2019 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 2019 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 27 August 2020 at 05:54 PM by Saraid Doherty (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 August 2020 at 09:38 AM by Peter Brace (School Council President)

About Our School

School context

Yarra Primary School is located in the inner eastern suburb of Richmond. Originally North Richmond Primary, the school was established in 1888. The school's enrolment numbers have continuously increased over the last ten year period; in 2019 there were 281 students. At Yarra Primary School a strengths-based approach is adopted and integral to building school culture. This value and is reflected in school policies, codes of conduct and school documentation. Core values are the cornerstone on which we build our vision and underpin all that we do. Commitment 'Persist and try your best'; Respect 'Respect each other and our environment'; Caring 'Treat others with care and compassion'. The school offers a broad curriculum including the kitchen garden program where students plant and harvest their own garden and cook and prepare their own meals.

Staffing at the school consists of Principal, Assistant Principal, 17 (Full time Effective) teaching staff, 2.7 Educational support staff (ES), Business Manager and Office Administrator. The school's Student Family Occupation and Education Index is 0.1478. The school is supported by Student Support Services (SSS), one part time ICT support technician.

The school council also administered its own Outside of School Hours care program before and after school and during the school holiday period ('YOSH'). The school groups student cohorts in multi-age groups (Years 1 and 2, 3 and 4 and 5 and 6) with the exception of 'Prep'. The school adopts a team approach to teaching, learning and assessment, with teachers collaborating to respond to the 'learning zones' for individual and cohorts of students. The school appointed a Learning Specialist in 2019 to lead continuous improvement in teacher professional practice.

The 2019 Annual Implementation Plan reflected the key priorities of the school's Strategic Plan.These priorities focused on learning growth for every student; higher levels of student engagement and agency and parent levels of satisfaction through increased opportunities for parent engagement.

The specialist teaching program includes Visual Arts, Performing Arts,Physical Education and Japanese. Students are provided with a wide range of learning programs 'beyond the classroom' including sports, camps, excursions and whole school artistic/performance productions.

Social and Emotional Learning capabilities are taught through a 'positive psychology informed' practices that are integrated through the curriculum and pedagogical (teaching) approaches. To support this important work, the school engaged the Berry Street Educational Model (BSEM) to support and strengthen their understandings and practices to support students develop healthy pro-social and intra-personal behaviours.

In 2019 the School Council continued its engagement with the parent community in building a shared vision for the school.

Framework for Improving Student Outcomes (FISO)

In 2019 the school's AIP focused on implementation of Key Improvement Strategies (KIS) related to FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Communities.
This included:
- A closer examination of evidence based high impact teaching and assessment strategies through a whole school professional learning communities' approach
- Collaboration on a YPS Instructional Model (with a specific focus on Writing)
- Provision of forums, workshops and events designed to build parent and community engagement
To support implementation of these KIS the Professional Learning Communities (PLC) model informed a whole school approach to professional development led by the school's Learning Specialist. Continued positive results in the School Staff Survey showed endorsement of the strategy.

Achievement

In 2019, the school continued its work on the strategic plan goal of improving literacy and numeracy outcomes for all students. Teachers, worked collaboratively and increasingly used 'pre-assessment' data to inform planning and provide differentiated learning tasks for cohorts of students. Teachers also collaborated on developing a YPS instructional model for writing (informed by evidence -based research and resources) to ensure a common language and approach for consistent effective practice across the whole school.

The majority of students demonstrated high levels of achievement. The percentage of students in Year 3 in the top 2 bands in NAPLAN Reading and Writing in 2019 was 73%. In Year 5 46% of students in Year 5 achieved in the top 2 bands of NAPLAN Numeracy and 58% in the top 2 bands of NAPLAN Reading. NAPLAN results also evidenced strong growth in Reading and Numeracy for students in Year 5.The school exceeded its targets for medium to high learning gain in Numeracy (86%) and was just below for Reading (86%) and Writing (76%). In 2020, a continued focus on assessment is a priority to examine the apparent discrepancy between NAPLAN and teacher judgement of student achievement data.

