

# 2021 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 2021 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 15 March 2022 at 09:44 AM by Neven Paleka (Principal)

- This 2021 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 2022 at 04:04 PM by Shelley Freeman (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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

#### **Achievement**

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### **Engagement**

Student attendance at school

#### **Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## 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

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 168 years. The present enrolment of 424 students comprises 184 girls and 240 boys in 19 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: 2.4 Principal Class, 23 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 our school.

A strength of South Yarra Primary 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.

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### 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 well above similar schools with a similar socio-economic profile. Due to the high standards, SYPS focuses on being a system leader in teaching and learning targeting improvement in learning growth for each student. Strategies implemented for 2021 included the required ‘2021 DET Priorities Goal’ and the three mandated Key Improvement Strategies (KIS)- Learning, Catch-up and extension, Happy, active and healthy kids’ and the Connected schools’ priority and the Tutor Learning Initiative.

One of the highlights of South Yarra Primary School 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, Leading Teachers and consultants modelling in classrooms and assisting with planning.

## Achievement

Student achievement in English in 2021, based on assessment against the Victorian Curriculum, continued to be above the state median with over 98.7% of students achieving at C or above. Student achievement in Mathematics in 2021, based on assessment against the Victorian Curriculum, continued to be above the state median with over 98.7% of students achieving at C or above.

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 and online. 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.

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## 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, Junior School Council, Gymnastics, Maths Challenge, 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.

Tracking students throughout remote learning was especially important and several strategies were put in place to ensure we remained connected with students and their families. Teachers expressed any concern regarding the absence of student's connection with Seesaw, via their Year level meetings and this was followed up by the Assistant Principal.

In relation to student absences during 2021, South Yarra Primary School continued to be well below the state median. All rolls are marked by 9.15am. Unexplained absences messaging to parents occurs each day when a student is absent, which then prompts parents to log onto COMPASS to indicate the reason for the absence. Letters to families are distributed twice per term reminding them to log all absences. This continues to have a very positive impact on the number of unexplained absences. If there have been three days of consecutive, unexplained absences, the classroom teacher makes contact with the parents/carers. Where absences are of concern due to their nature or frequency, the Assistant Principal is advised and will then follow up families.

Through a variety of platforms i.e. (School Newsletter, COMPASS) we communicate with parents the importance of being at school and not arriving late, due to the impact it has on their child's learning.

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## Wellbeing

The results obtained from the Attitude to Schools Survey in 2021 indicate a high level of students' connectedness to school. South Yarra Primary School students scored highly in the following areas – effective teaching time, differentiated learning challenge, stimulated learning, effective classroom behaviour, high expectations for success, effort, sense of confidence, perseverance, motivation and interest, sense of inclusion, self-regulating and goal setting, school connectedness, attitudes to attendance, respect for diversity and managing bullying.

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 continued to be reviewed and updated during 2021. 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.

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### Finance performance and position

At the end of the 2021, South Yarra Primary School was in a sound financial position and carried forward a surplus into 2021 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.

During 2021, the school allocated resources to install additional air-conditioners, purchase new ICT equipment and furniture for classrooms. Our fundraising activities raised \$5,086.70. These funds were used to support the ICT program and the purchase of new library books. In 2021, 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://southyarraps.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.

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 414 students were enrolled at this school in 2021, 184 female and 230 male.

26 percent of students had English as an additional language and NDP 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).

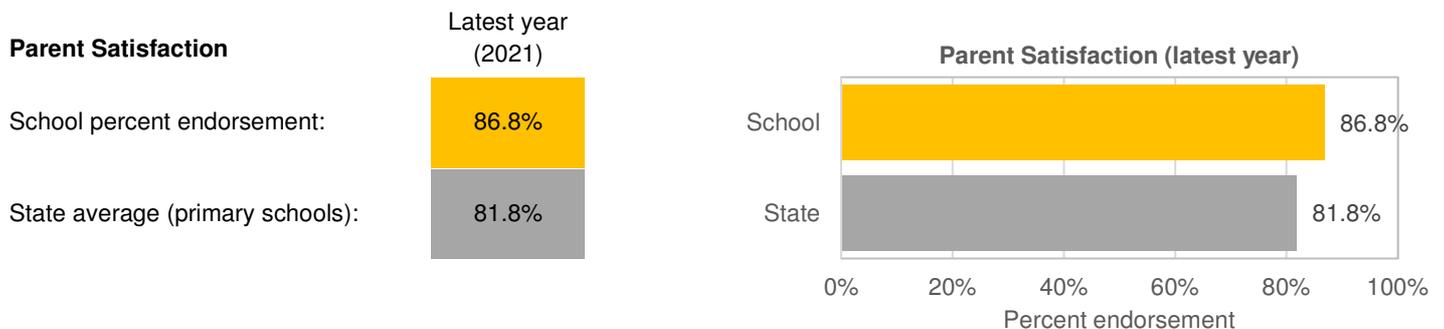
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

