

2022 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 of the previous calendar year 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 22 March 2023 at 12:27 PM by Jeffrey De Villa (Principal)

- This 2022 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 14 July 2023 at 11:52 AM by Bec Holland (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 km 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.

The school aims to prepare students to thrive in 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. In 2022, our school operated with 10 classroom teachers that comprised of 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), 8 education support staff (ESS), 1 tutor via the Tutor Learning Initiative (TLI), 2 administration staff and one Principal. 2022 Full-Time Equivalent (FTE) enrolments consisted of 194 students, 101 female and 93 male. The school operated with 2 Prep classes; 3 - Year 1/2 classes; 2 - Year 3/4 classes and 2 - Year 5/6 classes. The school's socio-economic profile (Student Family Occupation and Education Index (SFOE)). The school's SFOE band value is Low-Medium, which places us above state average in terms of socioeconomic status.

Our school focuses on targeted learning and students are recognised for their strengths, achievement and effort, 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, lunch/recess 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. Due to continued Covid19 concerns, 2022 school onsite operations was an issue with high level of staff and student absenteeism.

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

The existing school buildings include spacious classrooms, visual arts classroom, multi- purpose area and school kitchen. 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 desktops and a bank of iPads. The school grounds are extremely spacious and 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, 83% of students were assessed as achieving at or above the expected standards in English. In comparison to similar schools 84.9% and 87% state average. In Numeracy, 79.2% of students were assessed as achieving at or above the expected standard. In comparison to similar schools 85.4% and 85.9% state average.

In Year 3, 76.8% (4-year average) of students achieved in the top 3 bands in Reading which was above similar and state school average. 2022 Year 3 cohort 50% in the top 3 bands in Reading NAPLAN which is below the similar and state school average. In Year 3 Numeracy, 66.7% (4-year average) of students achieved in the top 3 bands, again above similar and state school average. 2022 Year 3 cohort 55% in the top 3 bands in Numeracy NAPLAN which is below the similar and state school average.

In Year 5, 75% (4-year average) of students achieved in the top 3 bands in Reading which was above similar and state school average. 2022 Year 5 cohort 73.1% in the top 3 bands in Reading NAPLAN which was above similar and state average. In Year 5 Numeracy, 51.9% (4-year average) of students achieved in the top 3 bands which is slightly below similar schools and below state school average. 2022 Year 5 cohort 57.7% in the top 3 bands in Numeracy NAPLAN which is above the similar and state school average. No NAPLAN Relative Growth Data was available for 2022 as

NAPLAN testing did not take place in 2020.

With the appointment of a substantive principal at the beginning of 2022, and emerging from COVID-19 and remote learning, the school's priorities were focusing on establishing a calm and orderly learning environment, student engagement and wellbeing and supporting students and families.

Two staff completed the Primary Maths and Science Specialist (PMSS) program, as well as PLC training. PLC (Professional Learning Community) meetings occurred fortnightly, and along with SSA (Small School Alliance), increasingly focused on an inquiry cycle process. The school utilizes the EMC3 instructional model in numeracy, as well as the Workshop Model in reading and writing, however whole school consistent practice is an area for improvement. To address this a whole school YGPS Teaching and Learning Handbook was developed to improve consistency of practice throughout the school.

Professional learning for teaching staff included a writing focus facilitated by educational consultant Misty Adoniou, and tackling problems of practice with the network's SSA. Teachers engaged with EIL (Educational Improvement Leader) around differentiation and point of need targeted teaching.

Improving student learning outcomes via NAPLAN and teacher judgements remains a focus area. It is anticipated that increased focus on whole school approach to teaching and learning, as well as the implementation of SWPBS (School-Wide Positive Behaviour Supports), will assist in improving student learning outcomes.

Wellbeing

Our Prep students' transition to school was aided by the excellent transition program conducted during the year prior to commencement, with all Prep students linked with a Grade 6 buddy. The school has a strong commitment to student voice and leadership through the Student Representative Council for students in grades Prep to 6, involving the election of school captains and house captains.

