

2021 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 2021 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 01 May 2022 at 05:54 PM by Jeffrey De Villa (Principal)

- This 2021 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 10 May 2022 at 06:16 PM by Jessica Wood (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

What do ‘*Similar Schools*’ refer to?

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

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

What does ‘*NDP*’ or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

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

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

What is the ‘*Victorian Curriculum*’?

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

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

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

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

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

About Our School

School context

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 11 class teachers, 1 Learning specialist, 2 teaching staff assigned to the Primary Mathematics and Science Specialist (PMSS) program, 2 specialist teachers (PE, Performing Arts, Art and Indonesian), 6 education support staff (ESS) (including 1 tutor via the Tutor Learning Initiative (TLI)), 2 administration staff and one Principal. 2021 Full-Time Equivalent (FTE) enrolments consisted of 174 students, 85 female and 89 male. The school operated with 2 Prep classes; 2 Year 1/2 classes; 2 Year 3/4 classes and 2 Year 5/6 classes. The school had an SFOE of 0.4042 (Low-Medium). Enrolments increased from 172 in 2020 to 174 in 2021.

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

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. 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. However, due 2021 Covid19 operational disruptions many student programs were put on hold.

Transition is supported from preschool to the first Foundation year at school. Families are offered a consistent transition program. Our transition brochure/material are 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.

Our school provides OHSC (Out-of-Hours-School Care) and a Holiday School Program through ThierCare (OHSC provider). The Holiday School Program caters for children from neighbouring schools.

The existing school buildings include spacious classrooms, a purpose built library, Visual Arts classroom, Multi-Purpose area and school kitchen. Student are well equipped through our Digital Technologies and 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.

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 access to student emails, OneNote (for document sharing) and Sentral communication. Year Prep to 2 classes have access to banks of iPads.

The school grounds are extremely spacious that includes a senior playground, a new installed inclusive playground for the junior school, two sand-pit areas, basketball and netball courts, indoor outdoor classroom, a large sports oval, a number of vegetable/herb gardens, chook shed, compost area and portal kitchen located in the Perri Centre. The school has been engaging with VCAL students from Ranges Tec to create learning and play spaces throughout the school e.g. GaGa pit and woodfire pizza oven.

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on Yarra Glen Primary School's operations in 2021. For example, all extra-curricular activities e.g. interschool sport, clubs, school production, Year 6 graduation, assessments and surveys were impacted during this time.

Framework for Improving Student Outcomes (FISO)

Alongside Department of Education and Training priorities, Yarra Glen Primary School Key Improvement Strategies (KIS) were 1) Curriculum planning and assessment - Learning, catch-up and extension priority; 2) Health and wellbeing - Happy, active and healthy kids priority; 3) Building communities - Connected schools priority; 4) Building leadership teams - Implement PLCs with an emphasis on data literacy to drive student achievement and; 5) Instructional and shared leadership - Have a coordinated, succinct and effective School Improvement Team operating. KIS 1 & 2 were the main focus, in light of COVID and remote learning concerns. As a result, AIP actions and professional development plans were modified to suit remote and flexible learning. Many of the schools FISO Improvement Model Dimensions moved from evolving to embedding.

Yarra Glen Primary School staff engaged in Communities of Practice (COP) with the Small School Alliance (SSA) with the collegial aim to improve students outcomes in the areas of reading, writing and numeracy. Our school continued to review and target professional learning processes, being flexible and accommodating to the needs of the students and families during remote learning. Furthermore, still providing structure to staff for professional development and leadership opportunities and regularly collecting feedback from the school community on navigating the challenges of 2021.

Achievement

In 2021, Victorian schools underwent 4 lockdowns. Teaching staff had to be flexible again and maneuver through the frequent challenges faced by remote learning. Staff delivered a consistent online learning platform to support student learning, as well as accommodating for up to 70 students onsite (essential workers, vulnerable and at risk students). As locked-downs continued, there was an increase of parents requesting onsite supervision.

Similar to 2020, students logged onto WebEx meetings daily from 9am to 1pm each Monday, Tuesday, Thursday and Friday - starting with class meetings and learning objectives. On Wednesday's students were 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.

Learning from the trials and errors of 2020, senior students (from Year 3 to 6) were competent users in OneNote which allowed for individualized learning opportunities with targeted activities. Years P-2 students used Sentral and used Seesaw as a learning platform. Our teachers improved their teaching capacity with targeted teaching initiative aligned with the SSA initiative.