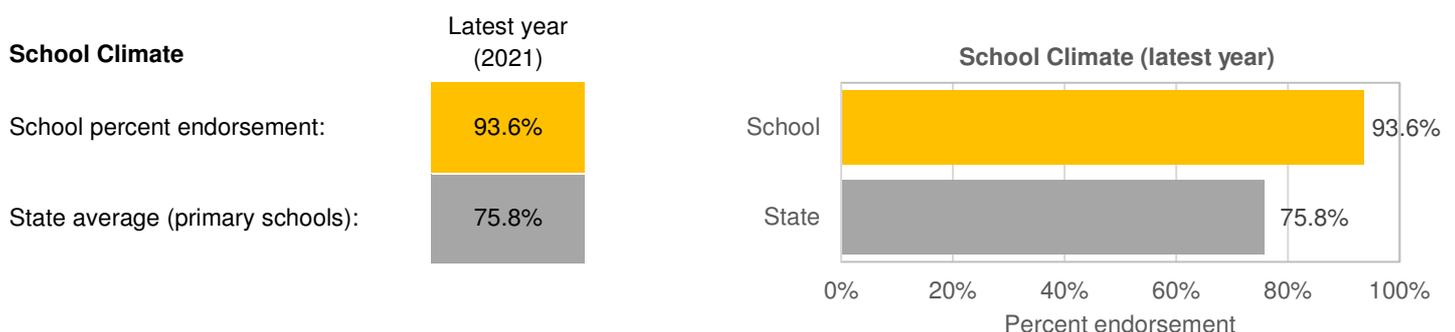


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2021)

School percent of students at or above age expected standards:

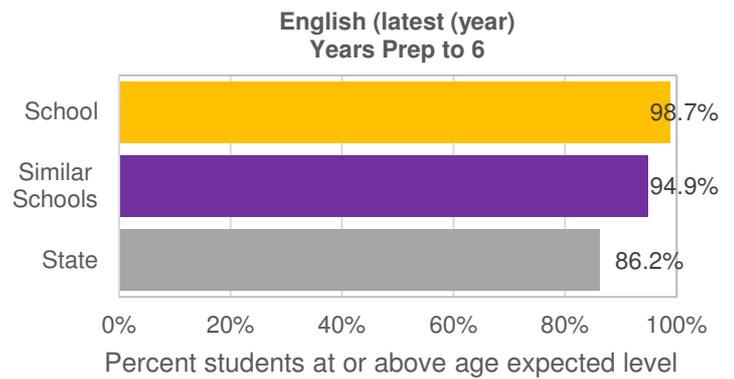
98.7%

Similar Schools average:

94.9%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

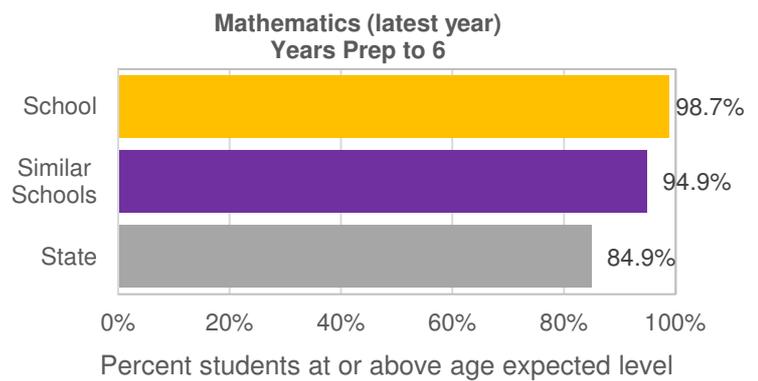
98.7%

Similar Schools average:

94.9%

State average:

84.9%



## ACHIEVEMENT (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.

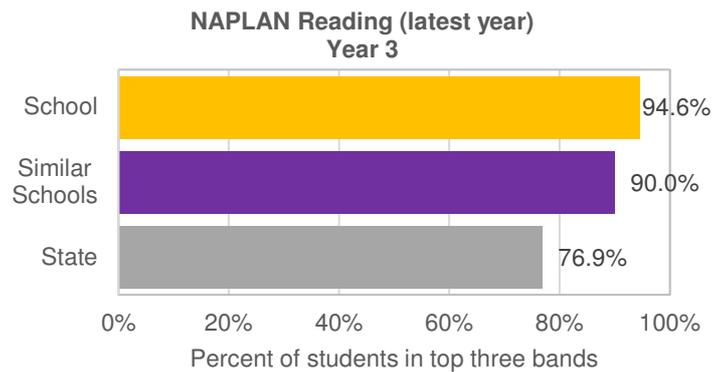
### NAPLAN

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 2018, 2019 and 2021 data.

