

2020 Annual Report to The School Community



School Name: Yarra Glen Primary School (0956)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 19 April 2021 at 10:23 AM by Gerard Fay (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 03:15 PM by Jessica Wood (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Yarra Glen Primary School is situated in the beautiful Yarra Valley nestled amongst tree covered hills and vineyards. We are located approximately 39 kilometres north east of the CBD (Melbourne). Our vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. It aims to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aspires to provide a contemporary approach to teaching and learning in its purposeful learning environment.

Our school operated with 10 class teachers, a literacy and numeracy learning specialist, 2 specialist teachers, 5 education support staff, 2 administration staff and one Principal. This was supported by a strong School Council, fundraising team, parent community and more than 170 wonderful students. The school had 10 FTE VIT staff and 3.6 FTE ES. The school operated with 2 Prep/1 classes; 1 Year 2 class; 2 Year 3/4 classes, 1 Year 5/6 class and 1 Year 4/5/6 class. The school had an SFOE of 0.4. In 2020, enrolments increased from 147 in 2019 to 173.

Our students are recognised for their strengths and opportunities are provided for a broad and engaging curriculum program. The school operates on a philosophy of Values Education, focusing on five Core Values of Persistence, Encouragement, Respect, Resilience and Inclusiveness: PERRI.

All students in Years 3-6 are involved in the Inter School Sports carnivals. A swimming program is offered to all students at the school.

There is a rich and diverse curriculum at Yarra Glen PS – specialist areas offer Art; Indonesian, Performing Arts, Library and Physical Education. Students have the opportunity to participate in a whole school Production, choir, reading club, lunch time clubs and gardening activities.

Community engagement is a strong component of our school and we strive to build our connections with all part of the community. The Sentral parent portal and app were launched in 2018 to increase communication between school and home. During 2020, knowledge and use continued to increase across the school, particularly through the necessities attached to remote learning.

Transition is supported from preschool to the first Foundation year at school. Families are offered a consistent transition program. Our transition brochure/material was available at the beginning of the school year and outlined all the exciting events and activities to make the transition to school a safe and happy one. School Tours are held upon request for prospective families.

The existing school buildings include spacious classrooms, a purpose built library, Visual Arts classroom, Multi-Purpose area and school kitchen. The Digital Technologies program at the school is supported by a newly introduced Bring Your Own Device program. All Year 3 to 6 students have a laptop and access programs including OneNote and Sentral, on a regular basis. Year Prep to 2 classes have access to banks of iPads. This initiative has been a wonderful learning tool for our students from Year Foundation-6. Digital Technologies promotes, supports and inspires our Literacy and Numeracy learning.

In 2019, a new building was installed onto the school grounds with new modern equipment and facilities for students to access. This room houses our 4 senior classes, in an open planned environment. During learning onsite periods in 2020, team teaching approaches were trialled, with specialist teachers in writing, reading and maths. This assisted with our transition to secondary processes.

Our grounds are extremely spacious and include two adventure playgrounds, two sand-pit areas, basketball and netball courts, indoor outdoor classroom, a large sports oval, a number of vegetable/herb gardens, a small fruit orchard, compost area and our school kitchen.

Framework for Improving Student Outcomes (FISO)

In 2020, Yarra Glen Primary School aimed to build practice excellence, build leadership teams and empower students. We delivered on 2 our targets, even with the limitations of COVID and remote learning. Some of the associated AIP actions and professional development plans were modified to suit remote learning. Our targeted areas moved from evolving to embedding. We did this by reviewing and targeting our professional learning processes, being flexible and accommodating to the needs of the students and families during remote learning, still providing structure to staff for

professional development and leadership opportunities and regularly collecting feedback from the school community on navigating the challenges of 2020.

Achievement

2020 was a year like no other, yet throughout the challenges, the YG school community, rose to meet the task and continue to improve - further strengthening the reputation of the school. As a school, we implemented a flexible and dynamic program to maneuver the frequent challenges faced by students, staff and parents. We implemented a flexible, consistent online learning platform to support student learning, as well as accommodating for up to 20 students onsite (essential workers, vulnerable and at risk students). Our students, staff and parents displayed great resilience, as we made a emphasis to focus on wellbeing.

