

# 2022 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 ([www.vit.vic.edu.au](http://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 23 April 2023 at 08:35 PM by Craig Irvine (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 27 April 2023 at 02:30 PM by Amanda Jolly (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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## School context

Yea Primary School is an inclusive, caring and dynamic school that has been a part of the Yea community for more than 150 years. Yea Primary School is positioned on Taungurung country approximately 100 km North East of Melbourne and 40kms South of Seymour. Yea Primary School is positioned in the Goulburn network and is part of the North East Victorian Region.

At Yea Primary School we start with 'why?' and align all strategic decisions with our agreed vision. When considering the why we consider data, evidence-based research, community consultation, staff opinions, student voice and directives from the Department of Education to inform decision making. At the heart of all decision making is the school's desire to provide opportunities for all students to develop and discover their passions and strengths. In 2022 the school underwent community consultation and reviewed and adjusted our school values as part of our new strategic plan.

At Yea Primary School we teach and demonstrate the three R's. "Be Respectful, Be Resilient, Be Responsible" all behaviours and expectations for staff and students are aligned under these three values as part of our schoolwide behaviour matrix. When we understand and demonstrate these values, work collaboratively and creatively as a whole community then the students who attend Yea Primary School benefit. We are a community that respects and supports differences, promotes inclusion and works diligently to help every child to maximise their own potential.

In 2022 Yea Primary School had an enrolment of 138 full time students and a 0.5 part time enrolment. The school was made up of 6 composite classes and is split into the junior school and senior school for planning and organisation. In 2022 the Junior School was made up of P1A, 12B, 23C and the senior school was made up of 45D, 456E and 56F. Our school offers an excellent range of Specialist Classes and in 2022 offered The Arts, LOTE (Mandarin), Health and Physical Education and Science Technology Engineering and Maths (STEM).

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, Yea Primary School made steady progress towards improving our results in reading and mathematics. Students were averaging 12 months or more growth in both reading and numeracy. The staff worked together on a whole school inquiry into the teaching of spelling and saw positive benefits from this work for students and staff. The work on understanding the school's instructional model and effective use of data to target student learning continued to support teacher practise and student learning. The school's NAPLAN results were particularly pleasing and the school achieved our AIP targets in Reading. We saw the percentage of Grade 3 students in the top 3 bands of reading at (84.6%) out performing both similar schools (68.7%) and the State (76.6%). Our Year 5, Top 3 bands Reading results (69.2%) were above similar schools (65.4%) and just below State (70.2%). In Numeracy, our Year 3 students in the top 3 bands (53.8%) increased but was below similar schools (60.9%) and State (64%). Our Year 5 numeracy results (61.5%) however were above both similar schools (48.1%) and State (54.2%).

### Wellbeing

At Yea Primary School we established a Wellbeing Team to regularly meet and support the students of Yea Primary School. Key staff members underwent additional training to support our Koorie and Out of Home Care students. We worked together to improve the frequency and quality of our Student Support Group meetings and regularly reviewed our individual education and behaviour support plans.

Despite this work we only made small improvements in our Students Attitudes to School data. Our results showed an improvement in positive endorsements of our management of bullying from 69% to 74% in 2022. Student sense of connectedness showed a small improvement up a couple of percentage points. Class behaviour remained consistent despite these improvements.

The school offered additional programs to support wellbeing in 2022 including Hands On Learning, Resilience Groups with a trained Counsellor, consistent teaching of the Respectful Relationships Curriculum and the school commenced our School Wide Positive Behaviour Systems journey.

### Engagement

At Yea Primary School we follow up all absences via email, SMS or a phone call every day. We promote positive relationships between students and staff and strive to engage all students in their learning. We had a higher than usual number of absences though in 2022.

Our absence records show that there were a higher number of absences with families taking the opportunity to holiday together during the school term after an extended period with less holidays.

We also found a higher number of students and staff absent with illnesses or as a precautionary measure than in previous years. This will be an area for us to continue to focus on in the future as we had a higher average number of absence days than both similar schools and State.

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## Other highlights from the school year

Yea Primary School had a busy year full of great Camps and Events.

We got together as a whole Community with artist Jens Altheimer for a video projection and live performance event titled, 'You, Me, Us'

We attended 3 Camps all funded under the Positive Start Initiative a 2 day Camp to Alexandra Adventure Park, a 4 day Camp to Alexandra Adventure Park and a 3 day Camp to Airey's Inlet. All were a great opportunity for students to challenge themselves and try new experiences.

Our Graduation moved to Flowerdale Estate and was very popular with students and families. The School Concert was a great success 'Christmas by Candlelight' and will be remembered for being Sal's last Concert at Yea Primary School before retiring.

