

2022 Annual Report to the School Community

School Name: Yarram Primary School (0693)



- 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 21 March 2023 at 08:13 PM by Karen Langdon (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 March 2023 at 08:42 AM by Silvana Balbo (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Yarram Primary School provides a high-quality educational program focused on building productive, pro-social citizens equipped with the skills needed to navigate the evolving landscape of our world. Our vision is to support individuals to achieve their potential - academically, emotionally and physically.

At Yarram Primary School, we value:

- Respect and Trust
- Teamwork, which provides support and features cooperation between students, staff, parents and the broader educational and general community
- Learning with high, realistic expectations that strive for excellence and work towards continual improvement
- Having fun to promote a work/life balance and a spirit of cooperation and enjoyment in a safe and secure environment that honours and nurtures diversity
- Professional commitment by all staff to ensure high professional and ethical standards
- Local school and community traditions

In Term 4 of 2022 our school began to conduct a review of our values, which has continued into 2023. This process involves consulting with students, staff and families to evaluate our current values and make necessary revisions to ensure clear, succinct, and meaningful values that reflect our school community's beliefs and goals.

Located within the township of Yarram, 220 km southeast of Melbourne in the Wellington Shire, Yarram Primary School (YPS) No. 693 has educated the local children from Yarram and District since 1861. The school is the centrepiece of the community and is proud of what it offers in a small rural town. We have a modern facility, only six years old, with beautifully designed learning spaces. Several of these areas are open learning spaces that facilitate collaboration across classrooms, where students enjoy flexible seating and have opportunities to work with peers in and out of their home groups. Our open learning spaces have built a culture where students see all teachers as "their teacher," and teachers see all students as "their student." Through funding support from the Department of Education we installed an additional shade sail in 2022, providing opportunities for sunsmart outdoor learning.

In 2022 our enrolment was 149 students; big enough to offer choice academically and socially, but small enough for staff to know our students well. 45% of students travel to school by bus. YPS had 15.53 equivalent full-time staff: 2 Principal class, 9 classroom teachers, 3 specialist teachers, 2 office administration staff and 10 Education Support Staff. We also employed two Education Support Staff trainees in 2022, mentoring the next generation in the field. We have a dynamic mix of experience amongst our staff. A highly experienced and capable Education Support team work alongside our teachers to deliver timely and targeted interventions. We continue to achieve our strategic vision for the school due to embedded processes and structures.

Student average attendance in 2022 was 86% across the school, which was severely impacted as a result of obligatory isolation due to Covid-19 infection. At our school families are supported to value attendance. Daily contact is initiated to investigate any unexpected absences, and further supports are implemented when we identify patterns of poor attendance, addressing the reasons behind it.

Parent and community partnerships provide a strong support network, rich in extracurricular opportunities. We have a valued Parents Club that supports school fundraising and events. Local traditions include active participation in the Yarram Eisteddfod, Anzac/Remembrance Day, and the Yarram Show. We participate in educational and community initiatives such as NAIDOC Week, Education Week, Parks Week and Children's Book Week.

Yarram Early Learning operate a dynamic after school and vacation care program on the school premises.

We welcome any prospective families to contact us and arrange a private interview and tour of our school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 we showed tremendous improvement in our Reading scores on NAPLAN, with 59% of Year 3 students achieving in the Top Two Bands (up from 43% in 2021) and 48% of Year 5 students achieving in the Top Two Bands (up from 27% in 2021). With this result we have surpassed our four-year target on our strategic plan. This is higher than the state average and significantly higher than what was seen in similar schools. These extremely positive results speak to the success of our systematic synthetic phonics program and our Readers' Workshops, which are now embedded within our school.

Our core area of focus for improvement in 2022 was in Writing, and we made substantial progress towards reaching our strategic goals. In 2022, 36% of Grade 3 students scored in the Top Two bands in Writing on NAPLAN, which is the highest percentage we have achieved in this category in the past five years. 10% of students in Year 5 achieved in the Top Two Bands, up from 7% in 2021 and well on track for our four-year target. We also significantly reduced the number of students achieving in the bottom two bands, moving 24% of students upwards in Year 5.

