

2022 Annual Report to the School Community

School Name: Yarragon Primary School (2178)



- 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 26 April 2023 at 03:03 PM by Melissa Rock (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 12 May 2023 at 11:35 AM by Jacinta Saxton (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

Yarragon Primary School & Early Learning Centre (ELC) is beautifully situated within the growing township of Yarragon. The school has a purpose built classroom spaces. Four portable structures make up a senior and middle school wing. A modular portable with two classrooms caters for the school's special needs students, the feature being a large wooden pirate ship.

Yarragon Primary School & ELC prides itself on providing students with an engaging and sequential curriculum that develops every child. The school's motto is "We develop confident learners". The school mission clearly states a strong belief about how students learn. "We develop a safe and caring school community where every child becomes a valued member of society". Comprehensive literacy and numeracy programs are implemented that promote comprehension and application of knowledge.

Agreed whole school values include: respect and integrity, collaboration, safety and security, confidence and excellence. These values underpin the development of students and staff, where collaboration, high expectations, respectful challenge of ourselves and others drives the way professionals work.

In 2022 the school had 13.80 FTE teaching staff, including a full time Principal and 8.25 ES staff, including Education Support working in classrooms. The school has 230 students. Yarragon is a growing school community.

The school also manages the ELC which implements both 3 and 4 year old kindergarten sessions. Five staff members work in various capacities. The school Strategic Plan and Annual Implementation Improvement Plans.

Parents have an opportunity to be involved in many aspects of the school community. The school's Parents and Friends Association and the Business and Community partnerships are highly regarded by the School Council, students, staff and wider school community. Yarragon Primary School & ELC is an international school.

Leadership development, low absenteeism and a strong focus on numeracy through the implementation of Professional Learning Communities. A Learning Specialist supports building teacher capacity and knowledge. Reading, writing and numeracy trackers have been developed and implemented for the monitoring of student outcomes and learning growth. Over the past two years student reading growth has been positive with a higher percentage of students achieving expected standards. The school completed an Agile Leadership Development Course in 2022. Leadership tools and strategies will continue to be implemented in 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school implements a workshop model that identifies High Impact Teaching strategies within an hour focused learning block F-6. Practice is supported by peer feedback.

In 2022 teacher judgement in English Foundation-Grade 6 for age expected standards was slightly below both similar and state averages. Yarragon teacher judgement in Mathematics Foundation-Grade 6 for age expected standards was also below both similar and state averages. Yarragon will continue to review and improve moderation processes and also cross-check student performance against school wide data trackers, aligned to the school's strategic goals. Teacher judgement is below both similar schools and state average, yet NAPLAN data indicates more students are above expected standards, in particular Grade 3 NAPLAN data for reading in 2022 was extremely positive. The school also recognises this cohort experienced remote and online learning with 78.3% of students performing in the top 3 bands of NAPLAN, compared to similar schools at 70.4% and the state at 76.6%. Grade 5 data for NAPLAN, compared to similar schools at 67.3% and the state at 70.2%. The school recognises this cohort has received extensive intervention. It is important to note that NAPLAN learning gain for this cohort from Grade 3 to 5 last year is very strong, despite a lower percentage of students performing in the top 3 bands. Grade 3 NAPLAN data for mathematics was also positive. In 2022 65.2% of students performed in the top 3 bands of NAPLAN, compared to similar schools at 46.4% and state at 54.2%. Intervention will continue to be implemented for many students in 2023 as they enter Year 4.

Wellbeing

A holistic approach to wellbeing is implemented across the school. Staff have completed Berry Street Educational Model training, building knowledge and skills. Wellbeing Officer and Wellbeing Coordinator completed Smiling Mind training. Smiling Mind strategies will be implemented Foundation - Grade 6.

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 230 students were enrolled at this school in 2022, 101 female and 129 male.

