

Yea Primary School
0699

2008 Annual Report to the
School Community



School Overview

Yea Primary School's vision is to ensure that all students have the opportunity to become independent thinkers who are able to contribute to society in a productive manner. We aim for them to be literate and numerate, to promote their health and wellbeing and to encourage interaction with others in a positive and caring way.

The goals of the school are:

- To continue to build on student achievement, with a particular focus on literacy and numeracy.
- To promote student behaviours that support academic excellence and self esteem.
- To continue to build on the transition program that is currently in place.

The targets for 2008:

Student Learning

- The proportion of students assessed by teachers as 'established' at VELs level 4 (or above) in each Mathematics strand to be at least 85% in Year 6 by 2009.
- The proportion of students assessed by teachers as 'established' at VELs level 4 (or above) in each English strand to be at least 80% in Year 6 by 2009.

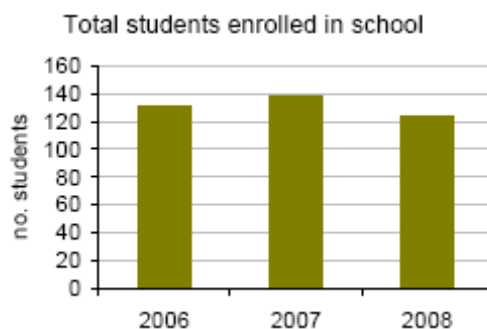
Student Engagement and Wellbeing

- To increase the results on the *Classroom and Student Misbehaviour* measure on the Staff Opinion Survey between 2005 and 2009
- For *Classroom Behaviour* to move from *Needing Improvement to Effective* on the Attitudes to Schooling Survey between 2005 and 2009.
- To increase the results on the *Classroom Behaviour* measure of Parent Opinion Survey between 2008 and 2009.

Student Pathways and Transitions

- To reduce average *student absence* in Grade 1 by seven days between 2005 and 2009.
- To increase the results of the *Transition* measure on the Parent Opinion Survey.

Yea PS is located within the rural township of Yea. The community is located approximately 100 kilometres north of Melbourne and 40 kilometres east of the township of Seymour. The township of Yea services an extensive rural community with Seymour being the nearest major centre, and is conveniently located as the gateway to the high plains and ski fields further north and east.





The average score for **parent satisfaction** with this school is 5.84 on a scale from 1 to 7, where 7 is the best possible score.

The average score for **teacher satisfaction** (morale) at this school was 88.6 on a scale from 0 to 100 where 100 is the best possible score.

The average number of days **absent** per teacher was 5.68.

Of the 13 **teaching staff** at Yea PS at June 2007 (including those on leave with pay), 12 or 92% were still at the school at June 2008. This figure across all Government schools was 84%.

All teaching staff have participated in **professional learning** throughout the year, such as school based professional learning linked to Building Learning Power, Common Curriculum – Numeracy, Restorative Practice, Peer Observation and Professional learning Teams.

All teachers in Victorian Government schools are registered with the **Victorian Institute of Teaching**. The requirement for registration with the Victorian Institute of Teaching can be found at http://www.vit.vic.edu.au/content.asp?Document_ID=241.



Students at the Children's' Garden at the Botanical Gardens after receiving an Achievement Award in the State Schools Garden Competition 2008.

The Buddy program is very successful at Yea PS and enjoyed by all.

Principal's Report

2008 has been another interesting, exciting and challenging year at Yea Primary School.

The following goals for Yea PS were outlined in the Annual Implementation Plan for 2008:

- To continue to build a culture of learning through BLP and Restorative Practice/Values approach.
- To improve teacher practice according to individual needs in numeracy.
- To improve teacher practice in the teaching of spelling and writing.

Building Learning Power

All staff participated in ongoing sessions of professional learning in relation to Building Learning Power (BLP). This learning was undertaken with staff from Flowerdale PS and Highlands PS. The language of BLP has continued to become embedded in our school culture.

Building Learning Power:

- Helps young people become better learners.
- Develops their portable learning power.
- Prepares young people for a lifetime of learning.

The language of BLP is being used across the school, in the report format by teachers and also by students when they reflect upon their learning to set goals.

Restorative Practice/Values Approach

All staff participated in a whole day of professional learning about Restorative Practice during term one. This learning was undertaken with all of the staff from Yea PS, including support staff.

