

2022 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 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 02 May 2023 at 05:42 PM by Ken Darby (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 22 May 2023 at 10:13 AM by Mark Kennedy (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
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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 Road Primary School, located in Croydon North in the eastern suburbs, is committed to providing an exceptional educational experience to its students. With a 2023 enrolment of 285 students, the school strives to be the best performing school in the area by placing a strong emphasis on student wellbeing, continuous improvement, and extra-curricular activities.

Our mission is to develop confident, engaged learners with the cognitive, social, emotional, and physical skills necessary to connect them to their expanding world. At our school, we take pride in our commitment to providing a tailored and consistent approach to teaching. Whether it's writers workshops, readers workshops, numeracy workshops or any other type of lesson, we ensure that the needs of our students are met every step of the way. Our teachers work closely with students to understand their unique strengths and weaknesses.

We believe that a consistent approach is crucial to student success, which is why we work hard to ensure that our lessons are structured and delivered in a way that meets the needs of all learners. Our goal is to provide a safe and supportive environment where students can learn and grow.

We believe that every child has the potential to thrive, and we are committed to helping them reach their full potential.

At Yarra Road Primary School, we believe that a strong community is key to achieving our goals. We have a high level of parental involvement, and we value the relationships that exist between all members of the school community. We are always seeking to improve our teaching practices and provide quality education, sporting, and social experiences for our students and community.

Our school has a rich history that dates back to 1925 when it started with just four students in a single classroom. Since then, we have grown and expanded, adding new facilities and classrooms. Over the years, our students have achieved many successes, both academically and on the sporting field, and we have a strong history of excellence.

Our school values respect, responsibility, excellence, confidence, and resilience. These values reflect the tone within our school and guide our actions and interactions with each other. Our motto, "Enjoying the Road to Success," encapsulates the history, culture, achievements, and hopes for the future of all students, teachers, and community members who have made Yarra Road Primary School the school it is today and will continue to be in the future.

Progress towards strategic goals, student outcomes and student engagement

Learning

Yarra Road Primary School is committed to ensuring that all students are able to achieve their full potential. As part of this commitment, the school has carefully scrutinized NAPLAN benchmark growth, NAPLAN top 2 bands, and teacher judgement data to assess the progress of its students. Based on this analysis, the school has found that there is still much work to be done to ensure that all students are showing growth in their learning outcomes, particularly in the areas of literacy and numeracy.

While the school has identified that teacher data literacy and the use of the PLC cycle of inquiry approach have been effective in supporting the improvement of student learning, these practices are not yet fully developed throughout the school. Similarly, the school has found that its instructional practices are not yet consistently applied to ensure that data is used to plan for and teach a range of differentiated approaches to meet the needs of all students. The school recognises that a future focus on these areas is required and will be addressed with appropriate budgetary and human resourcing in 2023.

In terms of student voice and agency, Yarra Road Primary School has made progress in developing many aspects of student voice during the previous strategic planning period. However, the concept of learner agency has not received the same attention as other domains. The 2022 AToSS data confirmed that students strongly endorsed most of the domains, including Effective Teacher Practice for Cognitive Engagement, Learner Characteristics and Disposition Domain, Not Experiencing Bullying (Parent Factor), School Safety, Social Engagement, and Teacher Student Relations. However, the school found that the concept of students monitoring their learning, including setting learning goals and planning the next steps in their learning, was inconsistent and not yet embedded. Although teachers' deep understanding of the processes to support students to take ownership of their own learning was improving, it was not yet consistently embedded throughout the school. The school has concluded that developing strategies to build teacher capacity and student ability in these areas, supported by parents, would result in growth in student voice and learner agency and engagement, and as a result, improve learning outcomes over the next strategic planning period.

Despite the challenges, it has been noted that Yarra Road Primary School has made significant progress in creating a positive learning environment for students. Positive relationships between students and teachers have been a key factor in supporting students to feel safe and engaged at school. The school has also made strides in developing social and emotional support for

students, which has contributed to a positive climate for learning. We recognise that there is still work to be done to ensure that all students are able to achieve their full potential, and we are committed to working tirelessly to achieve this goal.

