

2022 Annual Report to the School Community

School Name: Yarra Primary School (5271)



- 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 of the previous calendar year 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 16 March 2023 at 01:08 PM by Saraid Doherty (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2023 at 10:28 AM by Peter Brace (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

Yarra Primary School is in the inner eastern suburb of Richmond. Originally North Richmond Primary, the school's rich local history commenced in 1888. At Yarra Primary School a strengths-based approach is integral to the building of a positive and inclusive school culture. This approach underpins our school policies, codes of conduct and school documentation. Yarra Primary's focus on strengths shapes our school vision and mission and guides decision making. Our School Values are **Commitment** 'Persist and try your best'; **Respect** 'Respect each other and our environment'; and **Caring** 'Treat others with care and compassion'. The school offers a full specialist program (Visual Arts, Japanese, Science and Physical Education) as well as a Kitchen Garden Program where students plant and harvest their own produce and cook and prepare their own healthy meals. Students are provided with a wide range of learning programs 'beyond the classroom' including sports, camps, excursions, whole school incursions and whole school events such as Biannual Art Exhibitions and Whole School Performing Arts productions. Yarra Primary also hosts Athletics Days every year and participates in inter-school sports competitions.

Social and Emotional Learning capabilities are taught through 'positive psychology informed' practices and an adherence to the Respectful Relationships initiative that is integrated through the curriculum and pedagogical teaching approaches.

In 2022, staffing at the school consists of a Principal, Assistant Principal, Learning Specialist, 15.9 (Full time effective) Teaching staff, 3.8 Educational Support staff including Business Manager, Office Administrator and Librarian. The school's Student Family Occupation and Education Index is 0.1444. The school is supported by Student Support Services (SSS), and one part-time ICT Support Technician. The school's enrolment numbers have trended upwards over a period of ten years. However, in 2020 due to external factors relating to the ongoing Covid-19 pandemic and on restrictions to international travel our enrolment numbers decreased to 240 and maintained at this level in 2022. The school provides an accredited Before and After School hours as well as Holiday program through 'TheirCare'. In the 2022/23 State Budget, the school received 7.208 million to upgrade and modernise the school buildings.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, we made good progress on Goals 1 and 2 of the Yarra Primary School Strategic Plan (2021 to 2025) . These goals are *To optimise literacy and numeracy outcomes for all students* and *To build student agency to maximise learning growth*. In 2022, teacher judgement data showed most students were meeting and exceeding expected standards for English and Mathematics. These results are also above State levels and aligned with "similar schools". A highlight of teacher judgement data included higher percentages of students making above expected growth (more than 12 months progression in a year):

Reading

- 36% of Preps above
- 31% of Year 3 above

Writing

- 48% of Preps above
- 38% of Year 3 above
- 28% of Year 5 above

Number and Algebra

- 41% of Preps above
- 22% of Year 2 above
- 20% of Year 6 above

In 2022, the percentage of students in the top three bands of NAPLAN Reading and Numeracy (Year 3) was slightly below the 4-year average. While the Year 5 top three bands in Numeracy was still above State, there was a significant decrease from the average (approximately 16%). Despite staffing supply challenges due to COVID, the school delivered small group instruction in Mathematics for students working below expected levels and engaged in professional development for teachers to build a more balanced mathematics program. With the Department of Education's continued prioritising of Numeracy Improvement this work will be ongoing. A highlight of the NAPLAN data was 63% of Year 3 and 41% of Year 5 students achieved in the top two bands of Writing and this is well above State and above "similar schools". Further, the Year 5 Writing results provided the highest mean scale

score over the past 5 years. These results are heartening given the school has invested significantly in professional learning and teacher-leader support on the teaching and assessment of Writing since 2019.

Student agency was also harnessed to drive learning growth and engagement. With the introduction of SALT (Student Action Learning Teams) as a distributed leadership model for students in Years 5 and 6, students engaged in authentic ('real life') learning tasks including writing and publishing the school newsletter and running community outreach programs including 'FairShare' and a clothing drive for St Vincent De Paul.

Yarra Primary continues to have several students selected to participate in the Victorian High Ability Program (VHAP). The program provides students with the opportunity to participate in a 10-week online extension and enrichment program. The Department manages the selection process centrally based on student academic performance.

