

2019 Annual Report to The School Community



School Name: Iramoo Primary School (5152)



- 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 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 24 April 2020 at 10:23 AM by Raquel Tweedley (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 27 April 2020 at 08:34 PM by Christopher Bowen (School Council President)

About Our School

School context

Iramoo Primary School is located in Wyndham Vale in Melbourne's rapidly growing outer western suburbs. The school is well established, has excellent facilities and has provided outstanding education for local children since 1978. Iramoo has a tradition of promoting student excellence in literacy, numeracy, physical education/sports and all areas of the arts. The school currently also provides students with specialised classes in Visual & Performing Arts, Physical Education, Science, Spanish language and Digital Technologies, including a 1:1 iPad program for all students from Years 4 -6.

Iramoo had a population of approximately 776 students in 2019 and continues to enrol students who live in the immediate neighbourhood area. This allows the school to maintain relatively small class sizes with a current average of approximately 23 students per grade arranged in 32 single year level classes from Prep to Year 6. Iramoo is a richly diverse community where our students develop strong intercultural understandings, tolerance and respectful relationships with others. Iramoo Primary School has approximately 43 Indigenous students and 22 students in Out of Home Care who are supported by Individual Learning Plans and Student Support Groups. Equity funding will continue to be used to redress the disadvantage of these students in 2020.

Our school has 79.3 equivalent full-time staff, 4 Principal Class, 55.3 teachers and 19 Educational Support staff.

Iramoo is extremely well resourced and has modern buildings and grounds that are maintained to a high standard. The school's very well presented classrooms and impressive external environment have been greatly enhanced by major landscaping works in recent years providing students with six adventure playgrounds in addition to several very attractive outdoor learning and passive recreation areas.

The purpose of Iramoo Primary School is to create an environment in which children thrive and all available human and physical resources are devoted to this goal.

Framework for Improving Student Outcomes (FISO)

Actions taken by Iramoo Primary School to improve student learning outcomes in 2019:

BUILDING PRACTICE EXCELLENCE

- Build teacher content, pedagogy knowledge and capacity through whole staff Professional Learning and Professional Learning Teams (PLTs) + reference to FISO initiatives (VTLM, Practice Principles, HITS and Amplify)

- Enhance professional learning and teaching through the continued implementation of Literacy and Numeracy programs via Professional Learning Teams including:

- Implement the Victorian Curriculum.
- Teachers supported through the deployment of Education Support staff.
- Establish a program of Literacy and Numeracy Learning Specialists supporting classroom teachers.
- Establish a whole school agreed model of instructional practice and delivery.
- Implement a systematised approach to the use of data and evidence to inform action and build in 'intervention at the point of need' as a strategy for all teachers with all students.
- Intervention programs in Literacy and Numeracy to cater for students at all year levels.
- Speech pathologist, occupational therapist and psychologist engaged to support identified students.

CURRICULUM PLANNING AND ASSESSMENT

- Build the guaranteed and viable curriculum.
- Maintain a consistent whole school approach to curriculum planning supported by School Leaders.
- Improve the ability of teachers to make judgements of student learning through analysing data using the Student Performance Analyser (SPA), Common Assessment Tasks and NAPLAN.
- Investigate ways to strengthen assessment and reporting through the use of multiple sources of data.
- Expand moderation strategies to enhance and improve teacher judgement of student progress.

- Support students in reflecting on their strengths and weaknesses in Literacy & Numeracy.
- All teachers to be supported to develop data driven instruction to personalise student learning.
- Ensure that students engage in meaningful goal setting in Literacy and Numeracy with direction from class teachers, intervention teachers and school leaders.

All of the above actions were implemented in 2019. The success of these actions can be seen in the outstanding level of achievement of our students.

Achievement

According to teacher assessments, Iramoo students' achievement in English and Mathematics is similar to other schools taking into account the background characteristics of our students. Ensuring accurate teacher judgement of student achievement, particularly in English and Mathematics will continue to be a focus for our teachers in 2020. This reflects our school's continuous efforts to improve the quality of teaching and learning in these areas.

