

2017 Annual Report to the School Community



School Name: Yarra Primary School

School Number: 5271



- 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 Regulation 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 2017 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 29 March 2018 at 12:51 PM by Paul Ledwidge (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 2018 at 02:20 PM by Peter Brace (School Council President)

About Our School

School Context

Yarra Primary School is located in the densely populated inner eastern suburb of Richmond on the fringe of the Melbourne Central Business District. Our vision at Yarra Primary School is to encourage and promote practices where students become life-long learners who are literate, numerate and curious. We strive to develop articulate, socially responsible and resilient individuals who are working towards achieving their full potential as global citizens.

Well-maintained, two-storey, buildings provide ample spaces for students to work in different learning environments and is set in attractive grounds that provide a range of passive and active recreational spaces for students including sitting areas, hard court areas, playgrounds and a basketball court. The grounds include extensive landscaping as part of a joint use agreement with the local council

Staffing at the school consists of Principal, Assistant Principal, 15.9 fulltime (FTE) teaching staff, 2.6 support Educational support (ES), a Business Manager, and office assistant. Our Student Occupation Index (SFO) is 0.22 and has remained stable over the strategic period. The school is supported by Student Support Services (SSS), one part time ICT support technician and Out of School Hours Care. The school operates in multi-age groups across grade levels with the exception of Foundation, and reflects the school's team approach to integrate teaching and learning into programs that are responsive to the individual needs and differences of students.

During 2017 the school undertook a review which focussed on identifying the key priorities for Yarra PS over the next 4 years. Consistent with the outcomes of the school review report 2017, and recommendations from the Intervention panel, the Yarra PS Strategic Plan (SSP), aims to achieve the following:

- Develop a leadership structure that ensures clear alignment of responsibilities for school improvement with leadership roles;
- Implement challenge and rigour in all learning opportunities and programs;
- Collect and analyse student achievement data from a range of assessments and use it to plan targeted learning opportunities for all students;
- Establish whole school curriculum mapping and consistent curriculum documentation;
- Implement a whole school instructional model and consistent classroom expectations to maximise student engagement with learning;
- Design and implement a structure for the responsibility for student wellbeing to ensure students' needs are being met and there is a clear understanding of policy and procedures by all stakeholders;
- Engage families more effectively as partners in learning through effective communication methods and a range of opportunities for information sharing and involvement.

Our Curriculum

Since the review we are working toward providing a guaranteed and viable curriculum. Yarra Primary School has employed educational consultants in literacy, numeracy and social and emotional wellbeing to build teacher capacity and consistency of practice across the school. These consultants coach and mentor the staff to ensure challenge and rigour is evident in all learning opportunities and programs. With the introduction of an evidenced based whole school instructional model, we're working toward consistent implementation across the school to deliver the curriculum. Using whole school curriculum documentation, teachers collaboratively plan units of work that engage students in high quality learning. A strong focus on English and Mathematics is the foundation to develop literate and numerate curious students.

The specialist teaching program includes opportunities for learning in Japanese, Visual Arts, Science and Physical Education. A wide range of programs as diverse as swimming, excursions and incursions complement the core curriculum. A well-rounded program of sporting events, camps and sports clinics supplement competitive Interschool Sport and Physical Education. The reintroduction of the Kitchen Garden programme in Term 3 2017, gave students the opportunity to grow, harvest, prepare and share fresh, seasonal food. Yarra Primary School has a sister school relationship with the Chatan Elementary School in Okinawa Japan. The school also has a part time ICT support technician and Out of School Hours Care staff.

Ethical, personal, social and emotional capabilities are taught through our School Wide Positive Behaviour Supports framework (SWPB), where expected behaviours are explicitly defined and taught, using our values as a basis: *Caring, Respect, Commitment*.



Together, we are committed to maximising the learning opportunities for every student in every classroom. A Student Wellbeing Team has been formed and consists of staff representatives from all year levels. The Student Wellbeing Team is responsible for the overall wellbeing and learning of all students by fostering and facilitating student wellbeing strategies that underpin improved student learning outcomes.

The effective use of COMPASS as a communication tool, provides chronicle entries for students to parents, which has enhanced the engagement of families as partners in learning. A greater range of opportunities such as parent inclusion in school events, assemblies and classroom helpers, has also contributed to information sharing and parent involvement. Soft opening has contributed to an open-door policy and the teachers make themselves available to the parents each day.