Wellbeing

Wellbeing is at the centre of Yarra Primary School. Goal 3 in the school's Strategic Plan is to 'Strengthen student wellbeing'. Yarra Primary School's student survey data showed Sense of Connectedness was higher than similar schools and the State. The school invests in supporting students to have a sense of agency and belonging at school and it was wonderful to re-engage in programs designed to build their connectedness to school. These programs include 'Buddies' (students in Year 6 mentor Preps and Year 5 students support the Year 1 students); 'Lunchtime Clubs' (Student Voice Team (SVT) decide on termly lunchtime clubs based on student interest, such as 'Friendship', 'Chess' and 'Gardening' clubs. While the Attitudes to School Survey results for the Management of Bullying was above State and Similar Schools it was lower than previous years. Observational data and increased referrals to, and requests for, Student Support Services showed students and families were needing additional resources to support their social and emotional development following long periods of remote learning.

Staff continued to integrate wellbeing interventions within the curriculum including; 'Brain Breaks'; 'Zones of Regulation'; 'Growth Mindsets', Restorative practices and 'Character Strengths'. Teachers also applied responsive teaching of 'Respectful Relationships' lessons to address student wellbeing issues and to support students to build healthy relationships and be supportive of their peers.

Yarra Primary School has six students funded through the Program for Students with Disabilities (PSD). All have Student Support Group meetings termly and individual education plans that are updated regularly.

Engagement

Yarra Primary School strengthened its 'transition' program to support students to prepare for the year ahead. Prep transition includes four sessions in the preceding year as well as parent forums and a welcome BBQ before the beginning of the school year. Yarra Primary also hosts transition support sessions for Year 6 students moving on to secondary school. In addition, all students in Years 1 to 5 meet with their 'new' class peers and teacher twice at the end of term four. The beginning of the school year is also planned to establish positive relationships and build trust. Teachers collaborate with students to develop a set of expectations, and establish rights come with responsibilities, designed to cultivate the school values of 'Caring'; 'Respect' and 'Commitment'. Learning is targeted and students are supported by their teachers to access the curriculum according to their learning needs.

Throughout 2022, we prioritised health and wellbeing and focused our support on staff, students and their families' experiencing challenges because of the pandemic. The results of the School Staff Survey showed this focus was targeted as results for 'School Climate' are well above all other primary schools across the State (Interestingly, in 2022 staff at Yarra Primary School reported the highest levels of endorsement for the last 5 years). Similarly, the Parent Satisfaction factor, as reported in the annual Parent Opinion survey was 84% (compared to the state average of 79%). While attendance data was above State and 'Similar schools', absences increased across each year level. Data shows attendance was impacted by isolation protocols for households with positive COVID results. The importance of attendance is regularly articulated to students, parents and the wider community and communicated in the fortnightly school newsletter. Student absences are monitored, and processes are in place to track absences. Absences are followed up with a phone call and personalised support is extended (dependent upon level of need).

Attendance/absence is recorded in student written reports.

Other highlights from the school year

In 2022, following the lifting of restrictions, Yarra Primary School was able to deliver a full camping and extra-curricular program. Years 3 to 6 enjoyed adventure camps (in terms 1 and 4) and Year 2 students were thrilled to have their 'school sleepover' (all of which were cancelled in 2020 and 2021). In addition, Yarra Primary students performed a whole school theatrical production 'Back in Time' over two nights at 'The Madelaine Centre for Music and Performing Arts' in Kew.

Financial performance

Yarra Primary maintained a sound financial position throughout 2022. The school's Strategic and Annual Implementation Plans continue to provide the framework for school council allocation of funds to support school programs and priorities. Locally raised funds increased following years of restrictions. The net operating surplus has reduced over the past three years due to staffing stability and subsequent progression as well as significant CRT costs due to illness and COVID isolation requirements. The school received a small amount of Equity funding, which contributed toward a part-time librarian and additional literacy resources.

In 2022, the school received a grant for shade sails through the VSBA and with a co-contribution from parent fundraising we improved the community outdoor BBQ area for students and families.

For more detailed information regarding our school please visit our website at
<https://www.yarraps.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 2.0 (FISO 2.0).