Iramoo students' 2019 Year 3 NAPLAN achievement in Reading and Numeracy is higher than other schools with similar students, in the top 3 bands. This is particularly pleasing and is a positive reflection of the excellent teaching and learning programs in our Early Years. As with teacher assessments and improvement in all measurable elements of NAPLAN will continue to be a focus in 2020 and beyond.

Iramoo students' 2019 Year 5 NAPLAN achievement in Numeracy was similar to other schools with similar students, in the top 3 bands. However Year 5 NAPLAN achievement in English is below other schools with similar students in the top 3 bands.

In response to this we will continue to focus on the reading curriculum from Years 3-6 and enhance the teaching and learning in this area. In 2020 we will strategically place our teachers in Years 3 – 6 and restructure our classes to enable small class sizes in Years 5 & 6.

Early intervention programs and strategies are in place and continue providing additional support for students at risk of falling behind in literacy or numeracy. These include Literacy Intervention and Getting Ready In Numeracy (GRIN). In 2020 there will continue to be a strong focus and consolidation of these programs using resources provided via equity funding. The GRIN program will again be conducted in Years 2, 3 and 4 in 2020. Learning Specialists will continue to work with staff to improve students' early literacy and numeracy development through comprehensive planning and peer observation programs. Our aim is for the percentage of students making low growth in 2020 to be below 25% in all areas of literacy and numeracy. Our 2019 low growth is below 25% in Reading, Spelling and Numeracy. This is a very positive result for our school and reflects the success of our early intervention programs.

All students receiving funding under the Program for Students with Disabilities (PSD) have been assessed using the Victorian Curriculum and as such are included in this data. All have shown satisfactory progress in achieving their individual learning goals.

Engagement

The average number of student absence days is similar to other schools taking into account the background characteristics of our students. This result is lower to previous years and in 2020 we will continue to support positive engagement. This will be achieved through our 'Top10 Not Negotiable' social skills program, specific support programs and support staff including a student welfare Assistant Principal, school psychologist, speech pathologist, occupational therapist, chaplain and the COMPASS attendance management procedures.

Our Student Attitudes To School data is consistently higher than other schools taking into account the background characteristics of our students and significantly higher than the median of all Government Primary Schools. This excellent result has been achieved through the very positive responses of our Year 4, 5 & 6 students in the four years from 2017 to 2019. Factors contributing to this include the implementation of engaging teaching strategies and relatively small class sizes throughout the school.

In 2019 Iramoo continued to support a 1:1 iPad program to engage and extend students. Our iPad program enables all students in Years 4 - 6 to have iPad access for their last 3 years at primary school.

Wellbeing

A continuing focus of Iramoo Primary School in 2019 has been to improve the quality of support and welfare for all students. Our Year 4, 5 & 6 students indicated that they are very positive about their connectedness to our school and the way our school deals with the management of bullying. The percentage endorsement for both of these measures is higher when compared to the median of all Victorian Government Primary Schools. This has been achieved through the development of policies and programs including:

- building teacher capacity and skill in explicit Literacy and Numeracy teaching strategies.
- ensuring that students engage in meaningful goal setting in Literacy and Numeracy, including the development of Individual Learning Plans.
- developing and implementing common understandings of teaching and learning practices for differentiated teaching and personalised learning.
- creating a physical environment & school routines that promote positive behaviour.
- simple rules and procedures pertaining to school wide behaviours that are clearly established and well known to all students and staff (e.g. Top10 Not Negotiable Social Skills).
- well-articulated rules and procedures for general classroom behaviour, beginning and ending the school day, transitions between lessons, managing interruptions, use of materials & equipment, group work and independent work.
- ensuring that all teachers and students have worked through the DET Acceptable User Policy in relation to the use of information technology.
- continuing to develop and implement a holistic approach to cybersafety throughout the school.

