2018 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 2018 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 26 April 2019 at 04:11 PM by Saraid Doherty (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 April 2019 at 07:10 AM by Peter Brace (School Council President)

About Our School

School context

Yarra Primary School is located in the inner eastern suburb of Richmond. Originally North Richmond Primary, the school was established in 1888. The school's enrolment numbers have steadily increased over the last ten years and in 2018 there were 254 students. At Yarra Primary School 'values' education is integral to strengthening school culture and is reflected in school policies, codes of conduct and school documentation. These core values are the cornerstone on which we build our vision and underpin all that we do. Commitment 'Persist and try your best'; Respect 'Respect each other and our environment'; Caring 'Treat others with care and compassion'. The school offers a broad curriculum including the kitchen garden program where students plant and harvest their own garden and cook and prepare their own meals.

The grounds are well maintained and there are a number spaces for active and passive play including hard court areas, playgrounds and a basketball court and soccer/football ground. The grounds include landscaping as part of the joint use agreement with the local council.

Staffing at the school consists of Principal, Assistant Principal, 13.4 (Full time Effective) teaching staff, 3.63 Educational support staff (ES), Business Manager and Office Administrator. The school's Student Family Occupation and Education Index is 0.22 and is classified has 'high'. The school is supported by Student Support Services (SSS), one part time ICT support technician. The school council also runs its own Outside of School Hours care program before and after school and during the school holiday period. The school groups student cohorts in multi-age groups (Years 1 and 2, 3 and 4 and 5 and 6) with the exception of 'Prep'. The school adopted a team approach to teaching and learning with teachers collaborating to respond to the 'learning zones' for individual and groups of students.

During 2018 the school appointed a new substantive Principal mid-year. The 2018 Annual Implementation Plan reflected the key priorities identified in the previous year's school review. These priorities focused on learning growth for every student; higher levels of student safety and student and parent levels of satisfaction as well as increased opportunities for parent engagement.

Since the review in 2017 the school has invested in developing a guaranteed and viable curriculum. In the first semester of 2018, a number of consultants in literacy, numeracy and School Wide Positive Behaviour Support were employed to build teacher capacity and consistency of practice across the whole school. Whole school curriculum documentation was published and in the second half of the year teachers collaborated to implement this curriculum consistently and developmentally across the year levels.

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

Social and Emotional Learning capabilities are taught through the School Wide Positive Behaviour program. In semester two staff and students explored positive psychology based theories and interventions to support and strengthen their understandings and practices of healthy pro-social and intrapersonal behaviours.

In November 2018 the School Council facilitated a parent community forum. This 'futures focussed' workshop engaged the parent community in building a shared vision for the school. This work continues in 2019.

Framework for Improving Student Outcomes (FISO)

The school focused on the following FISO priorities:
- Building Practice Excellence
- Empowering students and building school pride
-Building Communities
Focus on these priorities aimed to achieve the following:
-Challenge and rigour for all students targeted in their 'zone of learning', specifically in literacy and numeracy
-Maximising student engagement in learning
-Building students' wellbeing
-Engaging families in and at the school

Achievement

In 2018 Yarra Primary students showed they were performing at the median of all government schools and 'similar' to schools with alike student backgrounds and characteristics (Teacher Judgement of student achievement). 2018 NAPLAN results show that students in Year 3 in Reading in the top 3 bands of testing are well above the state median and similar to 'alike' schools. This result shows as trend data (consistent across the past four years). The results also show students in Year 3 in Numeracy in the top 3 bands is well above the state median. However, the trend data for the past four years in Year 3 Numeracy shows that while the school is performing above the state median, it is lower than 'alike' schools. In Year 5 NAPLAN the percentage of students performing in the top 3 bands of testing in Reading is above the state median, though lower than 'alike' schools. This is replicated in the Reading 'trend' data. NAPLAN learning gain (Year 3 to 5) shows strong medium growth.

The school continues to focus on building the capacity of teachers to collaborate to maximise the learning growth for all students. NAPLAN is one part of a suite of diagnostic and evaluative assessments teachers analyse to target the learning for all students. In 2019 teachers will be further supported to strengthen their teaching and learning through the introduction and implementation of 'Professional Learning Communities which is an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes.? The school will also provide additional literacy support with a Literacy Leader with additional time release provided to support staff.