Even as our focus has not been on numeracy in recent years, we also showed significant improvement in Year 5 results, with 30% scoring in the top two bands, up from 7% in 2021.

While we have seen excellent performance on the NAPLAN tests, we have seen a decline in measurements of twelve months growth for twelve months learning, as measured by teacher judgment growth, and this will be an area for improvement moving forward. Nevertheless, the percentage of our students, from Prep to Year 6, working at or above age expected standards exceeds the percentage seen at similar schools in English and Mathematics. We did extensive work as a staff in 2022 to improve our skills in leading individual student conferences and in assessing writing, which will support our growth.

As we continue to refine and embed our teaching practices, particularly in areas of literacy, we expect this growth trajectory to continue. Future work in empowering student voice and agency in learning is anticipated to lead to further improvement.

Wellbeing

Returning to full time learning, uninterrupted by regular lockdowns, was a true joy in 2022. The year did continue to be impacted by Covid 19, as we saw students requiring substantial support to readjust to the rhythm of school life. Wellbeing became a key focus as we supported students to re-engage with school, each other, and learning.

Unsurprisingly, students' sense of connectedness to school was down, with only 64.1% of our grade 4-6 students reporting that they felt connected to school. 71.8% of students reported that they felt that bullying was managed fairly at school in 2022, which was also a downward movement. Students also reported feeling low levels of resilience. With this in mind we worked deeply as a staff to rebuild connections with students. We designed and implemented interim surveys to track student perceptions, and based on student feedback, made significant adjustments, including the establishment of additional before school and lunchtime clubs and activities and the beginning of a structured ready to learn time before school.

Pleasingly, 66% of students in grades 4-6 reported positive feelings of having voice and agency at school, which was up from 50% in 2021. Students' sense of self-regulation and goal setting also increased, with 79% of students in grades 4-6 reporting positively. With the addition of mental health funding in schools we were able to facilitate specialised social skills groups, and our staff engaged in school wide professional learning around trauma informed practice. This focus will continue into 2023 as we aim to improve students' sense of wellbeing.

Engagement

Fostering student engagement works hand in hand with ensuring students are supported and challenged at their individual point of need. Evidence based practices at YPS include the use of Readers' and Writers' Workshops, systematic synthetic phonics instruction and intervention, School-Wide Positive Behaviour Supports and the Rights, Resilience and Respectful Relationships program. Students who receive Program for Students with Disabilities funding are well supported socially and academically to achieve their potential, as are students with additional learning needs and highly capable students. We operate a targeted Macqlit reading intervention program to support readers needing additional instruction, and in 2022 we launched the highly acclaimed Minilit Sage program to begin reading intervention in Grade 1, the optimal time.

In 2022 we focused heavily on helping students to set their own learning goals and to track and monitor their progress. Students developed a sense of ownership over their learning and used engaging tools, such as Seesaw portfolios, to chronicle their progress. In addition to specialist programs in art, performing arts and physical education, in 2022 we offered a variety of additional before school and lunchtime activities, including running club, board games club, Lego club, lunchtime art, drama club and yoga club. All of these programs were designed to inspire and deepen student interests, passions and engagement. A highly popular breakfast club run by ES staff continued to operate three mornings per week.

Student leadership was promoted through our Junior School Council and House Captains. Students in Years 3-6 were elected by peers to form our Junior School Council, where students developed skills in activism, raising awareness and funds related to school,

local, national, and global issues of concern. House Captains took a more formal role, including meeting and greeting visitors, leading assemblies and school events where appropriate, and leading events in our four school houses - Grevillea, Eucalyptus, Wattle and Banksia. In 2022 we planned for house activities throughout the year to build students' sense of belonging and connection and to foster engagement in their learning and with their school. These included a house carnival and a YPS Commonwealth Games event.

