

2022 Annual Report to the School Community

School Name: Yinnar Primary School (2419)



- 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 24 March 2023 at 11:29 AM by Christine Hall (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 03 April 2023 at 07:46 PM by Laura Gee (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

Yinnar Primary School, situated at the foothills of the Strzelecki Ranges in Gippsland, is indeed fortunate to have a community that is supportive, knowledgeable and one that values education greatly. The small rural community of Yinnar is growing in size with the recent 3 staged development of farming land into residential housing. Our school currently has an enrolment of 229 students.

At Yinnar Primary School we are all learners. We guide our younger learners to stretch their minds supporting them as they develop into resilient, reflective and resourceful life-long learners who have the capacity to learn alone or with other people.

Our school promotes a set of values which empowers students to make positive contributions to the school and the wider communities. Our students live and learn by our values: Growth Mindset, Respect, Aim High, Curiosity and Enthusiasm (GRACE). Our core values encourage our students to be enthusiastic and curious about their learning and to respect themselves as well as each other. We want our student to leave our school as learners not just achievers. Student voice is important to our school. It empowers students be engaged and participate in learning.

Our teachers are highly talented and dedicated. They work in collaboration to develop a school culture that values teaching and learning. Our teachers are approachable, highly capable and dedicated to ensuring that every student in their care achieves the very best of their abilities. The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey 94.9% (state average 73.4%)

Our school structure consists of 10 classes which are predominately composite grades. The structure is organised into two sub school teams incorporating classes in the years 4-6 and Prep-3 areas of the school with each teacher working closely with a buddy grade.

Fostering a strong partnership between the family and the school through clear and continuous communication is a key element in students' success at Yinnar Primary School. All parents are encouraged to be actively involved in their child's education and in school events. The positive endorsement by parents on their **School Satisfaction** level, as reported in the annual **85.6%** (state average 79.9%).

Our current **Strategic Plan Goals** are:

- Improve literacy and numeracy relative growth for all students
- Improve student learning and engagement by developing effective home school learning partnerships
- Enhance student agency in learning by embedding digital learning skills across the curriculum

Progress towards strategic goals, student outcomes and student engagement

Learning

Framework for Improving Student Outcomes (FISO)

In response to the COVID-19 pandemic and subsequent interruptions to student learning, the Department of Education and Training again required all schools to have a shared and consistent focus towards a Priorities Goal. This priority goal consistent of two Key Improvement Strategies (KIS) for all schools. These KIS were:

1. **Learning**- support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.
2. **Wellbeing** – effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

In 2022 the school continued to strive for excellence in the teaching and learning of Mathematics. Staff continued to build understanding of formative assessment and differentiation in Mathematics. The SOLO Taxonomy was used in all classes to assist with differentiation and choice of learning. The introduction and consistent implementation of Numeracy Reviews and practice of Essential Assessments assisted in providing up to date data and next steps in learning.

In 2022 the school embedded a high quality, evidence-based approach to teaching literacy. The implementation of 'The Writing Revolution' and introduction of English Core Knowledge units also impacted positively on the student's literacy skills. The 'No More Marking' assessment was used as a comparative judgement of writing samples. A revised assessment schedule for English and Mathematics was finalised and is used by teachers.

The school continued with the Tutor Learning Initiative (TLI) designed to support students whose learning required catch up or extension. The Tutor Learning model was revised to allow for more flexibility and the continual collaboration with classroom teachers, students and families to ensure a deep and narrow focus on assisting students to meet learning goals.

The Resilience Project (Hugh Van Cuylenburg) was introduced at the school, to support the wellbeing of the entire school community. The project provided focused lessons for all students and workshops for families and staff in regards to gratitude, empathy and mindfulness. The school engaged a Family and Child therapist to assist students with social and emotional wellbeing. In 2022 we had lots to celebrate. Thankfully schooling returned to some of the normality we had before COVID disrupted the world. Our student achievement data based on teacher judgement showed we had the following percentages of student at or above age expected standards **Years Prep to 6 English 91.5%** (state average 87.0%) and **Years Prep to 6 Mathematics 92.7%** (state 85.9%).

The school's NAPLAN data indicated the percentage of students in the top three bands of testing:

Year 3 Reading 78.1% (state 76.6%)

Year 5 Reading 86.4% (state 70.2%)

Year 3 Numeracy 81.3% (state 64.0%)

Year 5 Numeracy 47.6% (state 54.2%)

The majority of these results exceeded the average for similar schools and the state average. Whilst we are pleased with these results there will be a continued focus for improvement in numeracy in 2023, to ensure that **all** students make high learning gain. The small number of students who did not make the expected learning growth will be monitored carefully and will be supported through the Tutor Learning Initiative and the Disability and Inclusion support.