During remote learning, we offered students the ability to log in to WebEx meetings daily from 9am to 1pm each Monday, Tuesday, Thursday and Friday - starting with class meetings and learning objectives. On Wednesday's we offered specialist programs including visual arts, PE, dance and LOTE. Special packs were assembled by staff and distributed to families, supporting the home learning. During this time a differentiated curriculum continued to be implemented remotely - via small group and one to one support using WebEx. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Our Education Support staff also continued to engage with at risk and PSD students, providing support and one on one intervention and small group activities.

We were able to deploy iPads or laptops to all students that required devices. This allows our senior students (Year 3 to 6) to become competent users in OneNote and allowed for individualized learning opportunistic with targeted activities. Year 2 students trialled Sentral and a brief look at Seesaw for presenting remote learning tasks; while our Year P/1 area engaged with Seesaw and saw some great opportunities for students to engage with their home learning.

We were proud to see ATOSS - Learning Confidence stay steady at 75% (74% of year 4-6 students completed the 2019)

The staff continued to consolidate their use of Sentral conferences - providing feedback to parents. We also undertook parent teacher interviews via WebEx to keep parents informed.

Early in year - staff had a focus on individual learning goals being selected with student input, but this was impacted by COVID. Student goals were on display in classes during term 1 and parents notified via Sentral. This practice will recommence in 2021.

A driving success for student achievement in 2020, was our schools involvement in the School Improvement Project, were YG partnered with 4 other local schools to form the Small School Alliance. This program, funded through a DET grant of \$35,000 was able to meet fortnightly, implement 2 full PLC cycles on Reading and Maths and develop middle leaders. Our teachers improved their teaching capacity with targeted teaching initiative - even while remote learning- and teach to the learning needs of the students. The SSA was a highly successful initiative and will continue into 2021. Our Teacher Judgement in English from P-6 remain above state average. Our TJs in Maths are lower than state average- and Maths remains our focus in 2021 with the inclusion of our two Maths Specialists teachers.

Engagement

Although remote learning would be an integral part of 2020, from the beginning our focus was on engagement of students and families. We derived an action plan to make sure no student was left behind and that we had regular contact with all families - the focus on attendance. Our daily online WebEx class programs became our first line of communication and check in. Our ES staff were trained on using WebEx and then deployed to provide small group and one on one intervention support for students identified as needing extra support. Our wellbeing team including the wellbeing coordinator, the learning specialist and ES staff were then engaged as our third tier of support and check in staff. Any student that had not been in contact with the school, wither via WebEx, phone or email was contacted after 48 hours. Staff were rostered for onsite supervision of essential worker children, at risk or vulnerable students - and programs provided appropriately. Wednesday's were set aside for staff planning and preparation (and wellbeing) and students were offered specialist programs, to provide a different learning opportunity midweek. Packs of paints, fabric, paper, sports equipment were prepared and sent out to families to support the Wednesday program. We continued to hold weekly assemblies (on Mondays) to provide an opportunity for all students to still come together and be part of the school. Finally, on Fridays, an end of week hour with the principal online via WebEx was offered to all students. This hour included games, competitions, special visitors and weekly jokes.

The school undertook numerous google drive surveys to gain feedback from students and families on the success of our program, how it was viewed by families and how we could make further improvements. Overall, our results were outstanding, and we were very proud of our program on offer. Upon returning to school in term 4, we introduced a morning fitness program each morning of the week. Again our focus was on engagement and active, healthy kids. The program ran between 9 and 9.30am daily and included bike riding, running, skipping and aerobics. Our absence rate was 12.8 days per student - below the 13.8 state average, and similar school average. In 2021, we will continue to focus on healthy and active kids. We will strengthen our wellbeing support/ mental health programs through wellbeing coordinator, our new chaplain program; and an increase to wellbeing staffing via ES support. We will identify student achievements and gaps - completed through the November 2020 testing and to identifying the needs of students in beginning 2021 - these students to be involved in the tutoring program. Wellbeing staff will monitor student behaviours - using the DET proforma and monitoring students - and alerting parents.