Wellbeing

Yarra Road's commitment to developing a strong sense of wellbeing amongst students, families and staff continued in 2022. The school was responsive to student needs through workforce planning, with a focus on small class sizes, differentiated teaching programs and wellbeing support. In 2022, the school continued to fund a 0.4 student wellbeing teacher who remained strongly connected to students and families. The role included supporting families in need, with a focus on physical and mental wellbeing. Positive Education was embedded in the school culture, and in Term 2, the whole school focused on implementing URSTRONG Friendology. This gave students skills-based strategies that incorporated child-friendly concepts, skills, and language to help them build and maintain healthy friendships. Staff also received a common language and approach to support positive social relationships and assist children encountering difficulties with their social connections.

Throughout Semester 2, there continued to be a focus on pastoral care programs, Respectful Relationships, with an emphasis on developing resilience in students and maintaining social connections.

Preparing Year 6 students for their transition to secondary school and preschoolers for Prep was made more possible in 2022, with onsite opportunities available. Prep 2022 students were able to prepare for the next stage of learning and meet their peers and staff. Year 6 teachers provided as many opportunities as possible for their cohort to take on increasing responsibility. We also were able to engage with a number of kinders and provide school experiences for their 4 and 3 year old groups.

Absenteeism remained an issue in 2022, and it will continue to be an area of focus in 2023. Yarra Road will continue to ensure every child is accounted for every day and support parents to understand the importance of students being at school each day, on time. The school is committed to improving attendance rates and ensuring all students have the opportunity to benefit from their education.

Engagement

Yarra Road Primary School made significant efforts in 2022 to engage their students in their school work and make the school the place to be. One of the strategies used by the school was to focus on creating a positive and inclusive school culture where all students felt valued and respected. The school implemented a range of initiatives, such as a new student leadership program in year 5, strengthened our Mateship Program, revisited Friendology and Positive Education practices to create a safe and supportive learning environment.

In 2022, our school was all about re-engaging students with full-time school learning. Our goal was to provide a safe, stimulating, and creative learning environment where students feel empowered, engaged, and connected. We worked hard to reintroduce routines, group events, social activities, shared learning experiences, and community events during the first semester. Our efforts were focused on re-engaging and connecting students and families to each other and the school.

To engage students in their learning, Yarra Road Primary School adopted a student-centered approach that focused on building strong relationships between teachers and students. The school provided personalised learning opportunities and following on from a successful school review further encouraged student agency and voice in their learning.

Furthermore, Yarra Road Primary School recognized the importance of leveraging technology in engaging students in their learning. The school incorporated a range of digital tools and platforms to enhance teaching and learning experiences. This has been further supported with 155 new devices purchased

In 2022, our school was not just about re-engaging students with learning, but we also had a whole school focus on re-engaging the community and parents back into school. Being able to host a myriad of different events for parents to attend such as the Trivia Night, information evenings and the introduction of the Day on the Green were just a couple of examples.

Overall, Yarra Road Primary School's efforts in 2022 to engage students in their school work and make the school the place to be were successful. The school's focus for 2023 is to do work further on building a positive and inclusive school culture, personalised learning opportunities, and ensuring all students are able to thrive.

Other highlights from the school year

Yarra Road Primary School achieved a lot in 2022, thanks to the exceptional efforts of the Parents' Association, teachers, staff, students, and community members. The school's provided a number of memorable experiences for their students, including the 5/6 camp, 3/4 camp, year 2 sleepover, and the whole-school production of Star Warts, which highlighted the creativity and talents of the

students and staff. Additionally, the school hosted several community-building events such as open nights, school breakfasts, athletics days, and the Day on the Green.

Moving forward, Yarra Road Primary School is committed to achieving its three main goals of improving student outcomes in literacy and numeracy, enhancing student wellbeing, and developing student voice and agency. The school will achieve these goals through investing in professional development for its teachers, new technologies and teaching tools, and increased support for students with additional needs. The school also aims to strengthen its partnership with the Parents' Association and the local community to better meet the needs of its families.

