

2024 Annual Report to the School Community

School Name: Yarrambat Primary School (2054)



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- 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 24 March 2025 at 08:55 AM by Luke Franklin (Principal)

- As executive officer of the school council, I attest that this 2024 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 02 April 2025 at 10:03 AM by Luke Franklin (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Yarrambat Primary School has experienced very high demand for places at the school and has an enrolment ceiling of 650 students. School enrolment for 2024 was 643 students. The school has kept true to its motto of the “Best of Both Worlds” by maintaining a relaxed country community culture in a beautiful bush setting while having the complexities and programs offered from a large semi-suburban school.

In 2024, 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. The school undertook a school review in Term 1 2024 and has developed a new Strategic Plan which will shape the work to come over the next four years.

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 17 part time staff with a teaching role including a Principal, Assistant Principal, five Learning Specialists and range of staff at other levels. The school also employed 14 Educational Support staff.

Yarrambat Primary continued to deliver an extensive range of specialist and additional programs to support our students growth. These included Physical Education, Italian, STEAM and Visual Arts, Performing Arts, Music along with intervention programs.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our school review in Term 1, 2024 enabled us to reflect and focus our work on key learning areas and well being.

Building practice excellence:

- We continued to work on the many things which we practice within our everyday classes such as The Pit, The Learning Pit, The Learning Process and Goal Setting. Following the appointment of two Learning Specialists in STEAM and Disability & Inclusion, we continued to structure our school and resources to support all students.
- We continued to develop curriculum and learning experiences for all students through collaborative planning, and whole school professional development in the key curriculum areas of

English and Mathematics. Our teacher judgement data shows:

- 95.8% of students achieved At or Above the age expected standard for English.
- 94.4% of students achieved At or Above the age expected standard for Mathematics
- Our 2024 NAPLAN data shows:
 - 79% of year 3 students achieved Strong or Exceeding in Reading
 - 82.4% of year 5 students achieved Strong or Exceeding in Reading
 - 78% of year 3 students achieved Strong or Exceeding in Numeracy
 - 76.7% of year 5 students achieved Strong or Exceeding in Numeracy

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 Provisional 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 2024. 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 employed the services of a counsellor (Art therapist) for two days per week who worked with selected children.

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

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.

Our data from the Parent Opinion Survey showed that our parents rate their satisfaction levels with the school at 82%. The data also shows the Student's Sense of Connectedness at 83% compared to Similar Schools at 76% and the State at 77% and the Management of Bullying at 90% compared the Similar Schools at 77% and the State at 77%.

Our longer term aim remains to ensure that all children are catered for in their learning and emotional needs.

Engagement

Our Attendance Data showed that our students had an average of 13.52 days off for the year. Data also highlighted that we had 13% of students with 95% or higher attendance, compared to 21% for similar schools and 26% for the state. 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. When looking deeper into this data we can see that we have had 89% of students attend above the 80% attendance mark.

We continued with our in house programs of increasing student voice. A strong example of this is our Year 6 leadership program where students work to complete our Leadership Program by completing 10 leadership projects; Listener, supporter, role model, initiator, organiser, communicator, decision maker, delegator, graduate and encourager. Through this program the students build a positive culture for leaving the school a better place and developing skills, confidence and independence when working with all stake holders in the school.

The grounds continued to be developed in response to student needs and wants. The projects carried out ensured that all students have something to focus on and continue to develop their social learning outside of classroom time. These opportunities have led to a strong culture of care and engagement throughout the student group.

Other highlights from the school year

The school continued to work to make improvements to our grounds and programs. We further developed our yard with additional play spaces and experiences for our students to engage in outside during break times.

Sport continued to be a major focus for our students with multiple sporting teams winning various competitions and individuals performing well in SSV sporting competitions. We would like to note the following achievements; Girls AFLW progressed to the state finals, Girls basketball progressed to the Division finals, One student represented the school at the state swimming meet with many others progressing to the Regional finals and another progressing to the State Cross County meet.