Wellbeing

Staff and student wellbeing is a high priority for the school and we are very much aware of the importance wellbeing for all members of our school community. We continued our strong commitment towards maintaining a high standard of discipline and an established culture where students feel valued and respected, by enabling meaningful opportunities to contribute to our school and broader community. Developing emotional intelligence and increasing skills such as resilience and empathy are paramount for preparing students for the future.

Our school data presented extremely positive results from the, Students' Attitudes to School Survey Staff Opinion Survey and Parent Opinion Survey. In 2022 our results in the Parent Opinion Survey indicated **General Parent Satisfaction 85.6%** (state 79.9%).

The results in the School Staff Survey for positive **school climate were 94.9%** (state average 73.4%)

The endorsement of **Sense of Connectedness** factor, as reported in the Attitudes to School Survey, showed Year 4 to 6 to be **91%** and **Motivation and Interest 90%**.

The school works diligently to address any bullying behaviours and has been upfront and direct in educating and managing unacceptable behaviours. The Attitudes to School Survey indicated a positive response of **91%** to the **Management of Bullying** (state 75%)

We recognise the importance of developing resilience in all students and the impact this has on wellbeing and learning. The school received positive feedback regarding the implementation of The Resilience Project and also the school's engagement with a Child and Family Therapist.

Engagement

At Yinnar Primary School we maintained our strong foundation of mutual good will, trust and co-operation throughout 2022. Our school data presented extremely positive results from the Department's annual parent, staff and student opinion survey. In 2022 our school continued to have a dedicated and supportive School Council and we continue to share a positive relationship with our broader school community, which was valued and promoted.

Our students are engaged and connected to our school and we are proud of the way in which we have supported students in building resilience, persistence and engagement, particularly through The Resilience Project.

The 2022 Attitudes to School survey, completed by year 4-6 students, indicated a positive sense of **connectedness to school 90.1%** (state average 78.1%). There were also very pleasing results in year 4-6 students, indicating a positive response to **student voice and agency of 87%** and a positive response of **sense of inclusion 95%**.

During 2022 the school was very much aware of the impact the COVID-19 pandemic would have on student attendance. Our school's attendance data indicated an increase in the average number of absence days for Prep to 6 students from 14.8 days in 2021 to **21.7 days** in 2022, (state average 23.3). This increase may be attributed to the high number of families taking extended family holidays during the second half of 2022.

The school continues to use an automatic absence notification each day for students who have an unexplained absence. If no response is received a phone call home is made and for students with a concerning number of absences, a support meeting is set up with the family to identify ways to assist with the student attending more frequently.

Other highlights from the school year

In 2022 the school welcomed back many of our special activities and events to the school. We celebrated our Chinese cultural program with a whole school concert at the Yinnar Hall. The very popular Easter Fair returned, raising a considerable amount of money to donate to The Royal Childrens' Hospital. The GRACE Team organised a fabulous Colour Run in term 4 and our camping program was very popular across all year levels. Our 5/6 Summit Camp, 3/4 Camp Woorabinda, Grade 1/2 Night of Adventure and our Prep Picnic. The students participated in numerous sporting events with many students competing at division level. A highlight was our girls relay team competing at state level.

Financial performance

Yinnar Primary School maintained a sound financial position throughout 2022. The majority of money received is directly from the Student Resource Package, however we also received a small allocation of Equity funding, Tutor Learning Initiative and Mental Health Funding. These funds allowed for the introduction of The Resilience Project and the engagement of a Child and Family Therapist.

The school continues its' involvement in the Graduate/Mentor Pilot. The funds received for this initiative allow for graduate teachers to access a high-quality mentor and also assists in reducing their face-to-face teaching time.

We have capitalised on the available grants through Sporting Schools Victoria, to provide additional Physical Education Programs such as basketball, softball and soccer and to purchase much needed sporting equipment.

The School Council Finance sub-committee actively monitored and reviewed all financial reports throughout the year, meeting prior to each of the 8 School Council meetings held in 2022. We continued to be supported by our school community with a fair number of families contributing to the voluntary parent payments, allowing us to support school programs and invest in school facilities and learning resources.

Our school was fortunate to be allocated \$7.3 million funding to upgrade and modernise existing facilities at the school including the Stadium and the Block A building. This is an exciting time for our school community. The school will work with the Victorian School Building Authority (VSBA), in conjunction with the Department of Education to complete the project 2024.

For more detailed information regarding our school please visit our website at
<https://www.yinnarps.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 230 students were enrolled at this school in 2022, 110 female and 120 male.