The school has been developing a whole school wellbeing scope and sequence, along with the creation of a dedicated student wellbeing space and school chaplain; this was in response to the significant number of high student needs at the start of 2022 post-covid restrictions. A wellbeing co-ordinator role (0.6) assisted with supporting students, facilitating SSGs, commencing Disability Inclusion profiles and liaising with SSS (Student Support Services) staff. The school increased its support for students via the networks Small Schools Alliance and highly effective engagement with Monash SDS to further support Tier 3 approaches. The school also engaged with a variety of support services including VACCA, KESO, Unconditional Love Dog Program, DET Health and Wellbeing Services, CYMHS and Orange Door.

The DET Attitude to Schools Survey reflects Sense of Connectedness and Managing Bullying Years 4-6 (4-year average) presents lower than similar schools and state average.

Engagement

The school prioritised re-engaging with the whole school community following the challenges of the previous two years. The principal placed emphasis on being highly visible, available and approachable for students, staff and parents/carers. For example, the principal met individually with all staff to establish positive relationships, and gain a greater understanding of the school context and requirements.

Increasing student voice and engagement was assisted with the re-introduction of a variety of extra-curricula activities and events, including student clubs, active SRC, the concepts of SWPBS, twilight sports, 'speak nicely' campaign involving whole school rewards, community BBQ and increased communication to families via Sentral. The employment of a school Chaplain has assisted greatly with positively engaging with students and families, and supporting at risk students and families.

Student leadership was promoted with the introduction of more meaningful roles for school captains and house captains. For example, school captains now plan and facilitate whole school assemblies.

Results from the 2022 Parent Opinion Survey showed 73.7 % compared to 79.9% state average. The school strongly values and encourages parent and wider community engagement and participation in all core learning and extra curricula events and activities.

Financial performance

In 2022 the total Operating Revenue \$ 3,040,820.00 consisted of the Student Resource Package (SRP), that comprises of state and federal government provided grants and locally raised funds. The SRP is composed of credit and cash. Credit is used for salaries and cash used for operations. Locally raised funds include essential education items, fundraising, donations and community grants.

The school is operating in a surplus. All maintenance plan requirements (within budget) were completed. Equity and Tier 2 funding was used to employ 2 additional educational support staff and have a learning specialist out the classroom. PMSS (Primary Mathematics and Science Specialist program) funding was to release a senior teacher .4 from the classroom. \$20 080 for the employment of a school chaplain (1 year) and \$50,973.86 to employ a tutor (full time for 40 weeks).

The school is in a stable financial position with a total of \$63,242 available. This consisted of \$54,436 in the High Yield Investment Account and \$8,336 in the Official Account.

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 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 194 students were enrolled at this school in 2022, 101 female and 93 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).

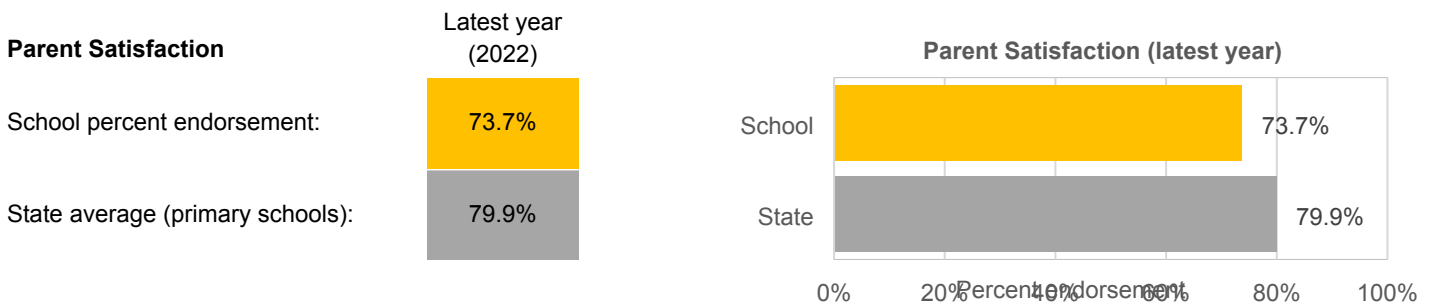
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