While acknowledging the challenges students faced due to the disruptions caused by 2020 and 2021, the school remains committed to providing the best possible education for its students. Yarra Road Primary School is determined to support its students in thriving and reaching their full potential.

As Principal I'd like to finish this Annual Report by offering my sincere gratitude to everyone who contributed to the school's success in 2022, including the Parents' Association, staff, students, and community members. I'd also like to acknowledge those leaving the school council and express appreciation to David Macrae for his dedication as the School Council President for the past six years. Yarra Road Primary School is proud to be part of such a wonderful community and looks forward to another successful year in 2023.

Financial performance

Our budgetary focus in the past year was on infrastructure improvements, including the restoration and repair of our leaking roofs, which has allowed us to move forward with plans to paint the junior school building in 2023. We also invested in the creation of a STEAM room and a new specialist science class, ensuring that our students have access to the latest educational technology and resources. This also included a new lease of 155 new Chromebooks which have also been rolled out throughout the school. In addition, we were pleased to announce that we preserved a budget to upgrade our gymnasium in 2022, as well as establish a new vastly improved uniform shop. This was a much-anticipated improvement for our students and staff, and we were excited to move forward with this project.

Our High Yield investment account remains strong, with \$387,080.02 accumulated and we have \$15,145.57 in our official account. Already we have received \$ 58, 261.00 for 2023 compulsory items and a portion of voluntary payments. We were also fortunate to receive \$20,000 in State funding at the end of 2022, which we planned and to put towards the creation of our new shade sail-covered area. In addition, we still hold onto the \$486,000 in further State funding, which will be used to redevelop our basketball court areas and provide an all-weather covered basketball court for our students. This has gone out to tender this past fortnight. As always, we are committed to maintaining our school's facilities and infrastructure to the highest standards. This includes ongoing maintenance tasks such as tree care, sewerage works, and routine school-based maintenance tasks. We have also set aside funds for larger scale projects, including the refurbishment of the school toilets.

While we did experience a deficit of just over \$60,000 in our student resource package, we have budgeted for this and are confident that we can account for it moving forward. We will be closely monitoring enrolment figures in 2023 to ensure that we continue to manage our finances effectively.

Overall, we are thrilled to report that the school is in a strong financial position as we move forward into 2023. We remain committed to providing the best possible educational experience for our students, and we are confident that our ongoing investments in infrastructure, technology, and resources will help us to achieve this goal.

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 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 288 students were enrolled at this school in 2022, 164 female and 124 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).

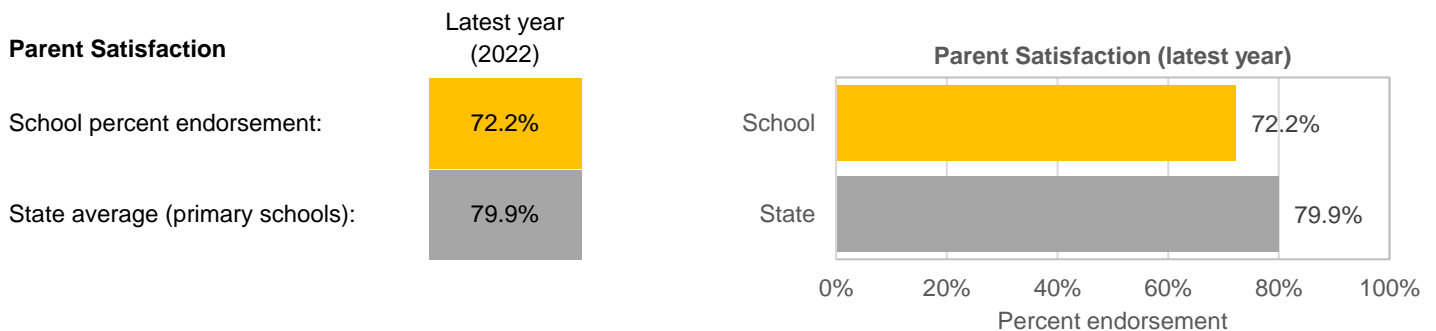
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

