

2020 Annual Report to The School Community



School Name: Yarra Road Primary School (4219)



- 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 27 April 2021 at 07:44 PM by Meriden James (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 04:36 PM by David Macrae (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

Our vision, 'Outstanding Engagement, Exceptional School' underpins our guiding principles of developing confident, engaged learners with the cognitive, social, emotional and physical skills to connect them to their expanding world. Our five focus values of Respect, Responsibility, Excellence, Confidence and Resilience are reflected in all aspects of our daily practice.

Yarra Road Primary School is situated in Croydon North and in 2020 had an enrolment of 319 students. Of these, 2% have an indigenous background, 2% are non-English speakers and 16 qualify for additional funding under the Program for Students with Disabilities. The Student Family Occupation and Education (SFOE) Index in 2019 was 0.2825, which reflects a gradual decline from 2016 of 0.30, corresponding to this there has been an increase in the number of students receiving equity funding.

Fourteen classrooms operated and were structured with a mixture of eight straight year level groups and six multi-age groupings, in Years 3 and 4 and in the 1/2 area. All students have weekly specialist lessons in the areas of Visual Arts, Performing Arts, Physical Education and Indonesian. Prep students also had weekly perceptual motor program sessions and students from Year 1 to 6 participated in wellbeing programs. Throughout Remote and Flexible Learning periods during 2020, all of these programs continued with co-curricular options being offered in wellbeing and social engagement.

In 2020 the school had 1.8 Principal Class Officers, 2 Learning Specialists, in Literacy and Learning Extension, a total of 20.7 teachers, and 9 Education Support Staff (5.8 EFT).

Our junior, middle and senior learning centres feature light, bright classrooms with sound field systems to clarify and amplify speakers' voices and large screen televisions in each classroom. The grounds are beautifully treed and include upgraded play spaces, a synthetic grassed oval, basketball courts, a modern gymnasium, performing and visual arts and a LOTE - Indonesian learning space, and a well-stocked library. A range of technologies feature in all classrooms, with students engaged in using a variety of school provided devices to support and extend their learning. Over the past five plus years the school has worked to equip each student with a digital device. Chromebook computers and the Google platform were chosen for use across the school. Because of this strategy, which was fully implemented during 2019, we were able to ensure that there was continuity of learning throughout lockdown periods and there was no digital divide experienced by students. All students were able to take home their Chromebook, text and work books so that consistent teaching and learning was possible during each period of remote and flexible learning.

The school bases its curriculum on a combination of explicit teaching and enquiry based learning. Cooperative learning, a differentiated approach and a focus on consistency across the school are key drivers in all curriculum areas. In 2019, the school focused effort on continuing to improve the differentiated approach, especially in reading and writing and enhancing the use of feedback to support student learning and further developing student voice. This approach was consistent throughout face to face and remote and flexible learning.

Emphasis on the physical and creative development of our students is also a high priority. Many programs operate to support students' performance and sporting skill development. These include an annual full school musical production and extensive participation in intraschool and interschool sports as well as after school and Hoop Time basketball programs. During 2020 these programs started strongly but were altered or ceased due to COVID-19. We were able to offer students a variety of in school activities when they returned to school during Term Four.

The school places a strong emphasis on student learning, engagement and wellbeing. A full time teacher is dedicated to wellbeing and learning support. This teacher works directly with individuals and groups of students and coordinates related programs across the school such as 'Mateship' our Buddy systems and Program for Students with Disabilities.

The driving goals for the Yarra Road 2018-2021 Strategic Plan are to strengthen the culture of professional practice to improve student-learning outcomes and to increase student motivation by empowering them to be self-regulated learners with high levels of cognitive engagement. In 2020, our initial focus was on literacy, especially writing, and we

then moved toward reviewing and improving our approach to teaching and learning in numeracy. A professional learning program for staff supported the development and embedding of a consistent, whole school approach to planning, teaching and learning. The school’s instructional model was a key driver during periods of remote and face to face learning.

Our Motto, “Enjoying the Road to Success,” is the essence of the school culture.

Framework for Improving Student Outcomes (FISO)

In 2020 our emphasis was on embedding a positive culture of professional practice to improve student outcomes, with the key strategy of implementing consistent assessment practices and using data to inform differentiated learning.