In relation to whole school Teacher Judgement of Student Achievement in English, 87.5% students were above age expected standards compared to the Similar Schools 84.3% and State Average of 86.2%. However in Mathematics, students were 78.0% at or above age expected standards, compared to 84% Similar Schools and 84.9% State Average.

NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data. The 4-year average of students excelled in the areas of Year 3 & 5 Reading and Year 3 Numeracy and outperformed similar schools and state average. Year 5 NAPLAN 4-year average indicates growth compared to similar schools and state average.

Engagement

Remote and flexible learning posed to be challenge again in 2021. Student engagement and the wellbeing of families and students was our priority. Student online learning and onsite attendance was monitored. Daily online WebEx class programs was 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.

ESS 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.

Despite the challenges of remote and flexible learning, the 4-Year average of 14.4 days (student absences years P-6) was lower than similar schools, 15.3 days, and the state average of 15 days. Furthermore, our school maintained a high attendance rate (2021), over 90% in all year levels.

Wellbeing

The majority of our programs and initiatives focused on the wellbeing and health of our school community. Students and families deemed at risked were contacted to arrange onsite supervision when needed. Our front office staff continued to make regular phone calls to families struggling or needing extra support. Communication continued to be a high level of importance to provide families with timely information in relation to Covid19 school operations. We were proud of our achievements and the lengths that we went to support our community.

As a result, the reputation of the school is continuing to grow and noticing increased enrolment in the Foundation area. For example, in 2020 and 2021 we were able to maintain 2 straight Prep classes.

Our school parent satisfaction average was 85%, above similar schools 76% and state average 78%.

Due to 2021 lockdown disruptions, there will be a need to improve students Sense of Connectiveness Years 4-6 (4-year average) which presents lower than similar schools and state average. However, the Sense of Connectedness and Managing Bullying percent endorsement data in 2021 (latest data) is closely matched to similar schools and the state-wide average.

Finance performance and position

The school is operating in a surplus. All maintenance plan requirements (within budget) were completed. Equity funding was used for the employment of a wellbeing coordinator. PMSS (Primary Mathematics and Science Specialist program) funding was used to employ a graduate teacher at .6 and release a senior teacher .4 from the classroom.

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 were installed. The school photocopier lease was renewed in 2021. School funds were moved towards playground upgrade for the senior school, upgrade of the staffroom kitchen and school administration carpet.

For more detailed information regarding our school please visit our website at
<http://ygps.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.

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 174 students were enrolled at this school in 2021, 85 female and 89 male.

NDP percent of students had English as an additional language and 4 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).

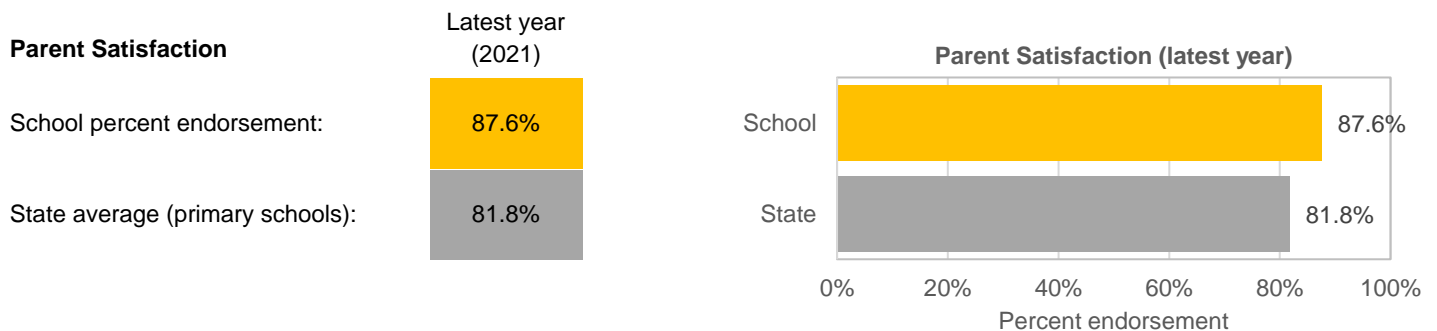
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