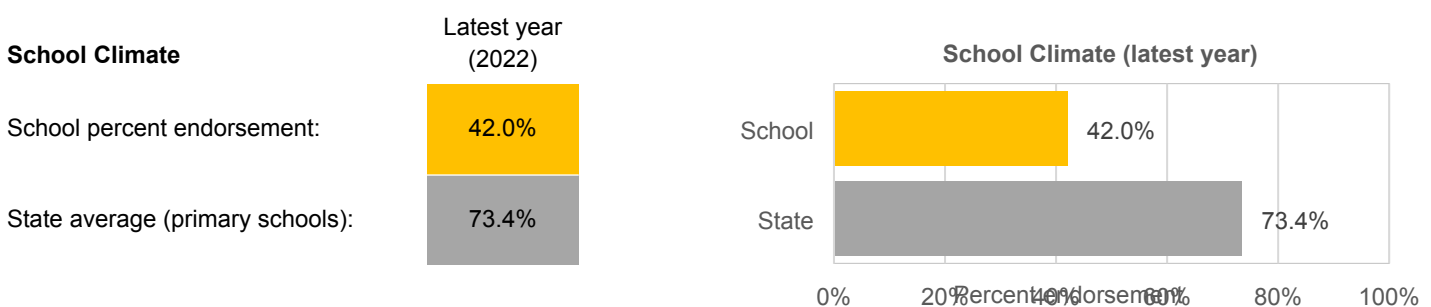


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

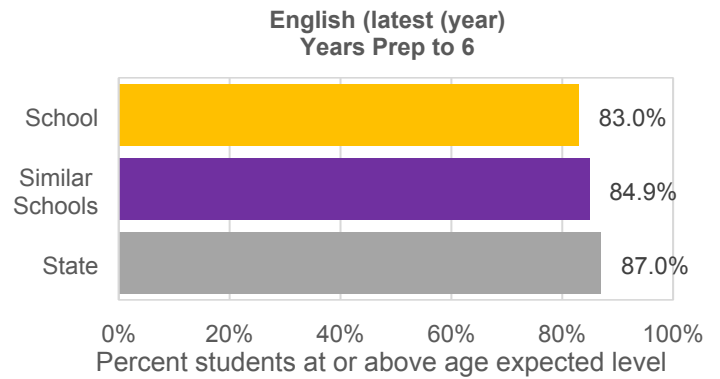
83.0%

Similar Schools average:

84.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

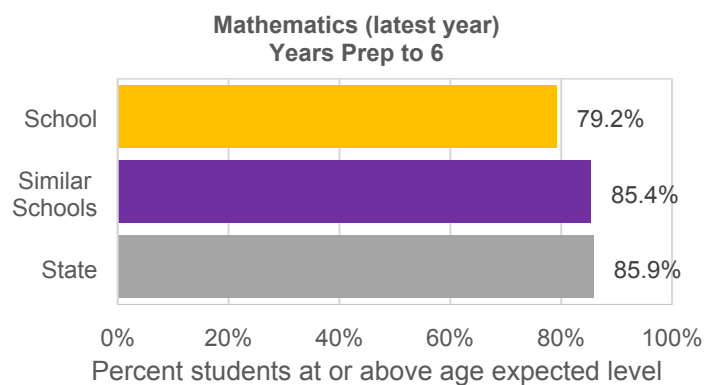
79.2%

Similar Schools average:

85.4%

State average:

85.9%



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.

