

2024 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 08 May 2025 at 09:51 AM by Craig Irvine (Principal)

- As executive officer of the school council, I attest that this 2024 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 08 May 2025 at 09:52 AM by Craig Irvine (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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. With a strong commitment to our schoolwide 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 decisions, 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 everyone to flourish.

In 2024, Yea Primary School welcomed 128 full-time students, supported by a dedicated team comprising 7 full-time teaching staff, 5 part-time teaching staff, 4 full-time education support staff, and 6 part-time education support staff. The school was organised into 7 classes, in the Junior School we had P1C, P1B and 2W and in our Senior School we had 34M, 34P, 56A and 56P. To facilitate effective planning and coordination staff worked in professional learning teams and implemented a professional learning communities' approach.

Yea Primary School also offers a comprehensive range of Specialist Classes to enrich the learning experience. In 2024, our curriculum included The Arts, Health and Physical Education, and Science, Technology, Engineering, and Mathematics (STEM) and the Stephanie Alexander Kitchen and Garden Program, 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 2024, Yea Primary School continued to see positive progress against our learning targets. The school focussed on developing a whole school approach to curriculum planning and documentation. Staff took part in professional learning to further implement and support inclusive practices across literacy and numeracy to allow all students to have the opportunity to succeed. In 2024 the school also focussed on embedding multi-tiered supports across literacy and numeracy

to allow all students to be supported or challenged at their individual point of need.

Our school's performance in the National Assessment Program – Literacy and Numeracy (NAPLAN) was particularly noteworthy. According to NAPLAN results, Yea Primary School exceeded expectations, surpassing both similar schools and state averages in key areas in Year 3. The percentage of our students that achieved strong or exceeding results was ahead of both similar schools and state averages in reading (78%), writing (88%), spelling (67%), numeracy (78%), and grammar and punctuation (89%). This is reflected in our performance report where we can see that our Year 3 students average for reading is 9.1% higher than the state average and numeracy is also 12.3% higher than state averages in Year 3.

In our Year 5 data we can see that our students slightly exceeded the state average in numeracy. Our Year 5 reading results were slightly lower than in 2023 dropping our average slightly and coming in 8.7% below the State average. What was pleasing though in both our Year 3 and Year 5 learning data was a huge reduction in the number of students deemed to require additional support showing that our tiered intervention programs are meeting the needs of the students at Yea Primary School.

Wellbeing

In 2024, the dedicated Wellbeing Team at Yea Primary School maintained their focus on strengthening whole school approaches towards social and emotional learning, including School Wide Positive Behaviour Supports (SWPBS). 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 designed to support both those who need scaffolding and those who have thrived to continue to extend their learning.

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) where the school was recognised with a Bronze Award, the Resilience, Rights, and Respectful Relationships curriculum, the Friendology 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. In 2024, the school also launched the Stephanie Alexander Kitchen and Garden Program as a tier 1 health and wellbeing strategy, supporting students to learn about healthy eating from the garden to the plate.

The collective efforts of the Wellbeing Team continue to yield tangible improvements in school climate and student wellbeing outcomes. The Students Attitudes to School data has shown pleasing improvements against a number of system measures including showing pleasing growth in student sense of connectedness. The school average in 2024 exceeded the State average for the first time in a number of years. The school's 4-year average for management of bullying continues to increase and is now above the state average. 83.9% of students responded positively when responding to the school's approach towards managing bullying, showing that the work the school has put in towards School Wide Positive Behaviour Supports is achieving strong results. Yea Primary School has further refined their systems for behaviour management, including the use of class dojo as part of our positive recognition system and the use of Sentral for responding to behaviour incidents. Other data that supports the strength of the school climate came from the

staff opinion survey, where there has been a notable increase in collective efficacy and instructional leadership, indicating a positive shift in staff perceptions of the school environment. Similarly, parent feedback from our Parent Opinion Survey saw us performing above similar schools and the state against all areas of the survey.

The Wellbeing team-maintained connection with the Mental Health in Primary Schools initiative and the Mitchell and Murrindindi Wellbeing Community of Practice allowing us to continue to improve both our inclusive practices and support services available to students in 2024.

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. We place 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. We continued to see a positive trend from students feeling they have voice and agency according to the attitudes to school survey. Also pleasing in 2024 was an increasing number of students reporting that they are more motivated and interested in learning with 77% endorsement matching the state average.

