2020 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 2020 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 03 May 2021 at 01:42 PM by Saraid Doherty (Principal)

The 2020 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 19 May 2021 at 10:21 AM by Peter Brace (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 located in the inner eastern suburb of Richmond. Originally North Richmond Primary, the school's rich local history commenced in 1888. The school's enrolment numbers have trended upwards over a period of ten years. However, in 2020 due to external factors relating to the Covid-19 pandemic and partly on restrictions to international travel our 2020 enrolment numbers decreased to 266 students from 281 students in 2019. At Yarra Primary School a strengths-based approach is adopted and 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 underpins 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 as well as a Kitchen Garden Program where students plant and harvest their own produce and cook and prepare their own healthy meals. In 2020, emphasis on Student Voice continued with surveys and focus groups providing feedback on both curriculum and learning engagement.

Staffing at the school consists of a Principal, Assistant Principal, Learning Specialist, 17.4 (Full time effective) Teaching staff, 2.9 Educational Support staff, 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), and one part-time ICT Support Technician.

The 2020 Annual Implementation Plan reflected the key priorities of the school's Strategic Plan. These priorities focused on 1. 'To have all students annually achieve a minimum of 12 months growth in Literacy and Numeracy'; 2. 'To create an intellectual, supportive and inclusive learning community which promotes student empowerment and wellbeing'; and 3. 'To create a community that promotes families as partners in student learning and fostering a global outlook'.

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 incursions.

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. To support this crucial work, the school engaged the Berry Street Education Model (BSEM) to develop the community's understandings and practices to support students develop healthy pro-social and inter- and intra-personal skills.

Framework for Improving Student Outcomes (FISO)

In 2020 the school's AIP focused on 1. 'To have all students annually achieve a minimum of 12 months growth in Literacy and Numeracy'; 2. 'To create an intellectual, supportive and inclusive learning community which promotes student empowerment and wellbeing'; and 3. 'To create a community that promotes families as partners in student learning and fostering a global outlook'. The school intended to introduce the implementation of several Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Communities.This was driven by several KIS including:

-Develop a whole school 'Professional Learning Community' (PLC) approach to curriculum development and teaching professional learning standards.

-Design and implement structures to ensure that all school stakeholders' contextual wellbeing is supported with conditions to thrive.

-Establish whole school curricula with consistent documentation, including a whole school instructional model to maximise student engagement with learning.

Yarra Primary School delivered on several goals including developing a whole school 'Professional Learning Community' (PLC) approach through 6 staff members participating in PLC leadership training and implementing the PLC model throughout the school. However, some of the associated AIP actions and professional development plans were modified to accommodate the move to remote learning due to the coronavirus pandemic.

The school develop, in response to the pandemic, a 2020 instructional model based on 'Community Wellbeing' during

the extended period of remote learning. The model focused on the 3 key aspects of 'Community Connection', 'Learning@Home' and 'Open Communication'. The school lived up to its 'Influence Status' by becoming a leading school in Victoria for the delivery of home learning by featuring in the NWVR regional forum 'A Force for Change, practice excellence through remote and flexible learning' where school leaders shared Yarra Primary School's success during remote learning.

Achievement

In 2020, despite the impact of several periods of remote learning, the school made significant progress towards students achieving 12 months of growth in both Numeracy and Literacy. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Teachers at Yarra collaborated effectively to develop and implement a synchronous and asynchronous online learning program featuring keys resources such as Google Meet, Google Classroom, and Seesaw to keep students of all levels engaged in learning. Teachers continued to assess students by utilising a range of online assessments from 'Essential Assessment' as well as creating their own multi-levelled 'Low Floor, High Ceiling' online tasks to support the moderation of results across the school.

At the end of remote learning during Term 3 our school community was surveyed on their student's experiences while learning at home. 80% of our 45 respondents reported that their child developed a positive attitude towards online learning, with 92% of all families responding that the tasks set during remote learning met the needs of their individual child well. The overall positive response from our school community led to Yarra Primary receiving recognition for the implementation of our remote learning program from the Governor General at the end of the school year.

