

2023 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 \(VIT\)](#)
- 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 15 March 2024 at 08:05 AM by Kelvin Bennetts (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 on 15 April 2024 at 03:07 PM 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).

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

Yarrambat Primary School has experienced very high demand for places at the school and now has an enrolment ceiling of 650 students. Each year there are more children wanting entry into the school than our capacity allows. School enrolment for 2023 was 642.6 students. The school has kept true to its motto of the “Best of Both Worlds” by maintaining a bush setting while there has been significant development around it.

In 2023, 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 will continue to be a focus in our new Strategic Plan to be developed early in 2024.

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. This has also meant that we have been able to manage class sizes and meet our school goal of smaller class sizes across the school.

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 seven 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 with a view to this becoming a STEAM specialists program in 2024 led by a newly appointed Learning Specialist.

Progress towards strategic goals, student outcomes and student engagement

Learning

Across our 2023 AIP we continued our work related to our Strategic Plan. We looked to finalise our goals in preparation for our School Review early in Term 1, 2024.

Building practice excellence:

- We continued 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. We also began an internal review of our leadership needs and began to appoint a Learning Specialist for both STEAM and Disability & Inclusion.

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.

Wellbeing

Wellbeing across students, staff and wider school community was a continued focus across 2023.

For students, we tracked their well being carefully and ensured that students who should require further assistance were either seen by the school employed Allied Health team or referred to outside agencies. We employed the services of a counsellor for two days per week who worked with selected children.

We ran regular sessions of the Resilience Program and provided daily opportunities to practice mindfulness.

We continued to operate a wellbeing program for staff.

We continued with whole school events such as Assemblies and whole community events such as Show Day which added to the feeling of a connection with our local community. We also operated a family support program across the year which culminated in unexpected Christmas gift deliveries on Christmas Eve to a large number of families.

Our data from the Parent Opinion Survey showed that our parents rate their satisfaction levels with the school at 100% with the State level at 82.8%. The data also shows the Student's Sense of Connectedness at 79.2% compared to Similar Schools at 77.4% and the State at 77% and the Management of Bullying at 82.8% compared to Similar Schools at 76.9% and the State at 75.1%. 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 22.0 per year, compared to Similar Schools at 18.7 and the State at 20.5. 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 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 were engagement related and better reflects the thoughts of families who take advantage of cheaper holidays outside of the school holiday breaks. We continued with our in house programs of increasing student voice. A strong example of this is in preparation for the 2024 school year 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 an A and a B team model which the school implemented for 2024.

Other highlights from the school year

The school continued to work in a wide variety of ways to look to make improvements. We further developed our yard with additional cubby houses and a rectangular football field on the back oval for Prep to Grade Two to make use of.

We completed the air conditioning of ALL teaching spaces with a large eight unit system installed into the school gym to make it more temperature controlled to work in with children during either hot or cold weather.

We had multiple sport teams win various competitions which was a reflection of the work on this team across many years.

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 \$33,383.90, 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.

Across the year we installed new glass walls within the Upper School building and two prep rooms which meant we created a far better teaching and learning environment for children and staff to work in. 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
<http://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 646 students were enrolled at this school in 2023, 310 female and 336 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).

