

2023 Annual Report to the School Community

School Name: Yea Primary School (0699)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 30 April 2024 at 07:59 AM by Craig Irvine (Principal)

- This 2023 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 30 April 2024 at 12:38 PM by Amanda Jolly (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Yea Primary School is an inclusive, caring and dynamic school serving the Yea community and boasting a legacy spanning over 150 years. Rooted in the values of respect, resilience, and responsibility, we nurture an environment where every student can thrive academically, socially, and emotionally. At the core of our ethos lies a commitment to fostering a sense of belonging, promoting inclusion, and empowering students to realise their full potential.

Situated on Taungurung country, approximately 100 km northeast of Melbourne and 40 km south of Seymour, Yea Primary School enjoys the tranquillity of rural surroundings while maintaining connectivity to the wider North-East Victorian and Goulburn Region.

At Yea Primary School, we prioritise the "why" in all our strategic endeavours, ensuring alignment with our shared vision. Our decision-making process is informed by a holistic approach, incorporating data analysis, evidence-based research, community input, staff perspectives, student feedback, and directives from the Department of Education. Central to our decision-making framework is our unwavering commitment to providing a safe environment with opportunities for students and staff to explore their passions and strengths.

In 2023, Yea Primary School welcomed 128 full-time students, supported by a dedicated team comprising 7 full-time teaching staff, 4 part-time teaching staff, 3 full-time education support staff, and 6 part-time education support staff. Organised into 6 composite classes, our school is segmented into the Junior School and Senior School to facilitate effective planning and coordination. The Junior School encompassed P1A and 12B, while the Senior School comprised 34C, 34D, 56E, and 56F.

Yea Primary School offers a comprehensive range of Specialist Classes to enrich the learning experience. In 2023, our curriculum included The Arts, Languages Other Than English (Mandarin), Health and Physical Education, and Science, Technology, Engineering, and Mathematics (STEM), providing students with a well-rounded education fostering creativity, cultural awareness, and critical thinking skills.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Yea Primary School maintained its trajectory of progress in enhancing student achievement, particularly in the areas of reading and numeracy. Our school's performance in the National Assessment Program – Literacy and Numeracy (NAPLAN) was particularly noteworthy, reflecting our commitment to academic excellence and continuous improvement.

According to NAPLAN results, Yea Primary School exceeded expectations, surpassing both similar schools and state averages in key areas. In Year 3, our students outperformed their peers and the state average in reading, writing, numeracy, and grammar and punctuation. Similarly, in Year 5, our students excelled in numeracy, with results surpassing both similar schools and state averages. Furthermore, our students' performance in reading and grammar and punctuation remained competitive, aligning closely with state benchmarks.

While changes in NAPLAN reporting methodology in 2023 prevent direct comparison with previous goals, our school's internal data analysis, including assessments such as the Progressive Achievement Tests (PAT), confirms the accuracy of our improvements. We observed a consistent increase in average performance across the school, particularly in numeracy and reading, indicating sustained progress in student learning outcomes.

The dedication and commitment of our teaching staff have played a pivotal role in driving these positive outcomes. Through targeted professional development initiatives, such as Professional Learning Communities (PLC) cycles and participation in Communities of Practice, teachers have embraced innovative pedagogical approaches and collaborative planning practices. This has resulted in noticeable growth in teacher practice, especially in the realm of literacy instruction.

Furthermore, our Macq Lit and Mini Lit programs have proven instrumental in supporting students' literacy development, with many students demonstrating significant progress and no longer requiring intervention after systematic support. Additionally, our Student Excellence Program has provided tailored support to high-achieving students in both numeracy and literacy, ensuring that every student receives the support they need to reach their full potential.