As NAPLAN tests were not able to be completed, data was used relating to 'Teacher Judgement of Student Achievement' in both English and Mathematics to describe the school's progress towards the achievement of the goal. In English, 94% of Yarra Primary students were working at or above the expected level compared to 93.6% of similar schools and the state average of 86.3% of students. In Mathematics, 94.7% of Yarra Primary students were working at or above the expected level compared to 93% of similar schools and the state average of 85.2% of students.

In 2021 the school will seek to re-engage with our goals of creating 12 months growth for all students in English and Numeracy by further developing our PLC approach to learning and commencing development of our whole school instructional model for writing to ensure a common language and approach for consistent effective practice across the whole school. We will further embed the PLC approach through all levels of the school and observe a continued implementation of High Impact Teaching Strategies (HITS) to drive improved curriculum development and teaching professional learning standards.

Engagement

A high proportion of students at Yarra Primary School overcame the challenges in terms of their engagement to their school and learning during the Covid-19 pandemic by connecting strongly with the opportunities for agency during the remote learning period. This was evidenced in the average number of 'Student Absence Days' data collected in 2020 that saw students in Years Prep to 6 at Yarra Primary School record an average of 10.4 absence days compared to 10.9 absence days for similar schools and the state average of 13.8 student absence days.

In response to challenges that the pandemic presented to keeping a high proportion of students engaged with the school community the school leadership and PLC implemented several whole school level priorities including:
-Each teacher recording frequent 'On a Positive Note' on each students' strengths on our 'Compass Student Management System'.
-Community Welfare check-in phones calls conducted every 2 weeks with each family throughout both periods of remote learning.
-Community events continued to be held online, including successful 'Family Trivia Evenings', 'Pizza Making Night' and an online 'Supporting Your Family During Covid' community forum
Yarra Primary continued to provide multiple opportunities for community feedback by developing and promoting several 'Google Forms Parent Surveys' during the course of the year. The feedback provided clear evidence that supported our approach to community engagement, including data that indicated:
-85% of families reported high levels of satisfaction with the overall clarity and frequency of the school's communication relating to remote learning.
-95% of families reported their child engage well with the 'Live Classroom' lessons with their classroom teacher.
-100% of Yarra Primary students accessing the 'Yarra@Home' program supported by the school providing free access

to devices and providing free internet access to vulnerable students.

To support student engagement during the transition back to onsite learning, our school developed a return to school instructional model that featured a focus on what the school leadership and PLC identified as 4 key priorities:

-Revision, ensuring big ideas from Term 2 and 3 key subjects are consolidated.

-Routines, learning how to be a student in a pandemic learning environment.

-Rhythms, learning how to adjust to the rhythm of a school day versus life at home.

-& Relationships, reconnecting with peers and teachers in community.

Wellbeing

Whole school wellbeing approaches are a priority and strength of the school and we continually strive to create an intellectual, supportive and inclusive learning community which promotes student empowerment and wellbeing. The challenge of supporting our school community's collective wellbeing during a pandemic was a true litmus test of Yarra Primary's reputation as a leading wellbeing-focused school. Wellbeing supports such as developing and implementing a remote learning instructional model focusing on 'Community Wellbeing' were prioritised for staff, students and their families at Yarra Primary. As a number of our key strategies including 'On a Positive Note' and 'Online Parent Conferences' were an effective support for our students; the school is planning to implement these initiatives again in 2021.

In 2020, the data collected in the 'Student Attitudes to School Survey' relating to 'Sense of Connectedness' highlighted the impact the school's wellbeing priority has had on students over time. Yarra Primary students in Years 4 to 6 endorsement level of 'Sense of Connectedness' was at 80% in 2020 compared to similar schools at 76.7% and the state average of 79.2%. The school has now achieved a 4 year rolling average of 84% compared to similar schools of 79.9% and the state average of 81%.