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## Financial performance

Yea Primary School is in a healthy financial situation. We have been well supported by sections of our community allowing us to offer additional supports to families experiencing financial hardships through our Wellbeing and Inclusion Bursary Fund. We have received a grant to run an Outside School Hours Care Program and are now in our second year of this funding (\$75,000) per year. We also received the School Shade Sail Fund grant to build additional outside learning areas and extended the space in our 5/6 area. The Morpheus Foundation provided a grant of just over \$10,000 to help our school to invest in evidence based reading intervention programs. The schools funds are continuing to be used to support the school's key goals and objectives aligned with our Strategic Plan.

**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 129 students were enrolled at this school in 2022, 60 female and 69 male.

3 percent of students had English as an additional language and 7 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).

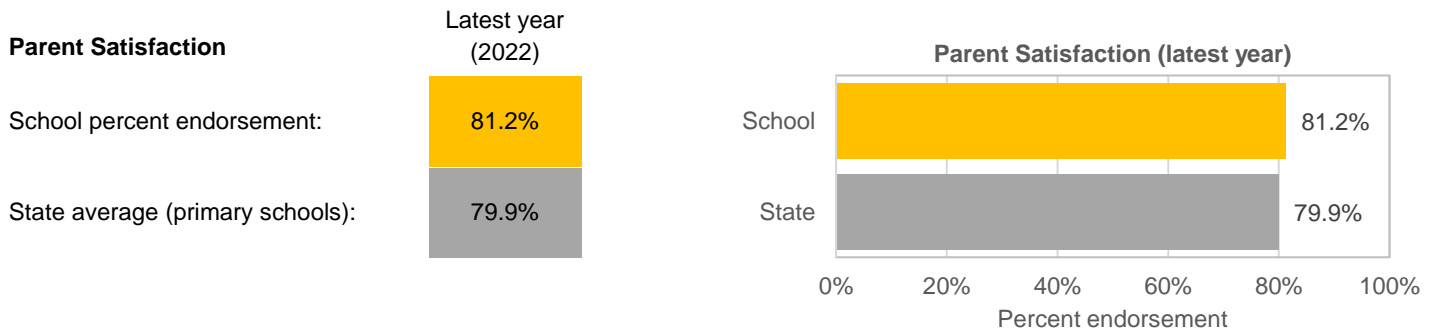
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

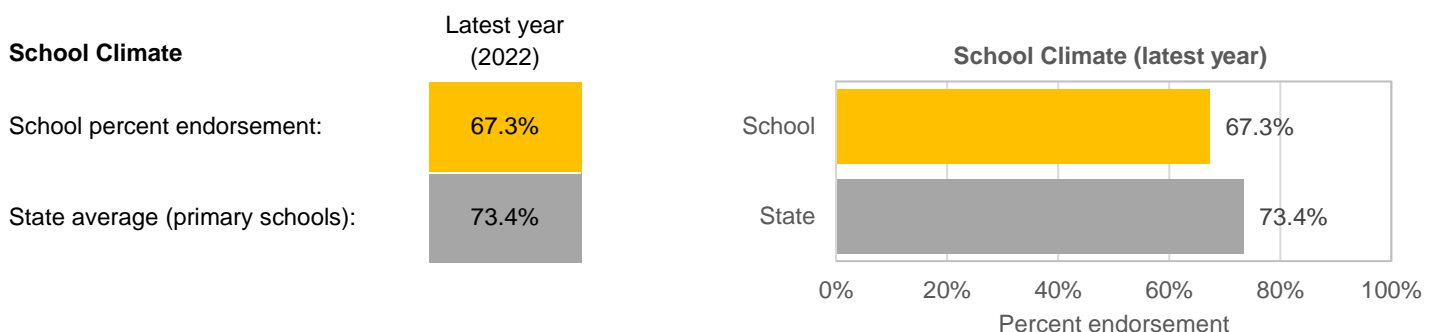


### School Staff Survey

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:

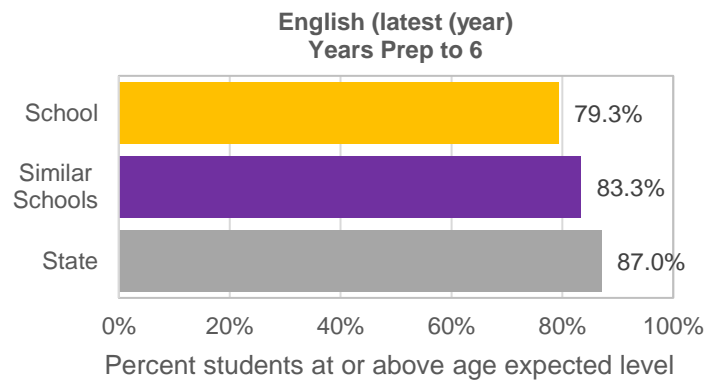
79.3%

Similar Schools average:

83.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

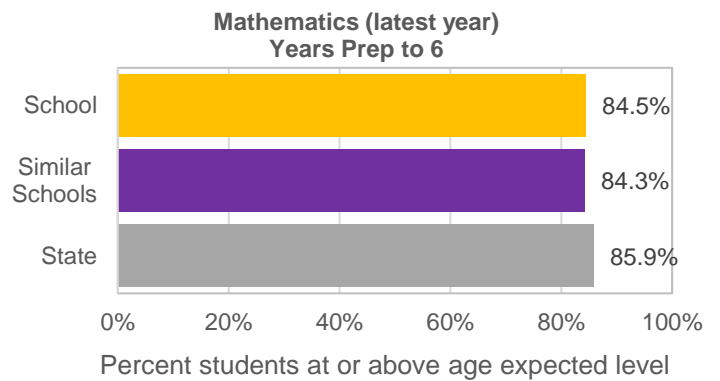
84.5%

Similar Schools average:

84.3%

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.

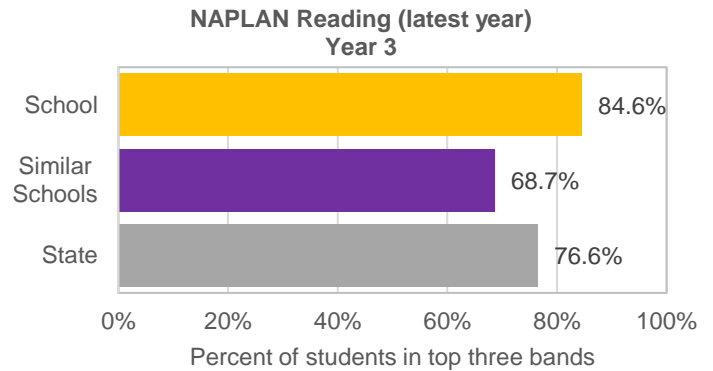
### NAPLAN

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.

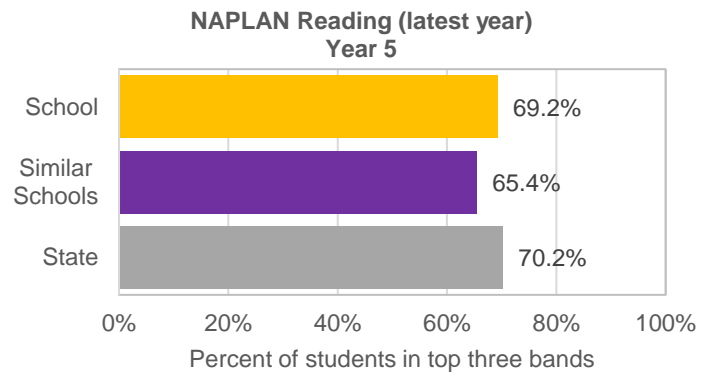
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.6%	71.7%
Similar Schools average:	68.7%	70.2%
State average:	76.6%	76.6%



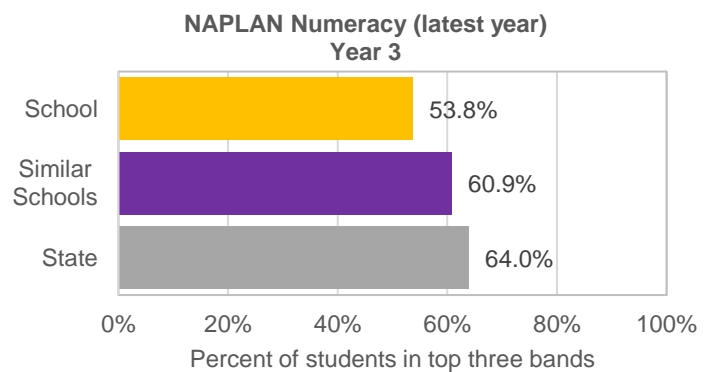
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.2%	60.0%
Similar Schools average:	65.4%	65.8%
State average:	70.2%	69.5%



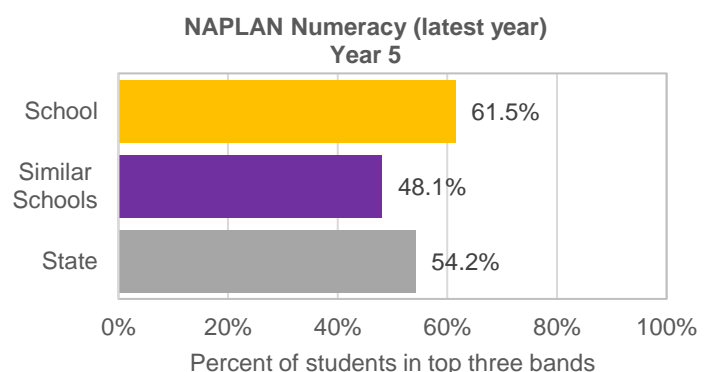
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.8%	61.7%
Similar Schools average:	60.9%	62.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.5%	49.1%
Similar Schools average:	48.1%	53.3%
State average:	54.2%	58.8%