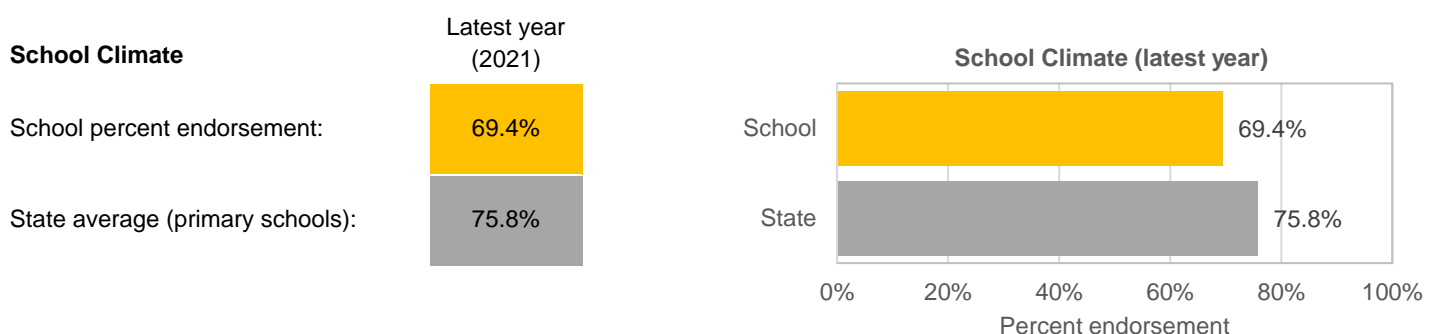


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

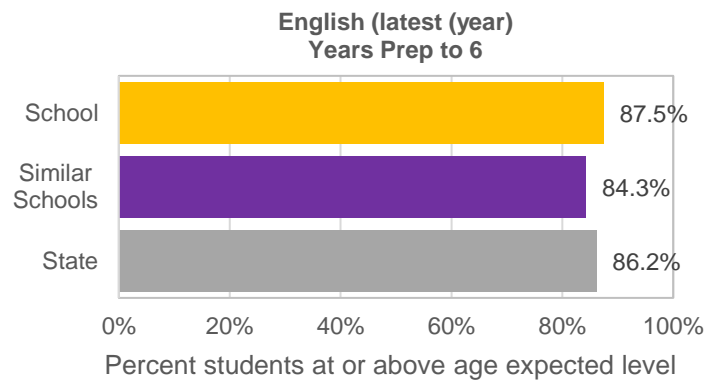
87.5%

Similar Schools average:

84.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

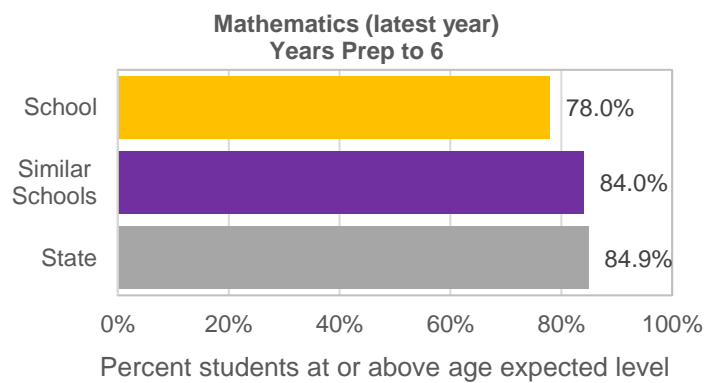
78.0%

Similar Schools average:

84.0%

State average:

84.9%



ACHIEVEMENT (continued)

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

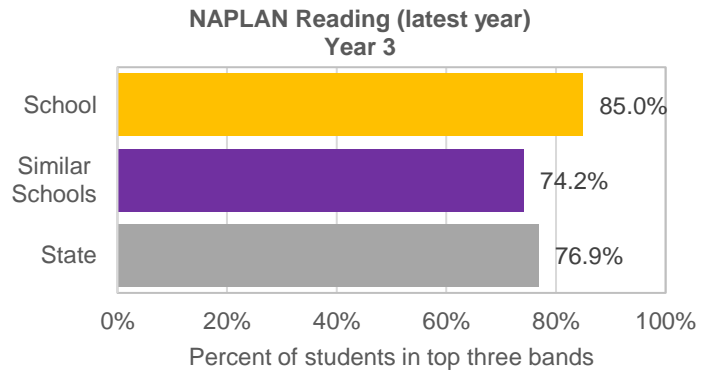
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