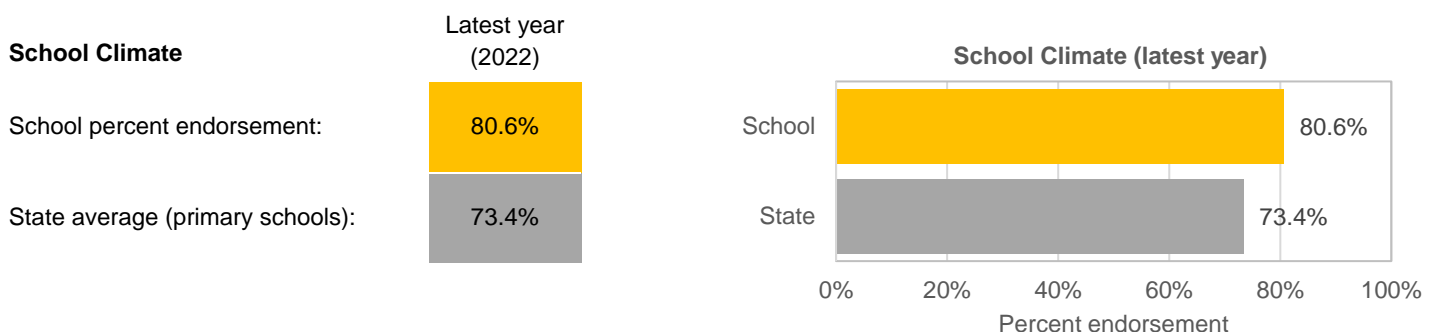


School Staff Survey

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:

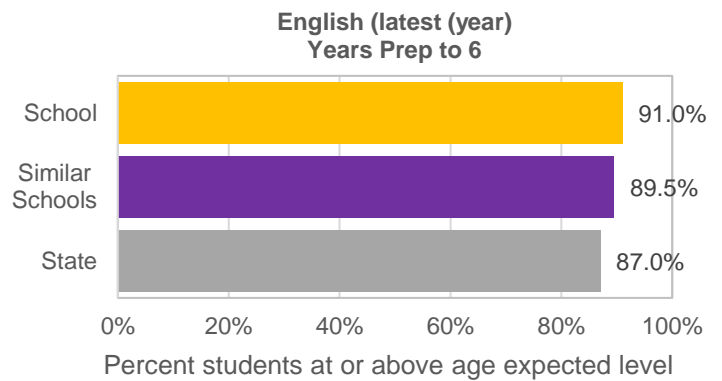
91.0%

Similar Schools average:

89.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

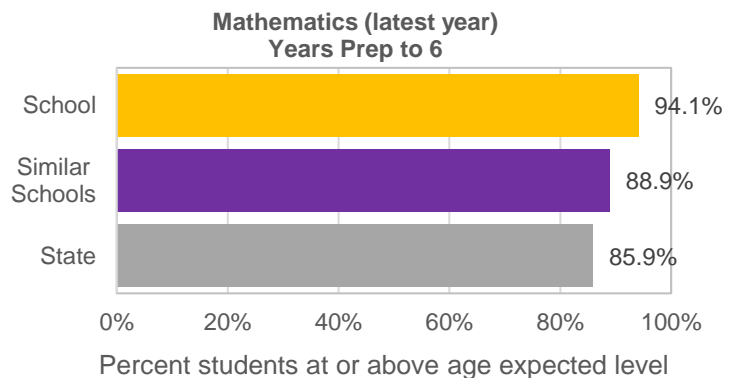
94.1%

Similar Schools average:

88.9%

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.

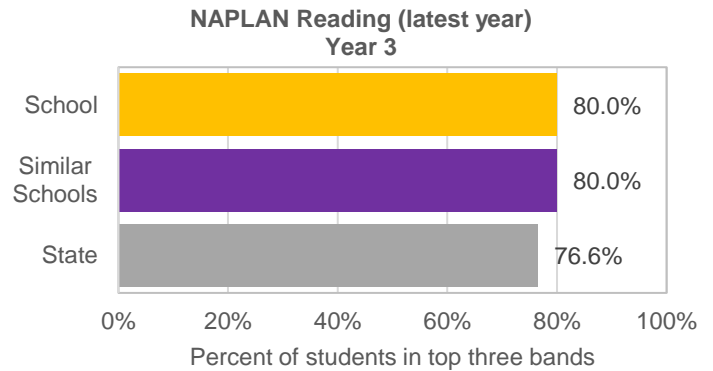
NAPLAN

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.

