

# 2019 Annual Report to The School Community



School Name: South Yarra Primary School (0583)



- 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 2019 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 04 March 2020 at 10:19 AM by Neven Paleka (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 18 June 2020 at 03:00 PM by Shelley Freeman (School Council President)

## About Our School

### School context

South Yarra Primary School is one of the oldest continuously operating primary schools in Victoria, established in 1854, and one of only a few schools within the City of Melbourne. The school is five kilometres from the Melbourne CBD and has the advantage of opening onto Fawkner Park, known as “The School on the Park”.

The school has been providing education for over 165 years. The present enrolment of 440 students comprises 198 girls and 242 boys in 20 classes. We are proud of our diversity and are sensitive to the varying family, ethnic and socio-economic backgrounds of all of our students.

South Yarra Primary School is a Literacy and Numeracy based school. We are committed to excellence across the whole curriculum with our entire leadership and teaching team committed to high quality outcomes. Our explicit teaching and learning program has a focus on individual students, with the school structured intentionally to maximise learning opportunities for our population of children. Teachers differentiate the curriculum and personalise learning to meet the learning needs of our students. Our programs adhere to the prescribed curriculum for all government schools. The staff profile consists of: 2.5 Principal Class, 23.5 teachers and 9 Education Support Staff. The school has a highly professional and committed group of teachers and Education Support personnel whose many skills, attributes and experience provide an innovative, challenging and supportive learning environment for students. The model of collaborative decision-making and distributed leadership underpins and enriches the collective responsibility staff have for the effective operation of this school.

A strength of our school is the value placed on community by students, families, staff, local residents and businesses. We enjoy a high level of involvement and support from parents and the home-school partnership is highly valued. Our vision is to provide a rich, connected learning community that is inclusive. Our school values - respect, responsibility, friendliness, caring for others, valuing difference and including others, underpin our vision.

The Induction Program for new and Graduate teachers is underpinned by the key aspects of our school vision and ethos and is in accordance with Victorian Institute of Teaching (VIT) requirements. This Induction Program focuses on establishing mentoring by individuals and teams, adherence to the recommended guidelines, and professional learning opportunities with our in school consultants and staff mentors, to ensure our new teachers have the necessary support and information to effectively perform their role.

We enjoy a strong collaborative relationship with our network and cluster of schools. We host tours by local and state colleagues, sharing our professional knowledge, practices and resources across the broader education community. Specialist programs are offered in Physical Education, Visual Arts, and French. A range of extra curricula activities is offered to accommodate the diverse interests, passions and talents evident in our students. We provide positive, dynamic learning experiences and opportunities to engage, challenge and inspire our students.

The school was successfully reviewed in 2019 with the establishment of a new strategic plan until 2023.

### Framework for Improving Student Outcomes (FISO)

SYPS has a reputation for high standards in Literacy and Numeracy with outcomes well above the State mean and similar schools with a similar socio-economic profile. Due to the high standards, SYPS focuses on ‘Building Practice Excellence’ as an outcome of the report to target the improvement in learning growth for each student.

One of the highlights of South Yarra Primary is the professional learning program. the School Improvement Team, individual teachers and Education Consultants have facilitated a range of high quality, needs focussed professional learning for our teachers and parents that align with our whole school goals. Teachers actively seek new learning to improve their skills to benefit their students. Professional learning has many forms and includes whole school professional learning sessions, Professional Learning Teams, Briefings, A.I.P. Action Teams, Year Level meetings, graduate mentoring, team teaching, Learning Specialists and consultants modelling in classrooms and assisting with planning.

### Achievement

Student achievement in English in 2019, based on assessment against the Victorian Curriculum, continued to be above the state median with 98% of students achieving at C or above. Student achievement in Mathematics in 2019, based on assessment against the Victorian Curriculum, continued to be above the state median with 99% of students achieving at C or above.

In 2019, our Year 3 results indicated our students achieved substantially above the national standard in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Our Year 5 results indicated our students achieved substantially above the national standard in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Our school results are well above the results for similar government and non-government primary schools in our network.

To maintain high levels of student learning, teachers participate in ongoing, targeted professional development in situ. Teachers work collaboratively in year level teams to plan 'support and enrichment' programs using fluid groupings in response to differing student needs based on a range of assessment strategies. Moderation of student work samples continued within and across year levels and network.

## Engagement

South Yarra Primary School continues to deliver the prescribed curriculum using innovative pedagogical practices that reflect child centred, personalised learning and the needs of 21st century learners.