Our Approach to Learning

At Yarra Primary School our philosophy is expressed through the school’s commitment to:

- A curriculum that is child centred with a strong commitment to multiculturalism and global citizenship;
- Teaching strategies based in inquiry learning, differentiated teaching, student directed learning, cooperative and shared learning;
- Differentiated personalised learning through combinations of flexible, multi-age, multicultural and mixed ability classrooms.

Ongoing assessment complements reliable and valid standardised assessments. Teachers work in teams to collaboratively analyse student learning data, identify individual learning goals for each student, and then collaboratively plan targeted lessons, ensuring collective ownership of all student learning. At the completion of learning units, teachers analyse data to determine the impact of their teaching in a constant cycle of evaluating their practice.

We have established strong community partnerships with neighbouring schools and kindergartens to ensure a supportive transition program. The average attendance rate is similar to state average and to like schools. The school addresses the non-attendance of students through several communication channels such as the school newsletter and website, to raise awareness amongst parents of the importance of punctuality and attendance requirements. The COMPASS platform is also used to communicate with families around attendance.

Framework for Improving Student Outcomes (FISO)

Following the analysis of school data, together with the collective sharing of skills, expertise and experience resulting in richer and more sustainable opportunities for school transformation, the school focused on the following FISO priorities;

- *Excellence in Teaching and Learning*
- *Positive Climate for Learning and*
- *Community Engagement in Learning*

Focus on these school priorities aimed to achieve the following;

- Consistency of teaching and learning practices across the school and reduced in- class variability;
- Strengthened use of consistent instructional model to build shared understandings and common language of pedagogy schoolwide;
- Strengthened teacher knowledge and capacity to implement evidence based practice in teaching to the point of need;
- Strengthened teacher teams utilising data and assessment in improving student learning growth;
- Embedded coaching and provision of accurate and regular feedback to staff providing strong accountability and consistency of practice across the school;
- Strengthened student agency and voice enabling greater engagement and input into their learning, and into the broader life of the school and the community;

Achievement



Yarra Primary School students have made overall improvement in the focus areas of literacy and numeracy, generally performing at a similar level to the middle band of government schools in all Victorian Curriculum domains. 2017 NAPLAN results for Literacy and Numeracy are similar to schools with similar characteristics, and results are at or slightly above the state median. Our diagnostic assessment schedule enables us to identify and monitor student progress and put in place supports, with the goal of enhancing learning gains for each individual student.

We continue to focus on building the capacity of teachers through dedicated professional learning, the development of Professional Learning Teams and effective use of curriculum days, with clear direction for ongoing improvement and embedding the teaching and learning strategies within our instructional model.

A specific focus for staff professional learning in 2017 has been to develop the capacity to teach reading and mathematics, providing the framework for successful literacy and numeracy learning at YPS. Reading competence is developed within a supportive and stimulating language environment, integrating reading, and writing and speaking and listening. Reading development is strongly linked to writing development, particularly in the early years, and the reading program is based on ongoing observation and assessment of each student's needs and abilities, with support provided for all students to be successful readers and writers. Intervention is offered to those students needed further support

In 2018 the school will expand the professional learning focus to include the effective teaching of writing and the use of student metacognition to target student growth. Our focus on *formative assessment* ensures that student specific learning needs are met. Yarra PS continues to develop comprehensive programs that provide all children with breadth and depth of experiences, building a collegiate, professional and supportive working culture that deepens the capacity of all staff to improve student learning.

Engagement

Engaging students in their learning is a major focus at Yarra Primary School and the school continued to expand and increase eLearning devices with all classes sharing a range of technology such as iPads, screens and laptops. In 2017 an increased number of children F-6 were engaged in leadership positions through the Junior School Council, and had the opportunity to develop and implement several initiatives, including student led assemblies.

Goals in the new Strategic plan 2018- 2021 included developing leadership structures and school protocols that ensure challenge and rigour in all learning opportunities. We also aim to provide a student centred stimulating, rigorous learning environment, which engages all students in learning, ensuring a continued focus in 2018 on building teacher capacity to provide engaging learning and engagement strategies. Our specialist program is designed to augment the classroom programs and to engage students in a range of varied learning experiences.

A problem solving approach to mathematics, assists students to use strategies and concrete materials to move from concrete to abstract mathematical thought processes. The school library also offers students further opportunities to develop a love of reading and to focus on information literacy.

A comprehensive camping program builds independence and operates across F-6. Foundation –Year 1 students participate in a school dinner or breakfast, Year 2 students have a sleepover at school, and Years 3-6 students have the opportunity to participate in a range of camping experiences off the school site.