Our long standing Principal retired at the end of Term 3. An acting Principal was employed in Term 4 with the substantive positing being advertised later the term. The Acting Principal was very excited to be appointed to this position and settled in well to the role.

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 \$32,839.40, which was all spent in funding additional support programs and enable specialist staff to work within cohorts to extend and support students. Significant funds were used to support the Allied Health professionals (Speech Therapist, Occupational Therapist, Provisional Psychologist and Art Therapist) working to screen our foundation students and other students who require this support and also work with students requiring additional supports that our teaching staff could not assist with. The school chose to onboard a number of additional Education Support staff, mid year to ensure we are able to support students with additional needs or diagnosis. This has come at a cost to our staffing budget

however, we should see this funding covered as we move forward with our Disability and Inclusion work. 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 <https://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

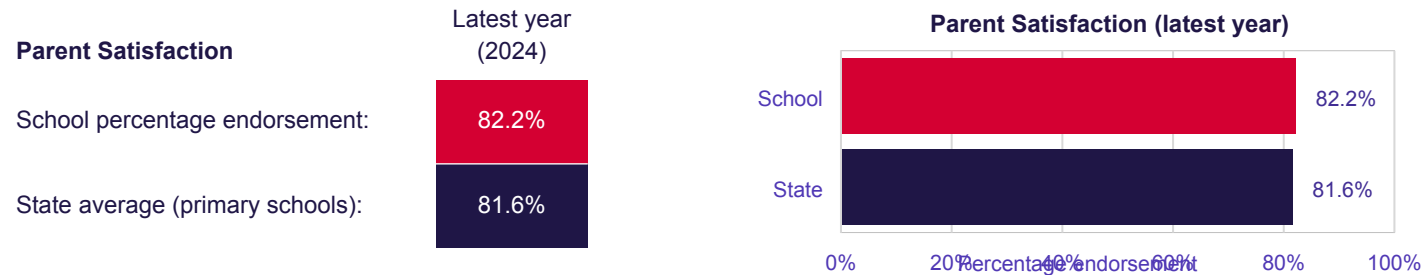
A total of 647 students were enrolled at this school in 2024, 304 female and 342 male.
2 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

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.

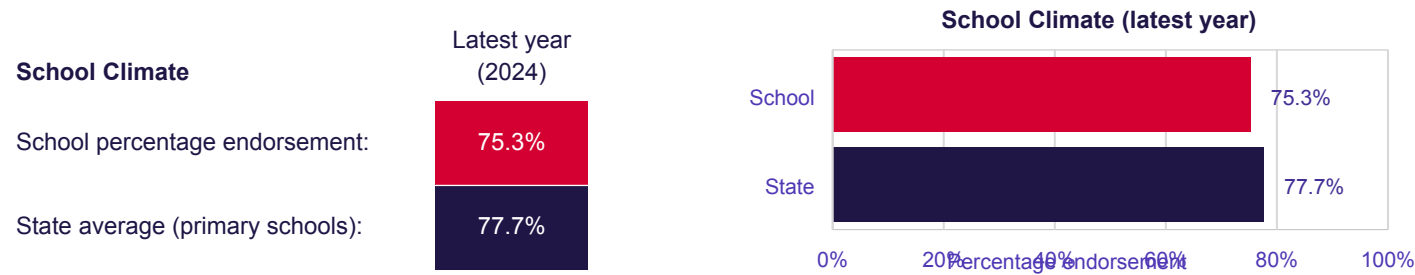


School Staff Survey

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.