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. These approaches and building a positive climate mean that Yea Primary School has a lower number of absence days on average than similar schools and state averages. In 2024, the percentage of students with 20 or more days of absence was maintained at the 2023 rate of 31%, demonstrating a positive trend towards reducing absence over a 4-year period. Despite the slight improvements in these areas, attendance remains a focus in the school's annual improvement plan as we know how important it is for students to achieve their best at school.

Other highlights from the school year

In 2024, Yea Primary School students shared many enriching experiences.

Camp Oasis: Our Foundation to Grade 2 students immersed themselves in the wonders of nature and attempted adventure activities at their unforgettable adventure at Camp Oasis, Mt Evelyn.

Phillip Island: Grade 3 and 4 students enjoyed all the wonders of Phillip Island including the penguins, beaches, wildlife and adventure activities.

Camp Alexandra: Grade 5 and 6 students embarked on a three-day leadership and adventure Camp in Alexandra. A major highlight was the student karaoke night that is still a fond memory for many students and staff.

Lillydale Lake School Picnic: The whole school celebrated with an exciting excursion to Lillydale

Lake thanks to our School Council fundraising, where students enjoyed a day of fun, food, and activities.

All our students took to the stage in our school production ' Yea, for Christmas!'

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.

Financial performance

Yea Primary School continues to maintain a positive financial position, thanks to prudent financial management and strategic planning.

The school has diligently saved funds for targeted projects and in 2024 purchased and upgraded the school's technology resources including student notebooks, iPads and Sphero Bots. The school also purchased resources for our Stephanie Alexander Kitchen Garden Program to support student learning. Over the last couple of years, the school has invested in decodable readers and evidence-based teaching and learning programs to also support student learning.

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 2024 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 has continued to grow and increase the service offering to families in our 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 128 students were enrolled at this school in 2024, 62 female and 66 male.

3 percent of students had English as an additional language and 4 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).

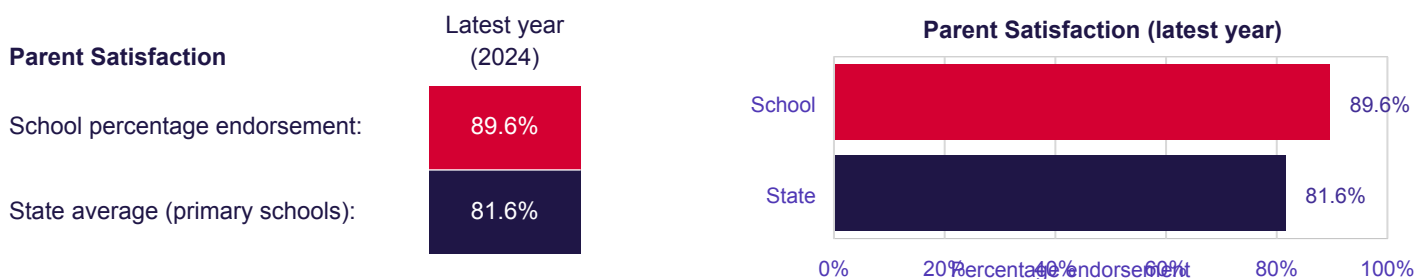
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

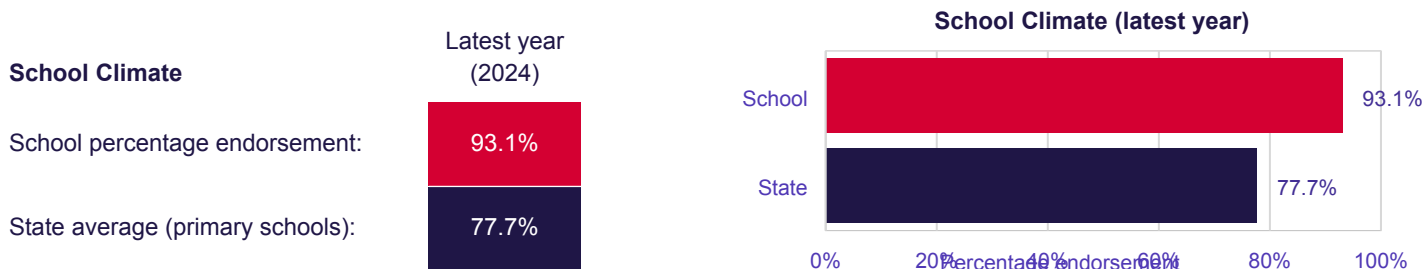


School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year
(2024)

