

2022 Annual Report to the School Community

School Name: Yarrambat Primary School (2054)



- 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 31 March 2023 at 01:36 PM by Kelvin Bennetts (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 03 April 2023 at 09:48 AM by Briany Derwent (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

Yarrambat Primary School has experienced fast growth in its enrolments over the last 10 years which has now lead to the school having an enrolment ceiling of 625 students. Each year there are more children wanting entry into the school than our capacity allows. School enrolment for 2022 was 632.8 students. The school has keep true to its motto of the “Best of Both Worlds” by maintaining a bush setting while there has been significant development around it. In 2022, Yarrambat Primary continued its focus on building a teaching and learning environment that ensured all students achieve their optimum outcomes in Literacy and Numeracy whilst also maintaining a high level of curiosity towards the world in which we live. Our work in developing Curiosity and allowing children to follow their passions has led to an increase in student voice in their own learning. This was despite the many interruptions and changes due COVID-19 regulations.

The school structure (based around Prep, Junior School, Middle School and Upper School) enabled the continued growth of Professional Learning Teams with a strong commitment and ability to develop and deliver challenging and engaging programs. This PLT structure also facilitated strong levels of professional development which enabled staff to share skills across their team and embed and strengthen all teachers’ knowledge and skills in literacy, numeracy and inquiry.

Staffing consisted of 33 full time and 14 part time staff with a teaching role including a Principal, Assistant Principal, one Leading Teacher, three Learning Specialists and range of staff at other levels. The school also employs nine Educational Support staff.

Yarrambat Primary also continued to deliver an extensive range of specialist and additional programs to support our strategic focus. These included Physical Education, Italian, Visual Arts, Performing Arts, Music along with Reading Recovery and special needs assistance and extension in every level of the school. The school also continued its commitment to the STEM/science program within the classrooms during 2022.

Progress towards strategic goals, student outcomes and student engagement

Learning

Across our 2022 AIP we continued our work related to our Strategic Plan.

Our first priority was to return the children back into a solid full time school routine after the COVID interruptions and to ensure that their mental health and well being were an important focus.

Building practice excellence:

- We looked to re-establish the many things which were a practice within our everyday classes such as The Pit, The Learning Pit, The Learning Process and Goal Setting

Empowering students and building school pride:

- We continued to develop more opportunities for children to have student agency/voice.

Health and Well-being:

- We worked to provide support to our children and their families by being leaders in our community and providing stability and certainty in our practices and expectations. We looked to increase the Allied Health support available to children by ensuring we had a Medicare funded Psychologist, a Speech Therapist and an Occupational Therapist. The last two were employed by the school one day per week and available for private practice the other days. In 2023 the school will be looking to further expand this service with its own Paediatrician.

Wellbeing

Wellbeing across students, staff and wider school community was a focus across 2022.

For students, we tracked their well being carefully and ensured that students who should required further assistance were either seen by the school employed Allied Health team or referred to outside agencies. We ran regular sessions re-introducing the Resilience Program and provided daily opportunities to practice mindfulness.

When staff returned to school we implemented a wellbeing program for staff which included massage therapy four times per year, staff well being lunches six times per year and regular coffee and cake mornings from the local cafe. We were able to re-introduce whole school events such as Assemblies and whole community events such as Show Day which added to the feeling of a return to normal practice.

Our data from the Parent Opinion Survey showed that our parents rate their satisfaction levels with the school at 90.4% with the State level at 79.9%.

The data also shows the Student's Sense of Connectedness at 83.7% compared to Similar Schools at 78.3% and the State at 78.1% and the Management of Bullying at 84.7% compared the Similar Schools at 77.8% and the State at 75.8%.

Our longer term aim remains to ensure that all children are catered for in their learning and Emotional needs and this continues to be a challenge as we see the longer term consequences of COVID.

Engagement

Our Attendance Data showed the the average number of days off per student was 25.0 per year, compared to Similar Schools at 21.6 and the State at 23.3.