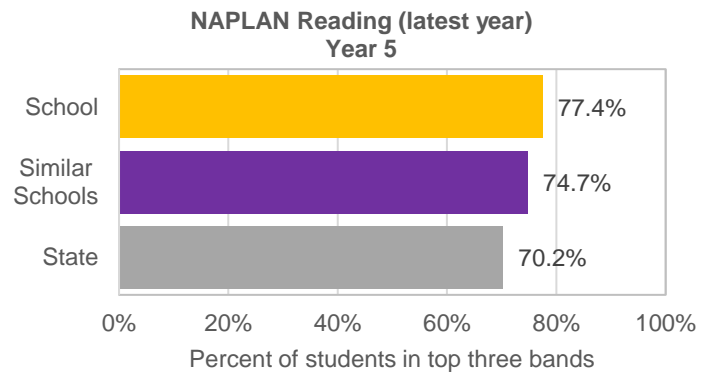
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	88.0%
Similar Schools average:	80.0%	80.7%
State average:	76.6%	76.6%



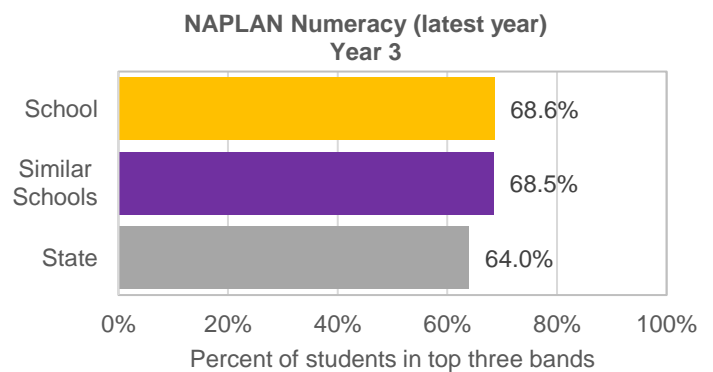
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.4%	77.9%
Similar Schools average:	74.7%	73.7%
State average:	70.2%	69.5%



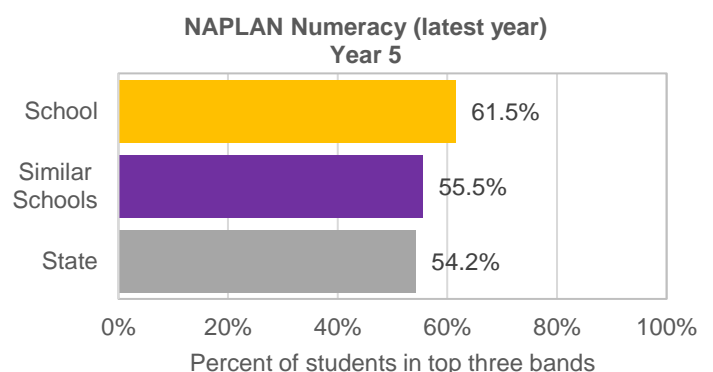
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.6%	72.0%
Similar Schools average:	68.5%	71.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.5%	61.2%
Similar Schools average:	55.5%	60.0%
State average:	54.2%	58.8%