## WELLBEING

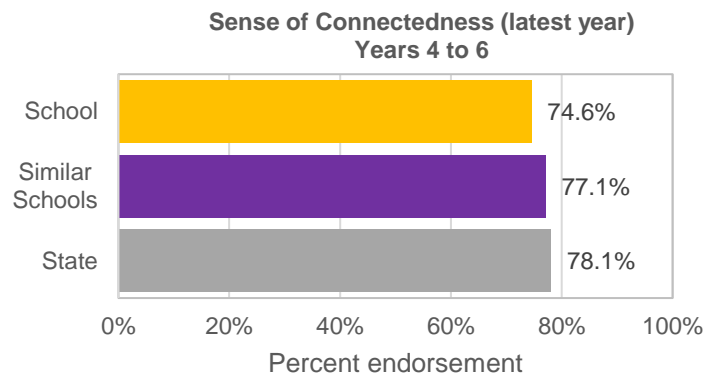
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	74.6%	80.1%
Similar Schools average:	77.1%	78.2%
State average:	78.1%	79.5%

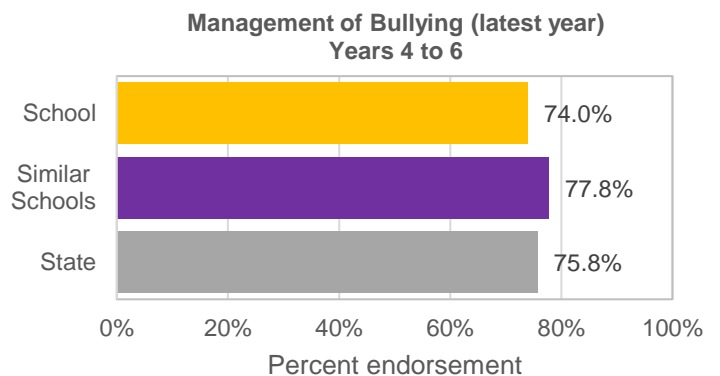


### Student Attitudes to School – Management of Bullying

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:	74.0%	81.1%
Similar Schools average:	77.8%	79.6%
State average:	75.8%	78.3%



## ENGAGEMENT

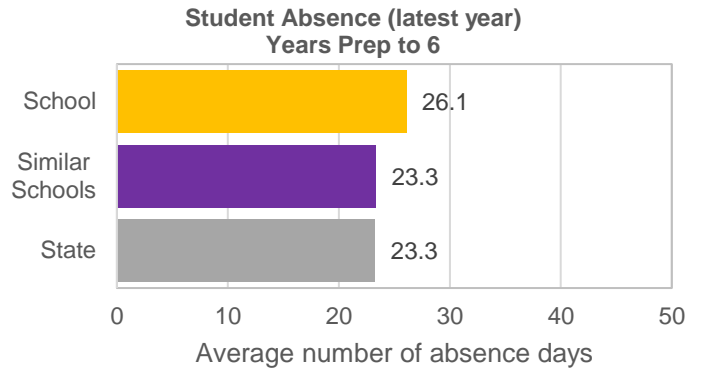
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	26.1	17.8
Similar Schools average:	23.3	17.3
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	88%	87%	90%	87%	86%	84%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,596,463
Government Provided DET Grants	\$439,374
Government Grants Commonwealth	\$4,600
Government Grants State	\$0
Revenue Other	\$54,850
Locally Raised Funds	\$92,420
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,187,707</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$47,653
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$47,653</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,470,637
Adjustments	\$0
Books & Publications	\$1,615
Camps/Excursions/Activities	\$27,557
Communication Costs	\$3,007
Consumables	\$44,356
Miscellaneous Expense <sup>3</sup>	\$15,711
Professional Development	\$15,450
Equipment/Maintenance/Hire	\$24,236
Property Services	\$97,355
Salaries & Allowances <sup>4</sup>	\$149,930
Support Services	\$36,415
Trading & Fundraising	\$54,869
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$5,564
Utilities	\$17,796
<b>Total Operating Expenditure</b>	<b>\$1,964,496</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$223,210</b>
<b>Asset Acquisitions</b>	<b>\$22,500</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$322,229
Official Account	\$263,260
Other Accounts	\$17,455
<b>Total Funds Available</b>	<b>\$602,945</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$71,870
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$8,752
School Based Programs	\$130,758
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$90,500
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$54,157
Asset/Equipment Replacement > 12 months	\$90,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$466,037</b>

*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.*