

2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 22 April 2024 at 12:14 PM by Saraid Doherty (Principal)

- This 2023 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 offline by School Council President and processed by Sophie Hoffman (SPOT Admin) on 10 May 2024 at 04:12 PM

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Yarra Primary School is located 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 (Music, Japanese, Visual Art 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 2023, 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 enrolments were impacted. In 2023, enrolments are on a steady improvement trajectory with 242 students.

The school provides an accredited Before and After School hours as well as Holiday program through 'TeamKids'.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Yarra Primary School achieved many of the targets set in the Strategic Plan (2022-2025). Students in Years 3 and 5 performed well above the state mean in NAPLAN, across all areas of the curriculum. Similarly, the percentages of students achieving at or above Victorian Curriculum age expected standards in English and Mathematics is high and above the State average and like Similar Schools (as measured by Teacher Judgement data).

Throughout the year, teachers were well supported by the Learning Specialist and Curriculum Leaders to analyse data sets, moderate within and across teams and plan and differentiate instruction and content. Further, teachers engaged in coaching and classroom observation and support from both the Learning Specialist and Literacy and Numeracy leaders. Targeted professional development focussed on building teacher practice with a focus on using a range of formative and summative assessment types. The Tutor Learning Initiative was effectively implemented across the school and was monitored for impact and sustainable improvement by the Learning Specialist. Student Support Group Meetings (SSGs) were convened every term to support students and monitor progress as specified in their Individual Education Plans.

Wellbeing

In 2023 Yarra Primary School was accredited as a Visible Wellbeing School. Positive learning environments were the focus with an emphasis on creating routines designed to strengthen belonging, ownership and agency; these included 'brain breaks', check ins, exit tickets and calming strategies. Student wellbeing is integral to the learning at Yarra Primary School and individual goals were collaborated upon with teachers, parents and Student Support Officers (psychologists, speech pathologists and occupational therapists) as well as external specialists. Additional support was provided for students with allocated funding through the Program for Students with Disabilities (PSD).

A comprehensive transition program was provided for children beginning in Foundation (Prep) the following year, including 4 sessions at the school for students and 2 parent sessions. Teachers also visited local kindergartens to meet with future students and their teachers to ensure a comprehensive and consultative transition to school. Similarly, the school hosted high school transition sessions for Year 5 and 6 students and their families.

Attitudes to School Survey (AToSS) results showed steady improvements with 87% of students replying 'no' to experiencing bullying at school (above the State and Similar schools). The school has invested in providing social support to students through Visible Wellbeing as well as lunchtime clubs and Student Leadership initiatives. The focus on building intra-personal as well as friendship and collaboration skills through these initiatives provided a strong foundation for problem solving.

Engagement

In 2023 we focused on strengthening belonging, ownership and agency within our school community. Student voice and agency was a key driver through the Student Action Learning Teams (SALT) and Student Voice Team (SVT) initiatives. SALT and SVT facilitated weekly student-led meetings, providing our students the opportunity to engage in decision-making processes. Further, students ran all whole school assemblies, produced the fortnightly newsletter and hosted a number of community events including school tours, open mornings and whole school celebrations. The success of this focus is evidenced by improvements in student learning engagement data with the AToSS showing endorsement for Differentiated learning challenge at 87% (above State and Similar schools as well as the highest in 5 years).

Attendance rates were well above State and Similar schools. Our staff are active in following up non-attendance and support families with personalised processes to support regular attendance.

Other highlights from the school year

In 2023 Yarra Primary School achieved the overall performance group of 'Influence'. This is the highest level awarded and shows that performance is high. This level shows the school is on a positive improvement trajectory with Yarra Primary acting as an influencer and a system leader.

Financial performance

Throughout the year, our school maintained a sound financial position. At the end of 2023, we balanced the budget with a very small surplus. A decrease in locally raised funds (from previous years) is, in part, due to the change in Outside of School Hours Care provider and a decrease in student numbers accessing the service following the pandemic. On a positive note, the opening of international borders saw an increase in our numbers of international students and the school is delivering a supportive and well-coordinated program which addresses gaps in the 'Core Student Learning Allocation' in the Student Resource Package as student numbers continue on a steady improvement trajectory.