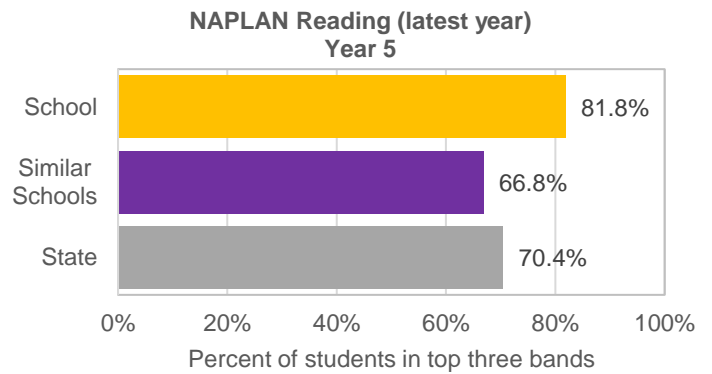
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.0%	83.6%
Similar Schools average:	74.2%	73.8%
State average:	76.9%	76.5%



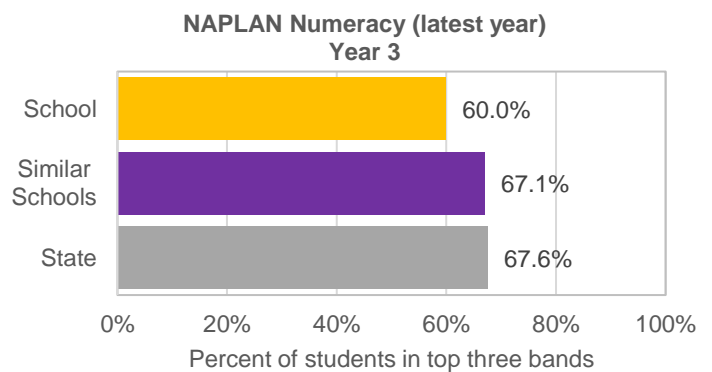
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.8%	70.6%
Similar Schools average:	66.8%	65.9%
State average:	70.4%	67.7%



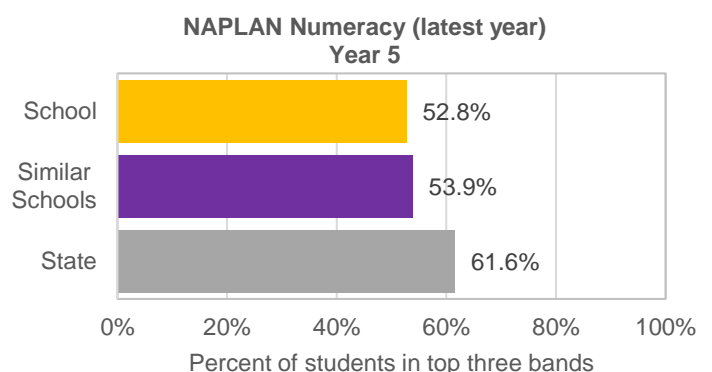
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	73.8%
Similar Schools average:	67.1%	68.2%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	52.8%	46.5%
Similar Schools average:	53.9%	54.2%
State average:	61.6%	60.0%



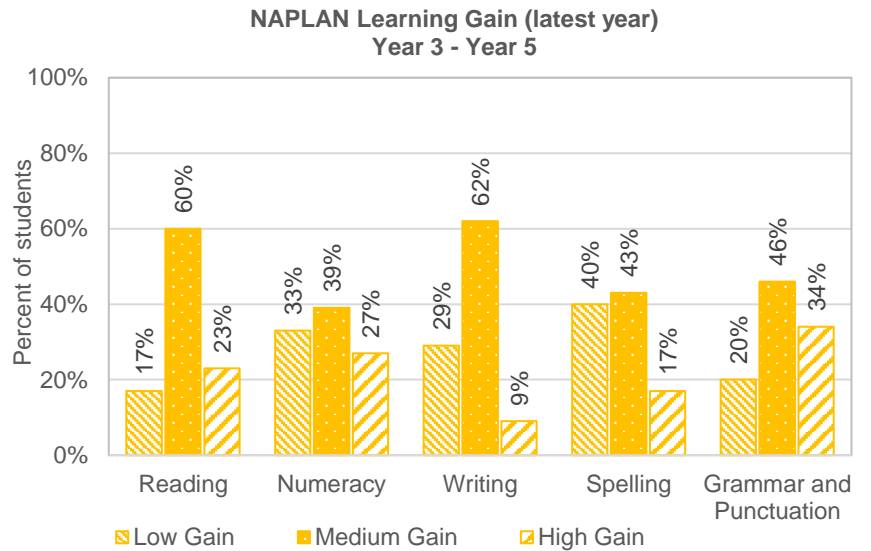
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	60%	23%	22%
Numeracy:	33%	39%	27%	19%
Writing:	29%	62%	9%	17%
Spelling:	40%	43%	17%	17%
Grammar and Punctuation:	20%	46%	34%	19%