Restorative Practice is in the early stages of implementation as a tool to develop relationships and deal with behavioural issues.

Reporting

Students completed two Portfolios during 2008. A hard copy Portfolio was completed in Term two. During Term three students in Prep – Grade 2 completed a hard copy Portfolio, while students in Grades 3-6 completed a Digital Portfolio. These Portfolios were shared at a Three Way Conference (student, parent and teacher) at the end of term two and three. Students discussed what they had learned and discussed their future learning goals. Feedback from parents was very positive.

All teachers are continuing to report using the new report format so that parents have a clear understanding of their child's achievements and where they need to go next.

Whole School Values Approach

The following values have continued to underpin how students, parents and staff relate to each other. These values are referred to on a regular basis and all students are learning what they look like, sound like and feel like.

- Respect
- Integrity
- Persistence
- Collaboration
- Creativity
- Empathy

A whole school approach to building learning communities and for addressing behaviour issues has been built around these values and around a restorative justice approach.

The current strategic plan indicates that literacy, numeracy and the development of social competency are goals; therefore the school has continued its commitment to these areas. At risk students are receiving support in literacy and numeracy. The benefits of this program are now being reflected in the upper school where we have fewer students at risk than we did a few years ago. Thanks to Debra Male for continuing to run the Reading Recovery Program. This is a valuable program that provides one on one teaching in the area of reading and writing to at risk Grade One students.

The school has also been fortunate to be able to continue its 'hands on' program to develop the wellbeing of students. The students were successful in accessing many donations as well as a Mitre 10 Landcare Grant for \$500. A Water Savers Grant enabled the school to install a 120,000 litre Water Tank which will supply water for the gardens and oval. It also enables emergency water supply for the C.F.A. Students have been involved in the following programs with Terry Redding:

- Vegetable Garden (Growing vegetables and propagating plants)
- Development of Habitat area (Design, resourcing and building area)
- Environmental Group (Caring for school environment – pruning, mulching, weeding).

The school was successful in winning an Achievement Award in the State Schools Garden Competition. Students who had worked with Terry enjoyed travelling to Melbourne's Botanic Gardens to collect the award. Thank you to Terry Redding for his hard work and commitment to this project and ongoing maintenance and care of our environment.

The Murrindindi Cluster (Yea PS, Flowerdale PS, Yea HS, Highlands PS) has continued to support all staff in the areas of Numeracy/Core Curriculum, eLearning and BLP and always creates opportunities to share knowledge and visiting expertise.

The year commenced, as in previous years, with a whole school focus on expectations, establishing values, positive behaviours, students' learning styles and development of class mission statements. This enables previous students and new students to re-establish their understanding of expectations at Yea PS. Staff have continued to work on ensuring there is a positive culture within the school. The consolidation of *Meg's Message*, later named the *Morning Message*, has assisted with the development of a positive school culture. *Morning Message* can be accessed at anytime within classrooms via the Interactive Whiteboards. Positive behaviour is reinforced, as is BLP and the school values. Videos showcasing students talking about BLP capacities and our school values are used to reinforce appropriate manners and learning.

Students continued to access a diverse curriculum that incorporated Literacy, Numeracy, Science/Technology, ICT, Humanities, Library, Music/Drama, Art, Health and Physical Education. Specialist teachers in the areas of Library, Science, Technology, Music and Drama were employed during the year. Keyboard, guitar, saxophone, singing lessons and tennis lessons have continued as has the Singing Group and the Jump Rope for Heart Demonstration Team. The Jump Rope for Heart Demonstration Team represented the school at the State Skipping Competition, coming third in their team routine. Many individual and skipping pairs received awards in categories such as: Double Unders, Triple Unders and Speed Skipping.

Students have also had the opportunity to participate in a variety of additional programs including sporting activities, Limpopo (Boite Choir) Singing Event, Young Leaders Program, World Vision Global Leadership Convention, Driver Education (DECA), Enrichment Camp, You Can Do It! Camp, school camps, Billy Cart Grand Prix, visiting artists and SRC. Thank you to all of the teachers who organised these events so competently to provide interesting activities for your children. SRC has worked hard to raise funds for many worthy organisations.

Year sixes have had the opportunity to take on a variety of leadership roles within the school by participating in the Year 6 Leadership Program. This has included a variety of monitor roles, organising discos for other grades, organising lunchtime activities for younger students, participating in the Buddy program and participating in the Environmental Group.