Our Term One 2020 focus was on embedding reading and writing professional practices across the school, in line with work undertaken in 2019.

In Terms Two to Four the focus was to shift to Mathematics with the planned actions including to:

- Improve in-depth knowledge of the teaching of Mathematics with a whole school approach being adopted
- Establish consistent assessment practices and an assessment schedule in Mathematics across the school
- Develop teacher capacity in the analysis of assessment data, both formative and summative, to inform differentiation
- Strengthen the language of Mathematics.

After attending Bastow Leading Mathematics in 2019, the Mathematics Professional Learning Team commenced undertaking the work necessary to lead the school in strengthening professional practice in the teaching of Mathematics, in order to improve student outcomes in this area. During remote and flexible learning in Terms Two and Three, the focus on Mathematics was continued with the emphasis on teachers’ building their professional practice by investigating and trialling a range of resources, with a particular emphasis on exploring digital resources, suitable for students to use independently. To enable students to experience high levels of engagement and confidence in online learning in numeracy, YRPS ensured that new assessment strategies, and major changes to teaching practices, were introduced when students returned to onsite learning in Term Four.

Following the FISO Improvement Cycle, the Maths PLT commenced a review of the current YRPS Mathematics Curriculum Plan, Instructional Model, Scope and Sequence and Assessment Schedule. This included:

- analysis of student data over the past 3 years
- evaluation of the pedagogical approach to teaching and learning in Mathematics
- analysis of the strengths in the teaching and learning in Mathematics

Throughout 2020 a slow and steady approach to developing the YRPS Instructional Model for the teaching of Mathematics, Mathematics Curriculum Plan, Scope and Sequence and Assessment Schedule, was balanced with the need to adapt to remote and flexible teaching and learning. Our instructional model for face to face teaching of Mathematics, is now being refined and trialed throughout the school. The new Mathematics Curriculum Plan, Scope and Sequence and Assessment Schedule are in development and being trialed in 2021.

Leaders and staff now are part of ongoing conversations and professional learning, focused on improving practice and understanding of Mathematics. Evidence of this is starting to be seen in the approaches to teaching Mathematics in classrooms and through an inquiry approach to the trialing of new resources to support student learning. Staff have a positive mindset and are excited about their ongoing growth in the teaching of Mathematics. Students are also reacting positively to the changes to their learning.

Achievement

2020 was the third year of our four-year strategic plan (2018-2021). The four-year strategic goals centre on strengthening the culture of professional practice to improve student outcomes and increase student motivation by supporting them to become self-regulated learners with high levels of cognitive engagement.

Throughout 2018-2020 YRPS worked to establish a one-to-one technology program, with all students having access to their own school provided device. This strong use of technology prior to COVID-19 enabled a smooth transition

between remote and onsite learning. The established use of the Google platform supported students to maintain high levels of independence and engagement in their learning. YRPS undertook a consistent, whole school pedagogical approach to the creation and delivery of learning practices and programs throughout 2020 remote and flexible learning periods. Leadership and staff worked to monitor and use a variety of structures and strategies to support growth in student outcomes and ensure that learning remained achievable and challenging in the home situation.

Teacher judgement of student learning over 2020 showed that the percentage of students from Prep to Year 6 who were working at or above expected level in all areas of English and Mathematics was above the percentage in similar schools and above the state.

The school community, especially students and staff, should be pleased with their achievements given the exceptionally challenging demands of 2020.

At the end of 2020 we feel proud of the combined efforts of the entire school community to build a positive and empowering culture of flexibility and achievement. The majority of the community demonstrated their high level of support for the school through surveys with all sectors responding with high positive endorsement percentages:

- 85% of parents satisfied with the school overall
- 96% of our students feeling connected to school
- 93% of staff feeling positive about school climate

Engagement

At all times YRPS aims to provide a safe, stimulating, and creative environment, where students feel empowered, engaged, and connected. This was particularly true in 2020 where students were disconnected physically from school, friends and activities. Throughout 2020 staff and students implemented new strategies and monitoring programs to support each child's engagement with learning, friends and community during lock down periods. The effects of the isolating times in 2020 will be felt in 2021 and the school will focus on increasing student voice, agency, and engagement in 2021.