ENGAGEMENT

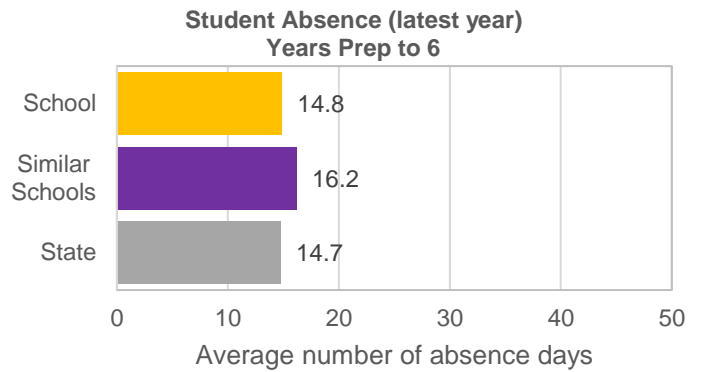
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.8	14.4
Similar Schools average:	16.2	15.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	94%	93%	93%	93%	92%	91%

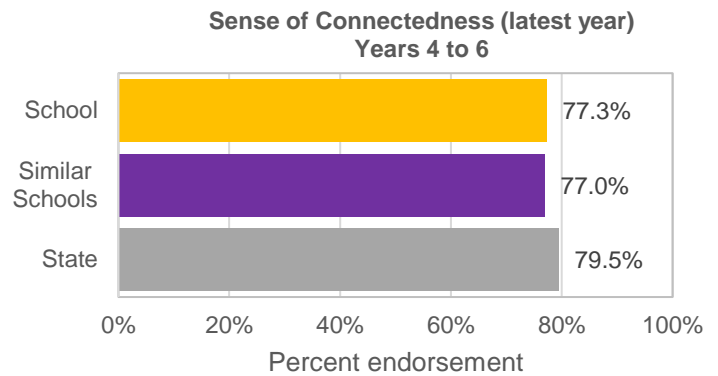
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.3%	73.4%
Similar Schools average:	77.0%	77.4%
State average:	79.5%	80.4%

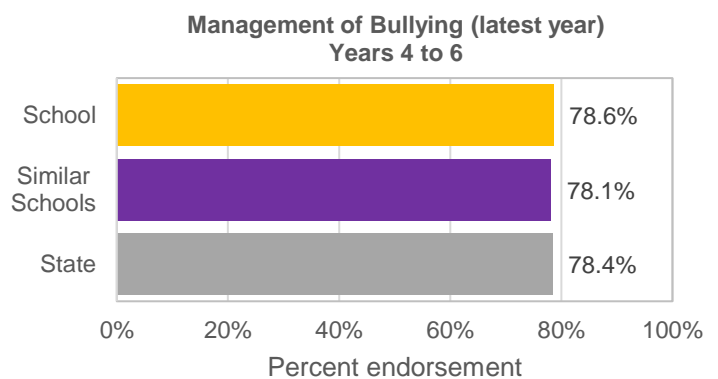


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.6%	73.5%
Similar Schools average:	78.1%	78.7%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$2,038,442
Government Provided DET Grants	\$199,427
Government Grants Commonwealth	\$0
Government Grants State	\$10,800
Revenue Other	\$24,622
Locally Raised Funds	\$95,136
Capital Grants	\$0
Total Operating Revenue	\$2,368,427

Equity ¹	Actual
Equity (Social Disadvantage)	\$36,616
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$36,616

Expenditure	Actual
Student Resource Package ²	\$1,906,529
Adjustments	\$0
Books & Publications	\$555
Camps/Excursions/Activities	\$20,905
Communication Costs	\$4,060
Consumables	\$28,059
Miscellaneous Expense ³	\$29,549
Professional Development	\$13,169
Equipment/Maintenance/Hire	\$66,044
Property Services	\$55,893
Salaries & Allowances ⁴	\$71,832
Support Services	\$36,510
Trading & Fundraising	\$27,158
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$14,580
Total Operating Expenditure	\$2,274,844
Net Operating Surplus/-Deficit	\$93,583
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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$91,847
Official Account	\$28,392
Other Accounts	\$0
Total Funds Available	\$120,239

Financial Commitments	Actual
Operating Reserve	\$53,614
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,800
School Based Programs	\$44,518
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	\$5,000
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$119,932

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.