

2020 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 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 21 April 2021 at 11:27 AM by Raquel Tweedley (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 26 April 2021 at 09:10 PM by Christopher Bowen (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

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 Science, Spanish language, Digital Technologies, Visual & Performing Arts and Physical Education, including a 1:1 iPad program for all students from Years 4 -6.

Iramoo had a population of approximately 769 students in 2020 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 24 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 41 Indigenous students and 20 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 2021.

Our school has 66.3 equivalent full-time staff, 4 Principal Class, 2 Leading Teachers, 4.8 Learning Specialist, 40.3 teachers and 15.2 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)

When our school community entered an extended period of remote and flexible learning during 2020, our staff were able to adapt programs to reach the maximum number of students possible.

Actions taken at Iramoo Primary School to continue improving student learning outcomes in 2020 and address the welfare and wellbeing of our students and their families included:

CURRICULUM PLANNING AND ASSESSMENT- LEARNING FROM HOME

Teachers developed sequences of learning activities and designed 3 – 4 lessons per day. Families could access the activities/lessons in three ways:

1. Hard paper copies (fortnightly programs of lesson guides and activities that families could collect each fortnight).
2. Weekly learning plans (daily work plan and activities) uploaded on our school website, available to download and print each week.
3. Daily lesson guides posted on Google Classroom for Years P – 6. Students could choose to work online and post comments to teachers. Teachers provided feedback to students via written posts.
 - Google Classroom from Prep, Years 1, 2 & 3 was set up and introduced to staff, students and families remotely.
 - Explicit examples of the activities were included in the learning packs.
 - Staff made frequent tutorials for specific lessons and posted them on Google Classroom and our website.
 - Daily activities included Physical Activity, Literacy and Numeracy, Integrated Curriculum Specialists /other activities.

Although our teaching and learning was remote and flexible for the majority of 2020 our staff continued to:

- 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) and Common Assessment Tasks.
- 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.
- Ensure that students engaged in meaningful goal setting in Literacy and Numeracy with direction from class teachers, intervention teachers and school leaders.

POSITIVE CLIMATE FOR LEARNING

During the remote and flexible learning period our staff were dedicated to monitoring and supporting the health and wellbeing of every student and their families.

Teachers contacted families regularly to discuss how the student and family was coping, how learning was going and to offer assistance where possible.

We identified at least 40 at risk students. This included students in Out of Home Care, KOORIE, Program for Students with Disability (PSD) and English as an Additional Language (EAL) students. The following actions were taken:

- Regular contact with the Department of Health and Human Services (DHHS).
- Regular contact with external Community Based Services.
- Liaising with external allied health professionals where necessary.
- Regular contact with carers/guardians to provide advice and guide them through learning tasks/wellbeing.
- Involvement of Learning Mentors and Wellbeing staff where necessary.
- Referrals and on-referrals where necessary, i.e. Chaplaincy, food banks and other health professionals.
- Involvement with Koorie Education Support Officer (KESO) if required.
- Providing hardcopy packs of work to parent/guardians including delivery of these in some cases.
- Facilitating on-site attendance where necessary.
- Regular check-ins with teachers – via telephone, Google classroom or on-site where necessary.
- Providing access to devices where there was no access and facilitating payment of devices or loan agreements.
- Student Support Group meetings.
- Review and implementation of Flexible and Remote Individual Learning Plans (ILP).
- Facilitating internet access via third parties providers (i.e. ABCN / State Schools Relief) for families without internet access.
- Provided additional IT support and advice.
- Regular communication to parents/carers via COMPASS.
- Reviewed and developed safety and behaviour plans as necessary.
- Reviewed current Court Orders.
- Ensured that Child Safety Policy, Mandatory Reporting Policy and Child Safety Code of Conduct were adhered to and access resources as needed via PROTECT.
- Provided carers/guardians and students with Wellbeing Supports and Contacts.
- Regularly monitored attendance and recorded on COMPASS. Followed up non-attendance promptly using various methods.
- Monitored engagement in learning tasks and wellbeing.
- Liaised with Multicultural Education Aide (MEA).
- Provided EAL and interpreter booking information to staff.
- Advice and involvement with Student Support Services (SSS) and LOOKOUT as necessary.