Aligning with Yarra Primary's strong emphasis on supporting student wellbeing is the data collected in 2020 relating to the 'Management of Bullying' by the 'Student Attitudes to School Survey' . Primary students in Years 4 to 6 endorsement level of Yarra Primary's management of bullying was at 80.2% compared to similar schools at 74.5% and the state average of 78%. The school has now achieved a 4 year rolling average of 83.5% compared to similar schools of 78.8% and the state average of 80.4%. Both sets of data suggest that despite Yarra Primary facing the challenge of maintaining a school community's strong collective sense of wellbeing during a social isolating pandemic that our strength of prioritising community wellbeing is well founded.

Yarra Primary will complete its commitment to providing professional learning to all teaching staff on the Berry Street Education Model in 2021 with study focusing on the modules of 'Relationships, Character and Stamina' ensuring that we continue to achieve 'Influence' status in this field.

Financial performance and position

Yarra Primary maintained a sound financial position throughout 2020. 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 decreased significantly due to the impact of the coronavirus pandemic restrictions as well as the school outsourcing of the Out of School Hours Care and Holiday programs to TheirCare. The net operating surplus provides funds for the necessary improvements and adjustments required to the aging buildings and grounds. As a case in point, these funds contributed to the installment of a new playground costing in excess of $100,000. The school received a small amount of Equity funding, which contributed toward technological resources for equitable access to the school's remote learning program.

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.

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 274 students were enrolled at this school in 2020, 126 female and 148 male.

17 percent of students had English as an additional language and 2 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) which takes into account parents' occupations and education.
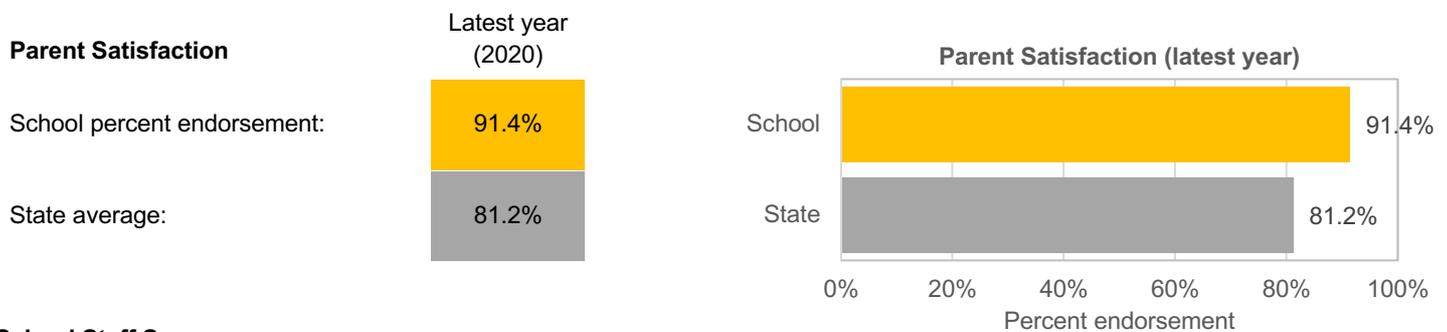
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.
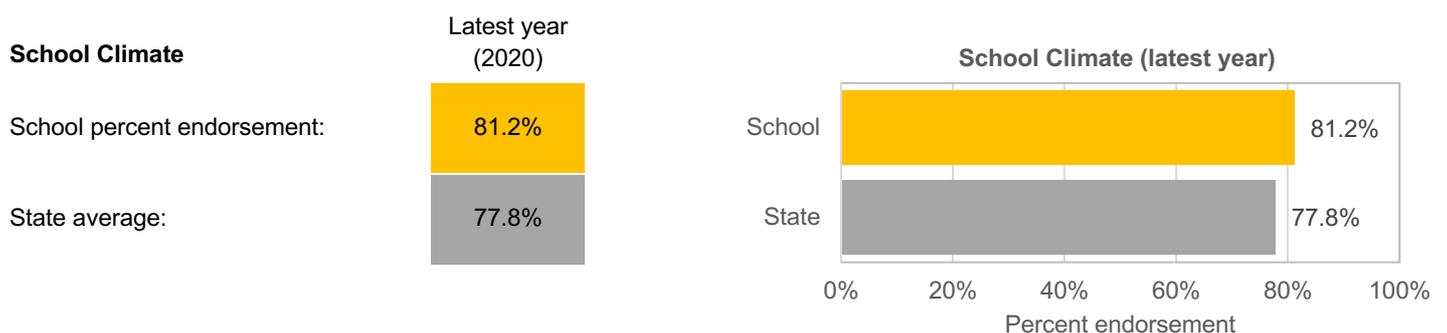
Parent Satisfaction	Latest year (2020)
School percent endorsement:	91.4%
State average:	81.2%