The Commonwealth funded program Active After-school Communities ran again throughout the year. This program was held after school for an hour, commencing with afternoon tea and followed by a great deal of physical activity. Activities included swimming, circus skills, gymnastics, basketball and games. Over fifty students enrolled in this program. My thanks to Cheryl Edwards and Terry Redding for running this program.

The Out of Hours School Care Program is now in its fifth year of operation and continues to be very successful. Jacki Butterworth is the co-ordinator who works very hard to provide healthy food and interesting activities for the students. Cheryl Edwards also takes sessions in this program. My thanks

to Jacki Butterworth and Cheryl Edwards for their enthusiasm and commitment to the Out of Hours School Care Program. Thanks also to the hard working committee who puts in many volunteer hours to supporting the program. The program successfully achieved accreditation this year.

Meg Dallas participated in the High Performing Principal's Program and as a part of this travelled to the UK and Boston to observe different school successfully implementing BLP in various educational locations. She also completed a Leadership course at Harvard University.

The Yea Primary School community is fortunate to have dedicated professional teachers who are committed to providing effective learning for each child. The cohesive nature of all staff at Yea PS continues to encourage professional discussion and learning which can only benefit your children. My thanks to all staff members for their hard work during the year. I have been made to feel very welcome and supported during my time as Acting Principal and Principal at Yea PS.

Thanks too to the many parent and community volunteers who assist in numerous ways by giving their time to the school. The Parents' and Friends' Association continues to play an active role and to raise essential money for the school. There is a hardworking group of parents who take on the bulk of this work. The Parents' and Friends' Association funded has helped fund the lease of the new computers in each classroom.

Thanks also to the following community (non parent) volunteers: Megan Rogers, whose assistance in the office has been invaluable and to Gaye Garlick who volunteers her time on a weekly basis to help keep the library in order. Thanks also to Ron and Jacqui Sutherland who worked with a group of senior students to take part in the Billy Cart Derby where they did extremely well.

Once again School Council has been active and supportive in their role. My thanks go to all members and in particular to current School Council President, Vicky Lowe for her support and commitment to Yea PS.

I would like to thank Meg Dallas for being so generous with her time and enabling a comprehensive hand over at the end of last term.

Finally, thank you to Kylie Fountain who every year puts together the Year Book, which is a reflection on the school year. It is always wonderful and 2008 was no exception.

Debbie George
Principal

School Council President's Report

2008, what a year! This has been my last year as a parent at Yea Primary School. After eleven years it is with great sadness but very fond memories that we say goodbye.

This year we have said farewell to Meg Dallas, who has moved on to do great things with the very lucky Sorrento Primary School. Meg has been instrumental at Yea in helping it achieve the high standard of teaching, facilities and staff that we currently enjoy. Together with a selection panel we have just been through the process of selecting a new principal. We feel extremely confident that the new principal is the right choice to lead Yea Primary School into the future. Yea can look forward to a positive change with a continuation and improvement on its excellence under this new leadership. Another busy year for students, teachers and families has meant that we are all that much older and hopefully wiser. Juggling work, parenting and school life is not always easy. Watching the children grow, learn and mature throughout the years makes it worthwhile, especially with the support and guidance of teachers and staff. Learning has been fun with great camps and excursions organised and carefully planned for all age groups and learning abilities. Opportunities for children to challenge themselves or be extended happen every day in the classroom and through the invitation to be involved in state wide competitions in Science, Math's, English and also through camps and forums. Some fantastic results were obtained

again this year and every students who participated should be commended.

Letting off steam, extending sports abilities and learning about sportsmanship has been an integral part of school life again this year. Swimming, athletics, cross country and seasonal round robin sports have given every child the chance to have fun and develop their own interest and showcase their talents. Celebrating success at Yea Primary whether it's with sport, academics or any other field has developed their sense of pride and confidence in themselves and the school.

Looking back over the year, how have we managed to fit everything in? Thank you to all teachers and staff for your help and support.

Entrusting my children's education to Yea Primary School and the fantastic teachers and staff has been a rewarding and amazing journey. I thank each and every teacher for their support and friendship over the years.

Good luck to the Grade six students and families of 2008 as they embark on high school. I know you are all ready for this next step and that Yea Primary School has prepared you well for this.

I wish all families, students, teachers and staff a wonderful Christmas and safe holidays.

