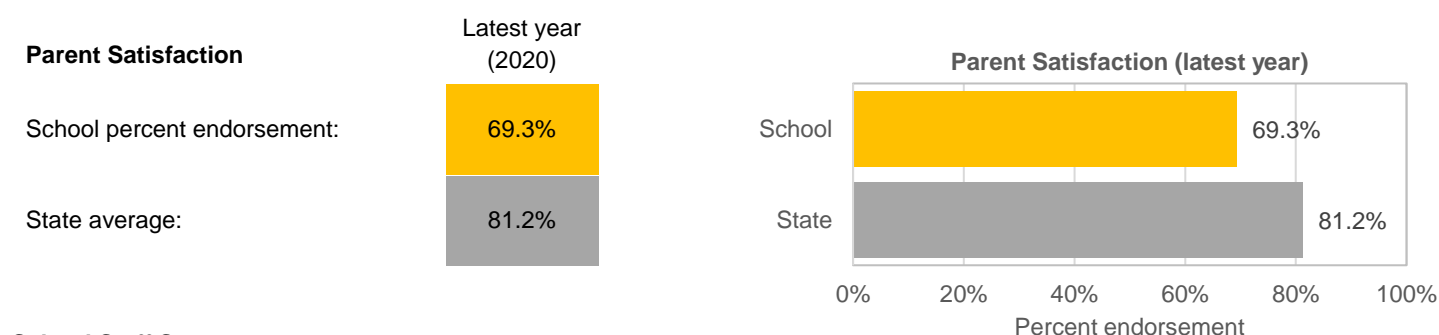
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

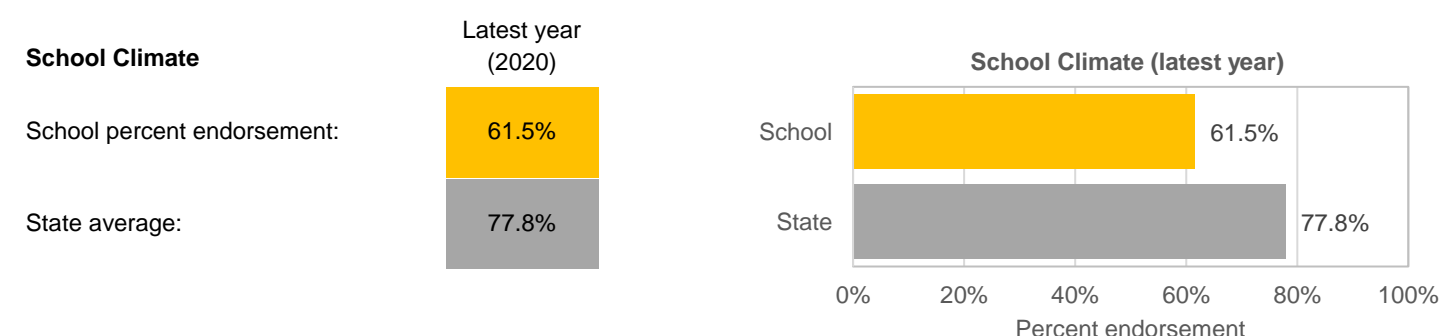


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

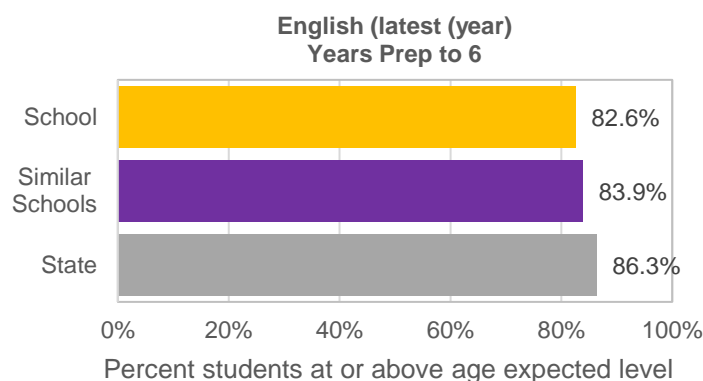
82.6%

Similar Schools average:

83.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

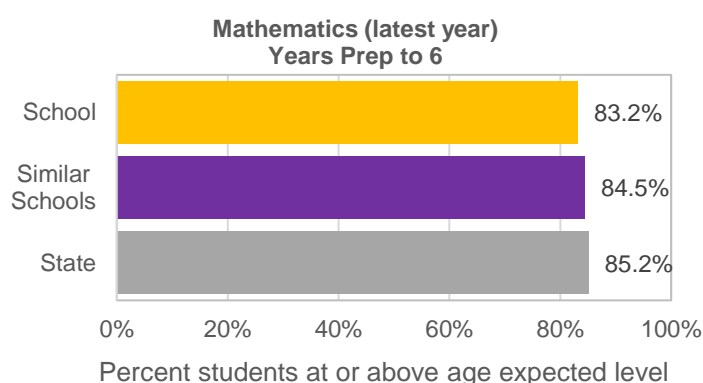
83.2%

Similar Schools average:

84.5%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

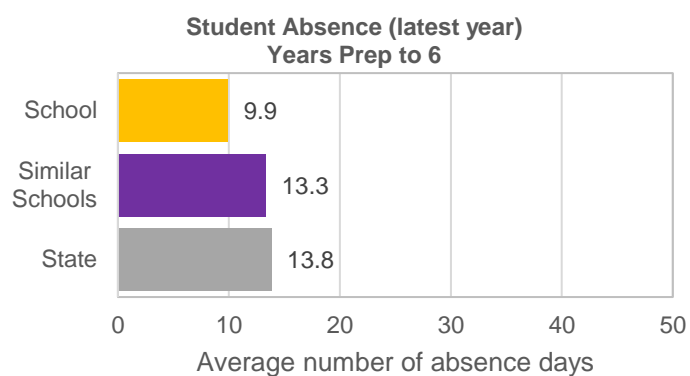
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.9	13.6
Similar Schools average:	13.3	15.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	94%	95%	93%	96%	95%	96%

WELLBEING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

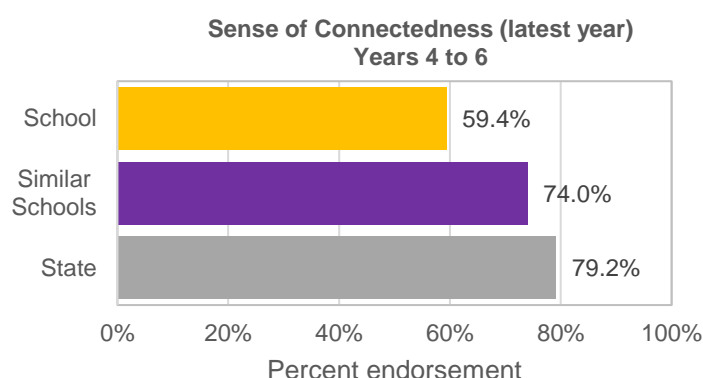
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	59.4%	66.9%
Similar Schools average:	74.0%	78.8%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

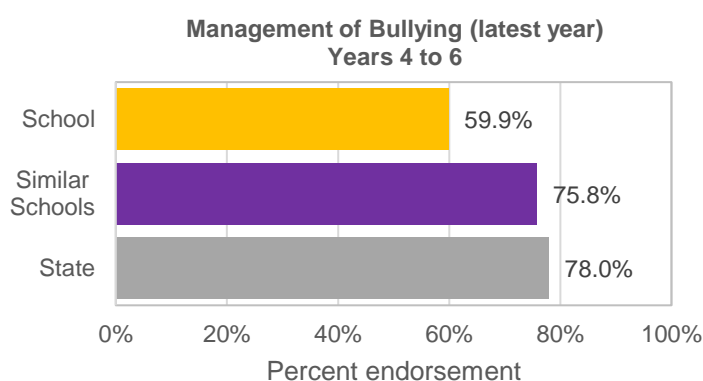
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	59.9%	69.2%
Similar Schools average:	75.8%	79.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,866,688
Government Provided DET Grants	\$570,617
Government Grants Commonwealth	\$10,650
Government Grants State	\$12,626
Revenue Other	\$40,579
Locally Raised Funds	\$73,357
Capital Grants	NDA
Total Operating Revenue	\$2,574,517

Equity ¹	Actual
Equity (Social Disadvantage)	\$52,640
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$52,640

Expenditure	Actual
Student Resource Package ²	\$2,073,801
Adjustments	NDA
Books & Publications	\$7,457
Camps/Excursions/Activities	\$5,311
Communication Costs	\$5,868
Consumables	\$52,325
Miscellaneous Expense ³	\$25,079
Professional Development	\$9,901
Equipment/Maintenance/Hire	\$43,930
Property Services	\$81,761
Salaries & Allowances ⁴	\$130,179
Support Services	\$81,621
Trading & Fundraising	\$11,773
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$16,947
Total Operating Expenditure	\$2,545,953
Net Operating Surplus/-Deficit	\$28,564
Asset Acquisitions	\$53,302

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$500,142
Official Account	\$77,035
Other Accounts	NDA
Total Funds Available	\$577,177

Financial Commitments	Actual
Operating Reserve	\$71,880
Other Recurrent Expenditure	\$19,253
Provision Accounts	NDA
Funds Received in Advance	\$32,178
School Based Programs	\$180,811
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$29,486
Repayable to the Department	\$131,725
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$505,333

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.