Our Kitchen Garden program supports students to form positive eating habits for life and to discover the benefits of growing, harvesting, preparing and sharing delicious seasonal food.

Our work in 2018 will continue to focus on building teacher expertise and increasing opportunities for student voice, implementing student led initiatives, and leadership opportunities.

Wellbeing



Wellbeing continues to be a high priority focus at our school. The goal in the Strategic plan, is to create an intellectual, supportive and inclusive learning community which promotes student empowerment and wellbeing. The school promotes a strategic and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs. There is a shared commitment to ensure a safe, caring and nurturing environment, providing a positive sense of student connectedness to school through the identification of individual learning styles and learning preferences.

Our clearly outlined Engagement and Wellbeing Policy together with our behaviour management strategy, focuses on the school values. Building teacher capacity to manage student behaviour, and embedding whole school approaches to wellbeing programs and strategies, is a priority focus. In 2017 professional learning assisted staff to incorporate and implement explicit teaching of our key behaviour expectations linked with the School Wide Positive Behaviors (SWPB) framework. We continued to build upon a strong acknowledgement and recognition system to promote and recognise positive behaviours among members of the school community, and use data analysis to focus attention on social learning, reflective strategies and re-teaching opportunities across the school. SWPB will be continue to be embedded and expanded in 2018.

We are committed to developing community partnerships by listening to community input, inclusion in school events, access to school facilities when appropriate, and making use of technology to enhance communication. The school uses COMPASS for all communications between school and home, and use of this will be expanded in 2018.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 259 students were enrolled at this school in 2017, 121 female and 138 male.</p> <p>17 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>37%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>4%</td> <td>57%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>43%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>53%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>47%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	37%	30%	Numeracy	4%	57%	39%	Writing	33%	43%	23%	Spelling	27%	53%	20%	Grammar and Punctuation	33%	47%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>92 %</td> <td>95 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	92 %	95 %	92 %	94 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	92 %	95 %	92 %	94 %	92 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

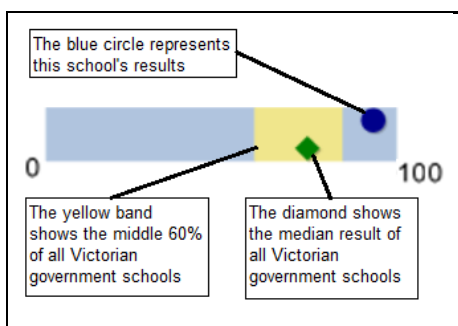
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

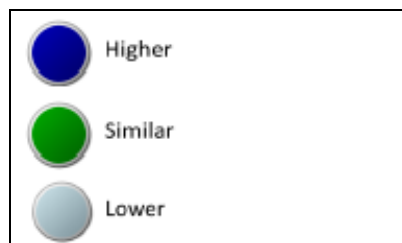


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

The school is in a consistent financial position, balanced with value added expenditure on school assets. The school elected to fund additional teaching staff and external providers that provided support and extension programs for all students (as noted in the salaries expenditure) for the year. Significant improvements in terms of increased amenities included: computers, professional development, literacy and numeracy resources, furniture, and grounds works.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,701,899	High Yield Investment Account	\$266,545
Government Provided DET Grants	\$453,177	Official Account	\$6,676
Government Grants Commonwealth	\$99,092	Other Accounts	\$61,245
Revenue Other	\$15,274	Total Funds Available	\$334,467
Locally Raised Funds	\$507,466		
Total Operating Revenue	\$2,776,908		
Equity¹			
Equity (Social Disadvantage)	\$10,166		
Equity Total	\$10,166		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,631,332	Operating Reserve	\$168,126
Books & Publications	\$277	Asset/Equipment Replacement < 12 months	\$52,700
Communication Costs	\$7,357	Revenue Receipted in Advance	\$21,995
Consumables	\$67,253	School Based Programs	\$24,497
Miscellaneous Expense ³	\$334,357	Other recurrent expenditure	\$27,149
Professional Development	\$40,703	Capital - Buildings/Grounds incl SMS>12 months	\$40,000
Property and Equipment Services	\$364,770	Total Financial Commitments	\$334,467
Salaries & Allowances ⁴	\$403,893		
Trading & Fundraising	\$41,952		
Utilities	\$26,511		
Adjustments	\$47,705		
Total Operating Expenditure	\$2,966,111		
Net Operating Surplus/-Deficit	(\$189,203)		
Asset Acquisitions	\$18,850		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.