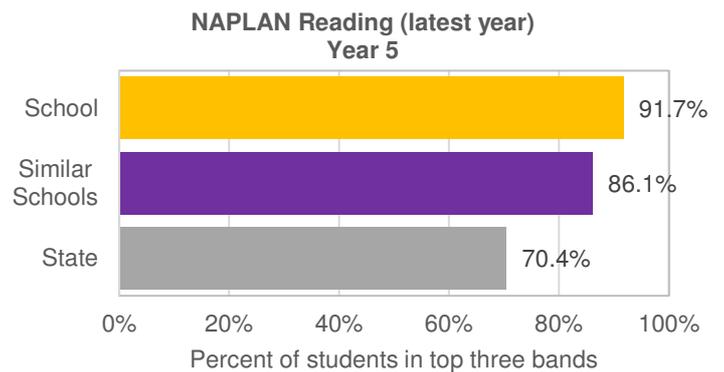
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.6%	95.4%
Similar Schools average:	90.0%	89.1%
State average:	76.9%	76.5%



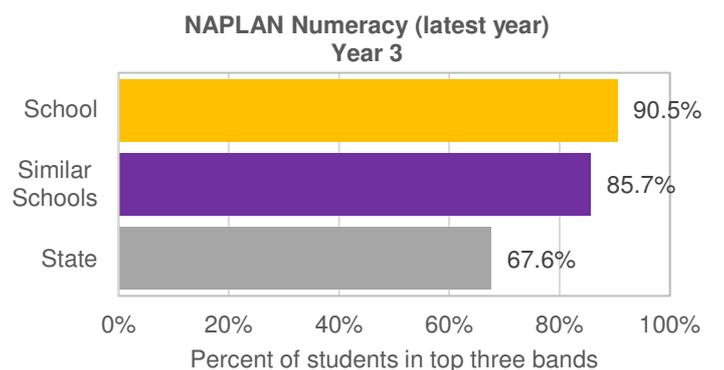
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.7%	87.2%
Similar Schools average:	86.1%	84.1%
State average:	70.4%	67.7%



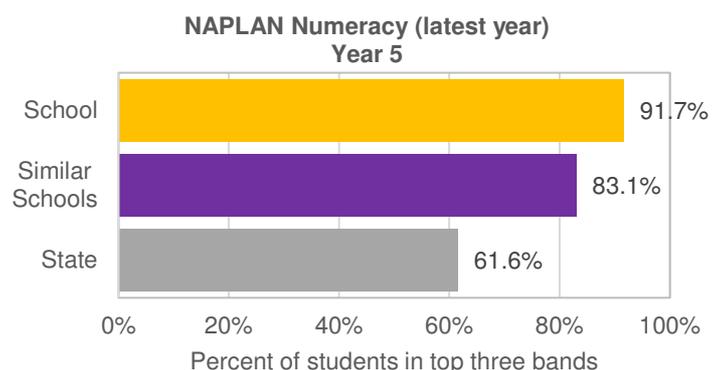
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.5%	92.4%
Similar Schools average:	85.7%	86.5%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.7%	90.1%
Similar Schools average:	83.1%	80.9%
State average:	61.6%	60.0%



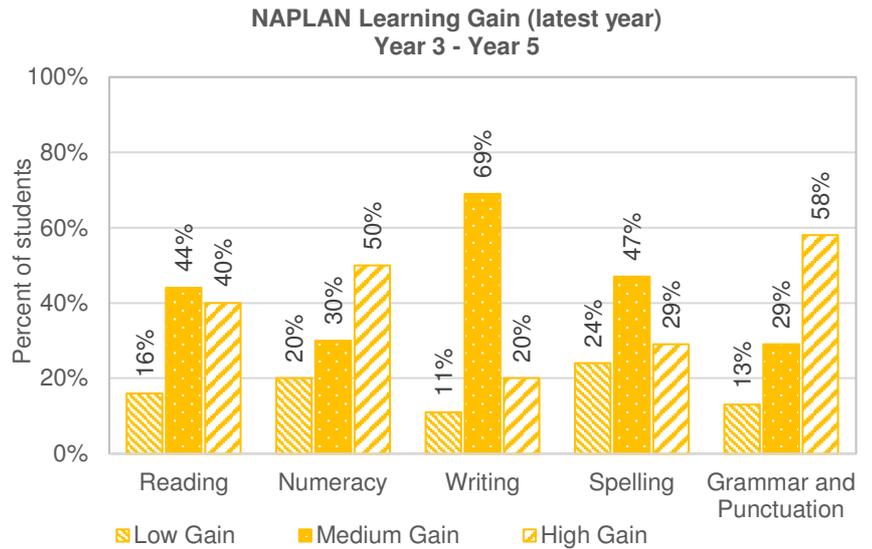
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	16%	44%	40%	32%
Numeracy:	20%	30%	50%	35%
Writing:	11%	69%	20%	32%
Spelling:	24%	47%	29%	30%
Grammar and Punctuation:	13%	29%	58%	35%