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 238 students were enrolled at this school in 2022, 118 female and 120 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

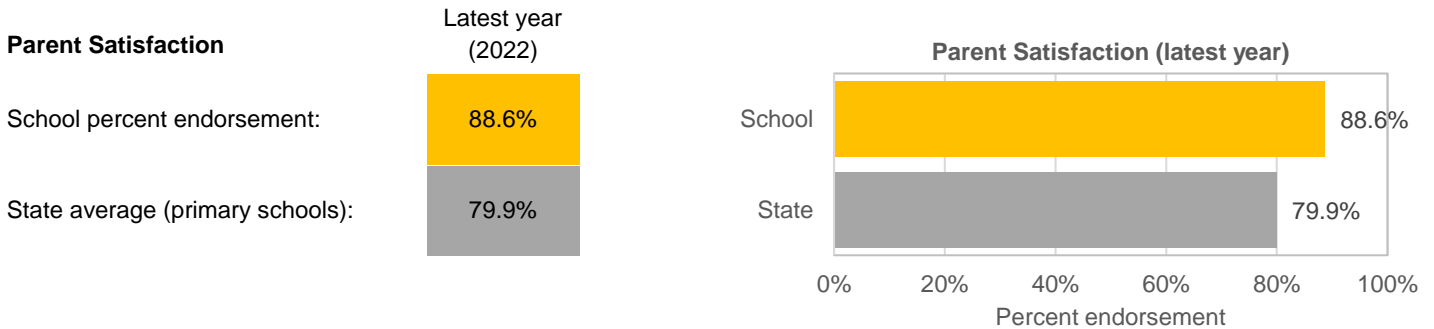
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.

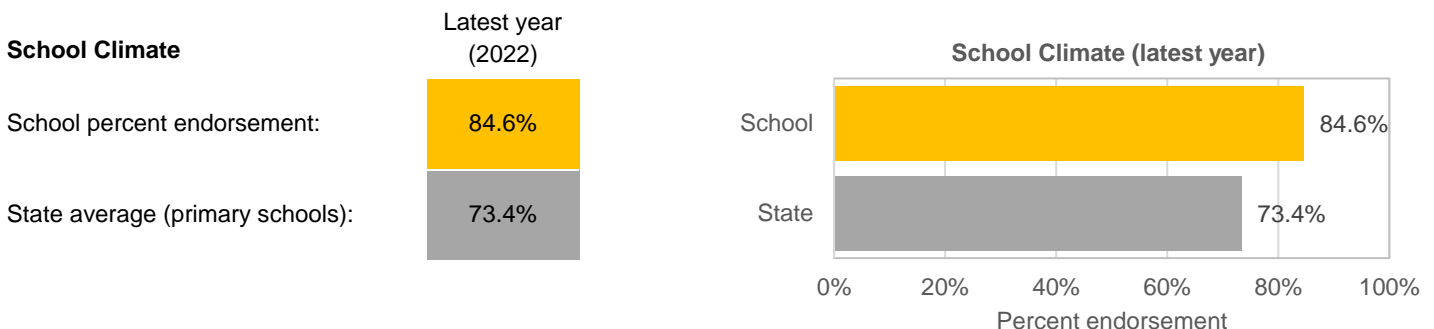


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

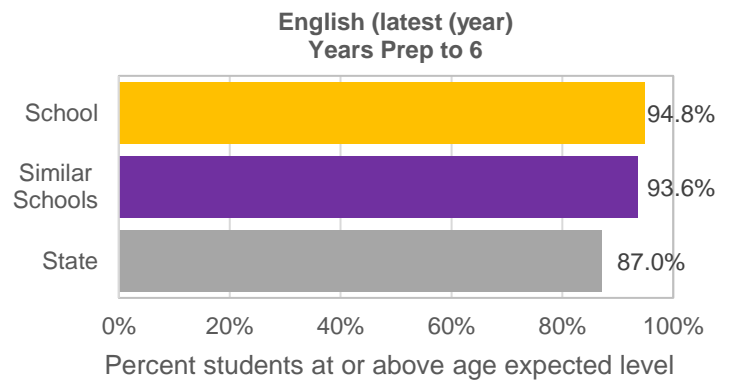
94.8%

Similar Schools average:

93.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

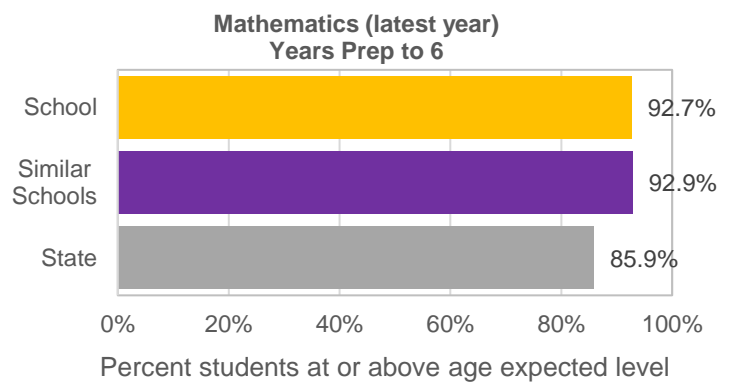
92.7%

Similar Schools average:

92.9%

State average:

85.9%



LEARNING (continued)

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.