Parent Satisfaction (latest year)

School — 91.4%
State — 81.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	81.2%
State average:	77.8%

School Climate (latest year)

School — 81.2%
State — 77.8%

ACHIEVEMENT

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 (2020)
School percent of students at or above age expected standards:	94.0%
Similar Schools average:	93.6%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	94.0%
Similar Schools	93.6%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
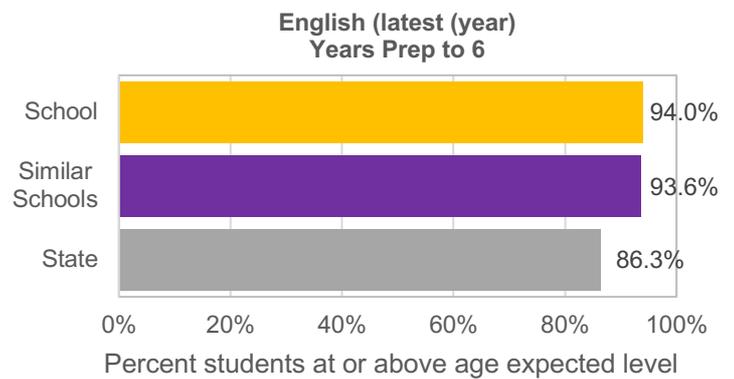
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	94.7%
Similar Schools average:	93.0%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	94.7%
Similar Schools	93.0%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
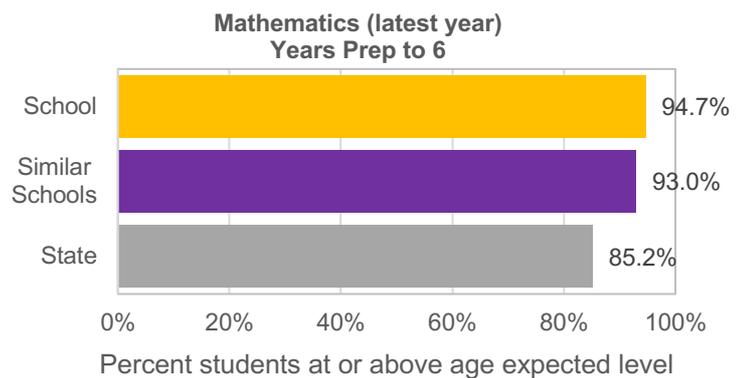
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).
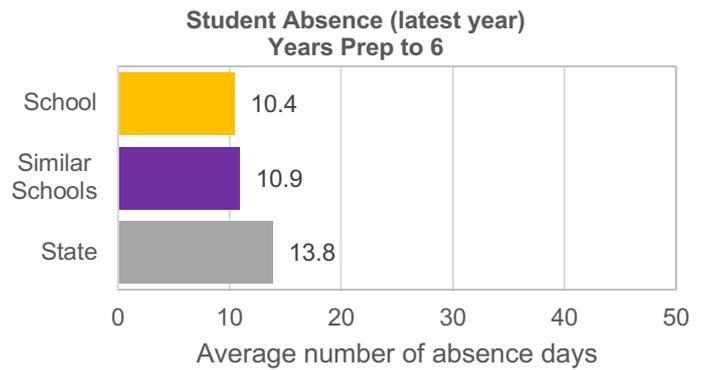
NAPLAN tests were not conducted in 2020.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	10.4	12.0
Similar Schools average:	10.9	13.2
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	10.4
Similar Schools	10.9
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	94%	96%	95%	96%	95%	96%