With the appointment of a Learning Specialist and time release for teachers to plan in teams, significant gains were made regarding implementation of a shared and consistent instructional model and assessment practices. This priority will continue to ensure students are supported to achieve on a learning continuum- and at the appropriate level rather than limited to year of schooling. In 2020 the school will undertake the Department of Education's Victorian Professional Learning Communities (PLC) Initiative to further build effective teacher collaboration for improving student learning outcomes.

Engagement

Yarra Primary students are highly engaged and connected to their school. Student voice and agency continued to be a key driver of improvement at Yarra Primary School in 2019. Increased visibility of student leadership across all areas of the school was designed to communicate the priority of students' leading their learning and school community.

Student-led conferences were implemented as a key component of the school's assessment schedule. Student feedback and surveys were also incorporated into curriculum planning and assessment. The continued development of a school leadership model involved students collaborating with teachers on documented processes for the selection and appointment of students to formal leadership positions.

The school had a focus on for higher levels of resilience for students and while the target was partially met, there was significant improvement from the previous year (from 69% to 80%). The integration of Carol Dweck's Growth Mindsets theory to curriculum planning and delivery (with a focus on mathematics) is showing positive results with students self-reporting stronger levels of persistence in their learning.

Parent Opinion Survey data confirmed significant improvement in 'Parent Community Engagement' at 80% endorsement (up from 68% in 2018). Yarra Primary will build on this significant improvement in parent engagement through prioritising opportunities for parents to participate in, and contribute to,the 'life' of the school.

In 2019, Yarra Primary continued to support families to ensure students attended school. The school continued to send SMS messages to parents, requesting them to notify the school of lateness and absences. Classroom teachers maintained frequent communication with parents and carers and parents choosing to take extended holidays were provided with complementary academic tasks. The school's strong attendance data confirms the high levels of engagement and proactive approaches.

Wellbeing

Whole school wellbeing approaches are a priority and strength of the school and (wellbeing) is viewed as a key driver of Yarra Primary's strong performance and achievements. Over the past two years the school has achieved strong results in the Attitudes to School Survey (AToSS) and achieved the impressive target of over 90% positive endorsement for Managing Bullying in the 2019 survey (up from 82% in 2018). The school continued to support student wellbeing by delivering workshops to parents to strengthen the positive psychology informed approaches (at home) including growth mindsets in maths and applying strengths to perservere during academic, social and emotional learning challenges. In August families received copies of Lea Waters strength based parenting book 'The Strengths

Switch' accompanied by an evening with Lea focused on key lessons from her research. In 2020 the school will continue to provide these sessions for parents. Also, teachers will join a network of local schools in the 'Yarra-Communities that Care' initiative and engage in professional development on the Berry Street Positive Education Model (BSEM)- a pedagogical framework to support student wellbeing for optimal learning.

Financial performance and position

Yarra Primary maintained a sound financial position throughout 2019. 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. Yarra Primary received significant locally raised funds as a result of the operation of the school council run Out of School Hours Care and Holiday programs. The net operating surplus was achieved due to prudent management of the School Resource Package to ensure sufficient funds to contribute to the (increasingly) necessary improvements and adjustments to the aging buildings and grounds for the growing enrolment numbers. The school received a small amount of Equity funding, which contributed toward resources for additional literacy support.

For more detailed information regarding our school please visit our website at
https://www.yarraps.vic.edu.au/

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 280 students were enrolled at this school in 2019, 124 female and 156 male.