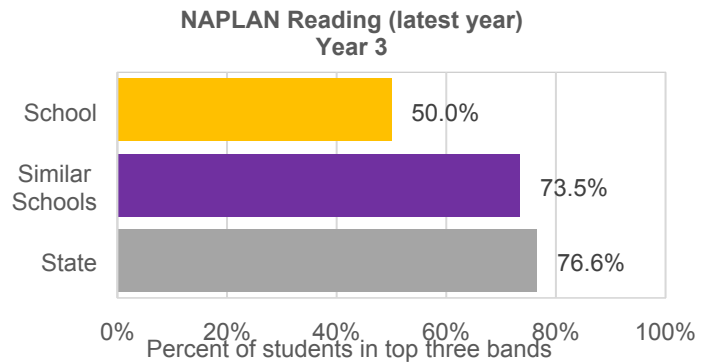
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

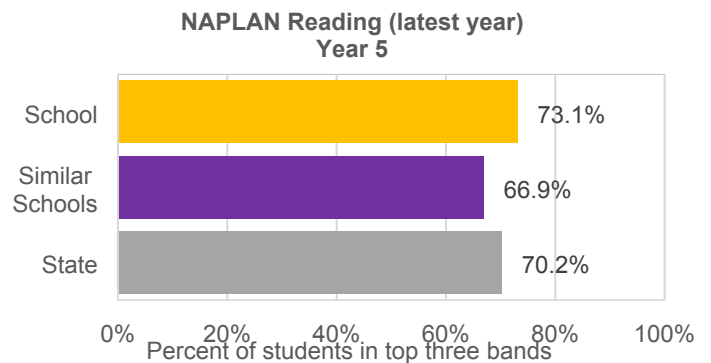
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	76.8%
Similar Schools average:	73.5%	72.0%
State average:	76.6%	76.6%



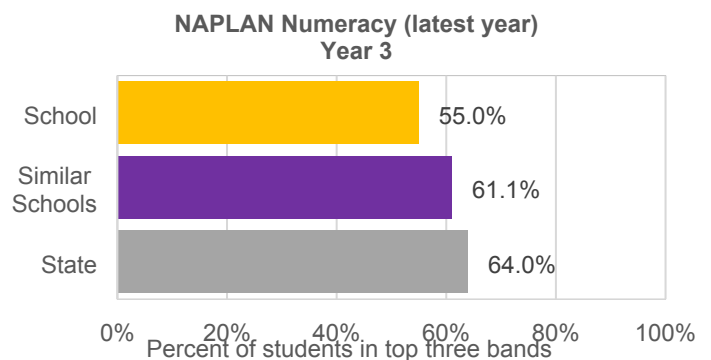
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.1%	75.0%
Similar Schools average:	66.9%	66.1%
State average:	70.2%	69.5%



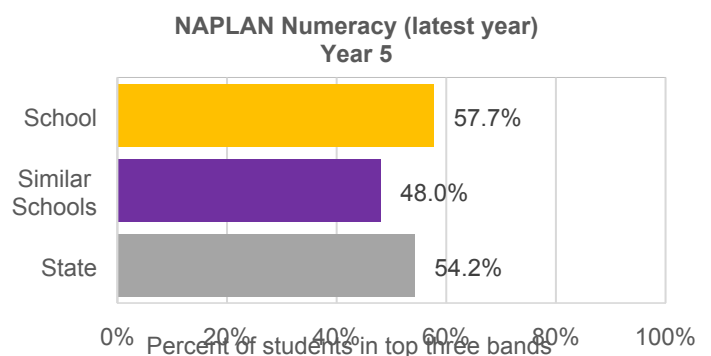
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.0%	66.7%
Similar Schools average:	61.1%	63.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.7%	51.9%
Similar Schools average:	48.0%	52.5%
State average:	54.2%	58.8%