Other highlights from the school year

2022 was a year in which we were thrilled to rebuild connections in the community and re-establish many events that were previously impacted by Covid 19. We were honoured to convene a Campfire Conversation in Term 1, which aimed to promote Aboriginal self-determination in education. We conducted in depth discussions with Koorie students and their families and enjoyed an extremely special event, hosted at the Wulgunggo Ngalu Learning Place, where all senior students learned about Aboriginal culture through dancing, games and a traditional meal cooked underground. From our learning we launched the Koorie Korner in our weekly school newsletter to highlight important events and issues pertaining to first nations people.

We resumed athletics, cross country, swimming and winter sports events and hosted specialist coaches at our school to support students in learning athletics, gymnastics, volleyball and lawn bowls.

Our school camping program involved our P-2 staged camping experience as well as trips to Camp Rumbug and Phillip Island, and we were very fortunate to receive a Positive Start booking that allowed an additional Melbourne City Camp. Also through Positive Start we hosted a breakdancing workshop and a dinosaur presentation.

Thanks to our dedicated Parents Club we ran a Colour Fun run in 2022 and designed and created the first ever YPS tea towels! Participation in local community events is a YPS commitment, and students all performed in items as part of the Yarram Eisteddfod, with many students also performing in the school choirs and in solos, duos and trios. We once again showed an incredible array of artwork at the Yarram Show, and all students participated in a tree planting initiative through the Wellington Shire.

We are incredibly proud of our participation in school and community events that enrich the school experience for all.

Financial performance

The annual financial performance produced a net operating deficit of \$46,695, with asset acquisitions of \$24,909 in our new shade sail to promote outdoor learning spaces. The impact of high costs associated with engaging casual relief teachers due to Covid 19 absences coupled with the statewide change to parent payment arrangements had a significant impact on our cash budget. Careful management of funds in collaboration with the finance subcommittee of the School Council saw us able to manage the operating deficit, maintain high quality programs, and end the year with a balanced budget. Total funds available at the end of the year were \$161,735, of which \$98,293 were committed. Equity funding enabled the school to continue to progress its strategic goals and helped to fund our Macqlit and Minilit Sage reading intervention programs and additional in classroom support for students. Grants achieved during the year included the Department of Education Shade Sail grant, funding to facilitate our Campfire Conversation, and Sporting Schools Grants that allowed us to bring athletics, gymnastics, volleyball and lawn bowl coaches to the school. In Semester 2 we received funding through the Mental Health Menu, and this allowed us to deepen and expand our social skills programs. Eligible families were also entitled to CSEF which was held for students to access sports and camping programs.

For more detailed information regarding our school please visit our website at <https://www.yarram-ps.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 149 students were enrolled at this school in 2022, 59 female and 90 male.

0 percent of students had English as an additional language and 5 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).

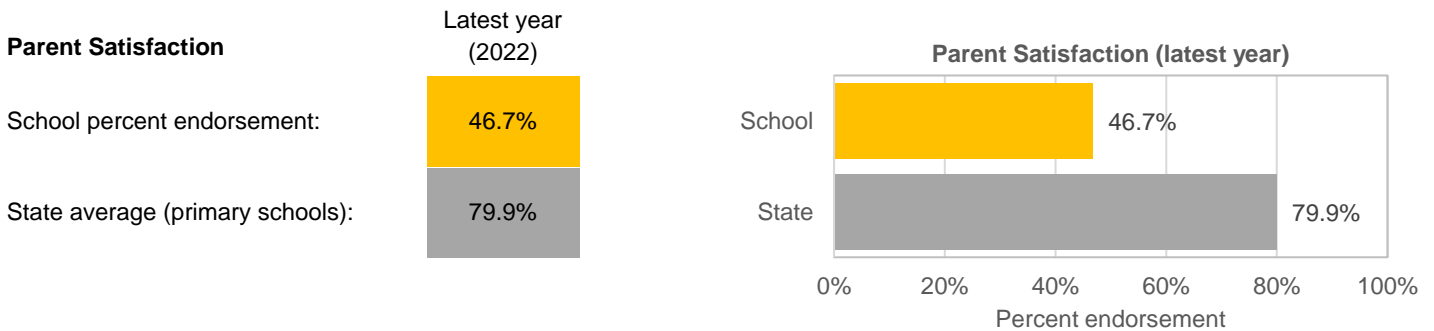
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