BUILDING PRACTICE EXCELLENCE

Most of the actions below were carried out remotely during 2020. Our staff were dedicated to continual improvement regardless of the unprecedented circumstances

- 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.
 - Literacy and Numeracy Learning Specialists supporting classroom teachers.
 - Maintain 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.
- Although faced with obvious challenges of remote and flexible learning for the main part of 2020 our teachers continued to do their best to create an environment in which our students could thrive. We are very proud of the strengthened relationships and communication between school and home during 2020 and aim to maintain this in the future.

Achievement

According to teacher judgements, Iramoo students' achievement in English and Mathematics is at or above 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 2021. This reflects our school's continuous efforts to improve the quality of teaching and learning in these areas.

During the remote and flexible learning period, many of our students responded well to the opportunities provided to them via the use of Google Classroom.

Early intervention programs and strategies continued online via Google Classroom. In 2021 there will continue to be a strong focus and consolidation of our Literacy and Numeracy Intervention programs using resources provided via equity funding and the Tutor Learning Initiative.

During 2020 our school entered into the Professional Learning Communities (PLC) initiative to support and address the goals in our Strategic Plan. Our Learning Specialists will lead this initiative and continue to work with staff to improve students' early literacy and numeracy development through comprehensive data analysis, planning and peer observation programs.

In 2021 our school will strategically restructure our classes to enable smaller class sizes in all year levels to address the 'catch up' learning for the disruption to our usual teaching and learning during 2020.

Engagement

Our school provides opportunities for all students to reach their potential academically, socially and became engaged in their learning and promote comprehensive curriculum which focuses on equity for all children from all backgrounds. Learning environments consist of:

- Respect, tolerance and positive attitudes.
- High expectations, encompassing relevant and challenging curriculum based on students individual differences.
- Learning communities where there is cooperation and teamwork and where the child's needs are central.
- Students are encouraged to become involved in extra curricula activities that extend their talents.

Various programs promote student connectedness to their peers and connectedness to the school community such as lunchtime clubs.

The average number of student absence days at Iramoo Primary School was 13.2 days per student. This result is a decrease of 1.9 days per child taking into account the background characteristics of our students. Although circumstances were extraordinary during 2020 this result is lower to previous years and in 2021 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 COMPASS attendance management procedures.

Our Year 4, 5 & 6 students completed a school based Attitude to School Survey in 2020 to meet the specific needs and circumstances they were learning in. Their responses and data from the survey indicated that they were feeling well supported and cared for by our staff during remote and flexible learning. The data was very informative and assisted us to focus our goals and priorities to address our Happy, Healthy & Active plans for 2021.

Wellbeing

A continuing focus of Iramoo Primary School in 2020 has been to improve the quality of support and welfare for all students. Student responses and data from the school based student school survey indicated that they were feeling well supported and cared for by our staff during remote and flexible learning. The data was very informative and assisted us to focus our goals and priorities to address our Happy, Healthy & Active plans for 2021.

This was 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 cyber safety throughout the school.

Financial performance and position

A net operating surplus of \$1,037,937.00 was recorded in 2020. This surplus is significantly higher compared to 2019 net operating surplus of \$473,024.00. This is due to the unprecedented and extraordinary circumstances of 2020.

Our 2020 surplus is due to some of the following contributing factors:

- During 2020 communication costs were higher while many obvious other expenses, electricity, gas, water etc., were significantly less as the school was not being used to its usual capacity.
- During 2020 salary costs were also lower as two members of the Principal class retired at the end of Term 1.

More than 50% of our families are socio-economically disadvantaged but with the assistance of increased needs-based Equity Funding in 2020 we were able to ensure that our children were not disadvantaged.

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 (most of which was remotely). Our additional 2020 funding also enabled us to continue employing a part time science teacher, two speech pathologists and a psychologist.

Iramoo Primary School has approximately 41 Indigenous students and 20 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 2021.

For more detailed information regarding our school please visit our website at

<http://www.iramoops.vic.edu.au>

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 772 students were enrolled at this school in 2020, 415 female and 357 male.

29 percent of students had English as an additional language and 5 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.