The school maximises student motivation and connectedness through school transitions and whole school endeavours. To accommodate diverse interests, students are offered a broad range of extra curricula activities, including Swim Squad, Hello Music - Orchestra, GATEWAYS, Chess Club, an extensive sport programs including Seda Sports, District Gala Days, LEGO Club, Art Club, Garden Club, and Lunchtime Library.

Student voice is a strength within our school, enabled through Junior School Council for Prep to Year 6 students, along with extensive opportunities for student leadership roles. Class meetings and a range of classroom responsibilities empower students and engage them in the school and community.

Achievements are celebrated through classroom affirmations, award presentations at assemblies and in the school newsletter.

## Wellbeing

The results obtained from the Attitude to Schools Survey in 2019 indicate a satisfactory level of students' connectedness to school. South Yarra Primary School students scored highly in the following areas – high expectations for success, advocate at school, sense of inclusion, resilience, learning confidence, effective teaching time, differentiated learning challenge, attitudes to attendance, self-regulating and goal setting.

Programs such as Respectful Relationships, Better Buddies and You Can Do It, along with student leadership will continue to place emphasis on inclusion and positive values.

The school focuses on providing all children with a safe and positive learning environment. A whole school approach to student welfare has been developed through the continuation of strong student welfare support, professional development of staff and consistent behaviour management of students. Our Student Code of Conduct and Child Safe Standards documentation were updated during 2019. Emphasis has been placed on the development of student wellbeing programs to enhance leadership skills, respectful relationships, social skills, self-esteem, valuing difference and resilience.

## Financial performance and position

At the end of the 2019, South Yarra Primary School was in a sound financial position and carried forward a surplus into 2020 to support planned projects. Competent financial management and strong support from families in the school community provided the flexibility and opportunity to resource the delivery of quality learning programs and complete designated maintenance.

In 2019, the school received \$6 million in funding that allowed us to upgrade the school, including demolishing Block A and replacing it with a new triple-storey permanent modular building, including 12 general purpose classrooms and a

new administration block.

During 2019, the school allocated resources to install airconditioners, purchase new classroom ICT equipment and new furniture for classrooms. Our fundraising activities in 2019 were successful and raised \$5,400. These funds were used to support the ICT program and the purchase of new library books. In 2019, the equity funding was used to purchase resources and consulting time to support our numeracy program.

**For more detailed information regarding our school please visit our website at**  
<https://www.southyarraps.vic.edu.au>

# Performance Summary

The Government School Performance Summary 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 442 students were enrolled at this school in 2019, 201 female and 241 male.

25 percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	89.9	85.8	79.2	92.0

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	94.4	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	97.7	89.7	81.7	95.0	Above
Mathematics	99.0	90.3	81.8	95.8	Above

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	93.3	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	91.8	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	85.7	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	92.9	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	93.9	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	91.3	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	86.1	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	86.2	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	17.0	51.1	31.9
Numeracy	8.5	44.7	46.8
Writing	19.1	36.2	44.7
Spelling	21.3	38.3	40.4
Grammar and Punctuation	14.9	44.7	40.4

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.9	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	15.1	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	92	93	92	92	92	92

**WELLBEING**

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	72.0	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	72.7	81.4	73.9	88.1	-

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	73.6	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	74.9	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$3,378,452
Government Provided DET Grants	\$385,257
Government Grants Commonwealth	\$8,700
Government Grants State	\$0
Revenue Other	\$17,329
Locally Raised Funds	\$472,977
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,262,714</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$6,178
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$6,178</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,036,044
Adjustments	\$0
Books & Publications	\$456
Communication Costs	\$27,224
Consumables	\$123,533
Miscellaneous Expense <sup>3</sup>	\$421,350
Professional Development	\$15,849
Property and Equipment Services	\$145,008
Salaries & Allowances <sup>4</sup>	\$84,304
Trading & Fundraising	\$10,810
Travel & Subsistence	\$127
Utilities	\$24,876
<b>Total Operating Expenditure</b>	<b>\$3,889,581</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$373,133</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$106,594
Official Account	\$36,375
Other Accounts	\$39,564
<b>Total Funds Available</b>	<b>\$182,533</b>

Financial Commitments	Actual
Operating Reserve	\$130,926
Other Recurrent Expenditure	\$352
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$25,256
Maintenance - Buildings/Grounds < 12 months	\$26,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$182,533</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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

*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.*

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

### **Achievement**

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for Teacher Judgements against the curriculum
  - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

### **Engagement**

- student attendance and engagement at school, including:
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### **Wellbeing**

- Attitudes to School Survey (ATOSS) factors:
  - Sense of Connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

## WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## WHAT DOES 'DATA NOT AVAILABLE OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').