There is a simple explanation for this and if you were to examine the actual data sets you would see that a large number of families took the first opportunity available to them to take an extended holiday within Australia or overseas. This data unfairly reflects upon the school and its practices as few if any extended periods of absence where engagement related and better reflects the thoughts of families after an extended period of lockdown.

We continued with out in house programs of increasing student voice. A strong example of this is in preparation for the 2023 school year we were finally in a position where we were able to field two full interschool sport teams each Friday and the students involved in that program voted on which interschool sport model that we would use. They had a choice between a grade 5 and a grade 6 team or an A and a B team. They voted to use and A and a B team model which the school implemented for 2023.

Financial performance

The annual financial result of the school reflects the careful financial management and strategic use of funds throughout the school.

There were no extraordinary revenue or expenditure items outside of the planned developments within the school. The school received equity funding of \$34,119, which was all spent in funding additional support programs. This figure did not cover the true cost of these programs as the school covered the cost of the remainder of these costs.

The school also entered into a contract with a company to operate its canteen after the food supply chain issues became to difficult for us to overcome. This option was chosen to ensure that the canteen could operate each day and provide a cost value service to our families.

Across the year we:

- installed a new Pirate Boat play area which reflected the student voice of the prep children and contained a 12 foot aluminium boat, a pier, a beach, some waves, an island with a flagpole and a treasure chest.
- made alterations to a portable classroom building to improve its connectivity to the existing Upper School building through the installation of an external double glass door with a verandah and repainted the building.

The school remains in a strong financial position with adequate operational reserves to cover any cost and selected future building/grounds projects.

For more detailed information regarding our school please visit our website at
www.yarrambatps.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 633 students were enrolled at this school in 2022, 309 female and 324 male.

2 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).

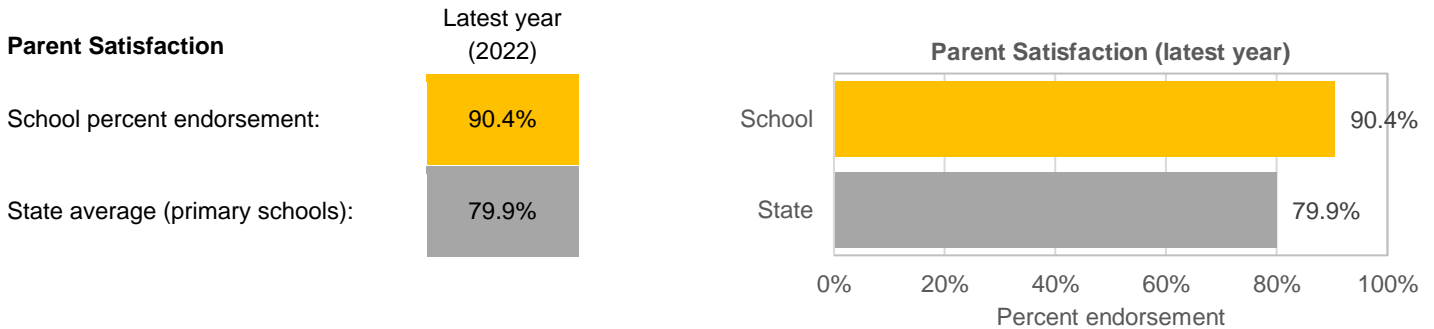
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