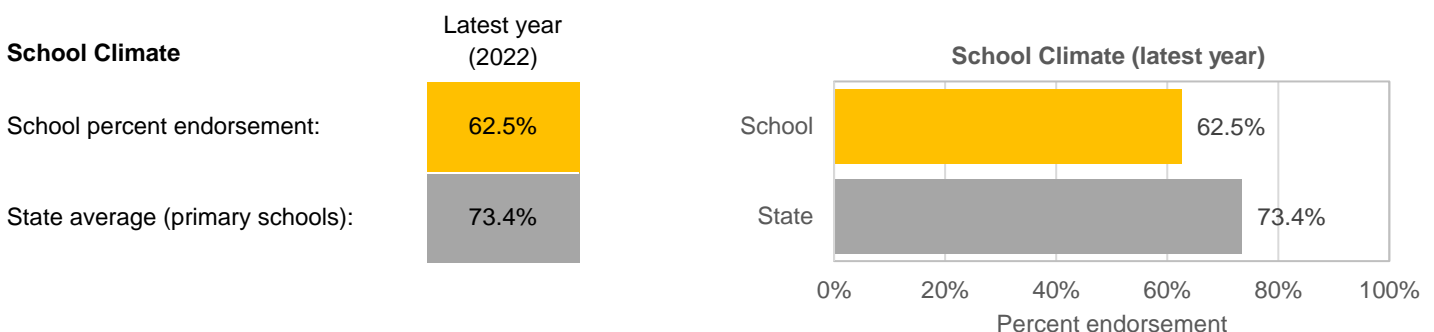


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

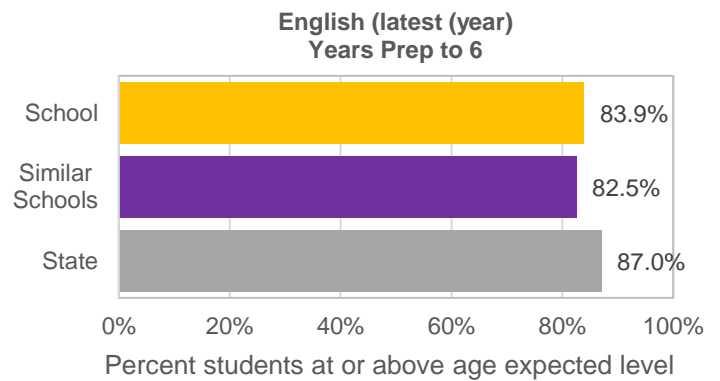
83.9%

Similar Schools average:

82.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

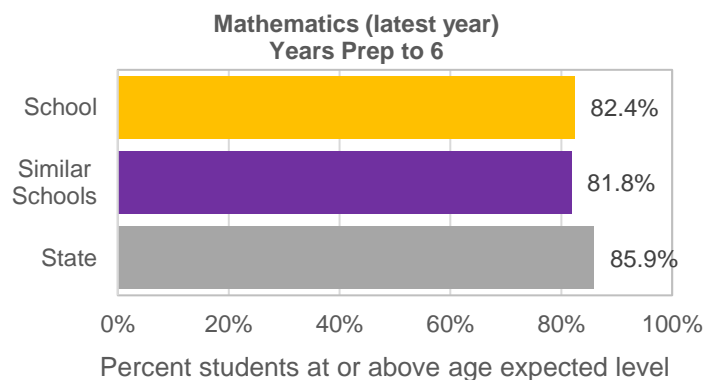
82.4%

Similar Schools average:

81.8%

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.

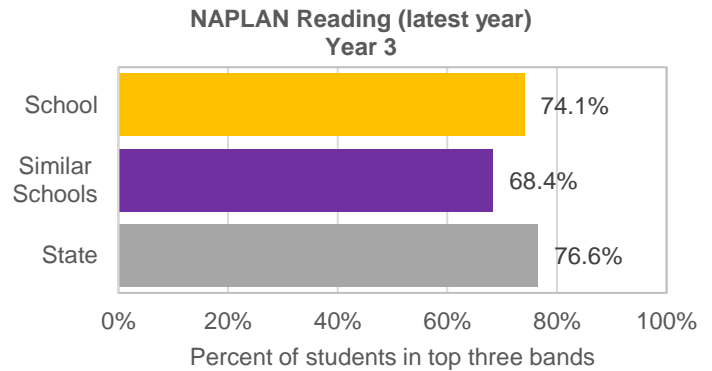
NAPLAN

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.