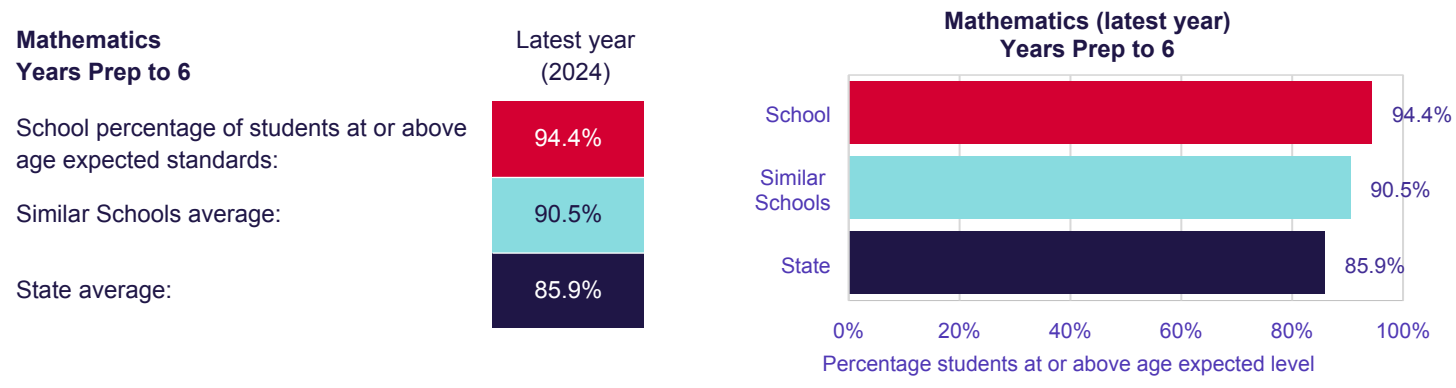
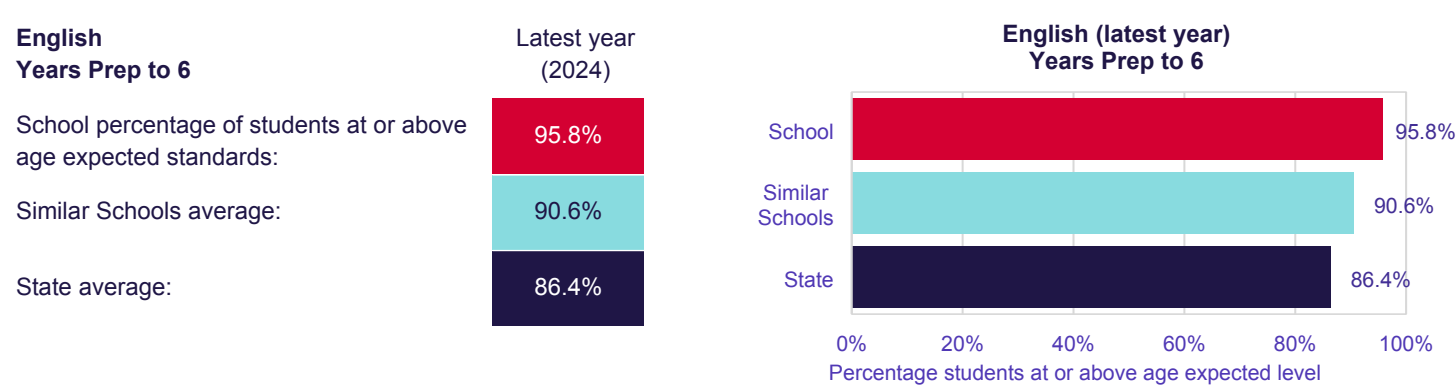


LEARNING

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.



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.

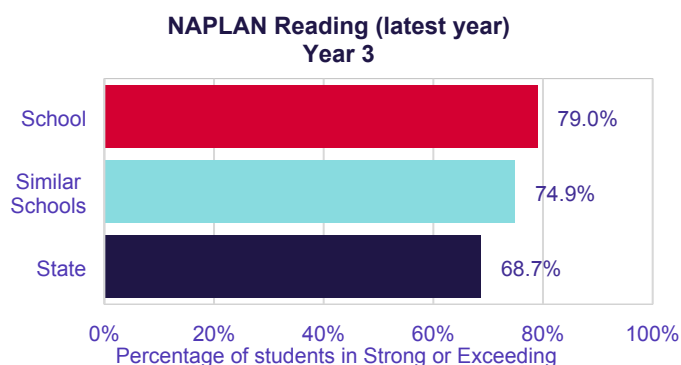
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