Wellbeing

In 2023, the dedicated Wellbeing Team at Yea Primary School continued to spearhead efforts to enhance student wellbeing and create a supportive learning environment where every student can thrive. Led by a diverse group of professionals, including the

Principal, a designated Wellbeing Leader, a Wellbeing and Mental Health Coordinator, a School Chaplain, and parent representatives, the Wellbeing Team played a pivotal role in driving the school's comprehensive wellbeing and welfare programs. The Wellbeing Team oversees a wide range of programs and interventions aimed at nurturing the social, emotional, and mental wellbeing of our students. This includes the implementation of School Wide Positive Behaviour Supports (SWPBS), the Resilience, Rights, and Respectful Relationships program, and Health and Personal Development initiatives. Additionally, the team coordinates various small group programs, such as learning intervention programs (e.g., Macq Lit, Mini Lit, Tutor Learning Initiative, Hands-On Learning, and Student Excellence Programs), mentorship programs, and student support group meetings. The collective efforts of the Wellbeing Team have yielded tangible improvements in school climate and student wellbeing outcomes. According to our staff opinion survey, there has been a notable increase in collective efficacy and instructional leadership, indicating a positive shift in staff perceptions of the school environment. Similarly, student feedback from our attitudes to school survey indicates an increase in stimulated learning, a sense of confidence, and positive endorsement of the school's approach to managing bullying incidents.

To further enhance our capacity to support student wellbeing, all teaching staff and selected members of our Education Support team completed an 8-week online training course in Universal Prevention as part of our (SWPBS) implementation. Additionally, the school developed a clear action plan for future wellbeing initiatives, outlining strategic priorities and goals for 2024 and beyond. Yea Primary School has implemented robust systems for behaviour management, including the adoption of the school's values and behaviour matrix and a clear understanding of minor and major behaviour incidents. To encourage positive behaviour, the school introduced systems for positive reinforcement, such as a popular raffle at assembly for students demonstrating thoughtful choices aligned with our fortnightly focus.

Engagement

At Yea Primary School, fostering positive relationships and active engagement among students is central to our ethos. We strive to create a supportive and inclusive learning environment where every student feels valued, heard, and empowered to succeed. Yea Primary School places a strong emphasis on nurturing positive relationships between students and staff. Through meaningful interactions, open communication channels, and mentorship programs, we aim to create a sense of belonging and support for every student. Our efforts have been recognised in the feedback from our attitudes to school survey, with an increasing number of students reporting that they find learning more stimulating and have identified an advocate or safe person to speak with at school. To incentivise and recognise high attendance rates, Yea Primary School holds weekly assemblies where the class with the highest attendance percentage is awarded a trophy to display in their classroom for the following week. Additionally, we actively track and support students who may require additional assistance to attend school regularly, implementing attendance plans and conducting regular check-ins via phone calls, emails, and SMS notifications. Despite these efforts, we acknowledge that overall attendance has decreased by -3% over the last three years, indicating a need for continued focus and intervention in this area. Despite the overall decrease in attendance, there has been a notable improvement in the number of students with excessive absences. In 2023, the percentage of students with 20 or more days of absence decreased from 43% in 2022 to 31% in 2023, demonstrating a positive trend towards reducing absenteeism.

Other highlights from the school year

In 2023, Yea Primary School students shared many enriching experiences.

Camp Toolangi: Our Foundation to Grade 2 students immersed themselves in the wonders of nature during their unforgettable adventure at Camp Toolangi.

Sovereign Hill: Grade 3 and 4 students stepped back in time to the gold rush era as they explored Sovereign Hill.

Urban Camp: Grade 5 and 6 students embarked on a five-day urban adventure in Melbourne, immersing themselves in the vibrant culture and diversity of the city.

Funfields Excursion: The whole school celebrated with an exhilarating excursion to Funfields thanks to our School Council fundraising, where students enjoyed a day of fun, laughter, and thrilling rides.

Yea Primary School participated in the Kids Teaching Kids Conference, empowering students to become environmental stewards and some students showcased their musical talents at the Boite Choir Performance, captivating audiences with their performances. From Harmony Day to Ride and Walk 2 School Day, Yea Primary School celebrated a variety of special occasions, fostering a sense of community and inclusivity.

Our students also showcased their athletic prowess and sportsmanship in various competitions, including House Sports, District, Regional, and even State Championships in swimming, athletics, and cross-country running.

Finally, the year culminated in our spectacular School Concert, "Gruff'd Up," where students took to the stage to deliver a fun-filled

fractured fairy tale pantomime performance.