2 percent of students had English as an additional language and 3 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).

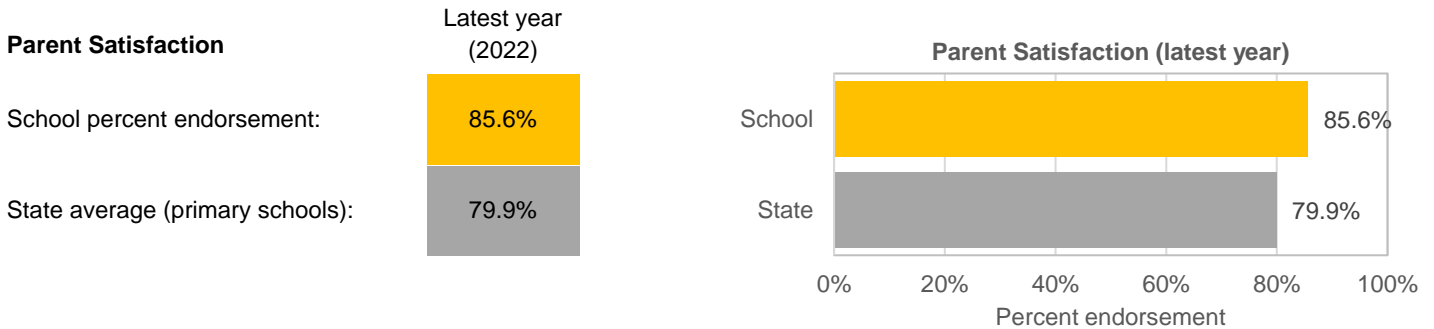
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

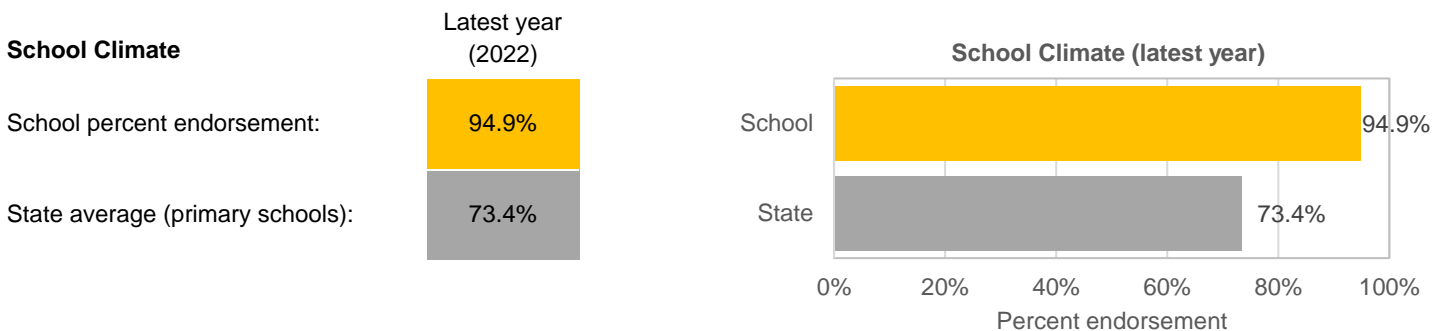


School Staff Survey

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:

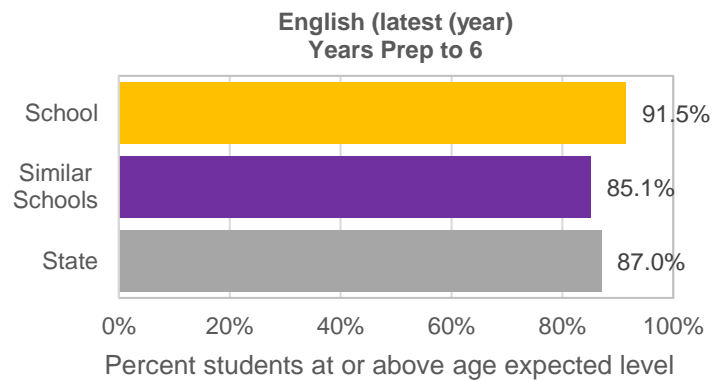
91.5%

Similar Schools average:

85.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

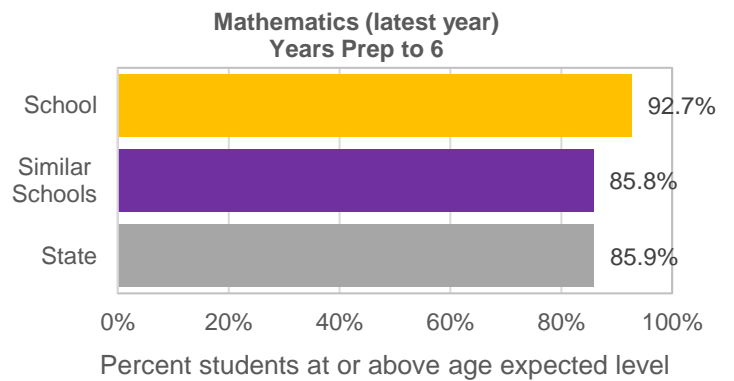
92.7%

Similar Schools average:

85.8%

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.