WELLBEING

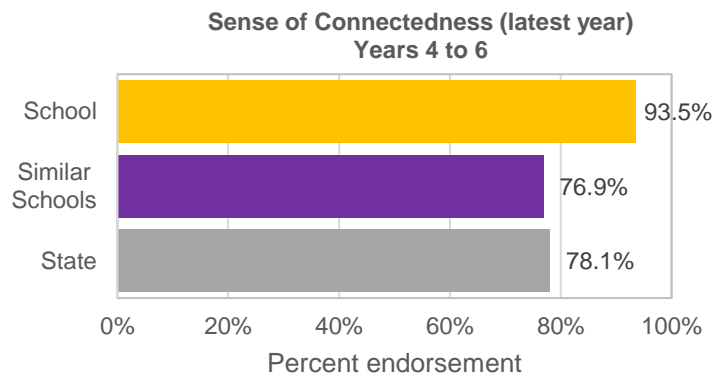
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	93.5%	92.5%
Similar Schools average:	76.9%	78.3%
State average:	78.1%	79.5%

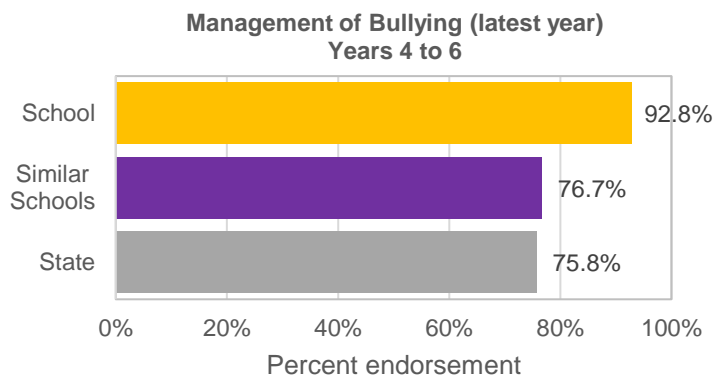


Student Attitudes to School – Management of Bullying

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:	92.8%	93.9%
Similar Schools average:	76.7%	78.6%
State average:	75.8%	78.3%



ENGAGEMENT

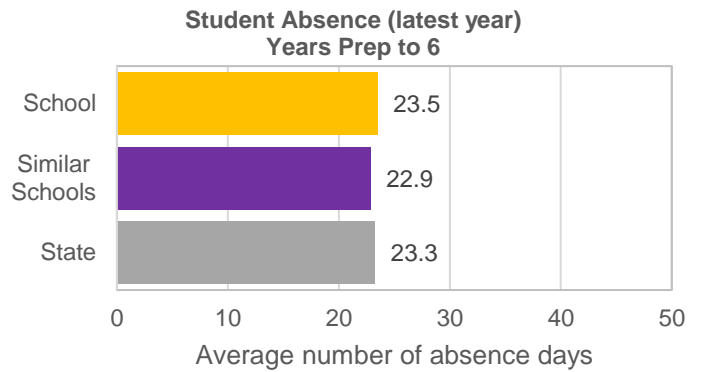
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.5	16.1
Similar Schools average:	22.9	16.4
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):	89%	89%	88%	91%	86%	88%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,708,086
Government Provided DET Grants	\$247,931
Government Grants Commonwealth	\$31,828
Government Grants State	\$2,500
Revenue Other	\$11,662
Locally Raised Funds	\$327,097
Capital Grants	\$0
Total Operating Revenue	\$3,329,104

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,614
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,614

Expenditure	Actual
Student Resource Package ²	\$2,777,238
Adjustments	\$0
Books & Publications	\$1,564
Camps/Excursions/Activities	\$85,574
Communication Costs	\$3,586
Consumables	\$62,557
Miscellaneous Expense ³	\$12,370
Professional Development	\$1,955
Equipment/Maintenance/Hire	\$72,042
Property Services	\$64,856
Salaries & Allowances ⁴	\$191,182
Support Services	\$23,694
Trading & Fundraising	\$76,898
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,057
Total Operating Expenditure	\$3,399,573
Net Operating Surplus/-Deficit	(\$70,469)
Asset Acquisitions	\$7,000

- (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	\$343,579
Official Account	\$36,254
Other Accounts	\$0
Total Funds Available	\$379,833

Financial Commitments	Actual
Operating Reserve	\$95,347
Other Recurrent Expenditure	\$0
Provision Accounts	\$7,101
Funds Received in Advance	\$50,000
School Based Programs	\$85,284
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$100,000
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	\$372,732

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.