Cheers,
Vicky Lowe

Student Progress & Achievements

Student Learning

Key Improvement Strategies and Significant Projects

- Continue development of school wide teacher pedagogy, which will incorporate the effective use of interactive whiteboards and develop deep understandings.
 - Develop Level 5 aspects of *Creating a Performance and Development Culture*.
 - Review assessment and reporting practices.
 - Design and implement a curriculum program for ensuring the development of deep understandings through the Inquiry Approach in line with VELs.
 - Develop shared understandings between staff across sectors regarding teaching and learning.

Programs Implemented/Continued

- Whole school professional development in the area of Building Learning Power (BLP).
- Whole school implementation of BLP, with common language and practice across all classrooms.
- Use of multiple sources of feedback to inform teaching. These included Peer Observation, assessment data and Student Surveys.
- Development of Action Research by individual staff.
- Ongoing professional development in the effective use of Interactive Whiteboards.
- Whole school Professional Learning Teams in Literacy and Numeracy, with a focus on spelling and number.
- Development of whole school approach to the teaching of spelling.
- Development of assessment tasks for use in numeracy.
- Effective use of Interactive Whiteboards and associated IT, eg: scanner, to teach literacy and numeracy.
- Assessment Schedule
- Appointed literacy and numeracy co-ordinators.
- Review of current reporting process and implementation of new reporting system.

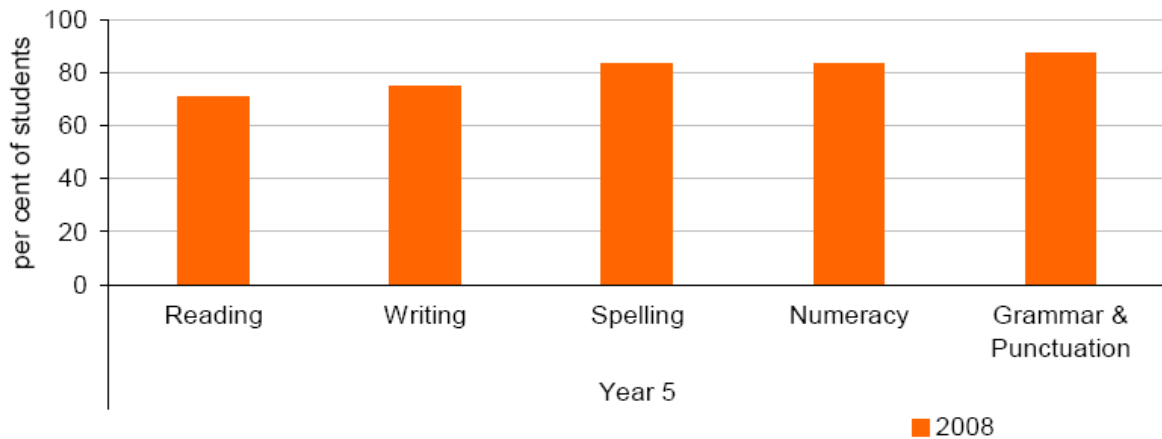
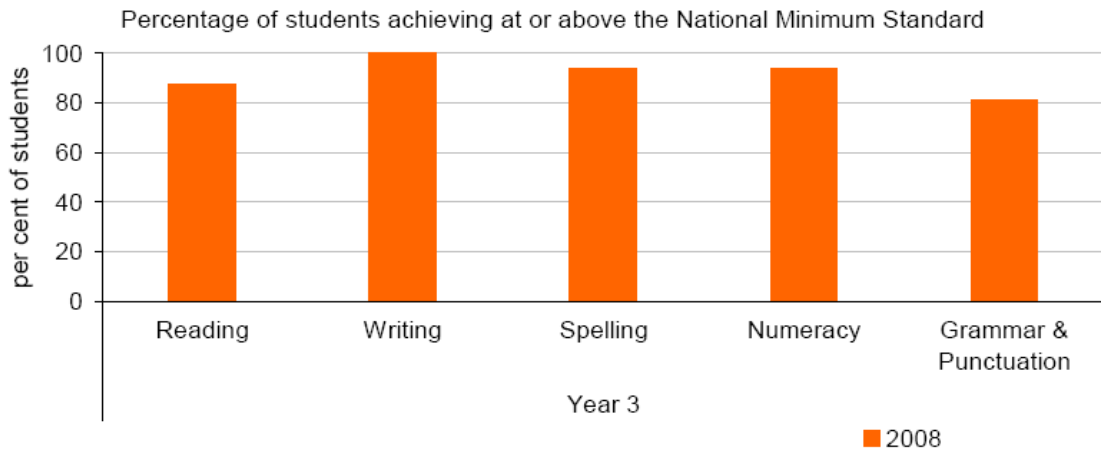
What did we achieve?