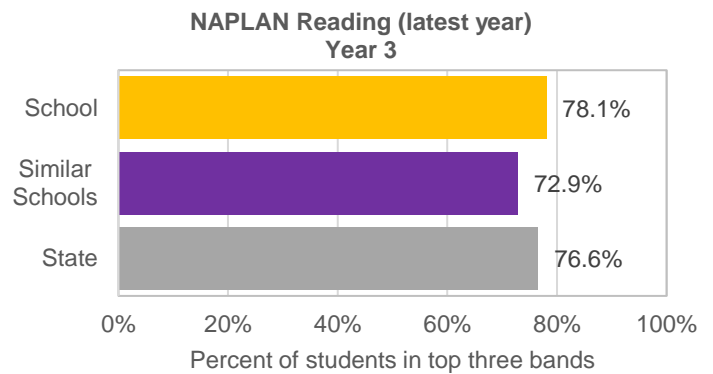
NAPLAN

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.

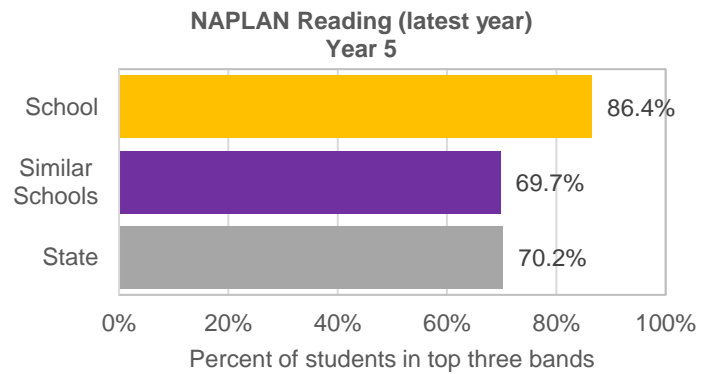
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.1%	84.5%
Similar Schools average:	72.9%	73.3%
State average:	76.6%	76.6%



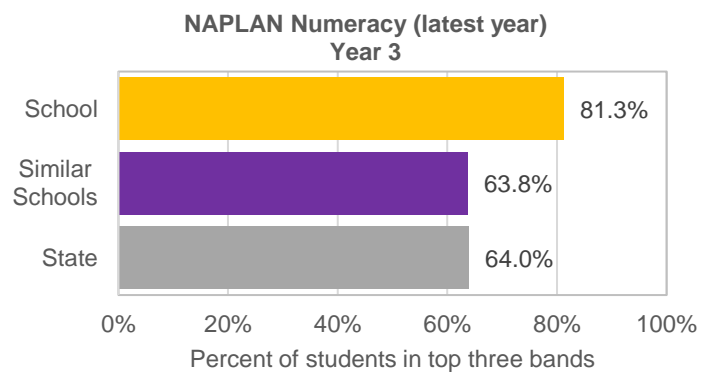
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.4%	87.8%
Similar Schools average:	69.7%	69.2%
State average:	70.2%	69.5%



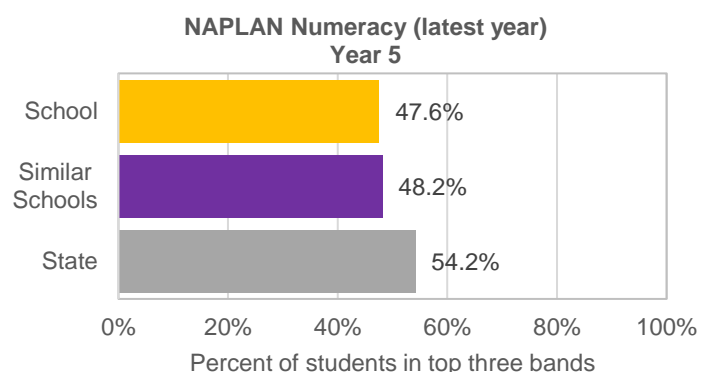
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.3%	78.1%
Similar Schools average:	63.8%	66.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.6%	63.0%
Similar Schools average:	48.2%	55.7%
State average:	54.2%	58.8%