To support the engagement of students, staff, and community the school has planned a variety of opportunities for group events, social activities, and shared learning experiences in 2021.

The school continually addresses the issue of absenteeism, by ensuring every child is accounted for each day and supporting parents to understand the importance students being at school each day and on time.

During 2020 this was of high importance as we aimed to see and speak with each child each day. Staff were diligent in following up on online absences during remote learning periods.

During onsite learning periods parents are notified if a student is absent, without notification, in the morning sessions, with further follow up, to account for them, occurring if necessary. Attendance rates showed an improvement of 2% from the previous year. Although this is a small percentage improvement, the average attendance rate from Prep to Year 6 is 94.5%.

Wellbeing

Developing a strong sense of wellbeing amongst the students, families and staff is a major commitment of YRPS. The school has a student wellbeing teacher who is strongly connected to students and families. During 2020 the role included supporting families in need as lockdown periods lead to both physical and mental hardships. The work of the wellbeing team, coordinated by the wellbeing teacher, has been pivotal to the overall positive climate in the school.

The school worked particularly hard to develop resilience in students and will continue to working on this in 2021. As part of the Maroondah Plus 10 Network we continue to embed Positive Education and during remote learning periods this was particularly important with online events and sessions offered to families and students.

The school is responsive to student needs through workforce planning, a particular emphasis on small class sizes, differentiated teaching programs and wellbeing support. Throughout 2020 there continued to be a focus on pastoral

care programs, Respectful Relationship program and Circle Time. These programs and other wellbeing initiatives looked a little different online but were maintained to support students and their families.

2021 transition to secondary college and into Prep year was an area of particular concern during 2020, with limited onsite opportunities. Through a strategy of small group online activities our Prep 2021 students were able to establish a positive appreciation for the next stage of learning and were able to meet peers and staff. New strategies and structures put into place during 2020 have opened new ways of building relationships and preparing students.

Wellbeing will be a major focus for 2021.

Financial performance and position

Careful management of revenue and expenditure sees the school maintain a healthy financial position. Development of short, medium and long-term expenditure plans has ensured that the facilities maintenance plan continues. Projects were limited during 2020, due to COVID-19, yet indoor and outdoor painting, reconstruction of a retaining wall, new planting and major tree work were undertaken.

Additional funds received during 2020 included two Commonwealth Sporting Schools grants that provided both coaching and purchase of new equipment in hockey and softball.

Locally raised funds were used to support learning of all students through the provision of additional resources including provision of digital hardware.

YRPS moves into 2021 with a positive financial profile.

For more detailed information regarding our school please visit our website at
<https://yarrardps.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 319 students were enrolled at this school in 2020, 172 female and 147 male.

2 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

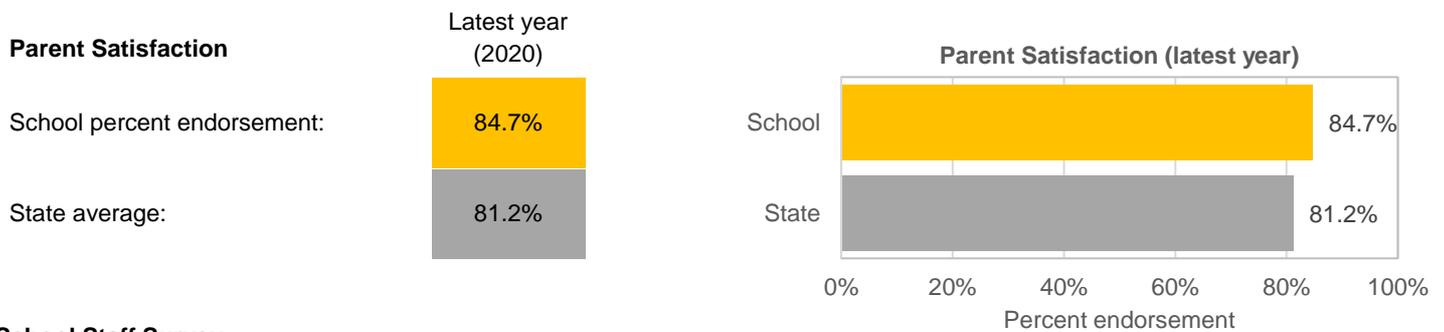
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