The P-2 Reading data and school based data in Reading shows that the 2008 Prep data was not as strong as 2007. The Grade 1 and Grade 2 data has shown marked improvement compared to the previous year. Additional

support has been provided for the students at risk in Grade 2 (since their enrolment) and school based data shows that these students are progressing. The data shows that fewer students are at risk by the end of Grade 2 compared to the end of Prep. The additional support for students 'at risk' in P-2 is an important factor in the progress students make.

School based data shows that students 'at risk' are identified and receive additional assistance in both literacy and numeracy. These students show progress, however it is not always at the same rate as their peers.

The school data is below the SFO percentile range. It is unclear what impact the small cohorts have on this.



The NAPLAN reading data for Grade 5 shows 60% of our students are at or above expected standard, overall our mean score is below the state mean.

The NAPLAN writing data for Grade 5 shows 65% of our students are at or above expected standard, overall our mean score is below the state mean.

The NAPLAN numeracy data for Grade 5 shows 55% of our students are at or above expected standard, overall our mean score is below the state mean.

The NAPLAN reading data for Grade 3 shows 60% of our students are at or above expected standard, overall our

mean score is below the state mean.

The NAPLAN writing data for Grade 3 shows 85% of our students are at or above expected standard, overall our mean score is below the state mean.

The NAPLAN numeracy data for Grade 3 shows 70% of our students are at or above expected standard, overall our mean score is below the state mean.

It is difficult to draw comparisons between different cohorts, as represented in the graphs above due to the size and makeup of the cohorts.

It is important to note that students at risk are identified from Prep and additional supports are put in place for these students.

What worked/didn't work/what have we learnt?

The programs that are in place (both classroom based and additional support) are effective. In 2008 the school was able to increase the amount of additional support provided.

Digital portfolios (3-6) and Three Way Conferences (student/teacher/parent – Prep-6) were introduced in 2007. The feedback from teachers, students and parents was that this was a powerful approach and should be continued in 2008.

The whole staff developed an understanding of the effective teaching of spelling through developing and implementing a whole school approach to teaching spelling. Numeracy assessment tasks were developed for use at the commencement of a unit.

Staff planned their units of study in teams, with time release allowing teachers to work together. Teams had a planning day each term to develop their unit of study for the following term. The Inquiry Planner was used across the school.

All staff participated in school based professional development sessions on a fortnightly basis. On the alternate fortnight all staff participated in whole school Professional Learning Teams, focussing on literacy and numeracy. The Professional Learning Teams have as their focus the analysis of student performance from Prep to Grade 6.

A focus on the effective teaching of spelling needs to continue in 2009, followed by a focus on the teaching of comprehension as well as developing a greater understanding of how to support students at risk in writing.

Classroom teachers are effective in their use of IWBs and associated technology. There is a strong culture of sharing ideas, internet sites and tools amongst the staff.

BLP has been implemented across the school, with a shared language among staff and students being developed. Students are developing an understanding of which capacity it is appropriate to use and when. They are becoming more accountable for their learning and behaviour. All students set and reflect on their goals every two to three weeks. Best practice has been developed across the Cluster with two Cluster BLP PLTs taking place each term. Ideas are shared, questions asked, challenges explored and goals set in place. Three sessions have been facilitated by John Mills, which has assisted in taking the cluster forwards. BLP is beginning to be part of the school culture and will be built on in 2009. Restorative Practice will continue to be a Professional Learning focus within the school in 2009.

Student Pathways and Transitions

Key Improvement Strategies and Significant Projects

- Develop shared understandings between the kindergarten teacher and prep teacher regarding expectations of students.
- Develop shared understandings between primary and secondary school teachers in the Murrindindi Cluster.
- Consistent and ongoing transition program to secondary school.

Programs Implemented/Continued

- Kinder technology morning.
- Prep teacher visits kinder several times.
- Prep teacher meets with Kinder teacher to develop a shared understanding of expectations of children starting school.
- Grade 5 students visit kinder.
- Prep buddies.
- Term four transition program for kinder children.
- Term three transition program for year six students with other students in the Cluster.
- Development of programs such as ASISTM and BLP between primary and high school teachers.