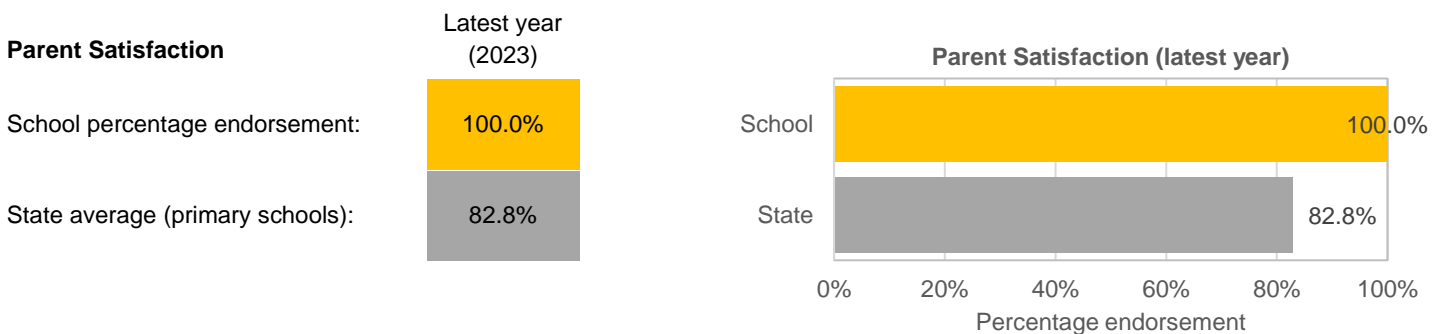
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

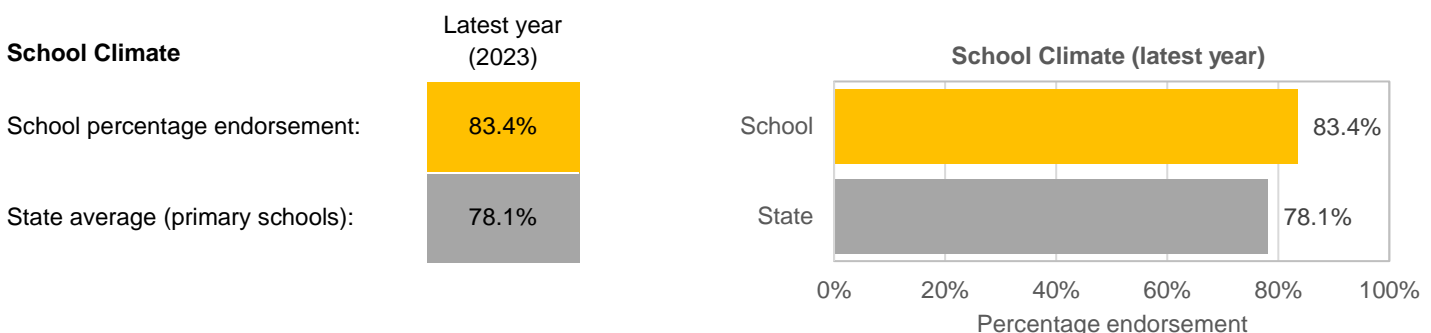


School Staff Survey

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:

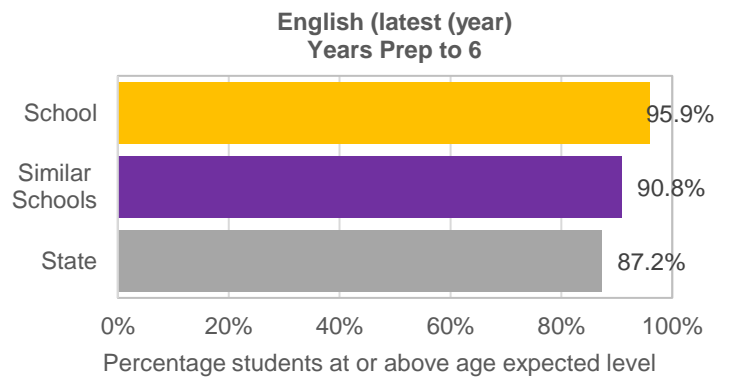
95.9%

Similar Schools average:

90.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

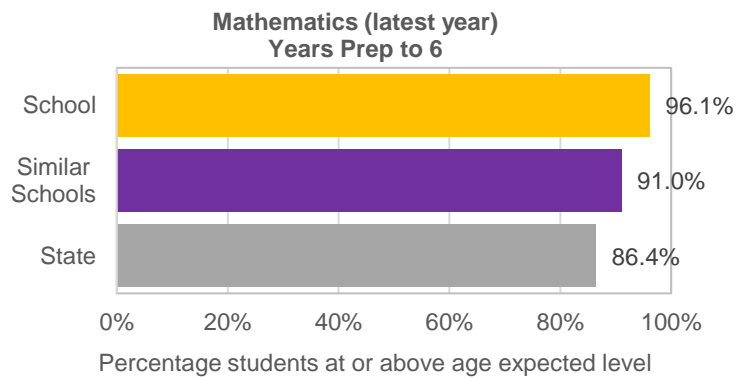
96.1%

Similar Schools average:

91.0%

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:

79.3%

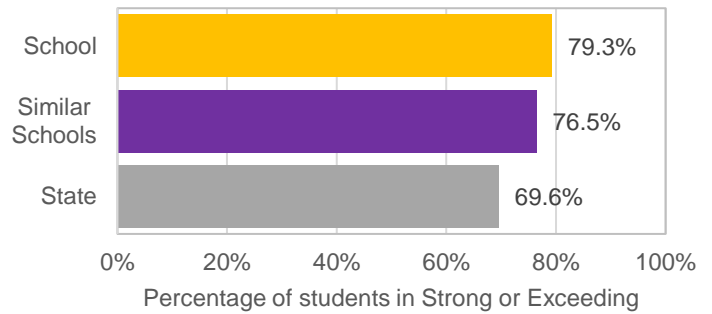
Similar Schools average:

76.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.0%

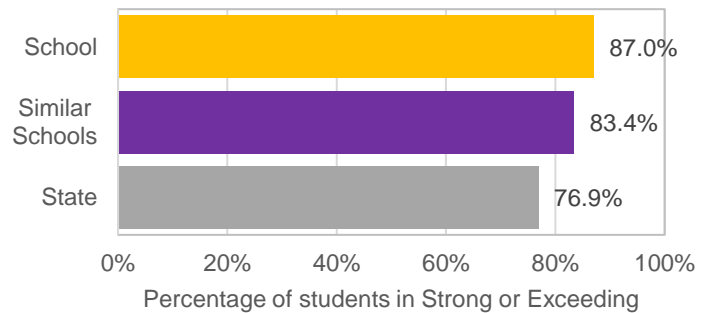
Similar Schools average:

83.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.9%

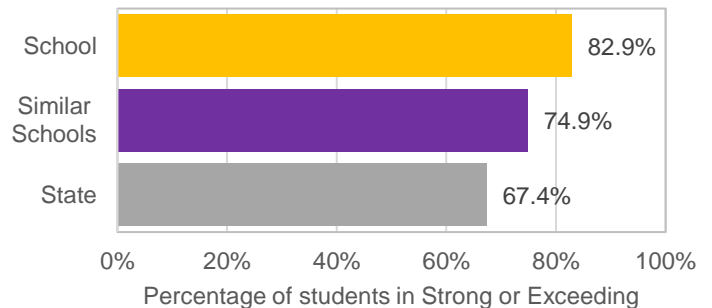
Similar Schools average:

74.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.0%

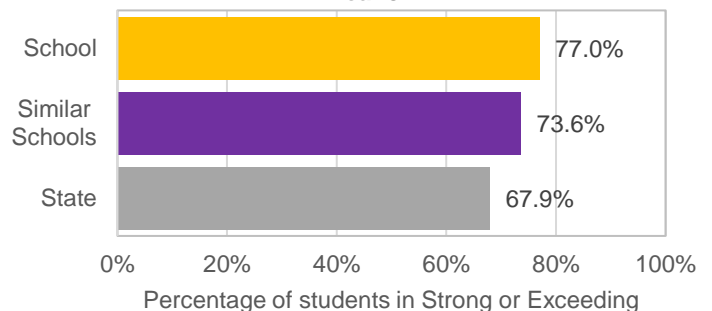
Similar Schools average:

73.6%

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:

85.9%

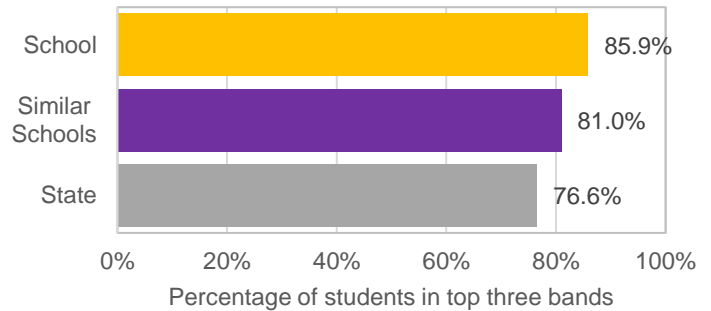
Similar Schools average:

81.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

75.6%

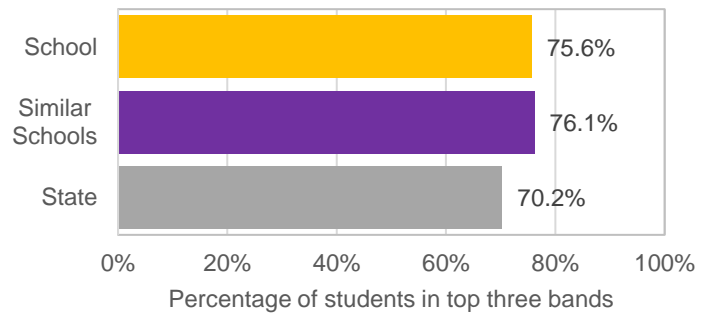
Similar Schools average:

76.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

62.1%

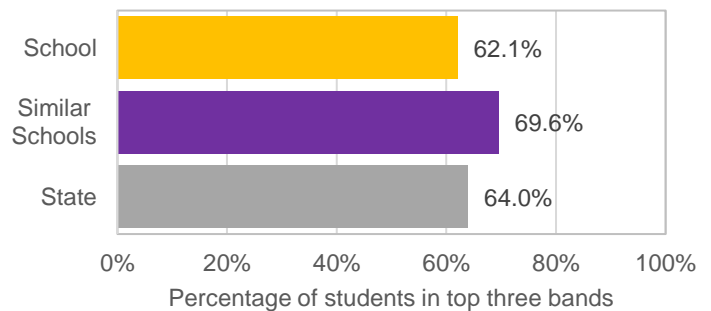
Similar Schools average:

69.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

59.8%

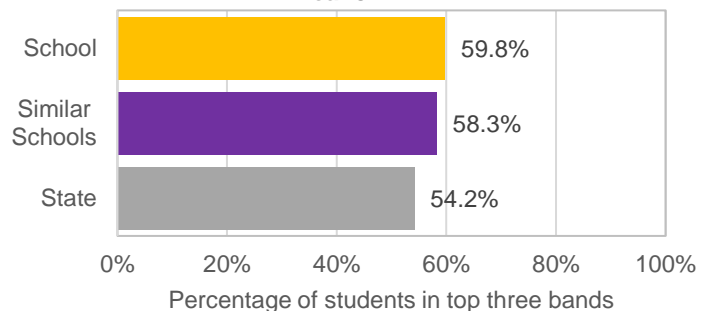
Similar Schools average:

58.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

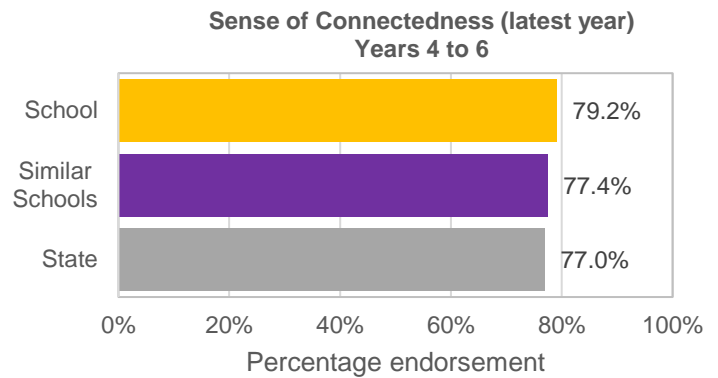
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	79.2%	80.7%
Similar Schools average:	77.4%	79.2%
State average:	77.0%	78.5%