Wellbeing

As per the Engagement section, engagement and wellbeing intertwined significantly during 2020. The majority of our programs and initiatives focused on the wellbeing and health of our school community. Regular newsletters articles were sent out to families providing suggestions, ideas, local council information on how to navigate the challenges of remote learning. Our online program and staff availability meant that families knew the school was here to support them. Students and families deemed at risk were contacted to arrange onsite supervision when needed. Our front office staff made regular phone calls to families struggling or needing extra support. After each Monday assembly, misfile were offered the opportunity to stay online and be briefed by the principal on updates and latest COVID information. Communication was the key for YGPS. We were very proactive on providing families with as much information as available, without overwhelming either. We were proud of our achievements and the lengths that we went to, to support our community. In turn, we were proud of the resilience and positive attitude our students and families displayed and our supportive they were of the school. In all, it strengthened our reputation, and drove up our enrolments in 2021 even further! Our school parent satisfaction was 87.4% - well above the state average of 81.2%. As previously mentioned, Wellbeing will sit at the forefront of our thinking in 2021 - with a wellbeing team, chaplain program, breakfast club, morning fitness, lunchtime clubs, the return of SRCs and class meetings and an increase in incursions and excursions.

Financial performance and position

The school is operating in a surplus. Through strategic management, the current acting principal (at the time) limited the use of extra funds available until the finalization of the substantive principal position appointment. Yet, all financial commitments were completed as required, including the purchase of more furniture and ICT equipment, Smart TVs and teacher resources. All maintenance plan requirements (within budget) were completed. The SIPs money allocated to YGPS was used for staff PD and maths resources - all funds being accounted for. Equity funding was used for the employment of a wellbeing coordinator. In 2021, the school has been allocated \$200,000 for an inclusive school playground. \$40,000 for the employment of a school chaplain (2 years) and \$40,000 to employ a tutor (full time for 40 weeks). The school has also been successful in gaining funding to be a greener government building, and have 35kw of solar panels installed in 2021. The school photocopier lease will be up for renewal in 2021. The school will move funds towards more play equipment and the upgrade of the staffroom kitchen.

For more detailed information regarding our school please visit our website at <http://ygps.vic.edu.au/about-ygps/>

Performance Summary

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

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 172 students were enrolled at this school in 2020, 81 female and 91 male.

0 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

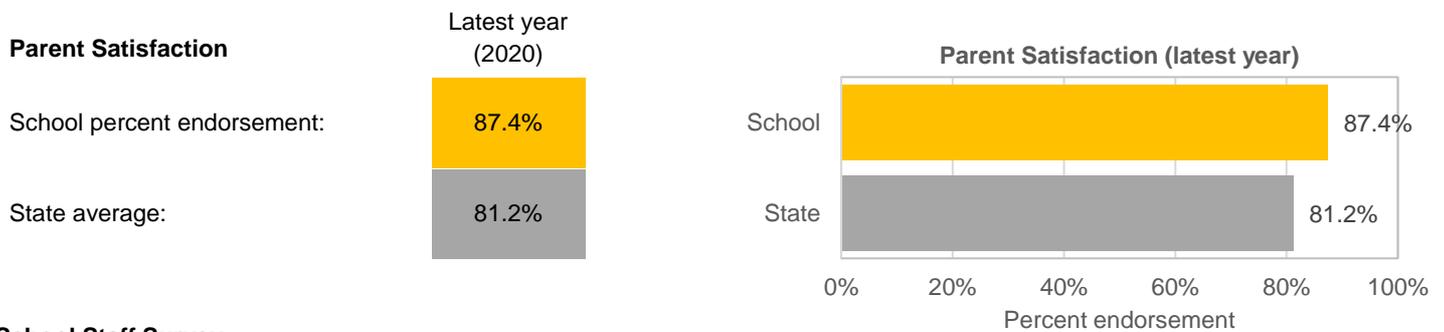
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

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.