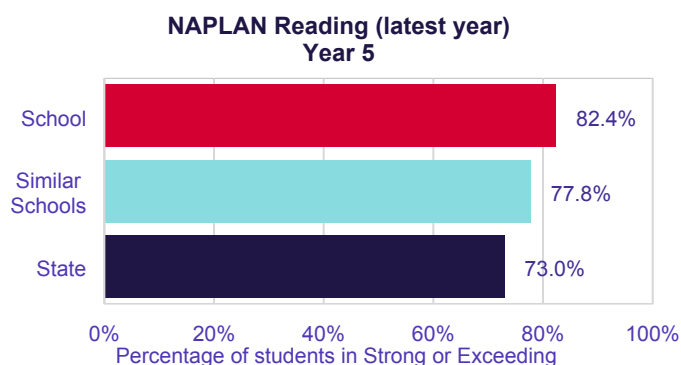
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.0%	79.1%
Similar Schools average:	74.9%	75.8%
State average:	68.7%	69.2%



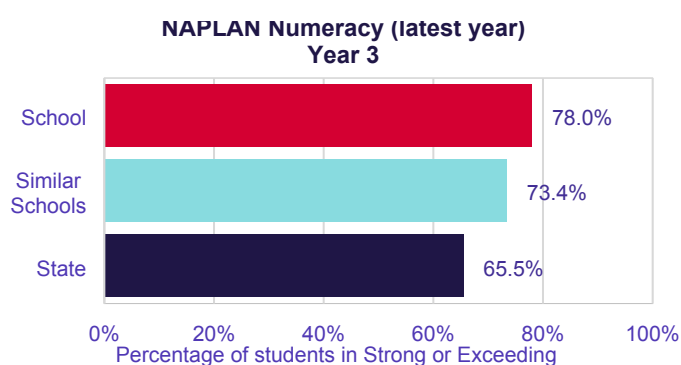
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.4%	84.8%
Similar Schools average:	77.8%	80.4%
State average:	73.0%	75.0%



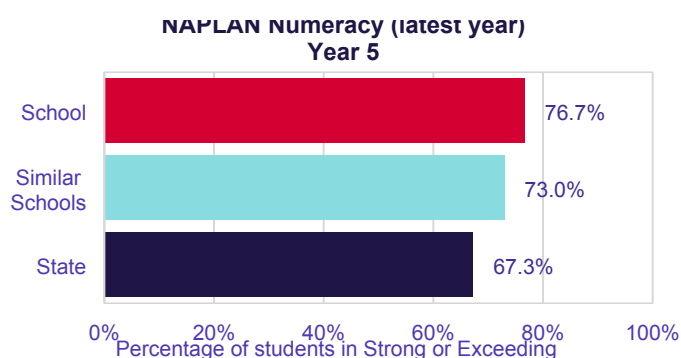
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.0%	80.5%
Similar Schools average:	73.4%	74.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.7%	76.8%
Similar Schools average:	73.0%	73.5%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

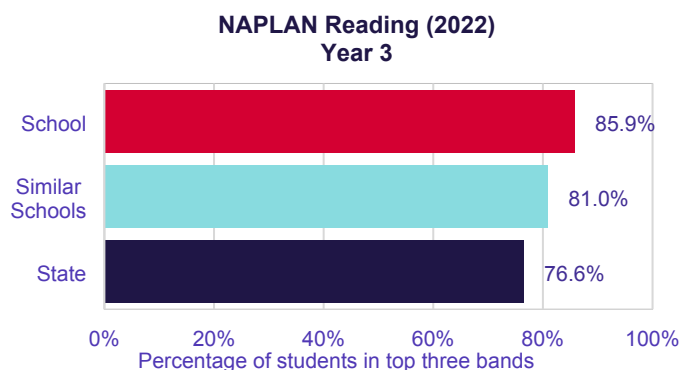
85.9%

Similar Schools average:

81.0%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

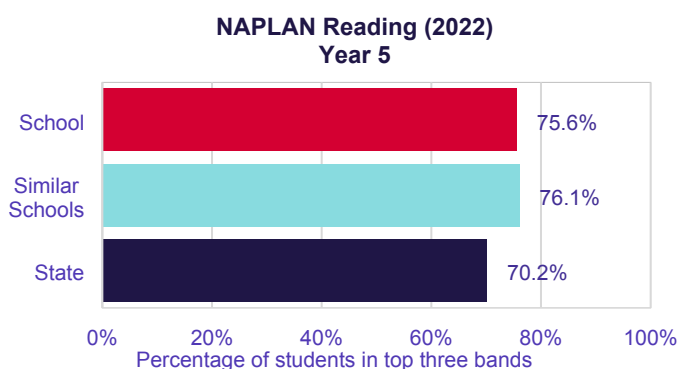
75.6%

Similar Schools average:

76.1%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

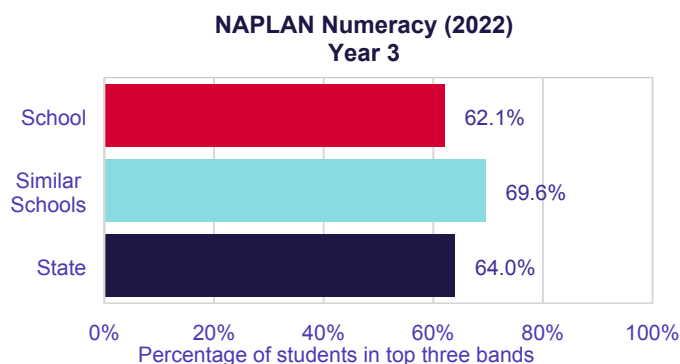
62.1%

Similar Schools average:

69.6%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

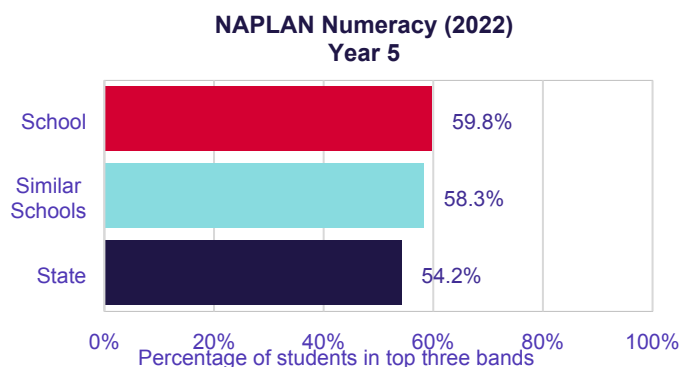
59.8%

Similar Schools average:

58.3%

State average:

54.2%



WELLBEING

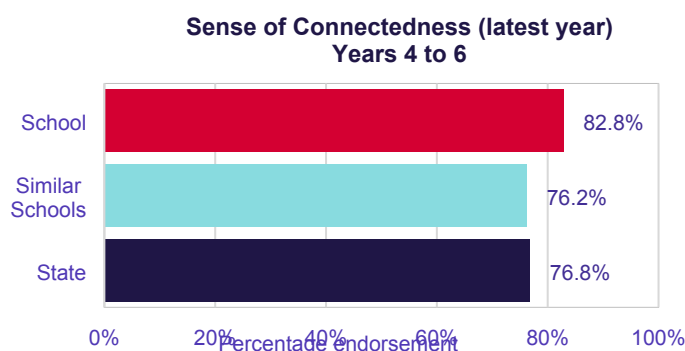
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	82.8%	81.3%
Similar Schools average:	76.2%	77.9%
State average:	76.8%	77.9%