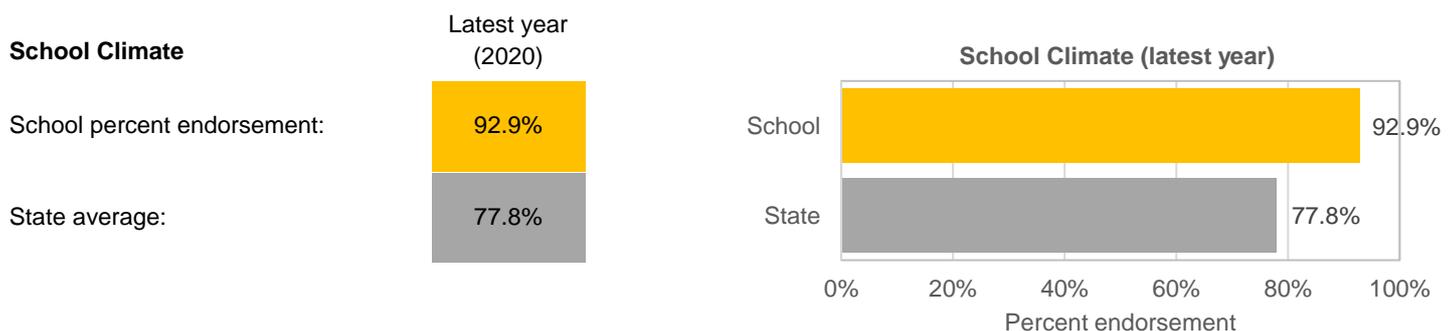


School Staff Survey

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:

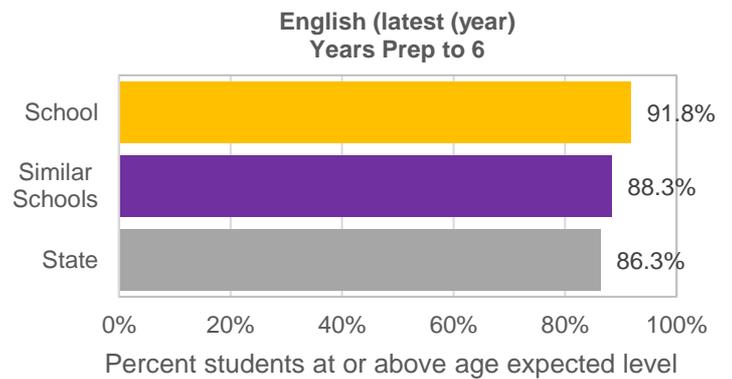
91.8%

Similar Schools average:

88.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

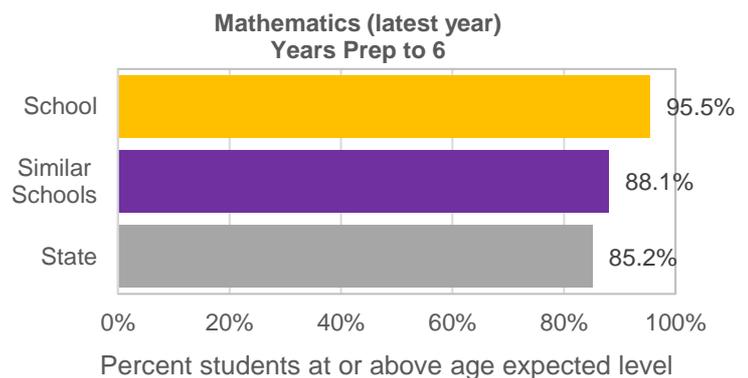
95.5%

Similar Schools average:

88.1%

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

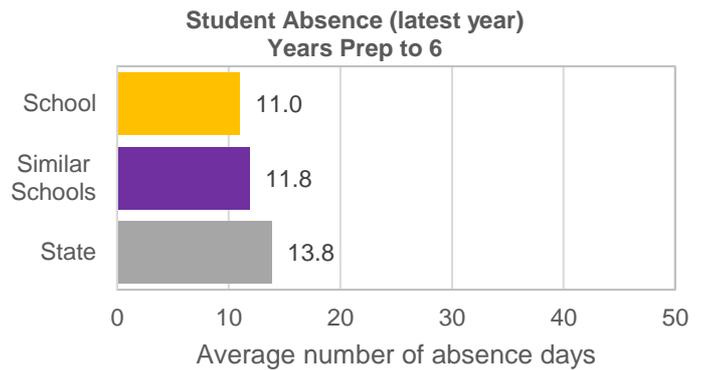
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.0	14.4
Similar Schools average:	11.8	14.6
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):	94%	95%	93%	95%	94%	94%	96%

WELLBEING

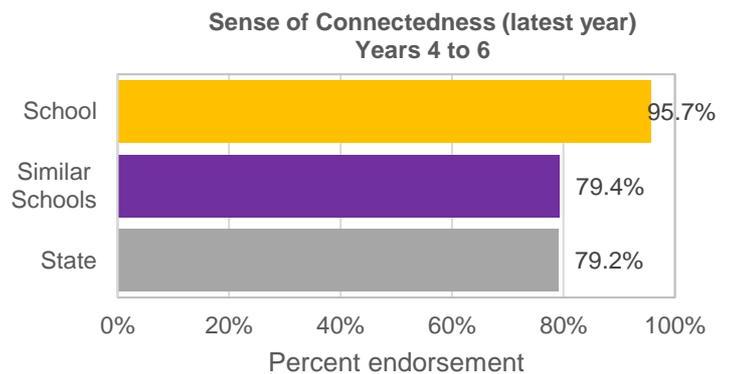
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	95.7%	87.6%
Similar Schools average:	79.4%	80.0%
State average:	79.2%	81.0%



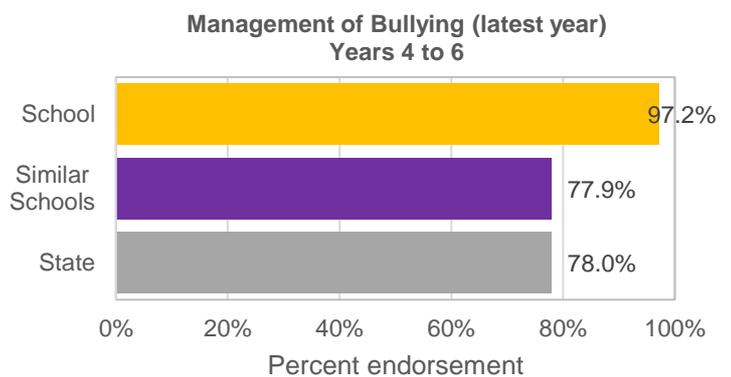
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	97.2%	90.1%
Similar Schools average:	77.9%	80.5%
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	\$2,786,025
Government Provided DET Grants	\$331,182
Government Grants Commonwealth	\$14,269
Government Grants State	NDA
Revenue Other	\$10,532
Locally Raised Funds	\$289,820
Capital Grants	NDA
Total Operating Revenue	\$3,431,829

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,627
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$16,627

Expenditure	Actual
Student Resource Package ²	\$2,779,698
Adjustments	NDA
Books & Publications	\$1,258
Camps/Excursions/Activities	\$22,511
Communication Costs	\$4,637
Consumables	\$51,952
Miscellaneous Expense ³	\$18,966
Professional Development	\$4,112
Equipment/Maintenance/Hire	\$75,974
Property Services	\$72,020
Salaries & Allowances ⁴	\$103,001
Support Services	\$45,154
Trading & Fundraising	\$55,422
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$45
Utilities	\$22,054
Total Operating Expenditure	\$3,256,803
Net Operating Surplus/-Deficit	\$175,026
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	\$310,750
Official Account	\$34,009
Other Accounts	NDA
Total Funds Available	\$344,760

Financial Commitments	Actual
Operating Reserve	\$73,052
Other Recurrent Expenditure	NDA
Provision Accounts	\$7,101
Funds Received in Advance	\$51,078
School Based Programs	\$109,632
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$70,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$360,863

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.