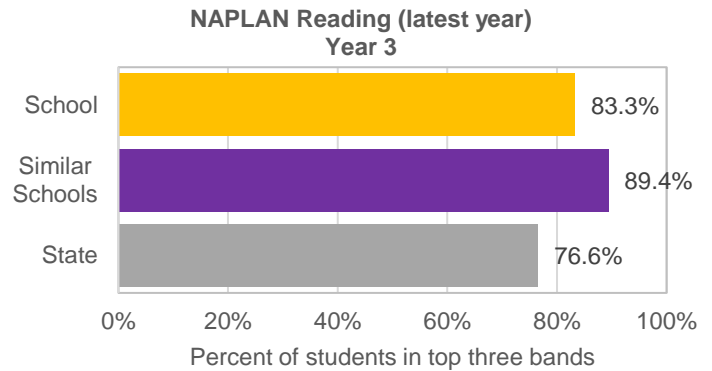
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

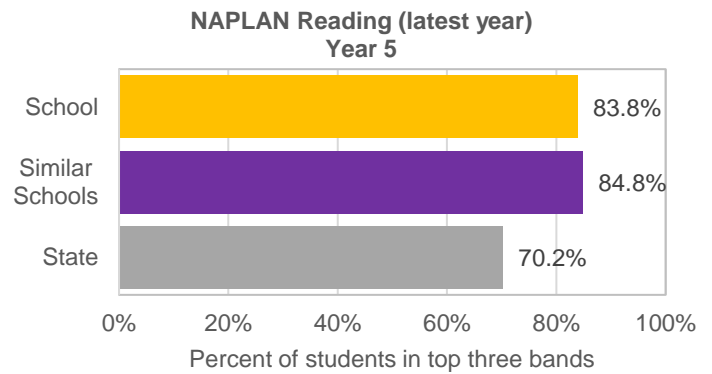
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	85.4%
Similar Schools average:	89.4%	87.2%
State average:	76.6%	76.6%



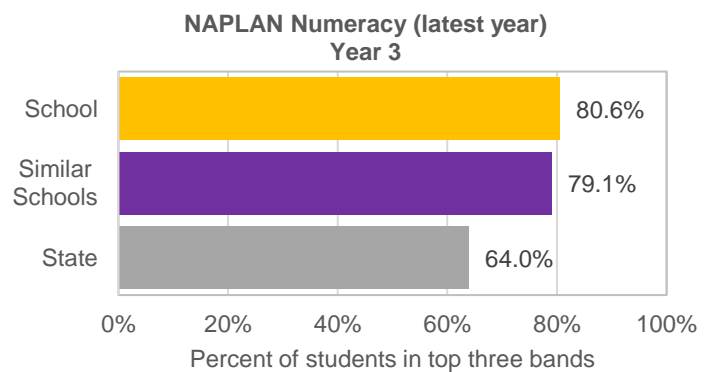
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.8%	85.3%
Similar Schools average:	84.8%	83.1%
State average:	70.2%	69.5%



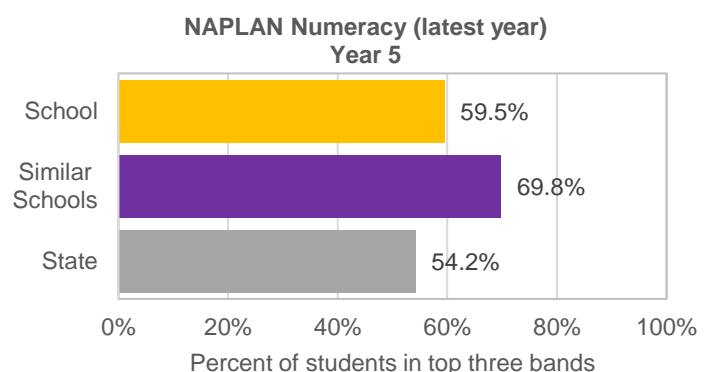
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.6%	82.9%
Similar Schools average:	79.1%	79.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.5%	75.4%
Similar Schools average:	69.8%	73.5%
State average:	54.2%	58.8%



