

# 2022 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 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 14 March 2023 at 01:12 PM by Neven Paleka (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 17 March 2023 at 03:00 PM by Claudia Haeger (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

Established in 1854, South Yarra Primary School is one of the oldest continuously operating primary schools in Victoria, providing education for over 168 years. The school is five kilometres from the Melbourne CBD and one of only a few schools within the City of Melbourne, with the advantage of opening onto Fawkner Park (known as “The School on the Park”). The present enrolment of 462 students comprises 221 girls and 241 boys in 20 classes. We are proud of our diversity and are sensitive to the varying family, ethnic and socio-economic backgrounds of all 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 3 Principal Class, 25 teachers and 11 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 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, French, and Science, Technology Engineering, the Arts and Mathematics (STEAM). 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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### Progress towards strategic goals, student outcomes and student engagement

#### Learning

SYPS has a reputation for high standards in Literacy and Numeracy with outcomes well above the State mean and above similar schools with a similar socio-economic profile. Student achievement in English in 2022, based on assessment against the Victorian Curriculum, continued to be above the state median with over 97.2% of students achieving at or above age expected level. Student achievement in Mathematics in 2022, based on assessment against the Victorian Curriculum, continued to be above the state median with over 96.7% of students achieving at or above age expected level.

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.

At the beginning of 2022, rigorous processes around the Tutor Learning Initiative were established to identify short-term, achievable goals for targeted students. We also examine inclusion, engagement and health and wellbeing data when making final decisions

about participating students. A strong partnership between the tutors, classroom teachers and home will continue to be a feature of our evidence-based program.

South Yarra Primary School participated in the Victorian High Abilities Program. Students for the program were selected through individual student assessment data, utilising teacher judgements and NAPLAN results. A number of Year 5 and 6 students participated in this program during 2022. Students from Year 4, 5 and 6 also had the opportunity to participate in the Maths Challenge Program facilitated by the school.

## Wellbeing

A whole school approach to student wellbeing has been developed through the continuation of strong student wellbeing support, professional development of staff and consistent behaviour management of students. The wellbeing of all our staff and students continues to be of the highest priority in our school and we are proud of the way our staff and students embrace all opportunities provided to them. A designated Assistant Principal role focussed on student wellbeing is implemented to ensure a proactive approach is taken in regard to wellbeing and student management. Our School Approach to Student Management and Child Safe Standards documentation continued to be reviewed and updated during 2022. 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. A differentiated curriculum is provided for all our students, focusing on the relative growth in their learning.

The results obtained from the Attitude to Schools Survey in 2022 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 inclusion, self-regulating and goal setting, school connectedness, attitudes to attendance, respect for diversity and managing bullying. Programs such as Respectful Relationships, and Better Buddies, along with student leadership, will continue to place emphasis on inclusion and our positive school values.

## Engagement

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

South Yarra Primary School works to ensure that students have optimal engagement in their learning and in our school community. Our school's Student Wellbeing and Engagement Policy continued to be the key document ensuring the consistent implementation of our school approach to behaviour management. The school continues to focus on a curricular and co-curricular approach to student engagement. Student agency and voice in learning has been enhanced through the greater personalisation of learning, an active Junior School Council that shares ideas about school improvement, Year 6 leadership roles and buddy/mentoring programs between staff/students and students/students. 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 and agency 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.

Our student attendance is above the state average.

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## Financial performance

At the end of the 2022, South Yarra Primary School was in a sound financial position and carried forward a surplus into 2022 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. The school allotted funds in 2022 to update the phone system, re-carpet the BER classrooms, and purchase new furniture and ICT equipment for classrooms.

**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 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 422 students were enrolled at this school in 2022, 182 female and 240 male.

30 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).