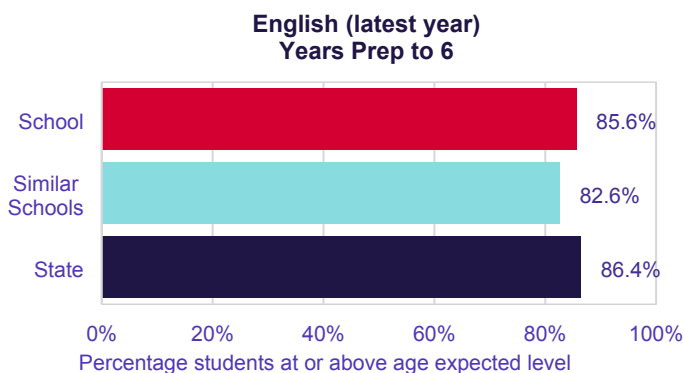
85.6%

Similar Schools average:

82.6%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

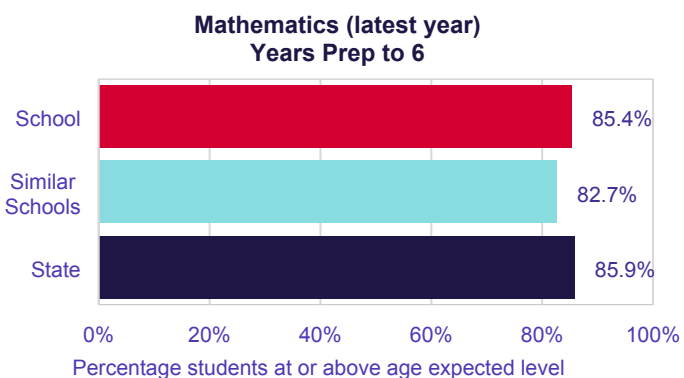
85.4%

Similar Schools average:

82.7%

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.

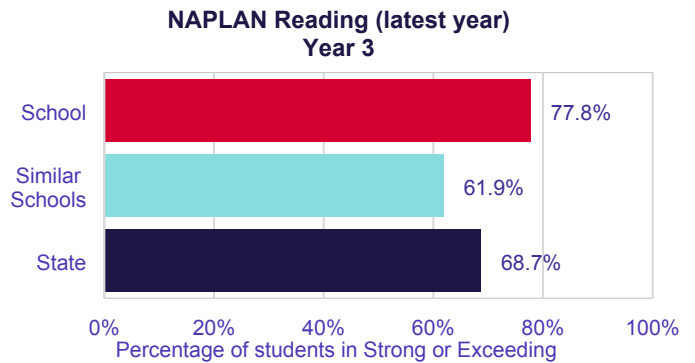
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

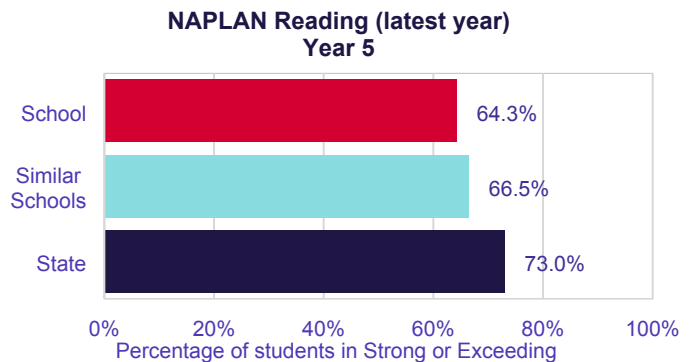
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	78.1%
Similar Schools average:	61.9%	61.6%
State average:	68.7%	69.2%



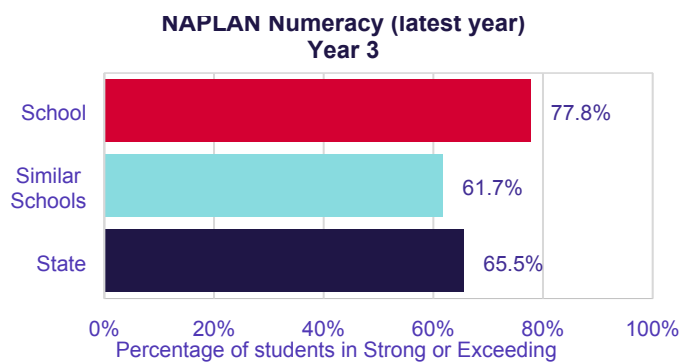
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.3%	68.4%
Similar Schools average:	66.5%	69.2%
State average:	73.0%	75.0%