WELLBEING

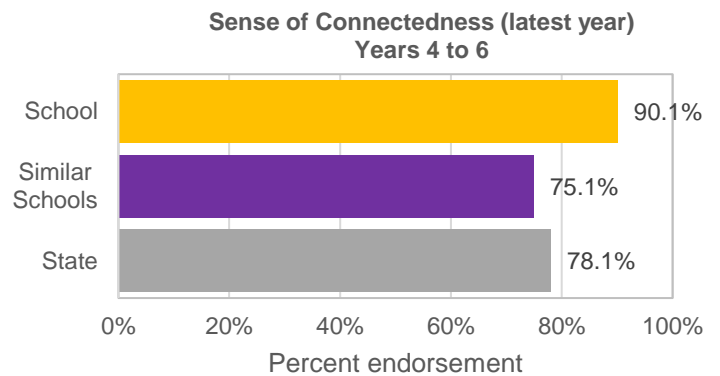
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	90.1%	89.7%
Similar Schools average:	75.1%	77.7%
State average:	78.1%	79.5%

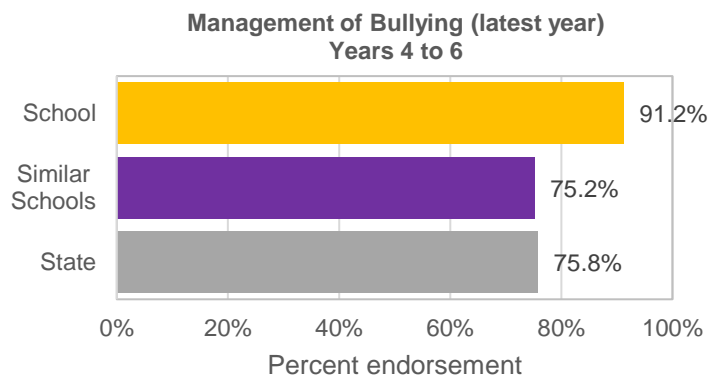


Student Attitudes to School – Management of Bullying

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:	91.2%	88.1%
Similar Schools average:	75.2%	78.8%
State average:	75.8%	78.3%



ENGAGEMENT

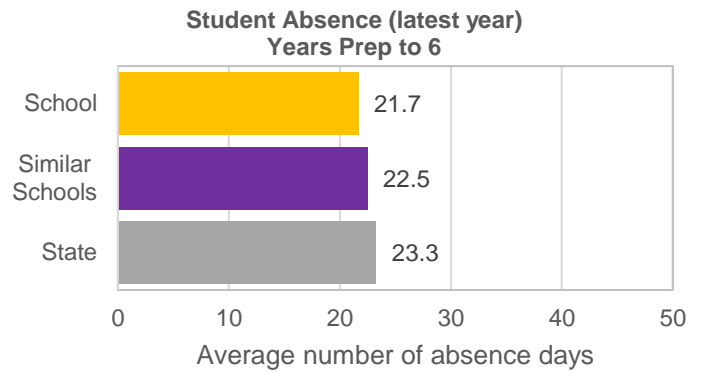
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.7	14.8
Similar Schools average:	22.5	16.7
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):	91%	88%	91%	90%	90%	87%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,977,973
Government Provided DET Grants	\$578,601
Government Grants Commonwealth	\$7,485
Government Grants State	\$0
Revenue Other	\$35,561
Locally Raised Funds	\$107,384
Capital Grants	\$0
Total Operating Revenue	\$2,707,004

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,576
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,576

Expenditure	Actual
Student Resource Package ²	\$1,890,618
Adjustments	\$0
Books & Publications	\$5,585
Camps/Excursions/Activities	\$50,895
Communication Costs	\$1,830
Consumables	\$46,453
Miscellaneous Expense ³	\$38,266
Professional Development	\$11,051
Equipment/Maintenance/Hire	\$12,844
Property Services	\$152,368
Salaries & Allowances ⁴	\$111,784
Support Services	\$19,387
Trading & Fundraising	\$53,287
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,210
Total Operating Expenditure	\$2,409,579
Net Operating Surplus/-Deficit	\$297,425
Asset Acquisitions	\$16,905

- (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	\$251,257
Official Account	\$35,796
Other Accounts	\$30
Total Funds Available	\$287,083

Financial Commitments	Actual
Operating Reserve	\$68,863
Other Recurrent Expenditure	\$5,739
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$18,400
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	\$43,449
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$136,451

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.