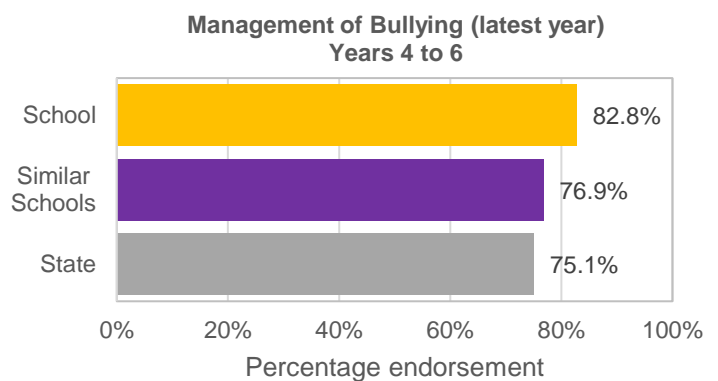


Student Attitudes to School – Management of Bullying

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:	82.8%	83.4%
Similar Schools average:	76.9%	78.8%
State average:	75.1%	76.9%



ENGAGEMENT

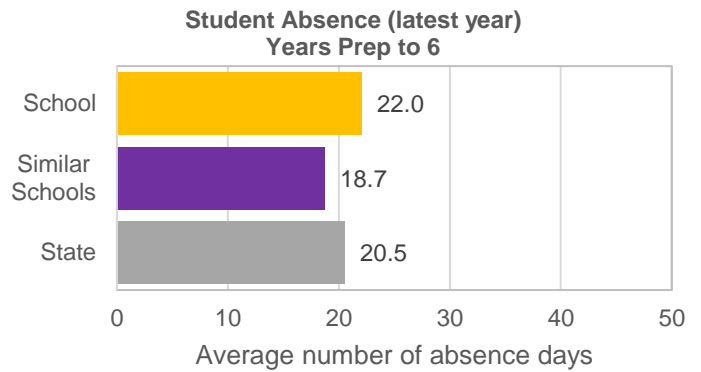
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.0	17.1
Similar Schools average:	18.7	16.0
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):	91%	89%	89%	89%	88%	88%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,647,507
Government Provided DET Grants	\$596,058
Government Grants Commonwealth	\$259,936
Government Grants State	\$0
Revenue Other	\$19,389
Locally Raised Funds	\$801,385
Capital Grants	\$0
Total Operating Revenue	\$7,324,274

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,384
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$33,384

Expenditure	Actual
Student Resource Package ²	\$5,568,075
Adjustments	\$0
Books & Publications	\$495
Camps/Excursions/Activities	\$210,814
Communication Costs	\$4,767
Consumables	\$208,687
Miscellaneous Expense ³	\$78,692
Professional Development	\$29,651
Equipment/Maintenance/Hire	\$118,525
Property Services	\$233,295
Salaries & Allowances ⁴	\$547,399
Support Services	\$178,468
Trading & Fundraising	\$78,273
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,869
Total Operating Expenditure	\$7,296,009
Net Operating Surplus/-Deficit	\$28,265
Asset Acquisitions	\$0

- (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	\$358,953
Official Account	\$31,245
Other Accounts	\$58,664
Total Funds Available	\$448,862

Financial Commitments	Actual
Operating Reserve	\$255,491
Other Recurrent Expenditure	\$7,008
Provision Accounts	\$5,000
Funds Received in Advance	\$169,394
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	\$436,893

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.