What did we achieve?

Targets from 2008

- To reduce average student absence in Grade 1 by five days in 2008. Student absence increased by two days in Grade 1.
- To increase the results of the Transition measure on the Parent Opinion Survey to the third quartile between 2008 and 2009. The Transition measure is well into the 3rd quartile.

The average score on the Parent Opinion Survey for Transitions at Yea PS is 5.87 on a scale from 1 to 7, where 7 is the best possible score.

School based and Cluster based data reflects that both kindergarten and year six students feel comfortable with moving to a different setting. At the commencement of year six a number of students articulate concerns about going to high school, however by the end of the transition program they are looking forward to starting, with many myths being dispelled.

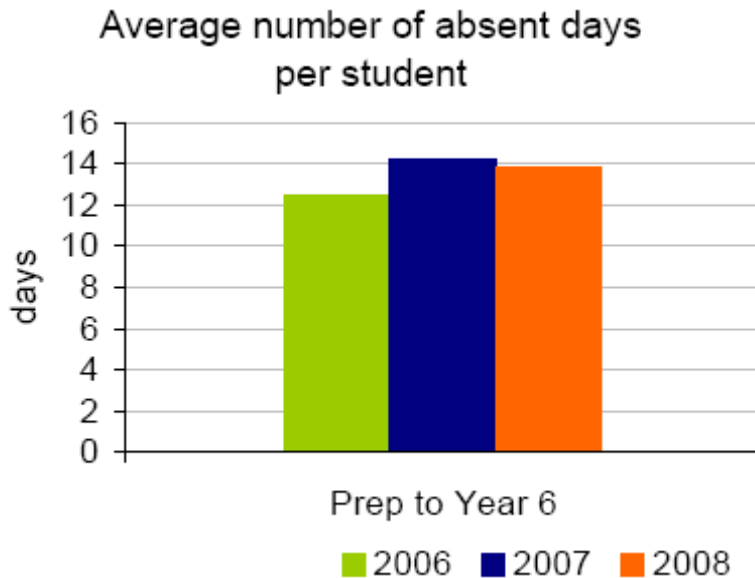
What worked/didn't work/what have we learnt?

The year 6 to year 7 transition program is successful. It is generally held over a four week period at the Yea High School. In 2007 the transition program was changed (as a result of feedback from students) so that instead of participating in a set project the students participate in regular classes. Feedback showed that students enjoyed this and felt better prepared for secondary school.

The prep transition program takes place in Term 4 and helps alleviate student concerns, with children attending four sessions at school. Parents are provided with an information booklet and are invited to a morning tea with the principal on the first day of the school year. A letter was sent to each child during the summer school holidays to welcome them to Yea PS.

The Prep teacher has contact throughout the year with the Kinder teacher, visiting the Kinder on several occasions so that she can get to know the students. This communication between the prep teacher and the pre-school teacher is a major factor in the successful transition.

Student Engagement and Wellbeing



Key Improvement Strategies and Significant Projects

- Development of a whole school values approach to building learning communities.
- Implementation of Building Learning Power (BLP).
- Implementation of Restorative Practice

Programs Implemented/Continued

- Implementation of Building Learning - refer to Student Learning
- Co - constructed values published, displayed and lived in school and classroom.
- Common language used.
- Student Wellbeing Booklet reviewed and updated.
- Common language and approach for dealing with inappropriate behaviour further developed through the investigation and partial implementation of Restorative Justice and Emotional Intelligence.
- Continued implementation of Developing a Whole School Culture Program at the commencement of the year.
- Continued implementation of whole school Manners and Values Program throughout the year.
- Implementation of 'It's Not Okay to be Away' (Attendance)
- Support strategies put in place for students who consistently behaved inappropriately eg: Contracts, North East Centre for Change program, Counselling.
- Employment of a psychologist one day per week.

What did we achieve?