Financial performance and position

A net operating surplus of \$473,024.00 was recorded in 2019. This surplus is significantly lower compared to the 2018 net operating surplus of \$841,476.00. This is due to the extensive succession planning that took place as three Principal class staff members prepared to retire.

Our 2019 surplus is due to some of the following contributing factors:

- During 2019 Iramoo Primary School appointed a number of teachers over and above our usual allocation to resource innovative programs in support of student learning needs. These programs included Literacy & Numeracy intervention programs including small group Literacy Intervention in Years 1 & 2 and the Numeracy Intervention Program 'Getting Ready In Numeracy (GRIN)' at Years 2, 3 & 4.
- During 2019 funds continued to be expended to improve our school grounds and buildings. These improvements include ongoing landscaping works and a major upgrade of our school carpark.

More than 50% of our families are socioeconomically disadvantaged but with the assistance of increased needs-based Equity Funding in 2019 we were able to ensure that our children are not disadvantaged. With the support of increased Equity Funding we employed a number of highly experienced literacy & numeracy intervention teachers to ensure that our more vulnerable children didn't slip through the cracks academically and were not being left behind. Our additional Equity Funding also helped us to provide Literacy and Numeracy Learning Specialists to work alongside our teachers, ensuring that every child in each of our 32 classes received the highest quality instruction. Our additional 2019 funding also enabled us to continue employing a part time science teacher, two speech pathologists, a psychologist and an occupational therapist.

Iramoo Primary School has approximately 43 Indigenous students and 22 students in Out of Home Care who are supported by Individual Learning Plans and Student Support Groups. Equity funding will continue to be used to redress the disadvantage of these students in 2020.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

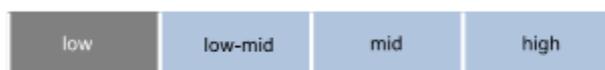
Enrolment Profile

A total of 756 students were enrolled at this school in 2019, 405 female and 351 male.

26 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar </p> <p>Similar </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Above ●</p> <p>Above ●</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below ●</p> <p>Similar ●</p>

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</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>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison 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>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</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>91 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	91 %	91 %	92 %	91 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	91 %	91 %	92 %	91 %	91 %										

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
Wellbeing	Student Outcomes	Similar School Comparison	
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>	
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,374,786	High Yield Investment Account	\$1,185,882
Government Provided DET Grants	\$1,219,255	Official Account	\$9,145
Revenue Other	\$38,469	Other Accounts	\$0
Locally Raised Funds	\$390,082	Total Funds Available	\$1,195,027
Total Operating Revenue	\$9,022,591		
Equity¹			
Equity (Social Disadvantage)	\$1,296,788		
Equity Total	\$1,296,788		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,993,949	Operating Reserve	\$175,878
Books & Publications	\$5,060	School Based Programs	\$750,000
Communication Costs	\$5,744	Asset/Equipment Replacement < 12 months	\$15,000
Consumables	\$230,507	Capital - Buildings/Grounds < 12 months	\$179,149
Miscellaneous Expense ³	\$360,766	Maintenance - Buildings/Grounds < 12 months	\$75,000
Professional Development	\$11,509	Total Financial Commitments	\$1,195,027
Property and Equipment Services	\$632,104		
Salaries & Allowances ⁴	\$123,738		
Trading & Fundraising	\$137,865		
Utilities	\$48,326		
Total Operating Expenditure	\$8,549,567		
Net Operating Surplus/-Deficit	\$473,024		
Asset Acquisitions	\$0		

- (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)

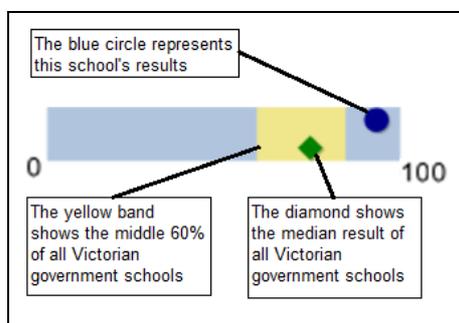
Engagement

- 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').