18 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high
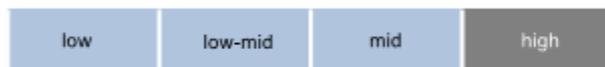
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).
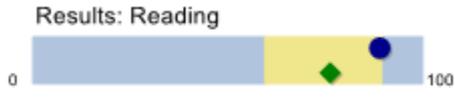
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

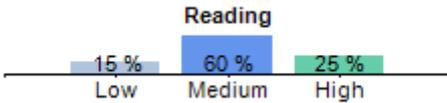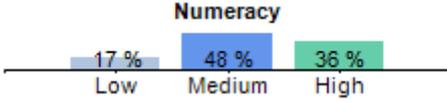Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

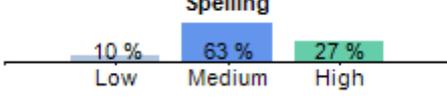| Key: | Range of results for the middle 60% of Victorian Government Primary Schools: ▢
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ | Key: | Similar School Comparison
 ● Above   ● Similar   ● Below |

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Below ● Below ●

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Above
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Above

Performance Summary

| Key: | Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
 Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔷 | Key: | Similar School Comparison
 🟢 Above 🔵 Similar 🔵 Below |

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 15 % 60 % 25 % Low Medium High **Numeracy** 17 % 48 % 36 % Low Medium High **Writing** 33 % 45 % 23 % Low Medium High **Spelling** 10 % 63 % 27 % Low Medium High **Grammar and Punctuation** 32 % 49 % 20 % Low Medium High	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. 25% 50% 25% Low Medium High Statewide Distribution of Learning Gain (all domains)

Performance Summary

| Key: | Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆ | Key: | Similar School Comparison
● Above ○ Similar ● Below |

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ────────────── 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ────────────── 50 Few absences <------> Many absences	Above ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	92 %	93 %	94 %	94 %	93 %	96 %	93 %	

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: 🟨 Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔷	Key:	Similar School Comparison 🔵 Above 🔵 Similar 🔵 Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	**Above**
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	**Above**

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$2,164,198
Government Provided DET Grants	$272,234
Government Grants Commonwealth	$177,884
Revenue Other	$6,568
Locally Raised Funds	$496,262
Total Operating Revenue	**$3,117,146**

Equity[1]	
Equity (Social Disadvantage)	$10,425
Equity Total	**$10,425**

Expenditure	
Student Resource Package[2]	$1,897,632
Books & Publications	$1,343
Communication Costs	$5,562
Consumables	$94,964
Miscellaneous Expense[3]	$256,475
Professional Development	$12,141
Property and Equipment Services	$117,649
Salaries & Allowances[4]	$221,267
Trading & Fundraising	$55,425
Utilities	$38,082
Adjustments	$1,626
Total Operating Expenditure	**$2,702,167**
Net Operating Surplus/-Deficit	**$414,980**
Asset Acquisitions	**$17,144**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$347,520
Official Account	$33,722
Total Funds Available	**$381,242**

Financial Commitments	
Operating Reserve	$124,186
Other Recurrent Expenditure	$4,301
Funds Received in Advance	$4,718
Asset/Equipment Replacement < 12 months	$39,000
Capital - Buildings/Grounds < 12 months	$50,000
Maintenance - Buildings/Grounds < 12 months	$57,550
Total Financial Commitments	**$279,755**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
    - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
    - English and Mathematics for teacher judgements against the curriculum
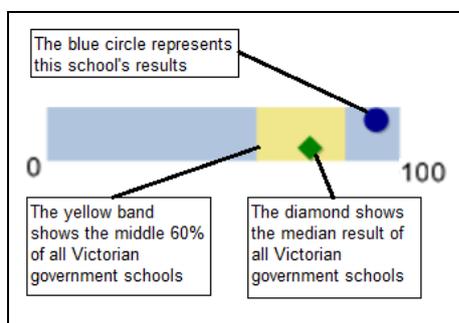   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
    - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
    - Sense of connectedness
    - Management of Bullying

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

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below
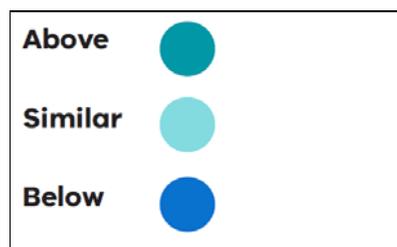
What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').