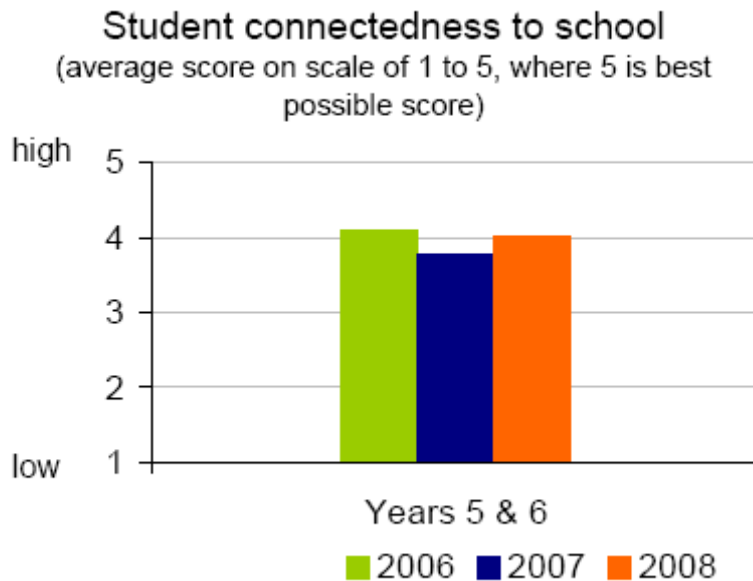
Targets from 2008

- An increase of 20% in Student and Classroom Misbehaviour and an increase of 20% in Student Motivation measure on the Staff Opinion Survey between 2007 and 2008. There has been an improvement in both these areas on the Staff Opinion Survey.
- For *Classroom Behaviour* to move from the *First Quartile to the Second Quartile* in the Attitudes to Schooling Survey between 2007 and 2008. This area has shown huge improvement on the Attitudes to Schooling Survey.

- An increase of 20% in Student Relationships measure of Attitudes to School Survey. This area has shown marked improvement on the Attitudes to Schooling Survey.
- An increase of 20% in Classroom Behaviour measure of Parent Opinion Survey between 2007 and 2008. There has been an improvement in this area on the Staff Opinion Survey.

What did we achieve?

The graph shows that the average number of absent days per student has decreased since 2007.



The average score for Student Connectedness to School at Yea PS was 4.02 on a scale from 1 to 5 where 5 is the best possible score.

The Staff and Parent Opinion Survey reflect an improvement in Classroom and Student Behaviour since 2007. The whole school approach that is being developed will be continued in 2008, with the Restorative Practice approach being implemented fully.

School based data shows that incidents of misbehaviour within the school are being handled effectively. There is more compliance in the classroom among challenging students. Behaviour incidents have reduced in frequency and severity. The repeated incidents of misbehaviour are linked to a small group of students.

What worked/didn't work/what have we learnt?

The development and implementation of school values, along with what they mean, has assisted with the development of a positive whole school culture. The use of a values reflection sheet, based on Restorative Justice, has also assisted in this area of BLP and Values.

A whole school approach to behaviour management has assisted with a more consistent approach across the school. The approach is based on Restorative Justice. All staff will be provided with professional development in this area in 2008.

The Grade 6 Leadership Program will be continued in 2008, with a Mentor Program for all students in Grades 5 and 6 being introduced. Twice weekly Emotional Intelligence sessions will be introduced, with Circle Time taking place weekly.

In 2008 the school employed a psychologist. This was successful as it allowed for the follow up of individual concerns and counselling in an in depth manner. It also provided teachers support with difficult to manage behaviours.

In 2008 each student once again received an Attendance Report for each term. The importance of attendance was promoted in the newsletter, at assemblies and in the classroom. Follow up phone calls were made when students were absent and the school had not been notified. This program was successful and will be continued in 2009. The school addresses students with low levels of attendance through an Individual Learning Improvement Plan based on attendance.

The Gardening Group and Environment Group continue to be positive programs. Three senior male students had the opportunity to work with a male role model to work on the vegetable garden and to design, plan and build a Habitat Area. Several senior students chose to join the Environment Group and to take care of the school environment, again with a male role model. It will be important to continue these programs in 2009.

The Skipping Team and Singing Group continued in 2008. Students had the opportunity to perform publicly in both. Some students took up the opportunity to participate in Nongoma – performing African songs at the Dallas Brooks Hall as part of a 350 person choir.



The skipping team continues to enjoy success at Yea Primary School. This photo was taken of our team at the 2008 State Championships.

Future Directions

Yea Primary School's Strategic Plan (2007-2010) outlines the following goals:

- To continue to build on student achievement, with a particular focus on literacy and numeracy.
- To promote student behaviours that support academic excellence and self esteem.
- To continue to build on the transition programs that are currently in place.