Looking ahead to 2024, we plan to engage the community in a number of various fundraising events to ensure the students are well resourced with play-based activities during the capital works project (which has been delayed due to cost and decanting issues).

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 236 students were enrolled at this school in 2023, 119 female and 117 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).

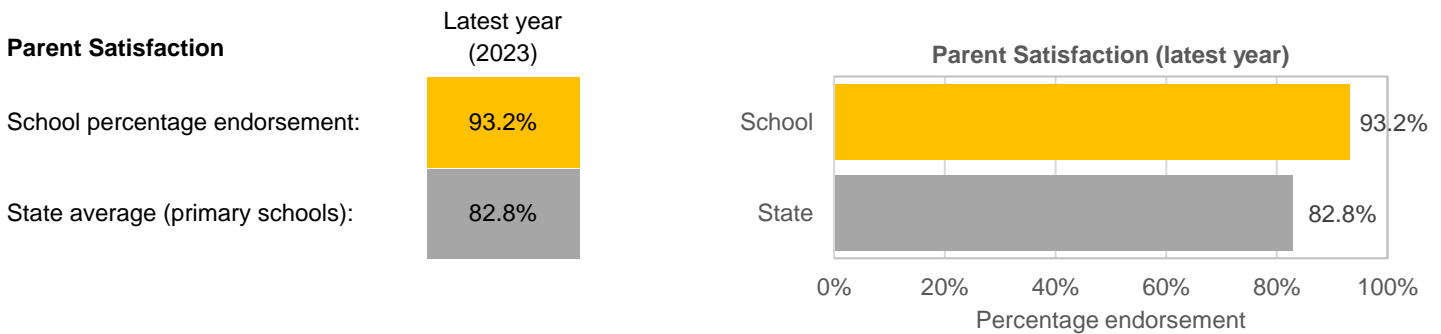
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

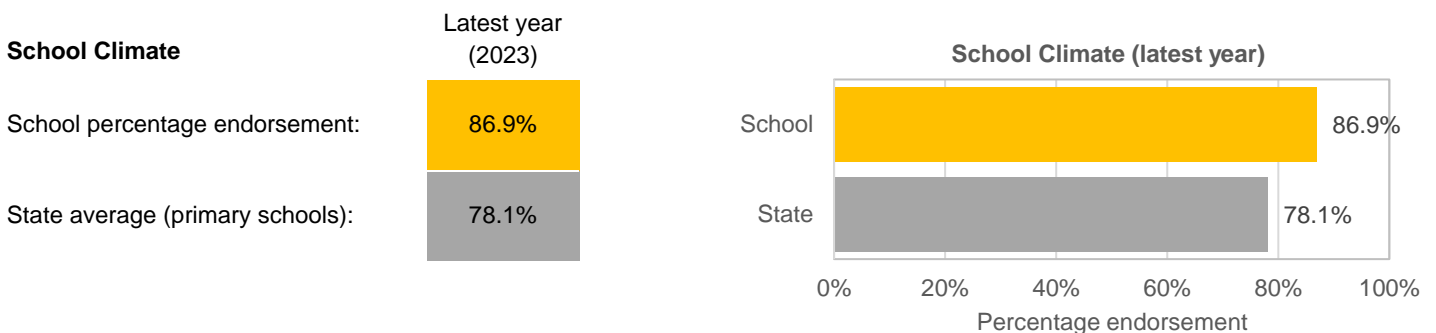


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

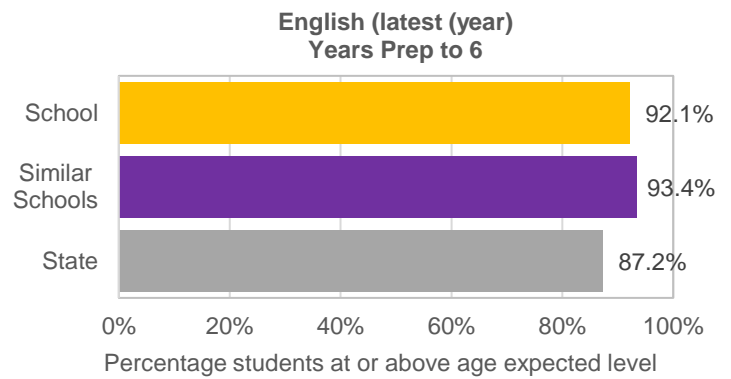
92.1%

Similar Schools average:

93.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

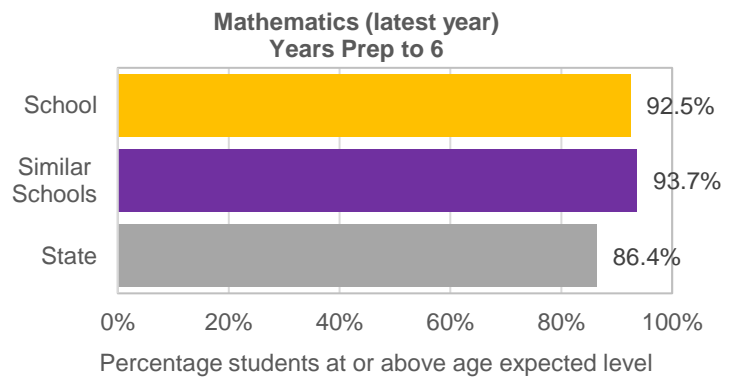
92.5%

Similar Schools average:

93.7%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.4%

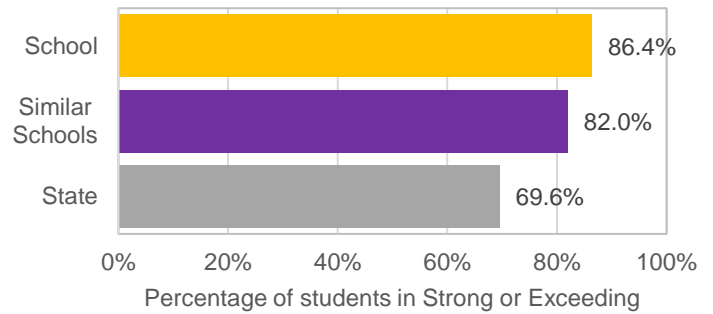
Similar Schools average:

82.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.4%

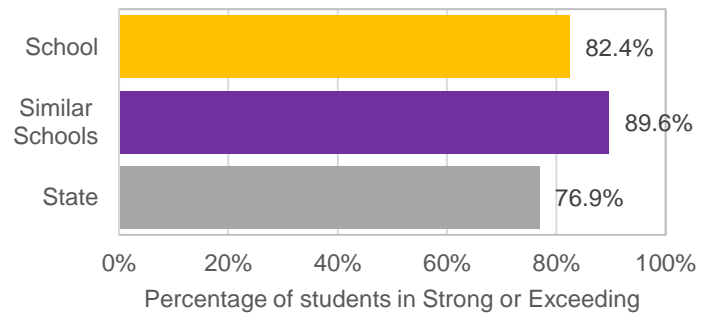
Similar Schools average:

89.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.8%

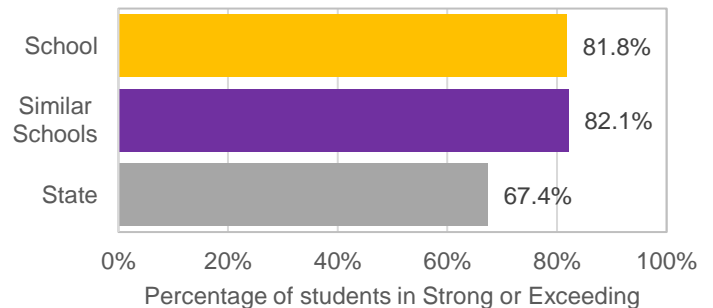
Similar Schools average:

82.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.4%

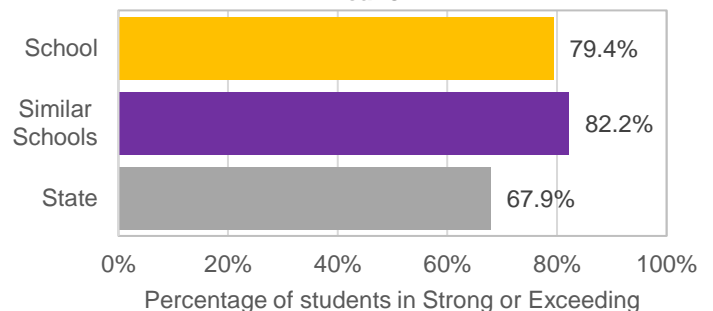
Similar Schools average:

82.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

83.3%

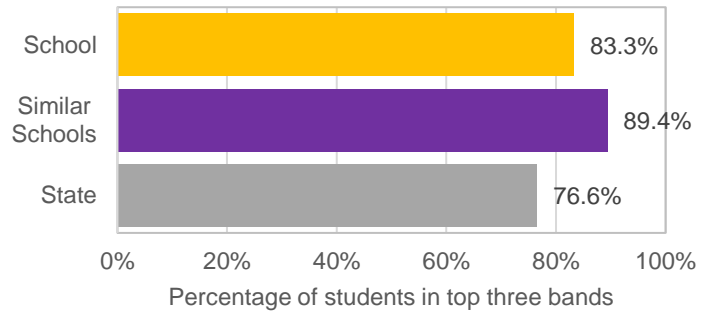
Similar Schools average:

89.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

83.8%

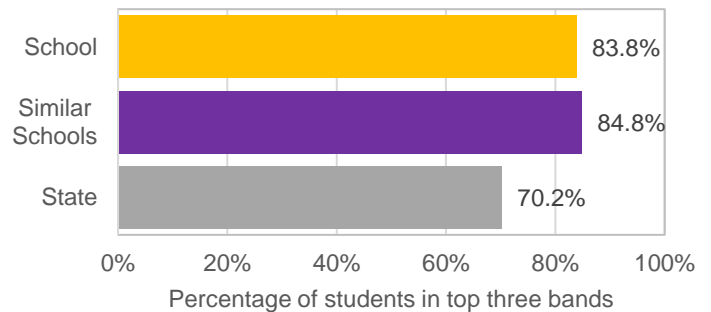
Similar Schools average:

84.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

80.6%

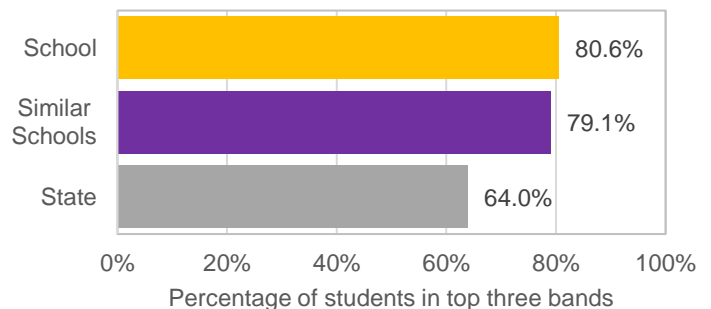
Similar Schools average:

79.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

59.5%

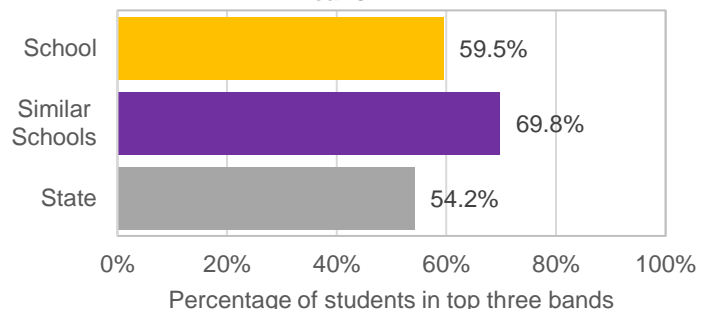
Similar Schools average:

69.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

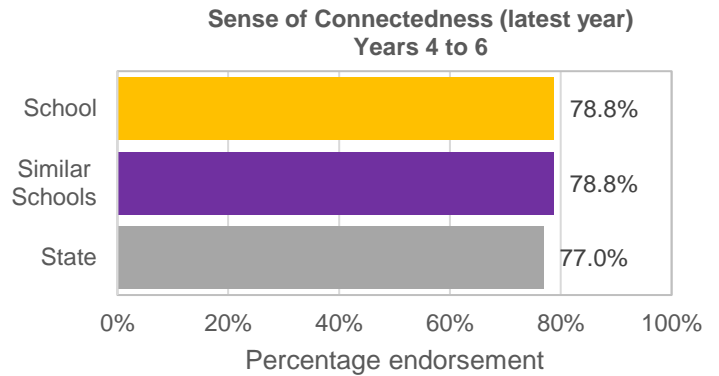
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	78.8%	79.4%
Similar Schools average:	78.8%	78.5%
State average:	77.0%	78.5%

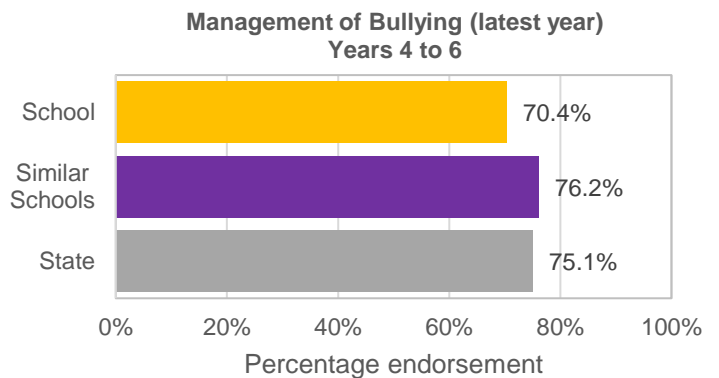


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	70.4%	78.0%
Similar Schools average:	76.2%	76.4%
State average:	75.1%	76.9%



ENGAGEMENT

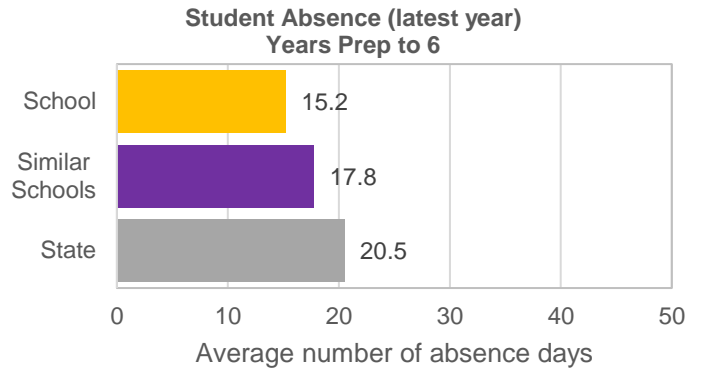
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	15.2	13.3
Similar Schools average:	17.8	15.0
State average:	20.5	18.1



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 (2023):	93%	92%	93%	91%	91%	93%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,150,516
Government Provided DET Grants	\$406,227
Government Grants Commonwealth	\$15,341
Government Grants State	\$0
Revenue Other	\$23,346
Locally Raised Funds	\$238,721
Capital Grants	\$0
Total Operating Revenue	\$2,834,151

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,073
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,073

Expenditure	Actual
Student Resource Package ²	\$2,303,417
Adjustments	\$0
Books & Publications	\$2,203
Camps/Excursions/Activities	\$63,408
Communication Costs	\$4,030
Consumables	\$57,372
Miscellaneous Expense ³	\$15,226
Professional Development	\$8,184
Equipment/Maintenance/Hire	\$32,957
Property Services	\$44,047
Salaries & Allowances ⁴	\$94,960
Support Services	\$153,352
Trading & Fundraising	\$14,172
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$94
Utilities	\$40,259
Total Operating Expenditure	\$2,833,682
Net Operating Surplus/-Deficit	\$468
Asset Acquisitions	\$38,559

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$407,210
Official Account	\$43,505
Other Accounts	\$0
Total Funds Available	\$450,715

Financial Commitments	Actual
Operating Reserve	\$83,088
Other Recurrent Expenditure	\$7,322
Provision Accounts	\$0
Funds Received in Advance	\$16,299
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	\$52,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$67,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$226,709

All funds received from the Department of Education, 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.