Financial performance

Yea Primary School maintains a positive financial position, thanks to prudent financial management and strategic planning. Over the past few years, the school has diligently saved funds for targeted projects, resulting in improved facilities and resources for our students.

The school has saved for targeted projects, including upgrading school notebooks as well as completing significant upgrades to our electrical, security, and internet infrastructure. These investments should ensure a safer, more secure, and technologically capable environment for the future.

Our school community has been fortunate to receive support from various sectors, enabling us to provide additional assistance to families facing financial hardships. Through our Wellbeing and Inclusion Bursary Fund, we offer support to families in need, ensuring that all students have access to the resources and opportunities they require to engage in school. The ongoing contributions from the Morpheus Foundation in 2023 further enhanced our ability to support student learning, providing funding for staff training in evidence-based reading programs and the purchase of additional resources.

The Outside School Hours Care Program grant, in its final year, has been instrumental in supporting our Out of School Hours Care Program. With careful planning and management, the program is on track to sustain itself beyond the grant's completion, demonstrating the effectiveness of our efforts in building sustainable initiatives that benefit our school community.

For more detailed information regarding our school please visit our website at
<https://www.yeaps.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 127 students were enrolled at this school in 2023, 59 female and 68 male.

3 percent of students had English as an additional language and 8 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).

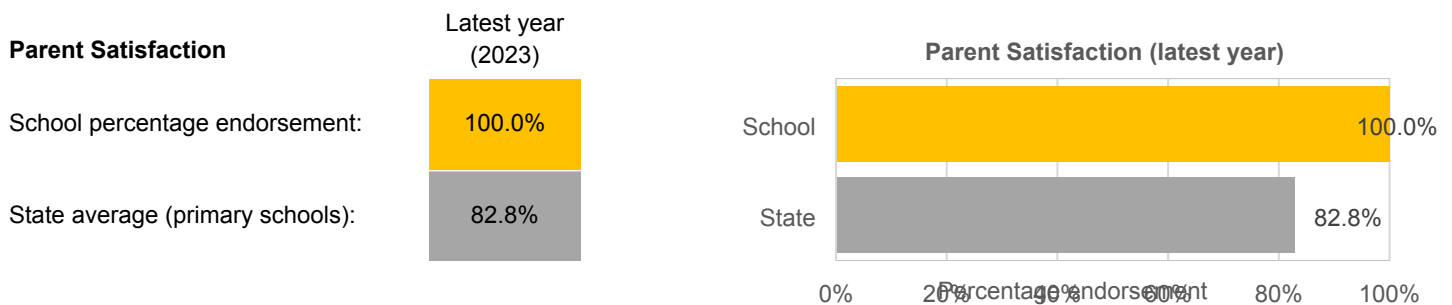
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