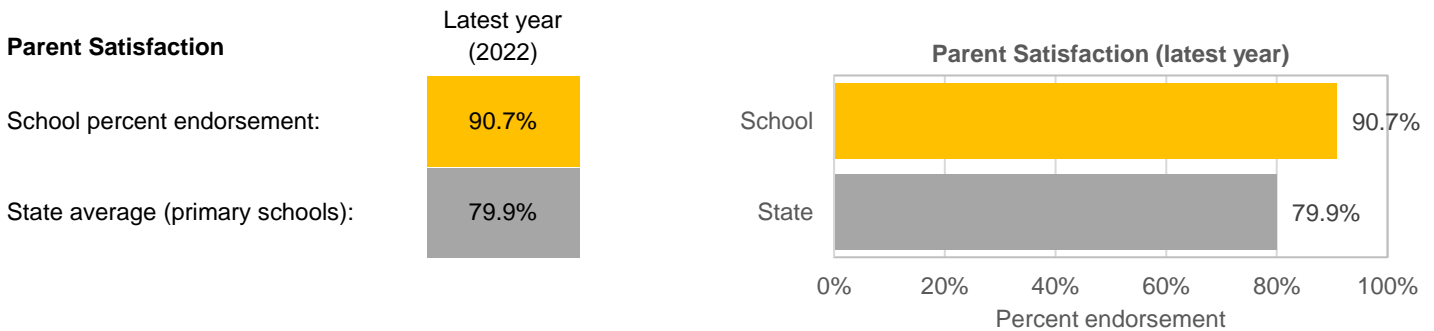
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

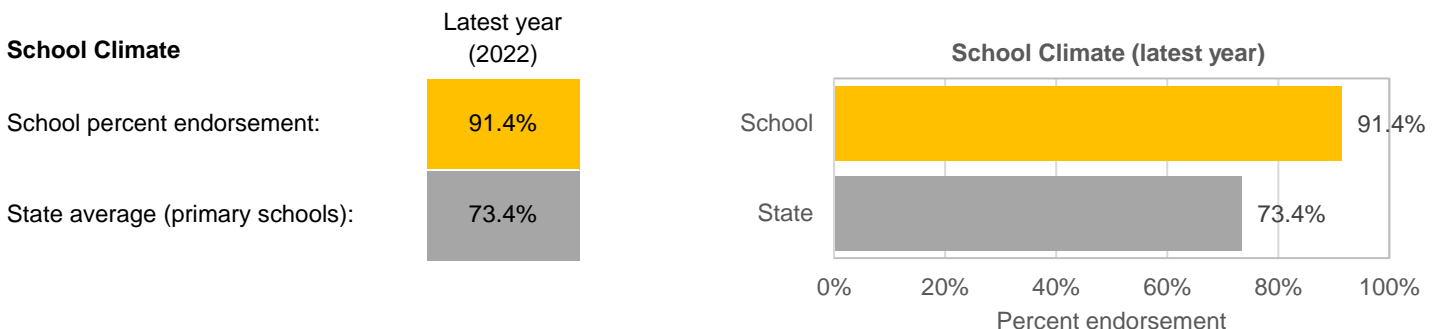


### School Staff Survey

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.



## 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:

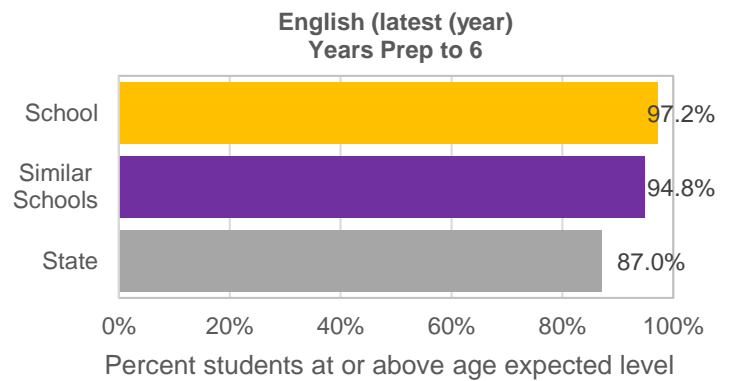
97.2%

Similar Schools average:

94.8%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

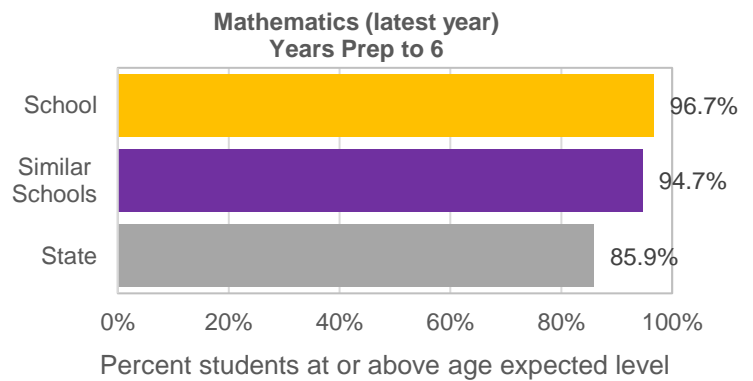
96.7%

Similar Schools average:

94.7%

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.