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

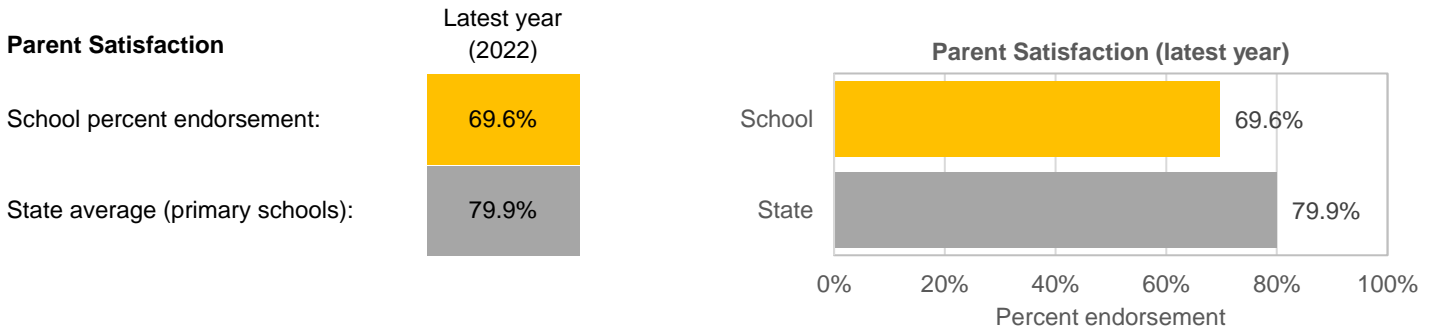
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

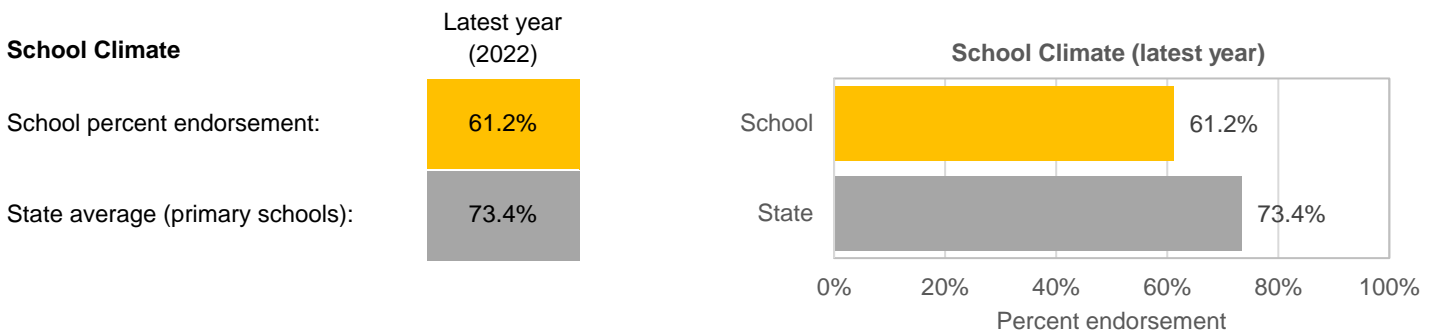


School Staff Survey

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:

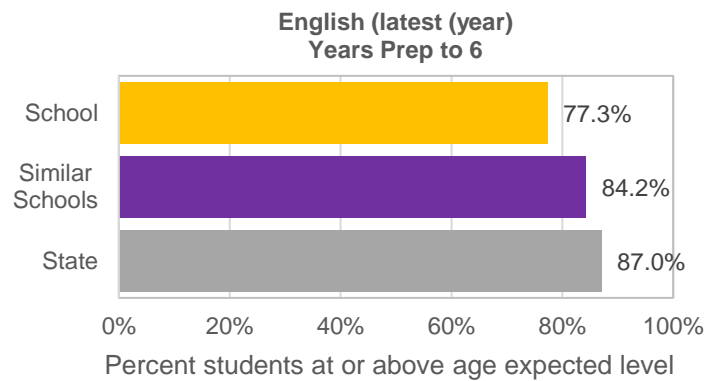
77.3%

Similar Schools average:

84.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

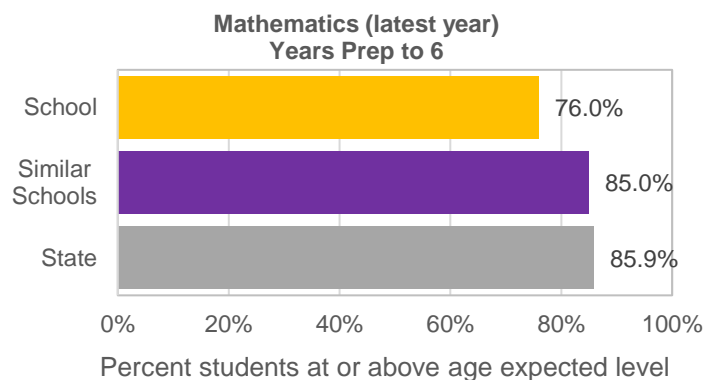
76.0%

Similar Schools average:

85.0%

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.