WELLBEING

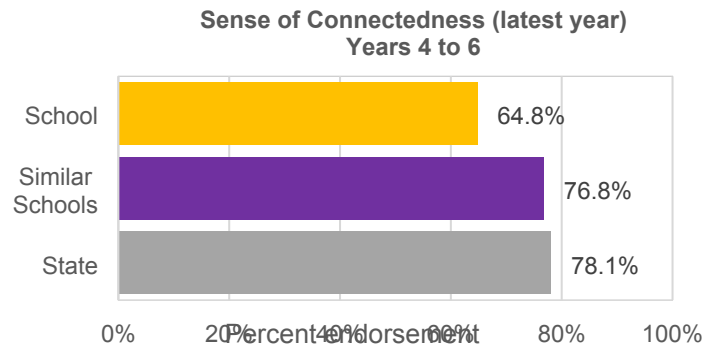
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	64.8%	72.7%
Similar Schools average:	76.8%	78.4%
State average:	78.1%	79.5%

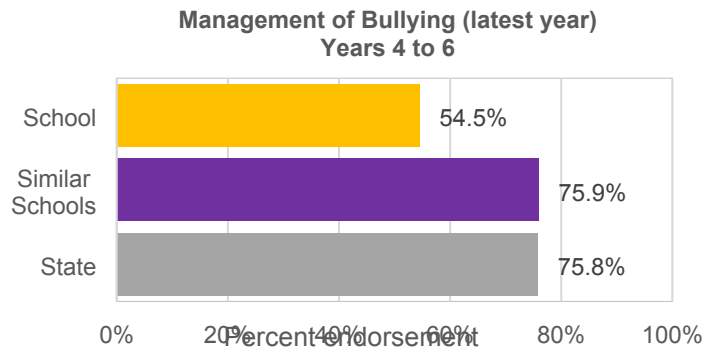


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	54.5%	67.8%
Similar Schools average:	75.9%	78.3%
State average:	75.8%	78.3%



ENGAGEMENT

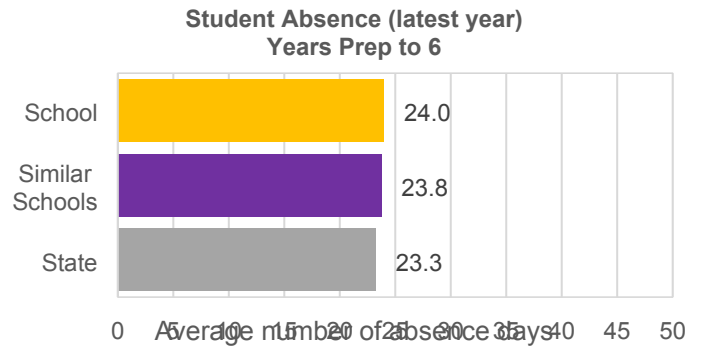
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.0	16.8
Similar Schools average:	23.8	17.8
State average:	23.3	17.0



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 (2022):	92%	84%	89%	90%	87%	88%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,612,374
Government Provided DET Grants	\$285,123
Government Grants Commonwealth	\$0
Government Grants State	\$2,700
Revenue Other	\$2,873
Locally Raised Funds	\$137,750
Capital Grants	\$0
Total Operating Revenue	\$3,040,820

Equity ¹	Actual
Equity (Social Disadvantage)	\$39,998
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$39,998

Expenditure	Actual
Student Resource Package ²	\$2,466,273
Adjustments	\$0
Books & Publications	\$12,125
Camps/Excursions/Activities	\$62,875
Communication Costs	\$3,980
Consumables	\$26,917
Miscellaneous Expense ³	\$15,939
Professional Development	\$18,844
Equipment/Maintenance/Hire	\$40,277
Property Services	\$67,939
Salaries & Allowances ⁴	\$90,468
Support Services	\$99,390
Trading & Fundraising	\$23,774
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$14,095
Total Operating Expenditure	\$2,942,895
Net Operating Surplus/-Deficit	\$97,925
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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$54,436
Official Account	\$8,336
Other Accounts	\$470
Total Funds Available	\$63,242

Financial Commitments	Actual
Operating Reserve	\$63,242
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$63,242

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.