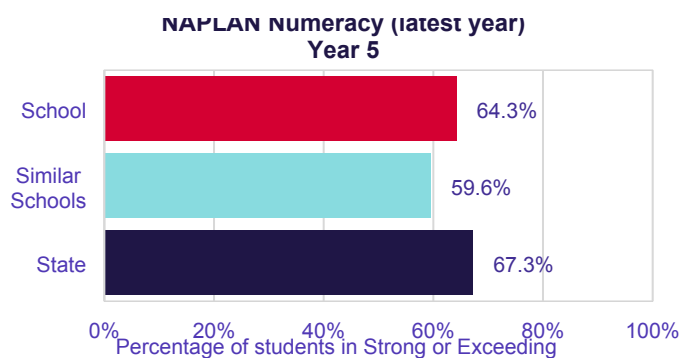
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	78.8%
Similar Schools average:	61.7%	62.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.3%	68.4%
Similar Schools average:	59.6%	61.8%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

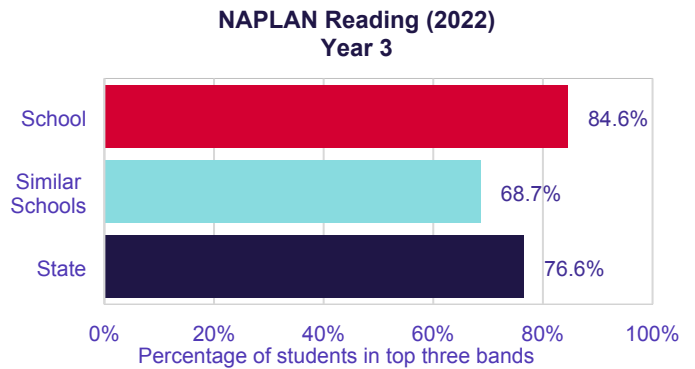
84.6%

Similar Schools average:

68.7%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

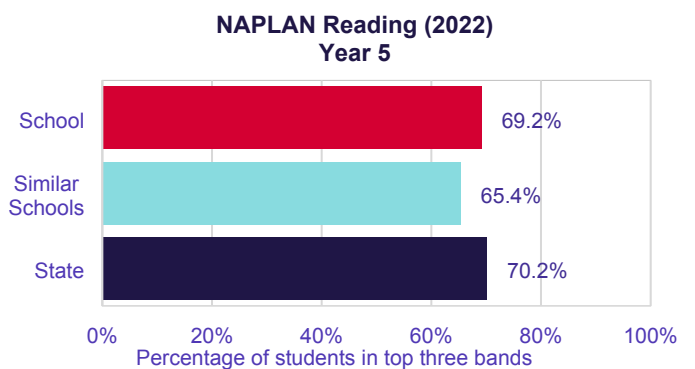
69.2%

Similar Schools average:

65.4%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

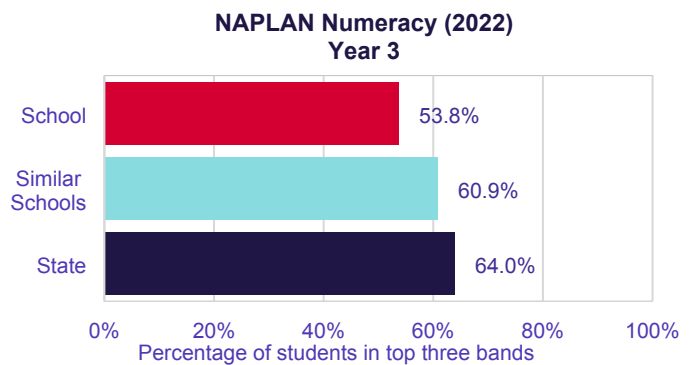
53.8%

Similar Schools average:

60.9%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

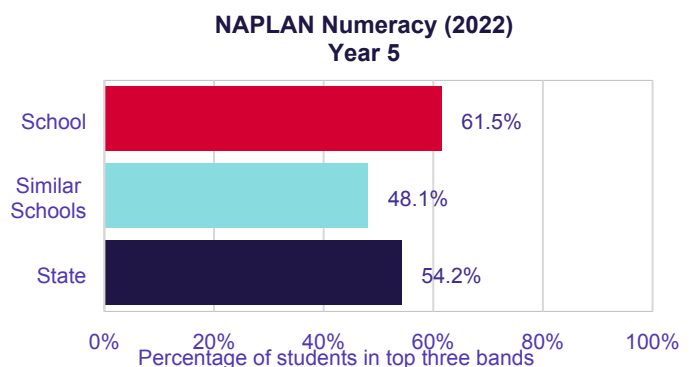
61.5%

Similar Schools average:

48.1%

State average:

54.2%



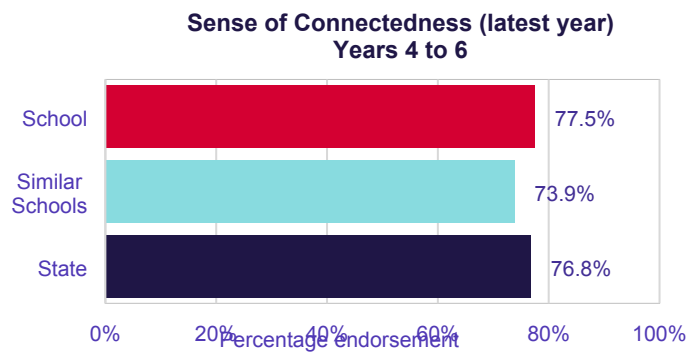
WELLBEING

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).

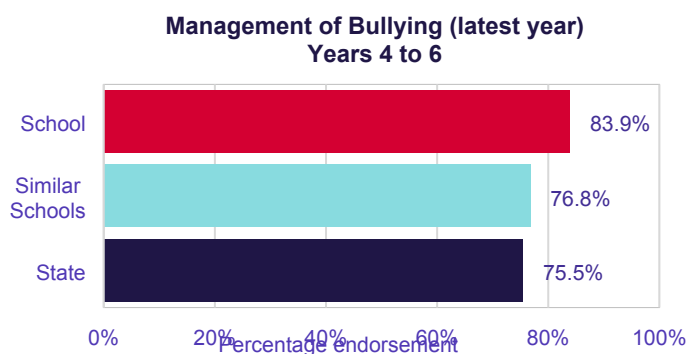
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	77.5%	75.0%
Similar Schools average:	73.9%	75.8%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	83.9%	76.5%
Similar Schools average:	76.8%	77.0%
State average:	75.5%	76.3%



ENGAGEMENT

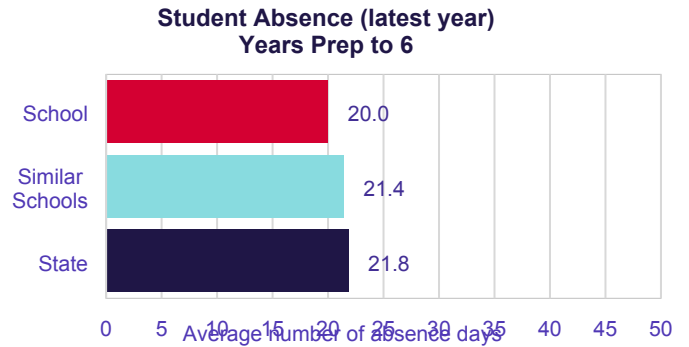
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	20.0	19.1
Similar Schools average:	21.4	20.4
State average:	21.8	20.1



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 (2024):	90%	90%	91%	89%	90%	90%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,680,737
Government Provided DET Grants	\$311,434
Government Grants Commonwealth	\$1,705
Government Grants State	\$0
Revenue Other	\$29,734
Locally Raised Funds	\$153,090
Capital Grants	\$0
Total Operating Revenue	\$2,176,699

Equity ¹	Actual
Equity (Social Disadvantage)	\$48,529
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$48,529

Expenditure	Actual
Student Resource Package ²	\$1,601,364
Adjustments	\$0
Books & Publications	\$1,687
Camps/Excursions/Activities	\$65,435
Communication Costs	\$2,368
Consumables	\$39,083
Miscellaneous Expense ³	\$7,993
Professional Development	\$10,391
Equipment/Maintenance/Hire	\$120,932
Property Services	\$70,210
Salaries & Allowances ⁴	\$156,094
Support Services	\$110,855
Trading & Fundraising	\$24,933
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,803
Total Operating Expenditure	\$2,230,149
Net Operating Surplus/-Deficit	(\$53,450)
Asset Acquisitions	\$14,903

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$411,870
Official Account	\$90,748
Other Accounts	\$28,344
Total Funds Available	\$530,961

Financial Commitments	Actual
Operating Reserve	\$104,798
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$74,024
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	\$178,822

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.