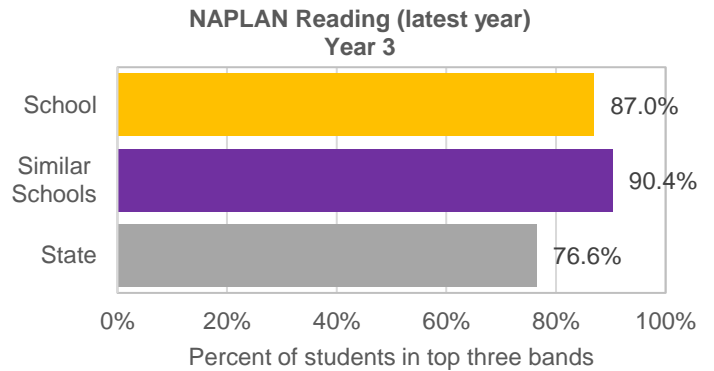
### NAPLAN

Percentage of students in the 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.

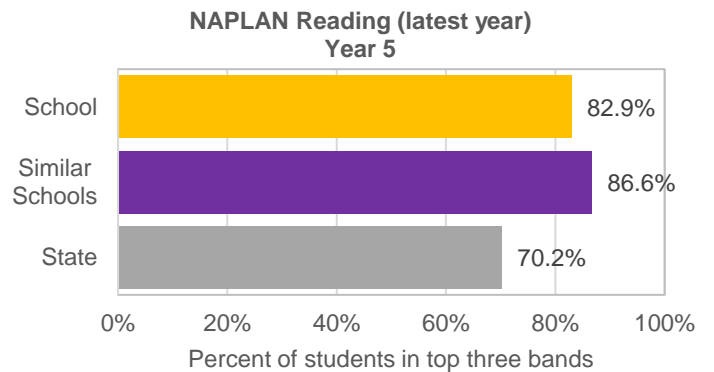
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.0%	92.2%
Similar Schools average:	90.4%	89.4%
State average:	76.6%	76.6%



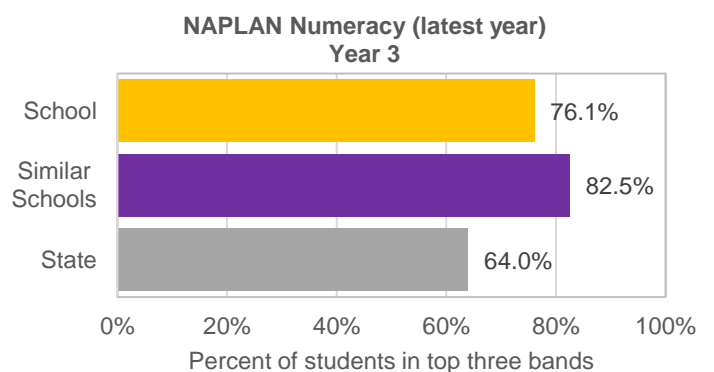
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.9%	86.9%
Similar Schools average:	86.6%	85.7%
State average:	70.2%	69.5%



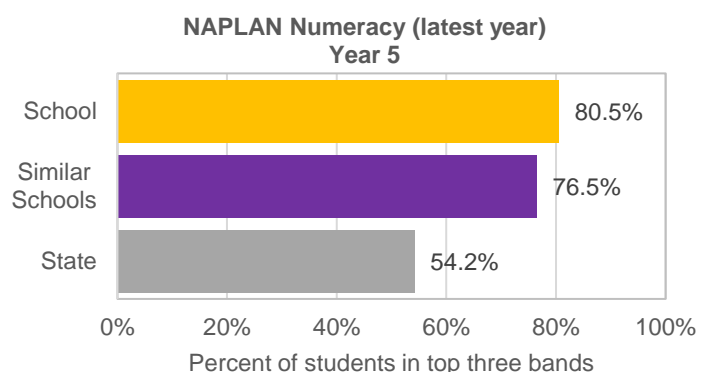
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.1%	87.3%
Similar Schools average:	82.5%	83.9%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.5%	89.0%
Similar Schools average:	76.5%	79.7%
State average:	54.2%	58.8%