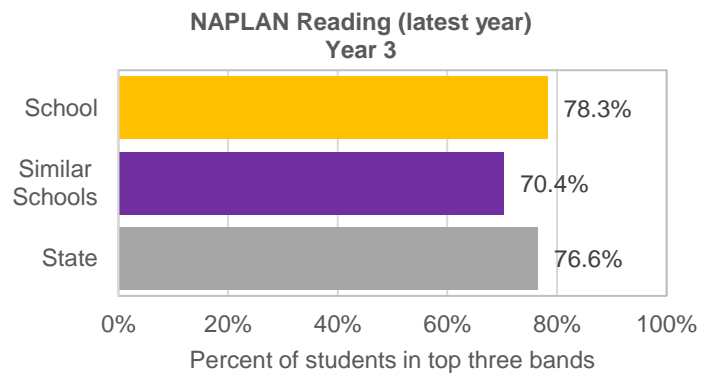
NAPLAN

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.

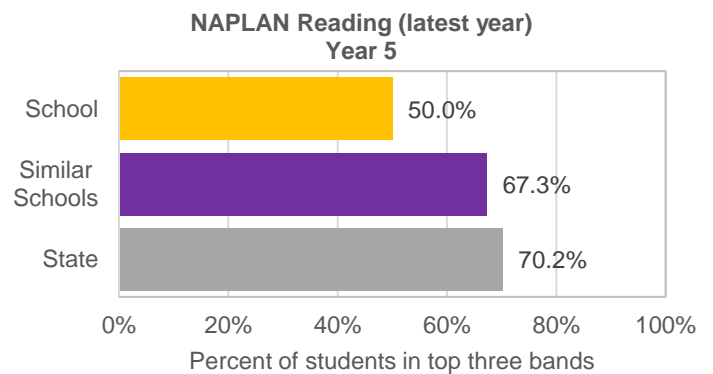
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.3%	66.2%
Similar Schools average:	70.4%	70.6%
State average:	76.6%	76.6%



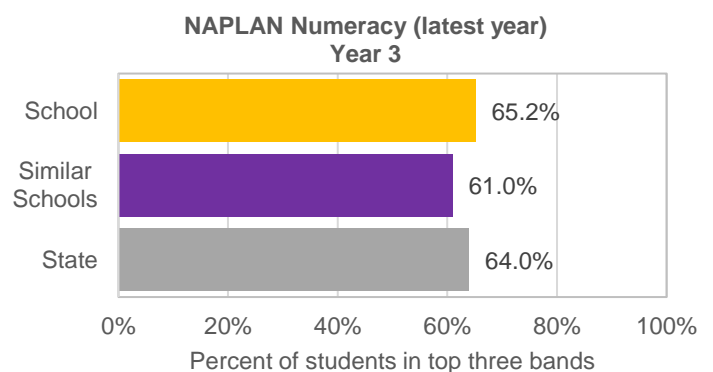
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	64.7%
Similar Schools average:	67.3%	67.8%
State average:	70.2%	69.5%



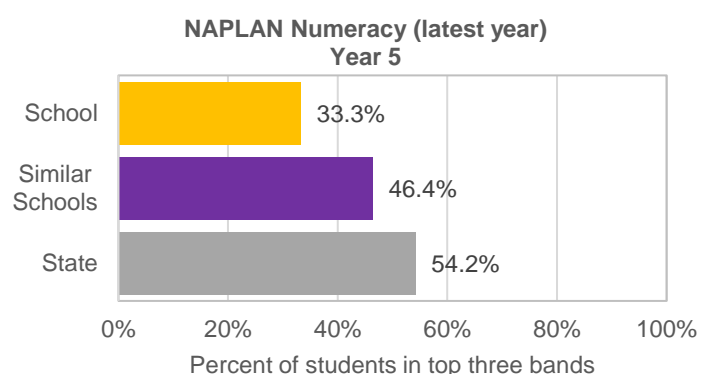
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.2%	64.9%
Similar Schools average:	61.0%	62.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	50.6%
Similar Schools average:	46.4%	52.8%
State average:	54.2%	58.8%