WELLBEING

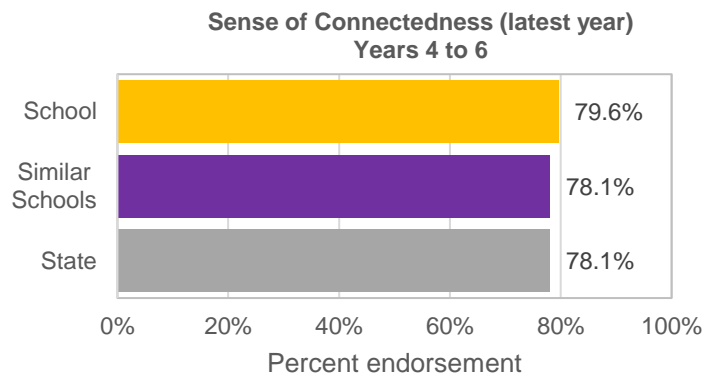
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.6%	81.8%
Similar Schools average:	78.1%	78.1%
State average:	78.1%	79.5%

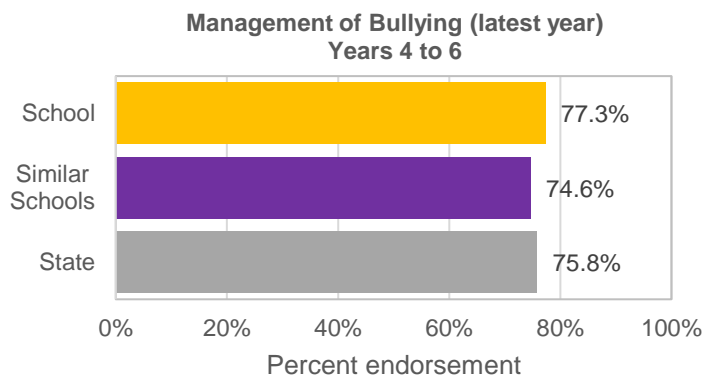


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.3%	82.6%
Similar Schools average:	74.6%	76.2%
State average:	75.8%	78.3%



ENGAGEMENT

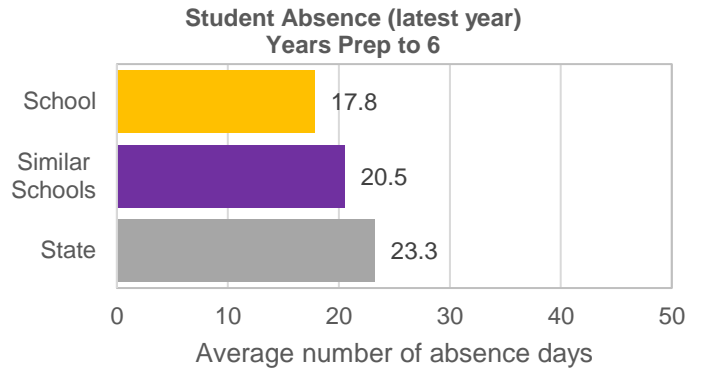
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	17.8	12.6
Similar Schools average:	20.5	14.3
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	91%	89%	92%	92%	90%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,221,492
Government Provided DET Grants	\$282,099
Government Grants Commonwealth	\$10,554
Government Grants State	\$0
Revenue Other	\$8,714
Locally Raised Funds	\$310,765
Capital Grants	\$0
Total Operating Revenue	\$2,833,625

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,450
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,450

Expenditure	Actual
Student Resource Package ²	\$2,218,363
Adjustments	\$0
Books & Publications	\$2,829
Camps/Excursions/Activities	\$80,231
Communication Costs	\$5,238
Consumables	\$66,795
Miscellaneous Expense ³	\$17,255
Professional Development	\$12,036
Equipment/Maintenance/Hire	\$39,161
Property Services	\$68,462
Salaries & Allowances ⁴	\$101,136
Support Services	\$156,526
Trading & Fundraising	\$10,275
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$25
Utilities	\$40,963
Total Operating Expenditure	\$2,819,297
Net Operating Surplus/-Deficit	\$14,328
Asset Acquisitions	\$48,490

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$307,100
Official Account	\$40,117
Other Accounts	\$0
Total Funds Available	\$347,217

Financial Commitments	Actual
Operating Reserve	\$90,412
Other Recurrent Expenditure	\$4,964
Provision Accounts	\$0
Funds Received in Advance	\$18,199
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$84,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$247,574

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.