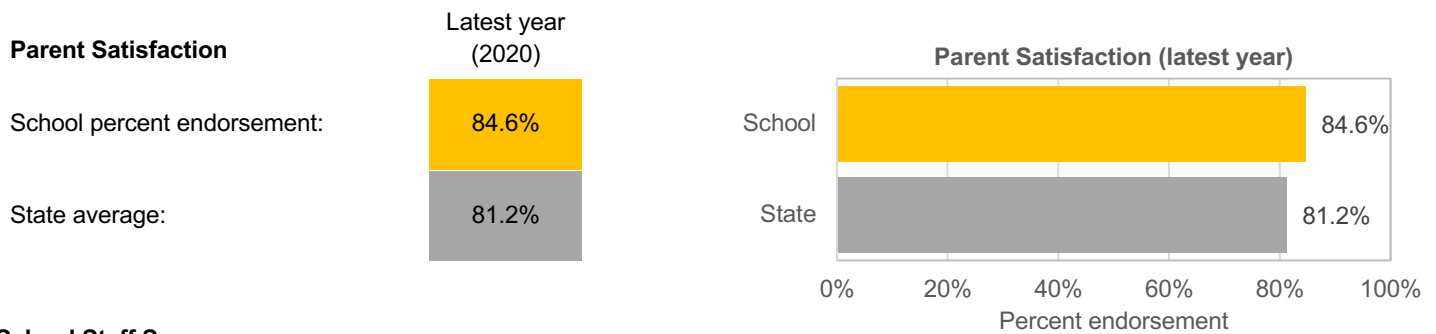
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

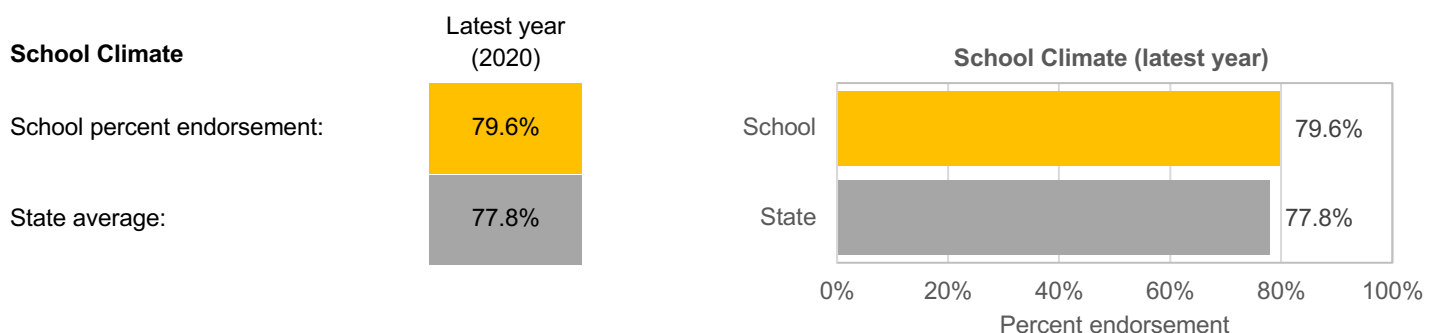


School Staff Survey

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:

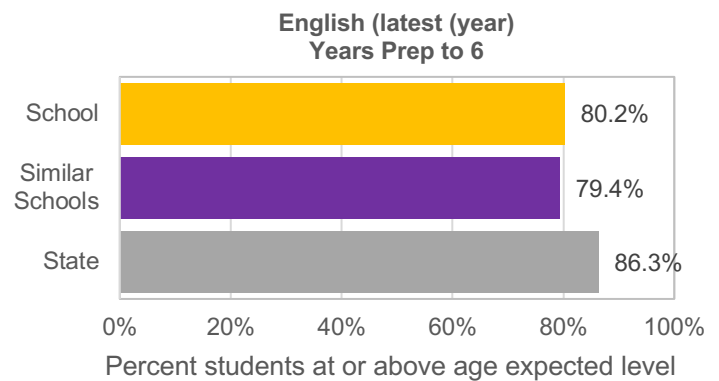
80.2%

Similar Schools average:

79.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

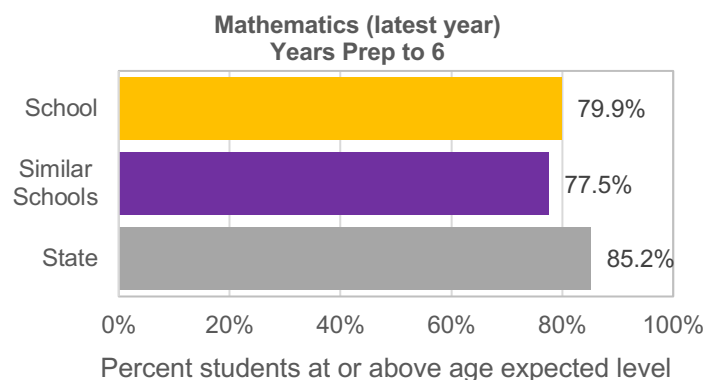
79.9%

Similar Schools average:

77.5%

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

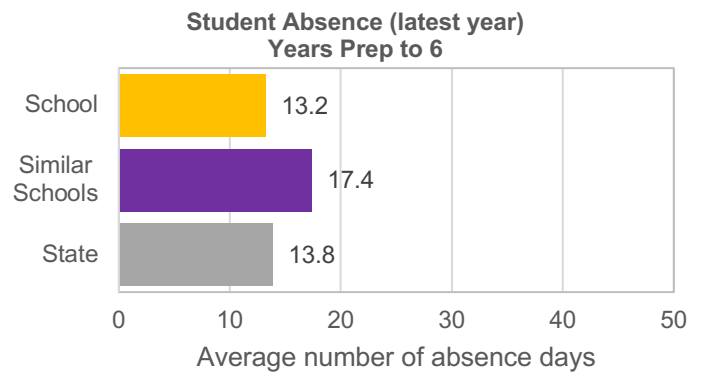
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.2	15.1
Similar Schools average:	17.4	17.6
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):	94%	92%	93%	93%	95%	93%	93%

WELLBEING

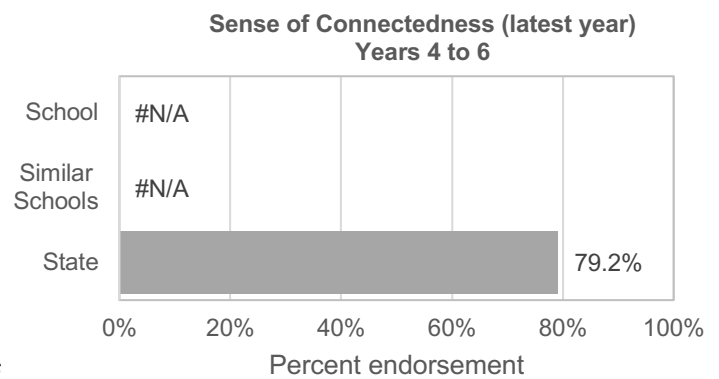
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	90.6%
Similar Schools average:	NDP	80.1%
State average:	79.2%	81.0%



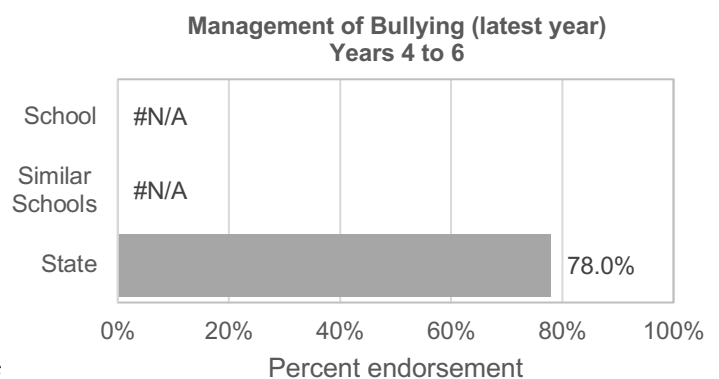
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	92.0%
Similar Schools average:	NDP	79.2%
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	\$7,204,737
Government Provided DET Grants	\$1,330,379
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$14,550
Locally Raised Funds	\$193,868
Capital Grants	NDA
Total Operating Revenue	\$8,743,534

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,324,708
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,324,708

Expenditure	Actual
Student Resource Package ²	\$6,935,973
Adjustments	NDA
Books & Publications	\$2,094
Camps/Excursions/Activities	\$13,226
Communication Costs	\$6,376
Consumables	\$304,219
Miscellaneous Expense ³	\$31,102
Professional Development	\$11,944
Equipment/Maintenance/Hire	\$5,434
Property Services	\$150,798
Salaries & Allowances ⁴	\$86,043
Support Services	\$37,280
Trading & Fundraising	\$66,669
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$54,438
Total Operating Expenditure	\$7,705,597
Net Operating Surplus/-Deficit	\$1,037,937
Asset Acquisitions	NDA

- (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	\$1,987,216
Official Account	\$12,584
Other Accounts	NDA
Total Funds Available	\$1,999,800

Financial Commitments	Actual
Operating Reserve	\$105,564
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$1,451,298
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$199,500
Maintenance - Buildings/Grounds < 12 months	\$243,438
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,999,800

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.