WELLBEING

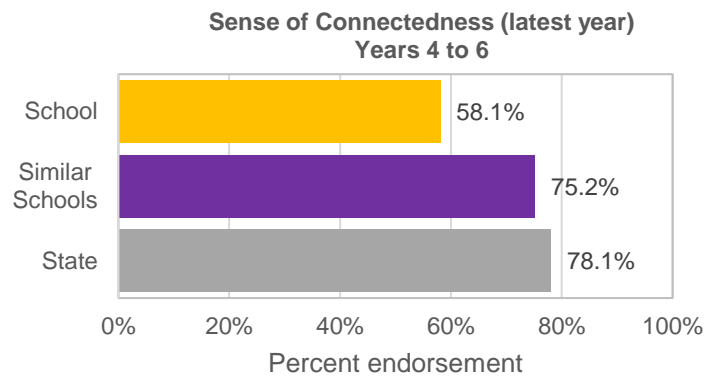
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	58.1%	62.8%
Similar Schools average:	75.2%	77.3%
State average:	78.1%	79.5%

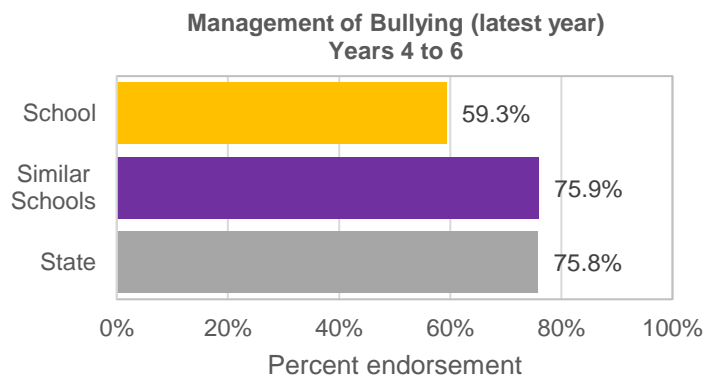


Student Attitudes to School – Management of Bullying

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:	59.3%	63.5%
Similar Schools average:	75.9%	78.9%
State average:	75.8%	78.3%



ENGAGEMENT

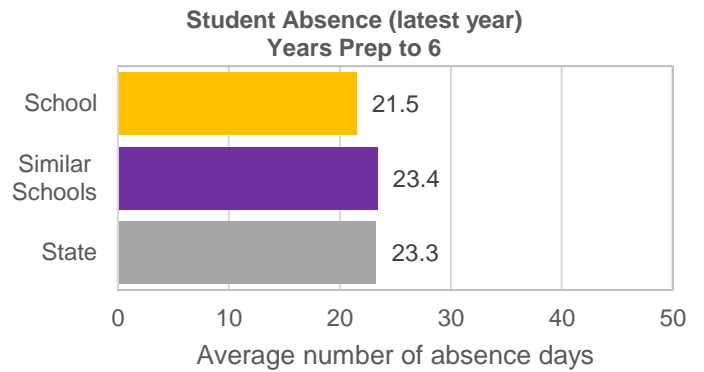
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.5	14.9
Similar Schools average:	23.4	17.1
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):	90%	90%	90%	91%	87%	87%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,239,151
Government Provided DET Grants	\$529,763
Government Grants Commonwealth	\$10,500
Government Grants State	\$0
Revenue Other	\$12,119
Locally Raised Funds	\$208,468
Capital Grants	\$3,422
Total Operating Revenue	\$3,003,423

Equity ¹	Actual
Equity (Social Disadvantage)	\$47,179
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$47,179

Expenditure	Actual
Student Resource Package ²	\$2,317,354
Adjustments	\$0
Books & Publications	\$4,928
Camps/Excursions/Activities	\$45,795
Communication Costs	\$2,267
Consumables	\$77,902
Miscellaneous Expense ³	\$56,374
Professional Development	\$28,265
Equipment/Maintenance/Hire	\$32,938
Property Services	\$96,276
Salaries & Allowances ⁴	\$135,352
Support Services	\$80,488
Trading & Fundraising	\$28,137
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$522
Utilities	\$16,479
Total Operating Expenditure	\$2,923,079
Net Operating Surplus/-Deficit	\$76,922
Asset Acquisitions	\$30,351

- (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	\$448,993
Official Account	\$15,050
Other Accounts	\$0
Total Funds Available	\$464,043

Financial Commitments	Actual
Operating Reserve	\$95,558
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$24,017
School Based Programs	\$194,444
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	\$314,019

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.