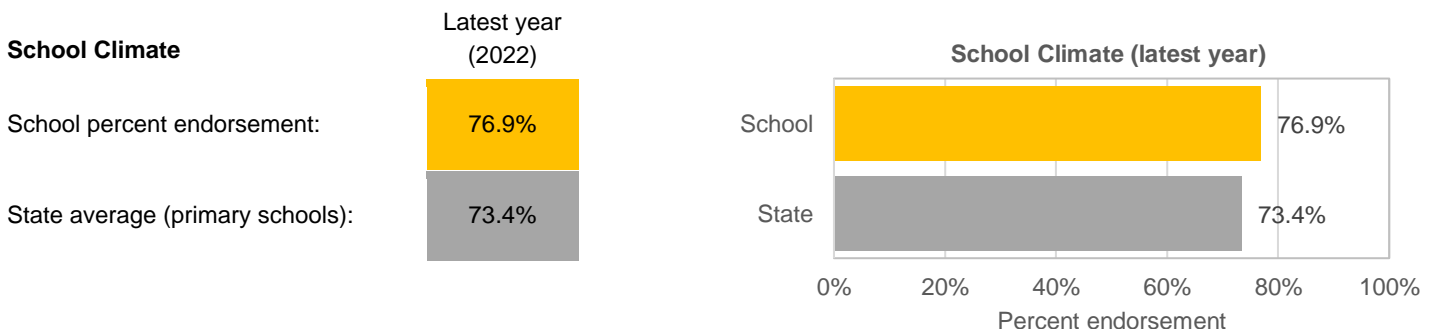


School Staff Survey

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:

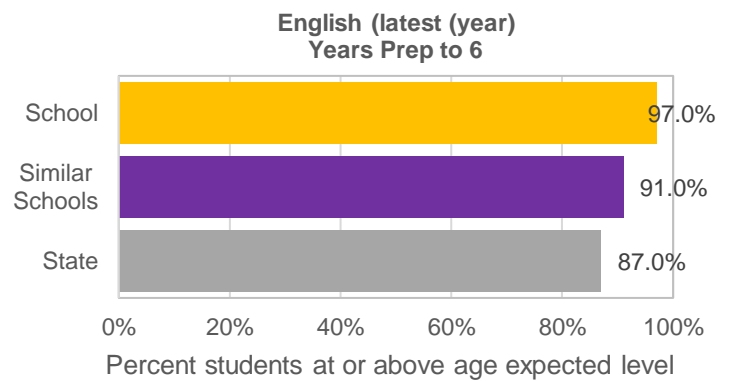
97.0%

Similar Schools average:

91.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

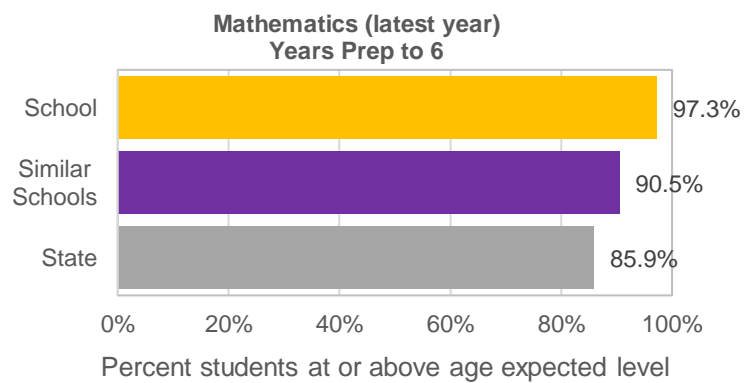
97.3%

Similar Schools average:

90.5%

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.

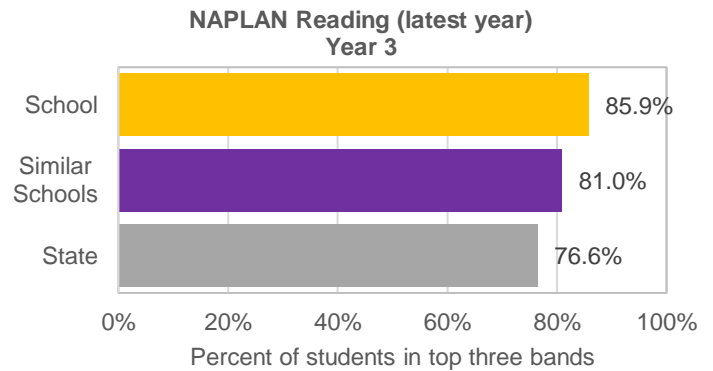
NAPLAN

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.