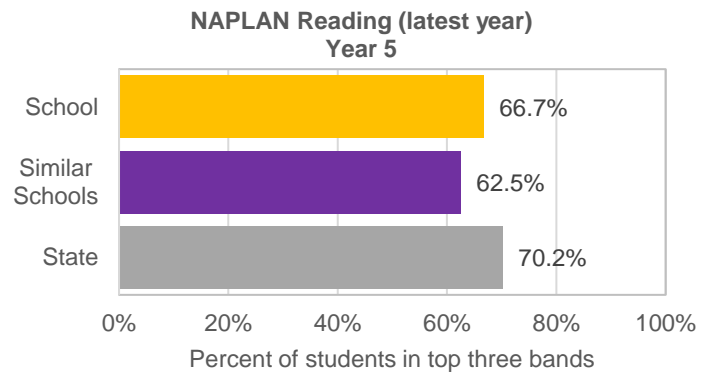
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.1%	63.9%
Similar Schools average:	68.4%	69.8%
State average:	76.6%	76.6%



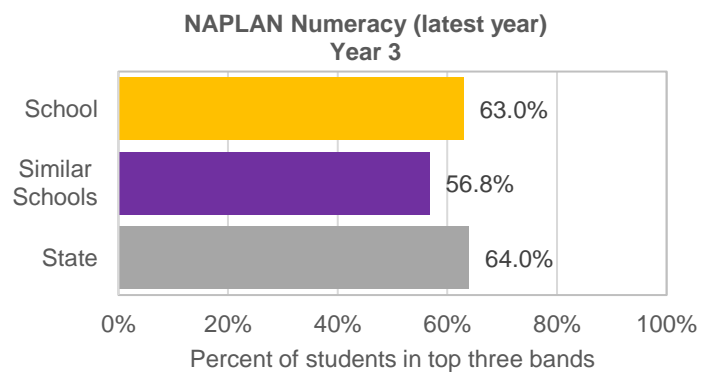
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	59.0%
Similar Schools average:	62.5%	62.8%
State average:	70.2%	69.5%



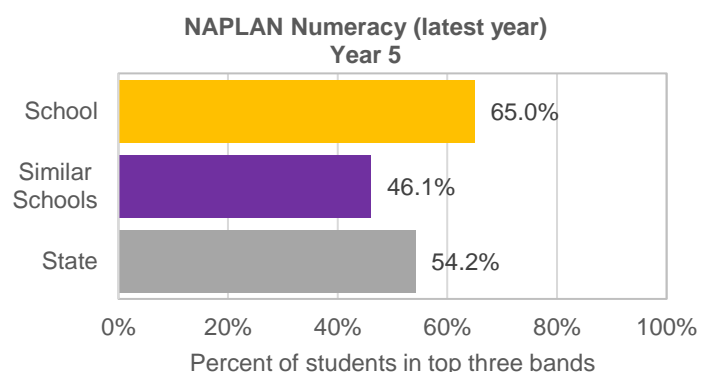
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.0%	56.9%
Similar Schools average:	56.8%	59.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.0%	50.0%
Similar Schools average:	46.1%	51.7%
State average:	54.2%	58.8%