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| **Sense of Connectedness Years 4 to 6**	Latest year (2020)	4-year average
School percent endorsement:	80.0%	84.1%
Similar Schools average:	76.7%	79.9%
State average:	79.2%	81.0%
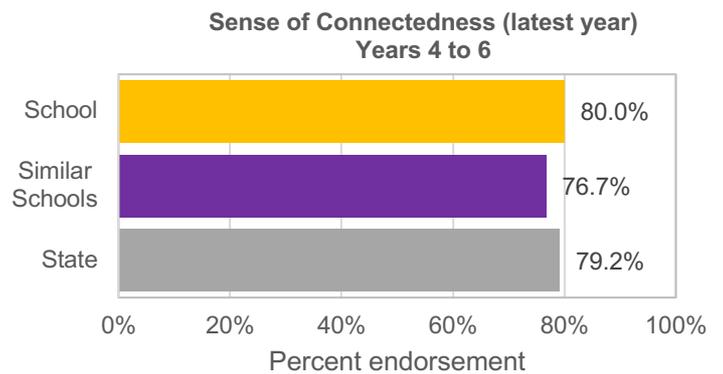
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School 80.0%
Similar Schools 76.7%
State 79.2%

0% 20% 40% 60% 80% 100%
Percent endorsement

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	80.2%	83.5%
Similar Schools average:	74.5%	78.8%
State average:	78.0%	80.4%
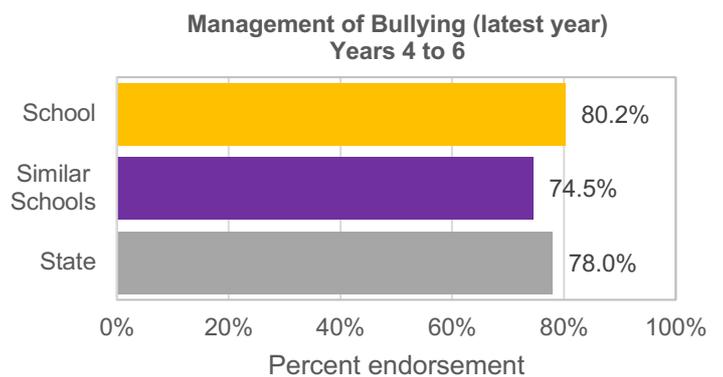
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School 80.2%
Similar Schools 74.5%
State 78.0%

0% 20% 40% 60% 80% 100%
Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$2,337,033
Government Provided DET Grants	$290,628
Government Grants Commonwealth	$84,258
Government Grants State	NDA
Revenue Other	$2,388
Locally Raised Funds	$191,978
Capital Grants	NDA
Total Operating Revenue	**$2,906,286**

Equity [1]	Actual
Equity (Social Disadvantage)	$12,774
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$12,774**

Expenditure	Actual
Student Resource Package [2]	$2,039,055
Adjustments	NDA
Books & Publications	$249
Camps/Excursions/Activities	$12,822
Communication Costs	$4,856
Consumables	$82,052
Miscellaneous Expense [3]	$7,869
Professional Development	$4,328
Equipment/Maintenance/Hire	$37,144
Property Services	$92,065
Salaries & Allowances [4]	$88,441
Support Services	$151,651
Trading & Fundraising	$10,210
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$35,188
Total Operating Expenditure	**$2,565,929**
Net Operating Surplus/-Deficit	**$340,357**
Asset Acquisitions	**$58,737**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$373,495
Official Account	$14,709
Other Accounts	NDA
Total Funds Available	**$388,204**

Financial Commitments	Actual
Operating Reserve	$74,341
Other Recurrent Expenditure	$18,990
Provision Accounts	NDA
Funds Received in Advance	$11,243
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$44,000
Capital - Buildings/Grounds < 12 months	$25,000
Maintenance - Buildings/Grounds < 12 months	$115,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$288,574**

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.