These goals are underpinned by the following key improvement strategies that will be implemented in 2009.

- Continue to build a culture of learning through BLP and Restorative Practice/Values approach.
- Play Therapy to be implemented to support students affected by the fire.
- Hume Region Common Curriculum - Literacy focus
- To improve teacher practice in teaching according to individual needs in Literacy & Numeracy
- Implementation of On Demand testing in May and November in both literacy & numeracy.
- To improve teacher practice in teaching spelling and writing.
- Development of teams to support peer observation, coaching and action research. (Level 5 P and D Culture)
- To develop a Whole School eLearning Plan and better engage parents in their child's learning.
- Continued implementation of Individual Learning Improvement Plans for Koorie students and improved attendance for all students.

Achievement Milestones

- Use of Restorative Practice language and approach throughout the school.
- Code of Conduct reviewed.
- Improved management of student behaviour, engagement and attendance.
- Students plotted on continuum in literacy and numeracy
- Learning tasks based on student need.
- Goals set and reviewed by teacher and student.
- Value added performance achievements evidenced in On Demand Testing and Numeracy and Fluency Test
- NAPLAN data in Yrs 3 & 5 to show improvement.
- Review of Spelling Book and approach to teaching spelling .
- Parent Opinion Survey (Stimulating Learning and Learning Focus) to be at or above the 3rd Quartile
- Attitudes to Schooling Survey (Stimulating Learning and Teacher Effectiveness) to be at or above the 3rd Quartile.
- Improved engagement and attendance for all students.

Financial Performance

The Art Room and Science/Technology room extension was completed using Investing In Our Schools funding.

Literacy and numeracy have continued to attract the bulk of the budget in line with our literacy and numeracy priority. This has assisted with the purchase of literacy and numeracy related software for use with the Interactive Whiteboards as well as the purchase of other resources such as replacement books for home reading.

All classes have a dedicated two hour Literacy block and at least five hours of Numeracy each week. The school invests heavily in teacher time, allowing for small class sizes, as well as additional assistance. In 2008 a teacher was trained in the area of Reading Recovery. Additional assistance in literacy of 0.5 and numeracy 0.4 has been provided across the school.

Teachers are made available by the school to facilitate both the kindergarten and year six transition programs. This often requires timetable changes as well as the provision of additional staff.

The implementation of Peer Observation has also required the provision of additional staff to allow for staff release time to carry out observations.

Commonwealth funding was also received for the implementation of the Active After School Communities program.

An After Hours Care Program is run through the school.

The school has developed relationships with outside agencies that assist with advice or with counselling. Eg: Goulburn Valley Family Care, Berry St.

Finances as listed include money held by the Mobile Area Resource Centre (MARC) Van, which is based at Yea. The MARC Van holds surplus funds in order to replace the vehicle and the box on a regular basis.

Financial Performance for the year ending 31st December, 2008		Financial Position as at 31st December, 2008	
Revenue	2008 Actual	Funds Available	2008 Actual
DE&T Grants	145,143	High Yield Investment Account	1,135.45
Commonwealth Government Grants	91,475	Official Account	3,617.68
State Government Grants	25,466	Other Bank Accounts – Term Deposit	152,545.63
Other	27,643	Yea Investment	1,000
Locally Raised Funds	92,580	Cash Management account	11.40
Total Operating Revenue	382,307		
		Total Funds Available	158,310.16
Expenditure		Financial Commitments	
Salaries and Allowances	68,870	Assets	15,500
Bank Charges	512	Communications	
Consumables	26,737	Utilities	
Books and Publications	520	Building/Grounds including SMS	19,112.54
Communication Costs	8,178	Special Programs inc Student Services	42,257
Travel and Subsistence	1,000	Region /Clusters Funds	1,200
Furniture & Equipment	42,607	Credit to Cash transfer	25,000
Property Services	191,476	Outside School Hours Care	
Motor Vehicle Expenses	11,235	Trading	
Administration	22,270	School Operating Reserve	55,240.62
Health and Personal Development	350	Total Financial Commitments	158,310.16
Professional Development	10,849		
Trading and Fundraising	3,900		
Support/Service			
Equipment, Maintenance, Hire			
Miscellaneous	37,653		
Total Operating Expenditure	426,157		
Net Operating Surplus/- Deficit	-43850		
Capital Expenditure (Cases 21 Finance Only)	17,756		
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package			

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Yea Primary School.