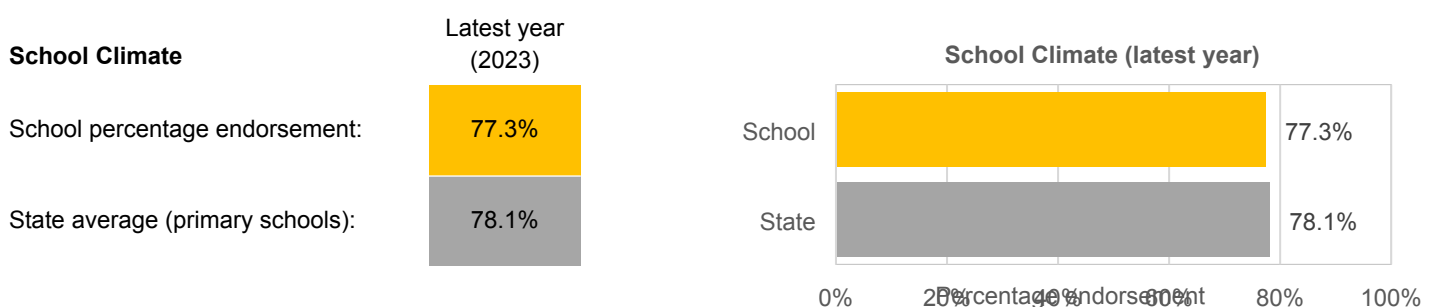


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

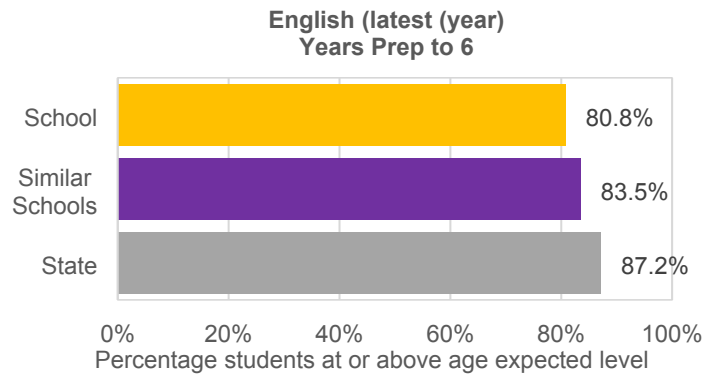
80.8%

Similar Schools average:

83.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

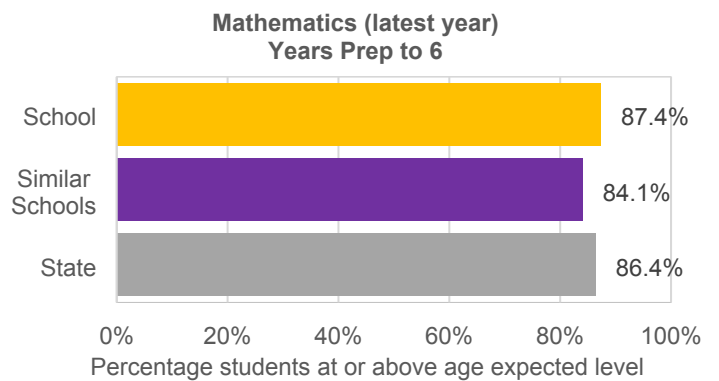
87.4%

Similar Schools average:

84.1%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.3%

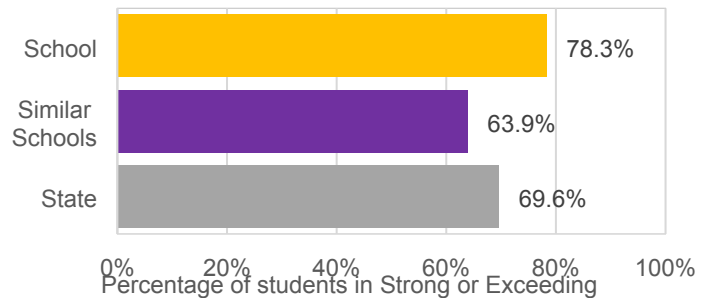
Similar Schools average:

63.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.8%

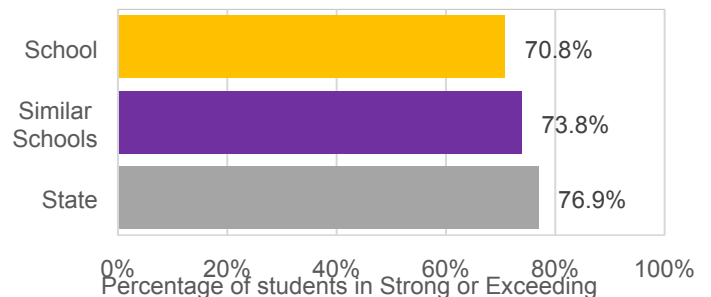
Similar Schools average:

73.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.2%

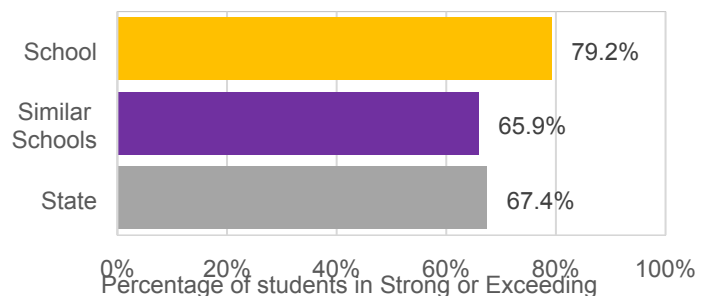
Similar Schools average:

65.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.8%

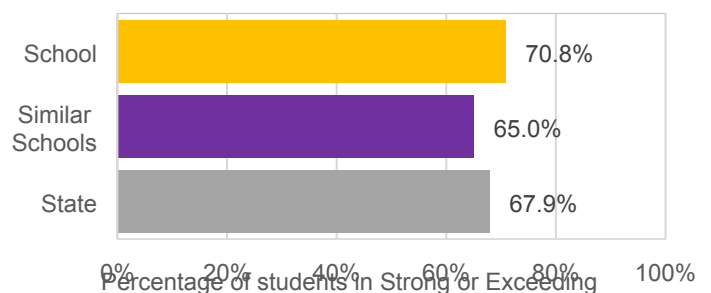
Similar Schools average:

65.0%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

84.6%

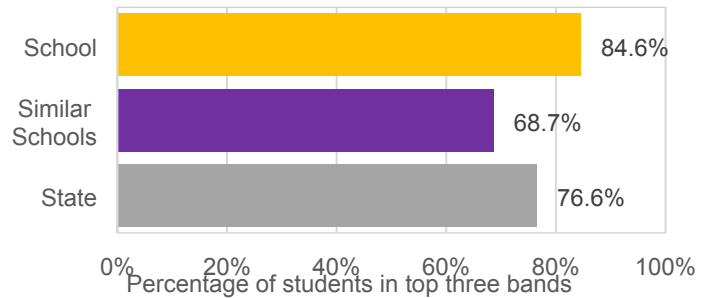
Similar Schools average:

68.7%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

69.2%

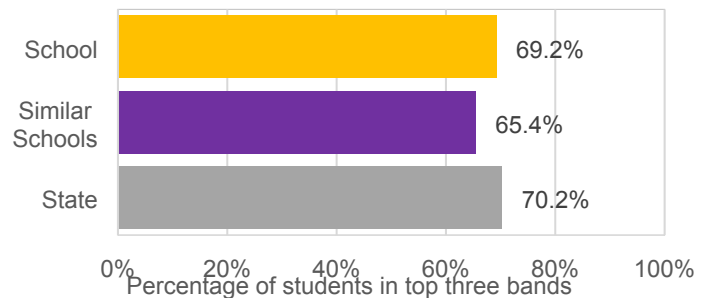
Similar Schools average:

65.4%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

53.8%

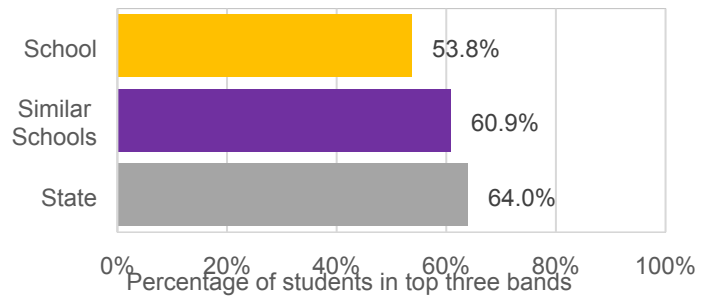
Similar Schools average:

60.9%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

61.5%

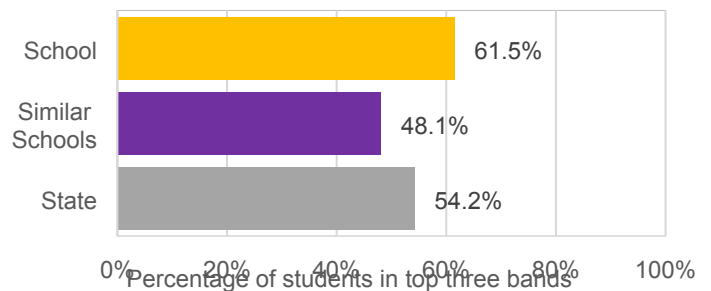
Similar Schools average:

48.1%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

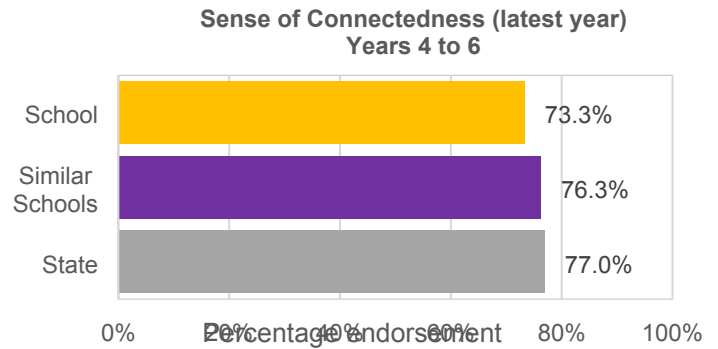
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	73.3%	74.1%
Similar Schools average:	76.3%	77.2%
State average:	77.0%	78.5%

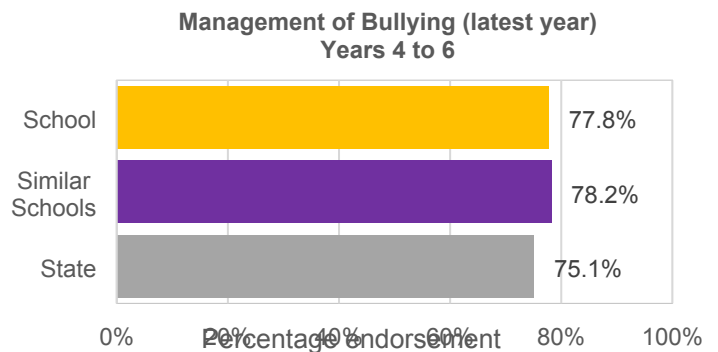


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	77.8%	73.9%
Similar Schools average:	78.2%	78.5%
State average:	75.1%	76.9%



ENGAGEMENT

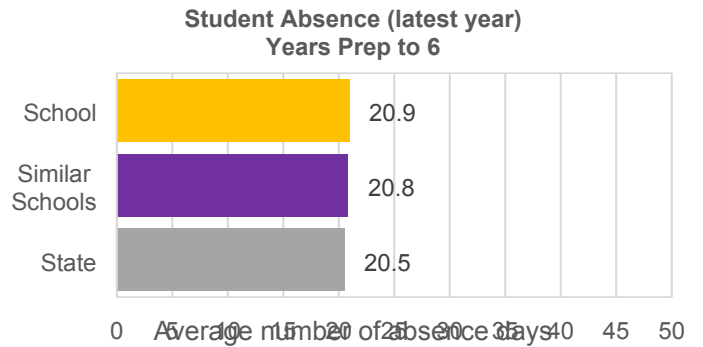
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	20.9	17.5
Similar Schools average:	20.8	18.4
State average:	20.5	18.1



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 (2023):	90%	91%	90%	88%	91%	90%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,705,827
Government Provided DET Grants	\$353,380
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$69,861
Locally Raised Funds	\$132,686
Capital Grants	\$0
Total Operating Revenue	\$2,261,754

Equity ¹	Actual
Equity (Social Disadvantage)	\$49,862
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$49,862

Expenditure	Actual
Student Resource Package ²	\$1,546,289
Adjustments	\$0
Books & Publications	\$1,812
Camps/Excursions/Activities	\$66,767
Communication Costs	\$2,910
Consumables	\$43,488
Miscellaneous Expense ³	\$8,817
Professional Development	\$9,720
Equipment/Maintenance/Hire	\$54,866
Property Services	\$108,060
Salaries & Allowances ⁴	\$115,696
Support Services	\$11,168
Trading & Fundraising	\$91,532
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,524
Total Operating Expenditure	\$2,076,648
Net Operating Surplus/-Deficit	\$185,107
Asset Acquisitions	\$0

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$380,045
Official Account	\$223,574
Other Accounts	\$22,372
Total Funds Available	\$625,990

Financial Commitments	Actual
Operating Reserve	\$79,895
Other Recurrent Expenditure	(\$704)
Provision Accounts	\$0
Funds Received in Advance	\$7,195
School Based Programs	\$294,619
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	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$411,005

All funds received from the Department of Education, 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.