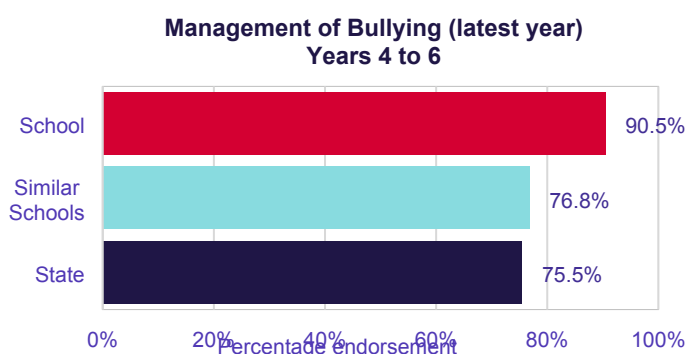


Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	90.5%	85.2%
Similar Schools average:	76.8%	78.0%
State average:	75.5%	76.3%

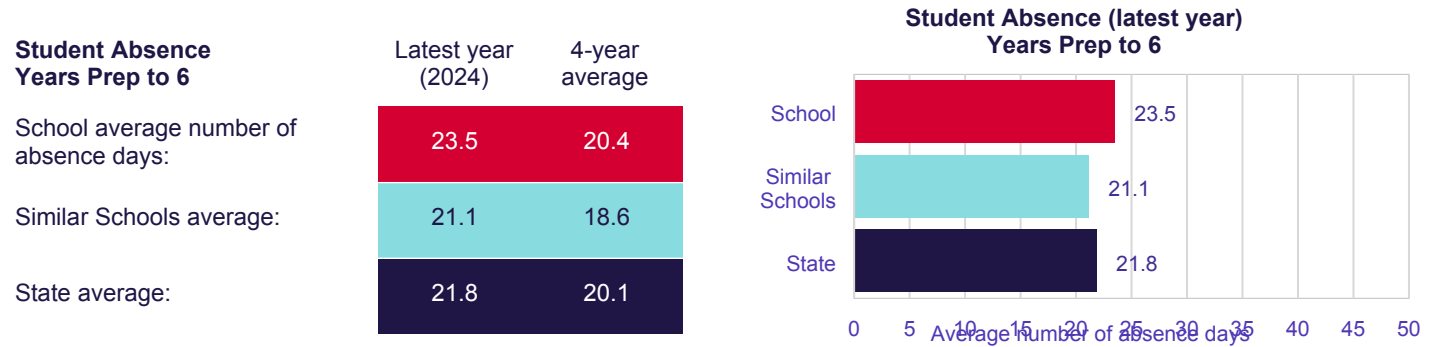


ENGAGEMENT

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.



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 (2024):	89%	89%	89%	89%	87%	86%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,896,974
Government Provided DET Grants	\$635,166
Government Grants Commonwealth	\$313,727
Government Grants State	\$0
Revenue Other	\$38,849
Locally Raised Funds	\$737,378
Capital Grants	\$0
Total Operating Revenue	\$7,622,095

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,085
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$30,085

Expenditure	Actual
Student Resource Package ²	\$5,990,782
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$238,800
Communication Costs	\$4,558
Consumables	\$199,199
Miscellaneous Expense ³	\$101,438
Professional Development	\$32,455
Equipment/Maintenance/Hire	\$111,764
Property Services	\$144,478
Salaries & Allowances ⁴	\$522,753
Support Services	\$229,766
Trading & Fundraising	\$81,951
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,168
Total Operating Expenditure	\$7,710,112
Net Operating Surplus/-Deficit	(\$88,017)
Asset Acquisitions	\$76

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$585,545
Official Account	\$39,465
Other Accounts	\$58,664
Total Funds Available	\$683,674

Financial Commitments	Actual
Operating Reserve	\$288,219
Other Recurrent Expenditure	\$6,450
Provision Accounts	\$5,000
Funds Received in Advance	\$142,190
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	\$441,859

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.