## ENGAGEMENT

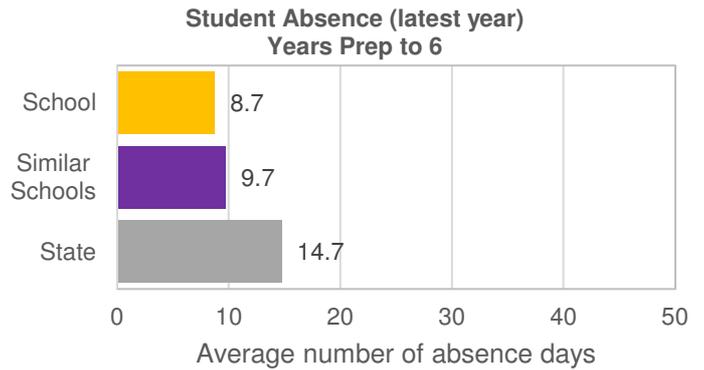
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	8.7	12.5
Similar Schools average:	9.7	11.6
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	96%	96%	96%	96%	96%	94%

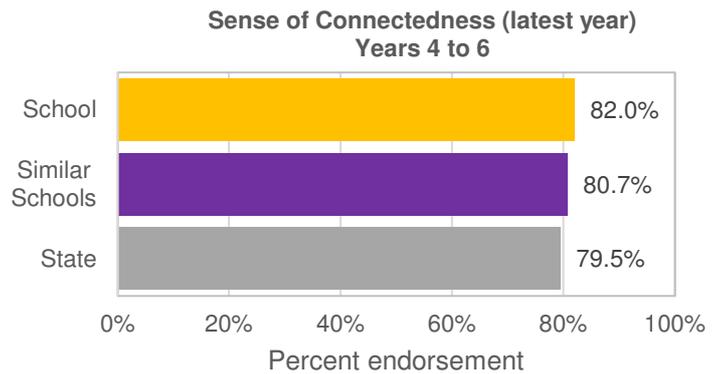
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	82.0%	75.5%
Similar Schools average:	80.7%	80.4%
State average:	79.5%	80.4%

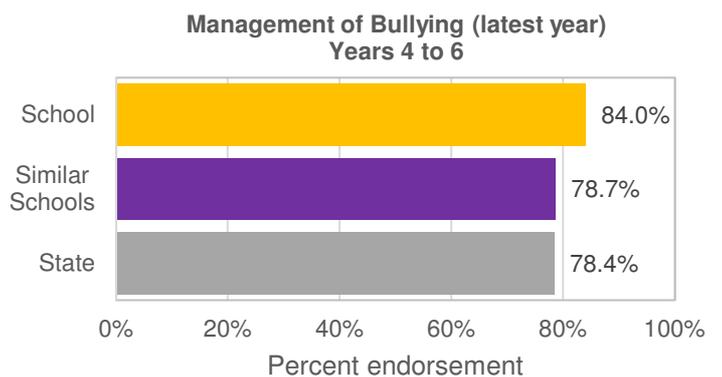


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	84.0%	78.3%
Similar Schools average:	78.7%	78.3%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,728,880
Government Provided DET Grants	\$309,967
Government Grants Commonwealth	\$8,436
Government Grants State	\$0
Revenue Other	\$20,949
Locally Raised Funds	\$331,317
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,399,550</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$6,244
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$6,244</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,268,548
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$90,987
Communication Costs	\$7,773
Consumables	\$145,623
Miscellaneous Expense <sup>3</sup>	\$29,606
Professional Development	\$12,734
Equipment/Maintenance/Hire	\$66,314
Property Services	\$56,738
Salaries & Allowances <sup>4</sup>	\$141,536
Support Services	\$142,934
Trading & Fundraising	\$6,502
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,869
<b>Total Operating Expenditure</b>	<b>\$3,993,163</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$406,386</b>
<b>Asset Acquisitions</b>	<b>(\$432)</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 24 Feb 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$45,712
Official Account	\$23,854
Other Accounts	\$81,004
<b>Total Funds Available</b>	<b>\$150,570</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$115,641
Other Recurrent Expenditure	\$20,012
Provision Accounts	\$0
Funds Received in Advance	\$40,450
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	\$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
<b>Total Financial Commitments</b>	<b>\$176,104</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.*