## WELLBEING

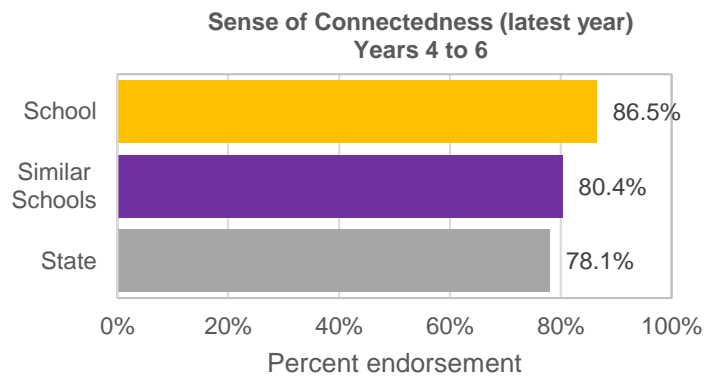
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	86.5%	78.7%
Similar Schools average:	80.4%	81.8%
State average:	78.1%	79.5%

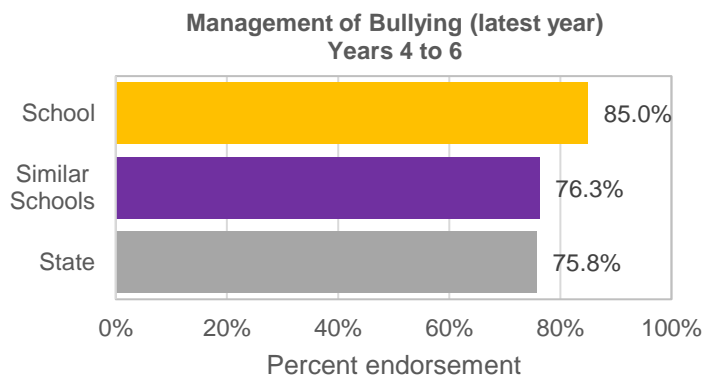


### Student Attitudes to School – Management of Bullying

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:	85.0%	79.8%
Similar Schools average:	76.3%	79.1%
State average:	75.8%	78.3%



## ENGAGEMENT

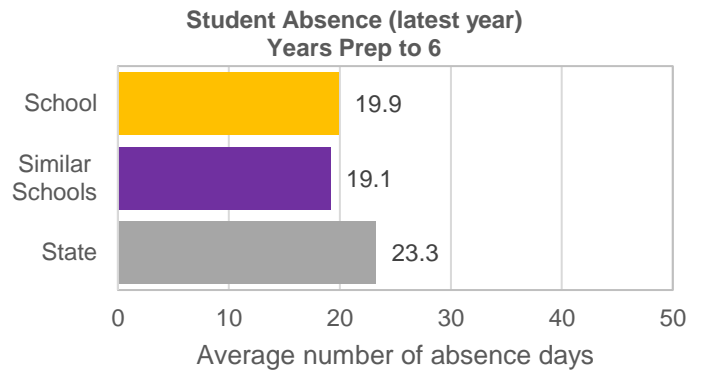
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.9	13.8
Similar Schools average:	19.1	13.1
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):	90%	90%	89%	91%	90%	90%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,843,289
Government Provided DET Grants	\$619,122
Government Grants Commonwealth	\$5,800
Government Grants State	\$0
Revenue Other	\$23,551
Locally Raised Funds	\$436,835
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,928,595</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,386,727
Adjustments	\$0
Books & Publications	\$635
Camps/Excursions/Activities	\$153,208
Communication Costs	\$7,824
Consumables	\$109,636
Miscellaneous Expense <sup>3</sup>	\$26,294
Professional Development	\$20,605
Equipment/Maintenance/Hire	\$82,915
Property Services	\$106,312
Salaries & Allowances <sup>4</sup>	\$142,443
Support Services	\$353,194
Trading & Fundraising	\$22,375
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$58
Utilities	\$32,852
<b>Total Operating Expenditure</b>	<b>\$4,445,077</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$483,519</b>
<b>Asset Acquisitions</b>	<b>\$38</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	\$54,168
Official Account	\$19,639
Other Accounts	\$52,553
<b>Total Funds Available</b>	<b>\$126,360</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$126,360
Other Recurrent Expenditure	\$9,300
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	\$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>\$135,660</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.*