

2017 Annual Report to the School Community



School Name: Iramoo Primary School

School Number: 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 Regulation 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 2017 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

Signed 16 April 2018 at 02:55 PM by Moira Findlay (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

Signed 20 April 2018 at 12:36 PM by Christopher Bowen (School Council President)



Education and Training



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 and Information & Communication Technology including a 1:1 iPad program for all students from Grades 4 -6.

Iramoo had a population of approximately 775 students in 2017 and there is currently such a high demand for student placement at Iramoo that enrolments are restricted to students who live in the immediate neighbourhood area only. 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 Grade 6. Iramoo is a richly diverse community where our students develop strong intercultural understandings, tolerance and respectful relationships with others. Our school has 71.41 equivalent full-time staff: 5 principal class, 51.6 teachers and 14.81 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)

The Key Improvement Strategies developed by Iramoo Primary School to improve student learning outcomes in 2017 include:

Building practice excellence

- Build teacher content, pedagogy knowledge and capacity through professional learning teams and a culture of professional learning.
- Enhance Professional Learning and teaching through the continued implementation of Literacy and Numeracy programs via Professional Learning Teams including Fountas & Pinnell Levelled Literacy Intervention kits.
 - Preparation for the implementation of the Victorian Curriculum.
 - Appointment of a specialist Science teacher.
 - Teachers supported through the deployment of Education Support staff.
 - Establish a program of Literacy and Numeracy coaches supporting classroom teachers.
 - Appoint a 'Pace & Acceleration' consultant.
- Develop 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.
 - Establishment of 'Learning Improvement Coordinators'.
 - Speech pathologist and psychologist engaged to support identified students.

Curriculum planning and assessment

- Build the guaranteed and viable curriculum.
- Improve the ability of teachers to make judgements of student learning through analysing data using the Student Performance Analyser (SPA), Common Assessment Tasks, NAPLAN and the Iramoo Learning Continuum.
- 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.

Building leadership teams

- Build and develop the school workforce plan.
- Build leadership and succession planning across the school.
- Sustain implementation of strong, distributed, instructional leadership.
- Develop a school leadership plan that sets out what needs to happen and who does what to drive school improvement.
- Increase leadership knowledge of all leaders through professional learning.

All of the above Key Improvement Strategies were implemented in 2017. The success of these strategies can be seen in the outstanding level of achievement of our students when compared to schools with similar students.

Achievement



According to teacher assessments, Iramoo students' achievement in English is higher than other schools taking into account the background characteristics of our students. Ensuring accurate teacher judgement of student achievement, particularly in English will continue to be a focus for our teachers in 2018. Student achievement in Mathematics is also higher than other schools in all year levels. This reflects our school's continuous efforts to improve the quality of teaching and learning.

Iramoo students' NAPLAN achievement in reading is similar to other schools with similar students in both Year 3 and Year 5. In mathematics our students' achievement was similar in Year 3 and higher in Year 5. It is particularly pleasing to note that our students have had better than state average learning growth in the areas of NAPLAN reading and numeracy from 2015 to 2017. This is a reflection of the excellent work done by teachers collaborating in Professional Learning Teams. As with teacher assessments, improvement in all measurable elements of NAPLAN will continue to be a focus in 2018 and beyond.

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 2018 there will continue to be a strong focus and consolidation of these programs using resources provide via equity funding. The GRIN program will again be conducted in Grades 2, 3 and 4 in 2018. Leading Teachers and consultants will continue to work with staff to improve students' early literacy and numeracy development through comprehensive planning and coaching programs. The percentage of students making low growth in 2017 is below 25% in all areas of literacy 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

Iramoo's student attendance rate is higher than other schools taking into account the background characteristics of our students. This result reinforces our impressive record of student attendance and in 2018 we will continue to support positive student engagement. This will be achieved through our 'Top10 Not Negotiable' social skills program, specific support programs and support staff including two student welfare coordinators, school psychologist, speech pathologist, occupational therapist, chaplain and attendance officer.

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

In 2017 Iramoo continued to support a 1:1 iPad program to engage and extend students. Our iPad program covers all students in Grades 4 - 6 who have 24/7 iPad access for each of their last 3 years at primary school.

Iramoo Primary School has approximately 32 Indigenous students and 23 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 2018.

Wellbeing

A continuing focus of Iramoo Primary School in 2017 has been to improve the quality of support and welfare for all students. 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.
- clear 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.
- training of all staff in 'Understanding the Poverty Framework'.



It is very pleasing to note that the success of our welfare programs can be demonstrated by the fact that we had a total of only 5 days of student suspension from Iramoo Primary during 2017.