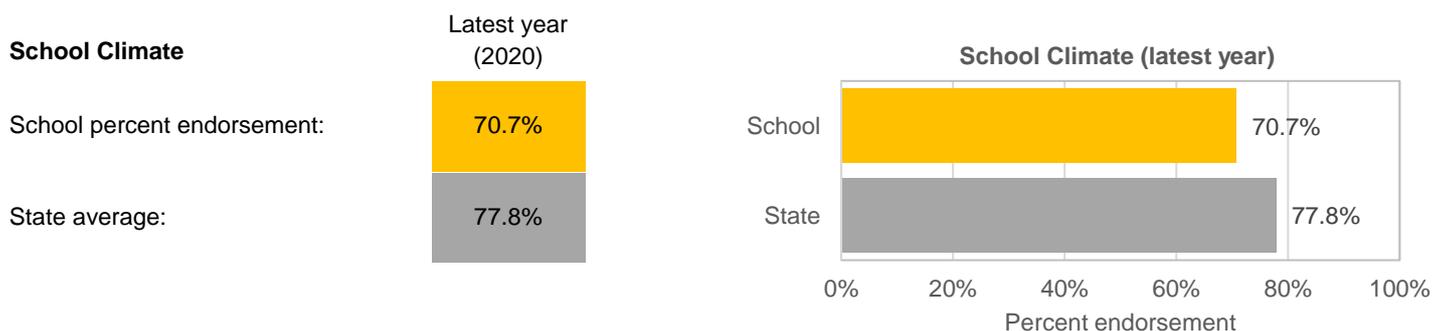


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

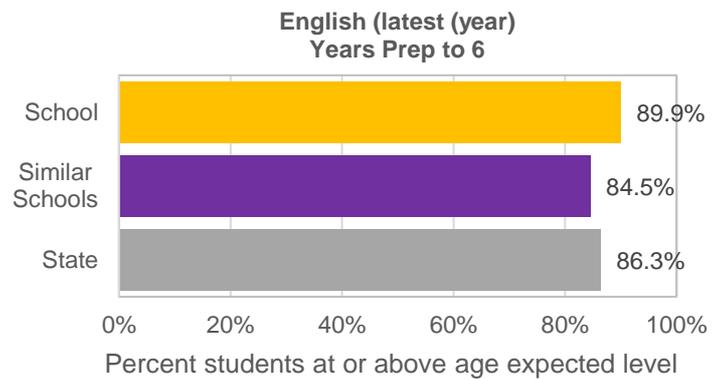
89.9%

Similar Schools average:

84.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

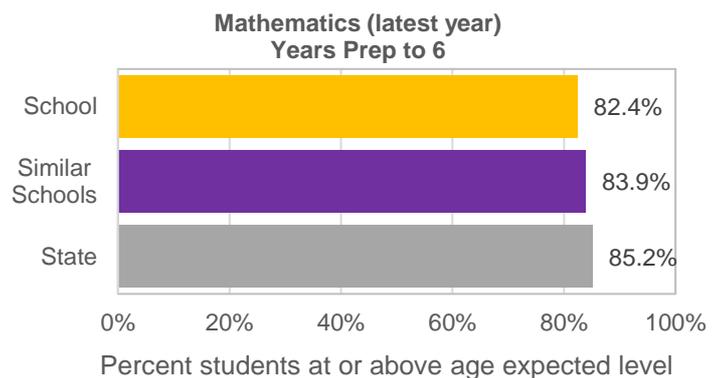
82.4%

Similar Schools average:

83.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

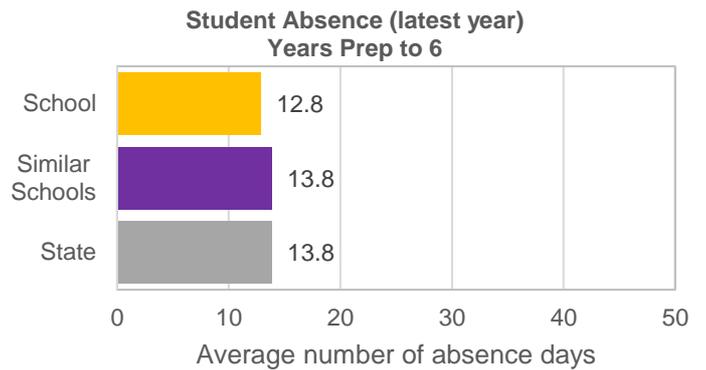
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.8	14.0
Similar Schools average:	13.8	15.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	94%	93%	93%	94%	93%	92%

WELLBEING

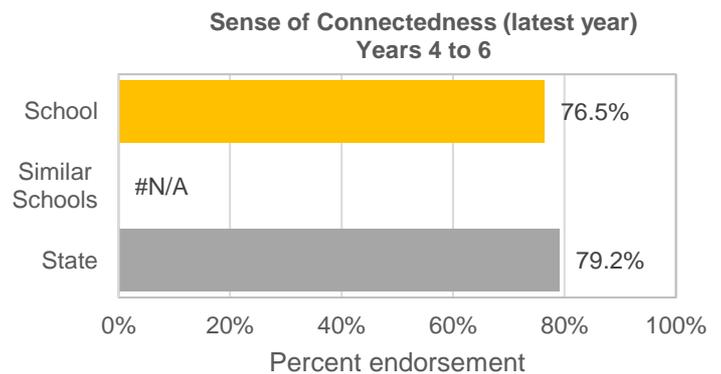
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	76.5%	72.1%
Similar Schools average:	NDP	78.0%
State average:	79.2%	81.0%



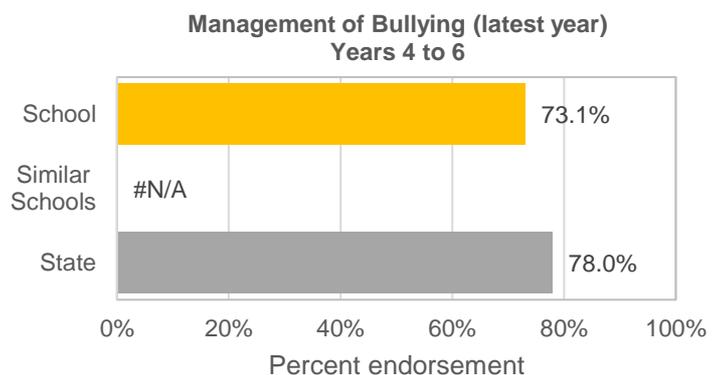
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	73.1%	72.2%
Similar Schools average:	NDP	79.4%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,555,003
Government Provided DET Grants	\$233,798
Government Grants Commonwealth	NDA
Government Grants State	\$4,052
Revenue Other	\$6,313
Locally Raised Funds	\$74,528
Capital Grants	NDA
Total Operating Revenue	\$1,873,693

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,985
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$26,985

Expenditure	Actual
Student Resource Package ²	\$1,486,939
Adjustments	NDA
Books & Publications	\$21
Camps/Excursions/Activities	\$10,675
Communication Costs	\$2,762
Consumables	\$35,385
Miscellaneous Expense ³	\$18,524
Professional Development	\$8,100
Equipment/Maintenance/Hire	\$40,073
Property Services	\$57,392
Salaries & Allowances ⁴	\$52,142
Support Services	\$1,273
Trading & Fundraising	\$28,925
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$18,312
Total Operating Expenditure	\$1,760,524
Net Operating Surplus/-Deficit	\$113,169
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$150,470
Official Account	\$23,843
Other Accounts	NDA
Total Funds Available	\$174,313

Financial Commitments	Actual
Operating Reserve	\$37,182
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$33,645
School Based Programs	\$23,890
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$64,200
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$15,400
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$174,317

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.