Engagement

Student engagement through student voice and agency initiatives is a key focus at Yarra Primary School. In 2018 the student leadership model was strengthened through increasing the profile of students through features in the newsletter and school assemblies and ceremonies. Curriculum planning continued to emphasise student centred approaches characterised by rigorous and challenging 'authentic' learning opportunities harnessing student 'agency'. Mathematical mindsets theory was introduced to teachers with an emphasis on cultivating creativity in the curriculum, challenging 'fixed mindsets' in maths and the ways students can persevere in the face of challenge.
A comprehensive camping program ran across the school, beginning with 'breakfast at school' graduating to the 'school sleepover' in the early years culminating in a 5 day camp in Years 5 and 6.
The Kitchen Garden Program went from strength to strength and symbolises the school community's endorsement of the positive impact of food gardens on student health, education and awareness of the physical environment.
Parents participated in a community forum hosted by school council and their contributions are celebrated through presentations, newsletter articles and a volunteers morning tea. The school continues to investigate the ways in which it can enhance the use of COMPASS for communication between school and home.
Student attendance continues to be strong with absences below the State median.

Wellbeing

Yarra Primary School posits student wellbeing at the core of education. The school is progressing well with its Strategic Plan goal 'to 'create an intellectual, supportive and inclusive learning community which promotes

student empowerment and wellbeing'. Staff began to apply positive psychology informed theories and interventions to support children to demonstrate positive behaviours as part of the School Wide Positive Behaviours framework introduced in 2017. Importantly, the interrelatedness of academic learning (and achievement) with wellbeing is being explored by teachers to integrate in to the curriculum (including 'growth mindsets'). Students strongly endorsed their connectedness to their school with Attitudes to School Survey data showing higher results than 'alike' schools. This strong result is to be celebrated as there is a growing body of research that finds students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school.

Financial performance and position

Yarra Primary School met all of its financial compliance, managed all funds via a sub-committee of School Council and ratified all actions at regular Council meetings. The school continued to invest in expenditure on school assets to drive student learning including ICT (Information and Communications Technology).The school received additional funds, additional to normal government funds because of the operation of the Out of School Hours Care Program. Equity funding was also received and was used to fund additional literacy support and resources. The net operating surplus was achieved because of sound management of the School Resource Package in order to ensure sufficient funds are available to support ongoing works for buildings and grounds.

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

Performance Summary

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

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

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

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

School Profile

Enrolment Profile

A total of 250 students were enrolled at this school in 2018, 114 female and 136 male.

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

Overall Socio-Economic Profile

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

| low | low-mid | mid | high |
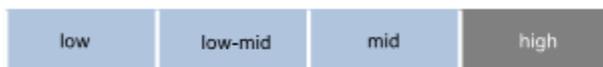
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

School Staff Survey

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

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▓● 100 Results: Mathematics 0 ▓● 100	● Similar ● Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🟢

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

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 9 % 82 % 9 % Low Medium High **Numeracy** 45 % 45 % 9 % Low Medium High **Writing** 26 % 61 % 13 % Low Medium High **Spelling** 23 % 55 % 23 % Low Medium High **Grammar and Punctuation** 41 % 45 % 14 % Low Medium High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

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

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 — 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 — 50 Few absences <------> Many absences	● Similar ● Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	95 %	94 %	93 %	95 %	91 %	93 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 Results: 2017 - 2018 (2-year average)	● Higher ● Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 Results: 2017 - 2018 (2-year average)	● Similar ● Similar

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$1,852,742
Government Provided DET Grants	$244,406
Government Grants Commonwealth	$136,464
Revenue Other	$6,007
Locally Raised Funds	$432,278
Total Operating Revenue	**$2,671,897**

Equity[1]	
Equity (Social Disadvantage)	$6,998
Equity Total	**$6,998**

Expenditure	
Student Resource Package[2]	$1,721,043
Books & Publications	$3,771
Communication Costs	$4,206
Consumables	$98,608
Miscellaneous Expense[3]	$213,787
Professional Development	$17,377
Property and Equipment Services	$249,794
Salaries & Allowances[4]	$216,495
Trading & Fundraising	$42,807
Utilities	$39,147
Total Operating Expenditure	**$2,607,036**
Net Operating Surplus/-Deficit	**$64,861**
Asset Acquisitions	**$1,626**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$207,302
Official Account	$40,674
Other Accounts	$0
Total Funds Available	**$247,976**

Financial Commitments	
Operating Reserve	$141,458
Other Recurrent Expenditure	($600)
School Based Programs	$27,230
Asset/Equipment Replacement < 12 months	$5,000
Capital - Buildings/Grounds < 12 months	$50,000
Maintenance - Buildings/Grounds < 12 months	$40,000
Total Financial Commitments	**$263,088**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

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

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

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

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


The blue circle represents this school's results

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

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
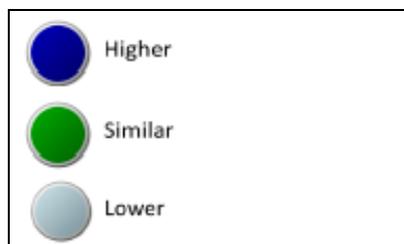
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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