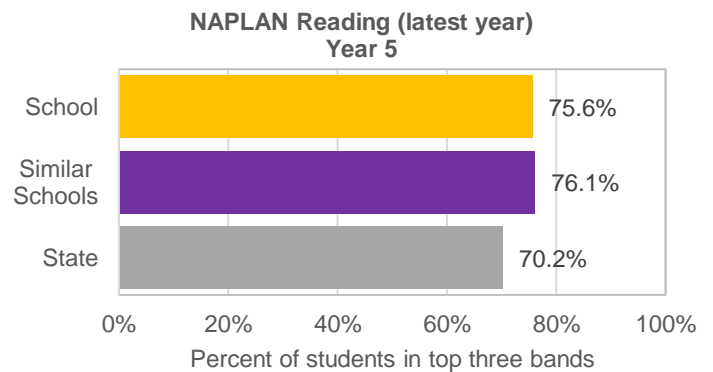
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.9%	87.0%
Similar Schools average:	81.0%	81.6%
State average:	76.6%	76.6%



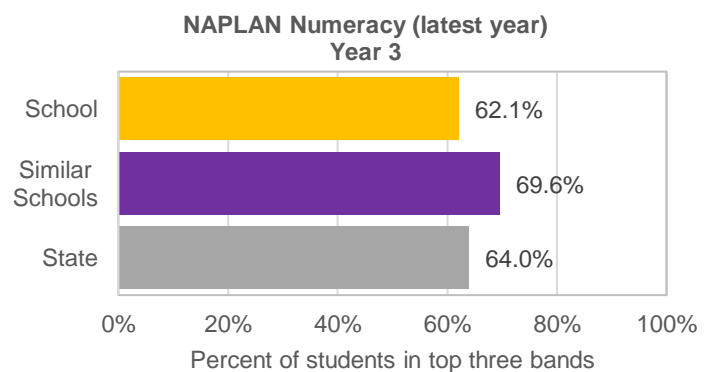
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.6%	80.3%
Similar Schools average:	76.1%	75.6%
State average:	70.2%	69.5%



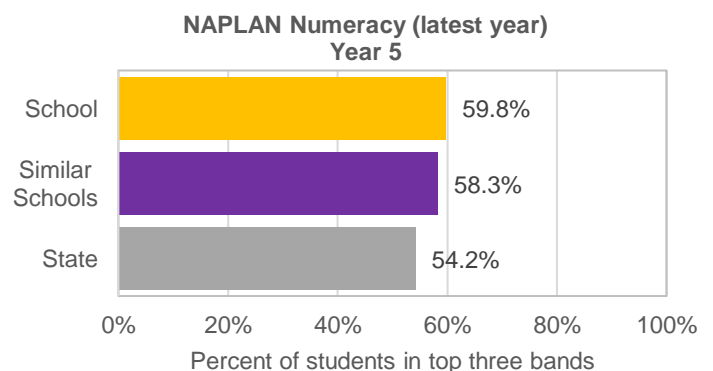
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.1%	72.3%
Similar Schools average:	69.6%	72.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.8%	63.9%
Similar Schools average:	58.3%	63.0%
State average:	54.2%	58.8%



WELLBEING

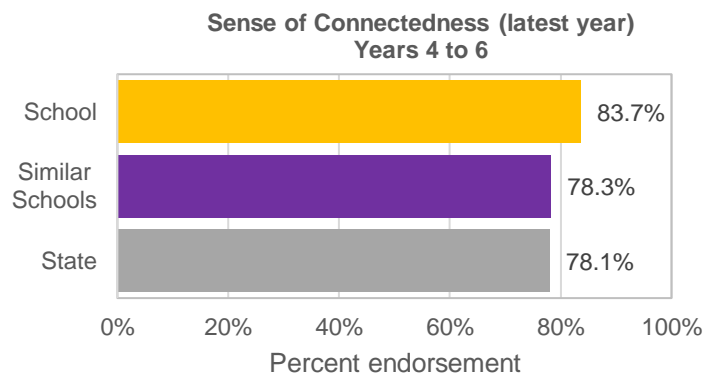
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	83.7%	82.2%
Similar Schools average:	78.3%	80.6%
State average:	78.1%	79.5%