For more detailed information regarding our school please visit our website at
<http://www.iramoops.vic.edu.au>



Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community 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	
<p>Enrolment Profile</p> <p>A total of 786 students were enrolled at this school in 2017, 386 female and 400 male.</p> <p>25 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:

Achievement	Student Outcomes	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> Higher</p> <p> Higher</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:

Achievement	Student Outcomes	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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</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> Similar</p> <p> Similar</p> <p> Higher</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: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>55%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>55%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>62%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>52%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>61%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	55%	24%	Numeracy	18%	55%	28%	Writing	23%	62%	15%	Spelling	13%	52%	34%	Grammar and Punctuation	20%	61%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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:

Engagement	Student Outcomes	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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="549 913 1035 1008"> <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>90 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	93 %	93 %	92 %	93 %	93 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	93 %	93 %	92 %	93 %	93 %	93 %										



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:

Wellbeing	Student Outcomes	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: 2017</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: 2017</p>	

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)

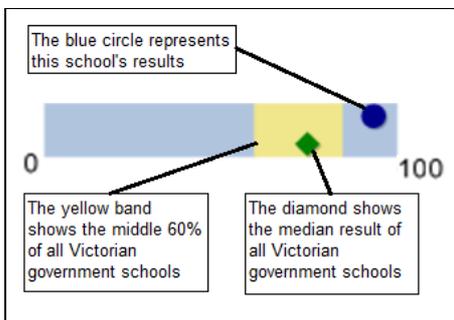
Engagement

- 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).

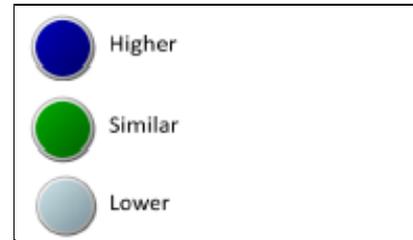


What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').

Financial Performance and Position

Financial performance and position commentary

A net operating surplus of \$1,060,706.00 was recorded in 2017. This is due to a number of contributing factors including:

- Iramoo Primary School's expenditure on staff salaries, contained in the Student Resource Package, returned a surplus of \$949,596.00, of which approximately \$639,487.00 was carried forward from the previous year. This surplus is mainly a result of our school having a less experienced staffing profile and, as a result, lower salary costs. Our teachers also have a history of outstanding attendance over a significant period of time resulting in savings by not having to employ replacement staff.
- During 2017 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 in both the Early and Middle Years including small group Literacy Intervention in Grades 1 & 2 and the Numeracy Intervention Program 'Getting Ready In Numeracy (GRIN)' at Years 2, 3 & 4.
- During 2017 funds continued to be expended to improve our school grounds and buildings. These improvements include ongoing landscaping works. Our school also entered into the last year of a 5 year painting/maintenance contract with Programmed Property Services to maintain the appearance of the buildings to a high standard.

More than 50% of our families are socioeconomically disadvantaged but with the assistance of increased needs-based (Gonski) funding in 2017 we were able to ensure that our children leave their disadvantage at the gate. With the support of increased equity funding we employed three highly experienced literacy intervention teachers and three numeracy intervention teachers to ensure that our more vulnerable children didn't slip through the cracks academically and were not being left behind their peers who were born into more advantaged families and communities. Our additional equity funding also helped us to provide a leading teacher numeracy coach and a literacy coach to work alongside our teachers, ensuring that *every child* in each of our 32 classes received the highest quality instruction. Our additional 2017 funding also enabled us to employ a part time science teacher, speech pathologist, psychologist and an educational consultant who worked with teachers on 'pace and acceleration' to ensure that our children were challenged, stimulated and were able to reach their potential.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$6,961,009
Government Provided DET Grants	\$1,132,091
Revenue Other	\$31,614
Locally Raised Funds	\$530,327
Total Operating Revenue	\$8,655,041

Equity¹

Equity (Social Disadvantage)	\$1,141,695
Equity Total	\$1,141,695

Expenditure

Student Resource Package ²	\$6,011,413
Books & Publications	\$11,632
Communication Costs	\$20,055
Consumables	\$233,525
Miscellaneous Expense ³	\$283,670
Professional Development	\$17,683
Property and Equipment Services	\$517,886
Salaries & Allowances ⁴	\$242,037
Trading & Fundraising	\$221,190
Travel & Subsistence	\$109

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$482,898
Official Account	\$2,352
Other Accounts	\$449,785
Total Funds Available	\$935,035

Financial Commitments

Operating Reserve	\$205,886
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$250,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$60,149
Revenue Received in Advance	\$50,000
School Based Programs	\$65,000
Provision Accounts	\$8,000
Other recurrent expenditure	\$250,000
Capital - Buildings/Grounds incl SMS>12 months	\$25,000



Utilities

\$35,135	Maintenance -Buildings/Grounds incl SMS>12 months	\$11,000
Total Financial Commitments		\$935,035

Total Operating Expenditure	\$7,594,335
Net Operating Surplus/-Deficit	\$1,060,706
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 05 March 2018 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.