WELLBEING

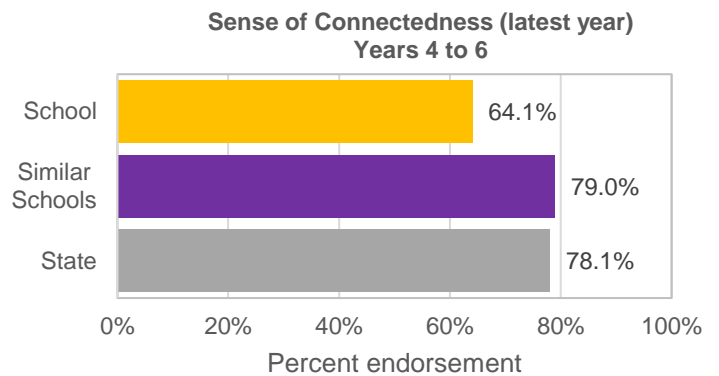
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	64.1%	72.9%
Similar Schools average:	79.0%	78.9%
State average:	78.1%	79.5%

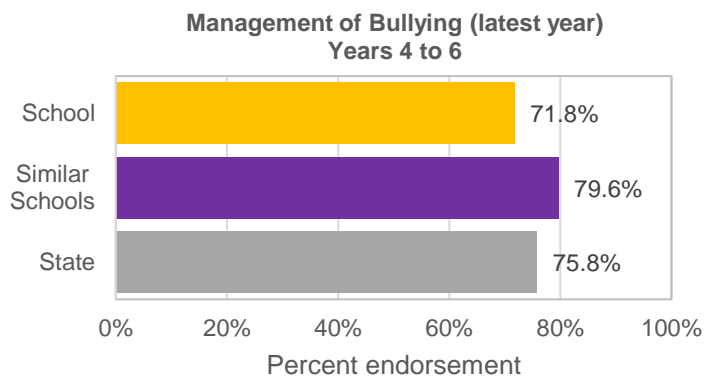


Student Attitudes to School – Management of Bullying

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:	71.8%	74.5%
Similar Schools average:	79.6%	80.2%
State average:	75.8%	78.3%



ENGAGEMENT

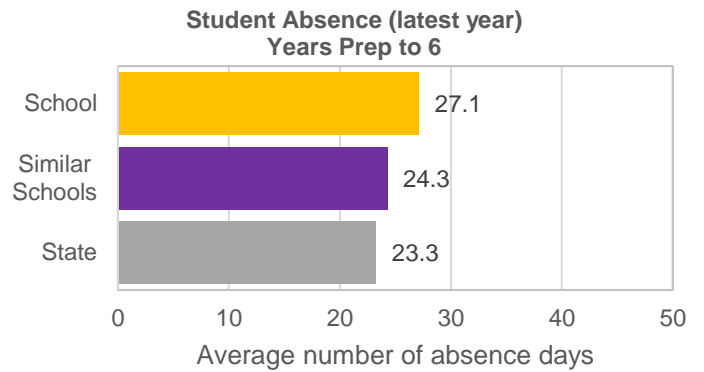
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.1	17.4
Similar Schools average:	24.3	18.3
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%	87%	88%	86%	86%	83%	84%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,654,628
Government Provided DET Grants	\$281,609
Government Grants Commonwealth	\$11,590
Government Grants State	\$1,713
Revenue Other	\$13,949
Locally Raised Funds	\$64,880
Capital Grants	\$19,927
Total Operating Revenue	\$2,048,296

Equity ¹	Actual
Equity (Social Disadvantage)	\$186,437
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$186,437

Expenditure	Actual
Student Resource Package ²	\$1,655,238
Adjustments	\$0
Books & Publications	\$3,386
Camps/Excursions/Activities	\$52,355
Communication Costs	\$4,681
Consumables	\$31,593
Miscellaneous Expense ³	\$50,722
Professional Development	\$3,363
Equipment/Maintenance/Hire	\$15,881
Property Services	\$56,486
Salaries & Allowances ⁴	\$145,145
Support Services	\$24,213
Trading & Fundraising	\$9,680
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,321
Total Operating Expenditure	\$2,075,063
Net Operating Surplus/-Deficit	(\$46,695)
Asset Acquisitions	\$24,909

- (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	\$154,528
Official Account	\$7,208
Other Accounts	\$0
Total Funds Available	\$161,735

Financial Commitments	Actual
Operating Reserve	\$67,887
Other Recurrent Expenditure	\$6,802
Provision Accounts	\$0
Funds Received in Advance	\$20,604
School Based Programs	\$3,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$98,293

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.