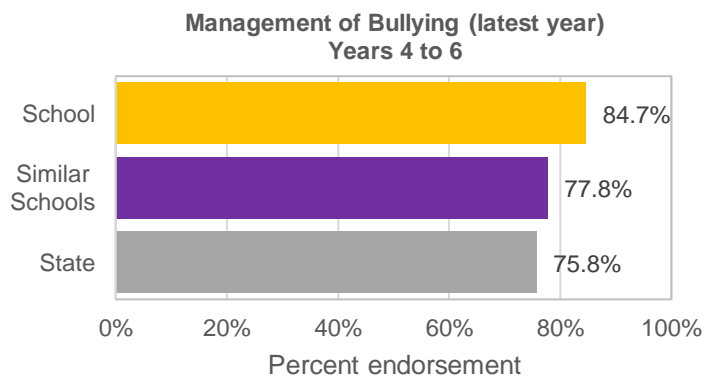


Student Attitudes to School – Management of Bullying

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:	84.7%	84.6%
Similar Schools average:	77.8%	80.7%
State average:	75.8%	78.3%



ENGAGEMENT

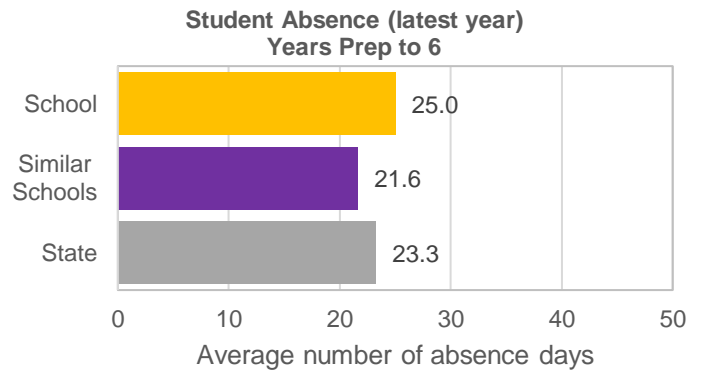
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.0	15.7
Similar Schools average:	21.6	15.1
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):	89%	88%	88%	88%	87%	87%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,173,520
Government Provided DET Grants	\$597,991
Government Grants Commonwealth	\$215,221
Government Grants State	\$0
Revenue Other	\$8,602
Locally Raised Funds	\$692,622
Capital Grants	\$0
Total Operating Revenue	\$6,687,956

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,120
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,120

Expenditure	Actual
Student Resource Package ²	\$5,231,247
Adjustments	\$0
Books & Publications	\$262
Camps/Excursions/Activities	\$193,194
Communication Costs	\$3,568
Consumables	\$153,695
Miscellaneous Expense ³	\$70,215
Professional Development	\$23,864
Equipment/Maintenance/Hire	\$187,470
Property Services	\$175,873
Salaries & Allowances ⁴	\$538,332
Support Services	\$113,947
Trading & Fundraising	\$60,171
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$53,983
Total Operating Expenditure	\$6,805,821
Net Operating Surplus/-Deficit	(\$117,865)
Asset Acquisitions	\$7,780

- (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	\$408,555
Official Account	\$36,665
Other Accounts	\$58,664
Total Funds Available	\$503,883

Financial Commitments	Actual
Operating Reserve	\$235,674
Other Recurrent Expenditure	\$5,583
Provision Accounts	\$5,000
Funds Received in Advance	\$102,928
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	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$349,185

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.