

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 04 March 2024 at 02:57 PM by Neven Paleka (Principal)

- This 2023 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 05 March 2024 at 07:56 AM by Claudia Haeger (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 170 years. The present enrolment of 463 students comprises 222 girls and 241 boys in 21 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 places a strong emphasis on both learning and well-being, considering them as top priorities. 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 each individual student, and the school is structured intentionally to maximise learning opportunities for all our students. Teachers differentiate the curriculum and personalise learning to meet the learning needs of our students. Our programs adhere to the prescribed curriculum for all Victorian government schools. The staff profile consists of: 3.0 Principal Class, 33 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 a 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 strive for a rich, high-performing learning community that is inclusive and maximises opportunities for all. Our school values - respect, responsibility, friendliness, caring for others, valuing difference and including others, underpin our vision.

In 2023, our school successfully underwent a comprehensive four-year review. The report from the review team commended the outstanding achievements of our staff in fostering a high-performing and positive school culture. This culture has significantly enhanced learning opportunities for all our students. Additionally, the team recognised the dedication of our staff in implementing our Pedagogical Model, which incorporates diverse teaching and learning strategies, ensuring active engagement and success among students. Remarkably, the school received an 'Excelling' rating in all five areas of the Framework for Improving Student Outcomes (FISO 2.0), namely Leadership, Teaching and Learning, Assessment, Engagement and Support, and Resources, with 'Excelling' being the highest score.

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-situ 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 local 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, S.T.E.A.M. (Science, Technology, Engineering, Art, and Mathematics), Drama/Music, and French. A range of extracurricular activities is offered to accommodate the diverse interests, passions, and talents evident in our students. We provide positive learning experiences and opportunities to engage, challenge, and inspire our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

SYPS is renowned for its excellence in Literacy and Numeracy, surpassing both the State mean and similar schools with comparable socio-economic profiles. In 2023, student achievements in English, evaluated against the Victorian Curriculum, remained notably high, with over 97.0% attaining or exceeding the age-expected level. Similarly, in Mathematics, based on the same assessment criteria, over 96.6% of students achieved at or above the state median. Our school's performance in NAPLAN is well above that of state schools in all areas and exceeds the majority of similar schools' comparisons.

To sustain these exceptional standards, our teachers engage in ongoing, targeted professional development. They collaborate within year-level teams to create teaching opportunities that cater to both support and enrichment, employing flexible groupings tailored to individual student needs, assessed through various strategies. Additionally, moderation of student work samples is

conducted across year levels and the network.

In 2023, we continued the Tutor Learning Initiative, providing support to students and establishing short-term, attainable goals for targeted individuals. Decisions regarding student participation were informed by comprehensive analyses of inclusion, engagement, and health and wellbeing data. Our commitment to an evidence-based approach is upheld through strong partnership between tutors, classroom teachers, and families. South Yarra Primary School actively participated in the Victorian High Abilities Program (VAHP), where students are centrally selected based on NAPLAN results for this initiative. Students from Years 4, 5, and 6 also had opportunities to engage in the Maths Enrichment Program, facilitated by the school.

Wellbeing

We have developed a comprehensive whole-school approach to student wellbeing by continuing to provide strong support, fostering professional growth among staff, and maintaining consistent behaviour management strategies for students. At the centre of our school ethos is the unwavering commitment to prioritise the wellbeing of all staff and students. We take pride in the enthusiastic embrace of opportunities by both our staff and students. To ensure a proactive stance on wellbeing and student management, we have appointed leadership positions with the primary focus on student wellbeing.

Throughout 2023, our ongoing commitment to reviewing and updating our 'School Approach to Student Management and Wellbeing' and 'Child Safe Standards' documentation remained committed. We have placed particular emphasis on implementing student wellbeing programs aimed at promoting leadership skills, fostering respectful relationships, honing social skills, bolstering self-esteem, promoting diversity, and cultivating resilience. Our curriculum is tailored to cater to the individual learning needs of all students.

Once again, the findings from the 2023 Attitude to Schools Survey emphasise the significant level of student connectedness to our school community, surpassing both state and similar schools' comparisons consistently over the four-year average. South Yarra Primary School students excelled across various indicators, including effective teaching time, motivation and interest, self-regulation and goal setting, respect for diversity, sense of connectedness and teacher concern. In 2023 and over the four-year average, our management of bullying demonstrates an exemplary performance, with a higher percentage of positive responses compared to both state and similar schools' comparisons. We will continue to prioritise programs such as Respectful Relationships and Better Buddies, alongside student leadership initiatives, to reinforce inclusion and uphold our positive school values.

Engagement

South Yarra Primary School remains committed to delivering the prescribed curriculum through evidence-based pedagogical practices that prioritise child-centred and personalised learning.

We actively work to ensure optimal student engagement, both in their learning and within our school community. Our school's Student Wellbeing and Engagement Policy continued to be the key document, ensuring the consistent implementation of our approach to behaviour management. The school continues to focus on a curricular and co-curricular approach to student engagement.

Empowering student agency and voice in their learning journey is paramount. This is achieved through personalised learning experiences, an active Junior School Council facilitating ideas for school improvement, Year 6 leadership roles, and buddy/mentoring programs fostering collaboration among staff and students. To cater to diverse interests, we offer a wide array of extracurricular activities, including Swim Squad, Art Club, Hello Music - Orchestra, Chess Club, French Poetry, Lunchtime Library, Garden Club, SYPS News, LEGO Club, Camps, Gymnastics, Maths Challenge, Seda Sports, and many others.

Within our school, student voice and agency are a high priority, facilitated through platforms such as the Junior School Council and numerous opportunities for leadership roles. Class meetings and various classroom responsibilities further empower students, fostering a sense of engagement within the school and wider community.

We celebrate student achievements through classroom affirmations, award presentations during assemblies, and recognition in our school newsletter.

Additionally, our student attendance consistently surpasses the state average, reflecting our ongoing commitment to fostering an engaging, supportive and inclusive learning environment.

Financial performance

At the end of 2023, South Yarra Primary School had achieved a robust financial standing, enabling the carryover of a surplus into the following year to facilitate planned projects. This outcome was attributed to competent financial management and unwavering support from families within the school community, including successful fundraising efforts.

Such support and prudent fiscal management afforded us the flexibility and resources necessary to ensure the delivery of high-quality learning programs and fulfill designated maintenance requirements. Notably, in 2023, funds were allocated towards essential upgrades, including enhancing safety features on the Mod 15 Building, continuing with our painting schedule, purchasing new furniture and ICT equipment for classrooms, and establishing our new Friendship area. This area featured a Friendship Tree mosaic art piece created with input from all the students. These investments reflect our commitment to providing modern, conducive learning environments for our students. The successful fundraising efforts resulted in a profit of \$2,712.76, further enhancing our financial capacity to support the school's initiatives.

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 460 students were enrolled at this school in 2023, 219 female and 241 male.

33 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).

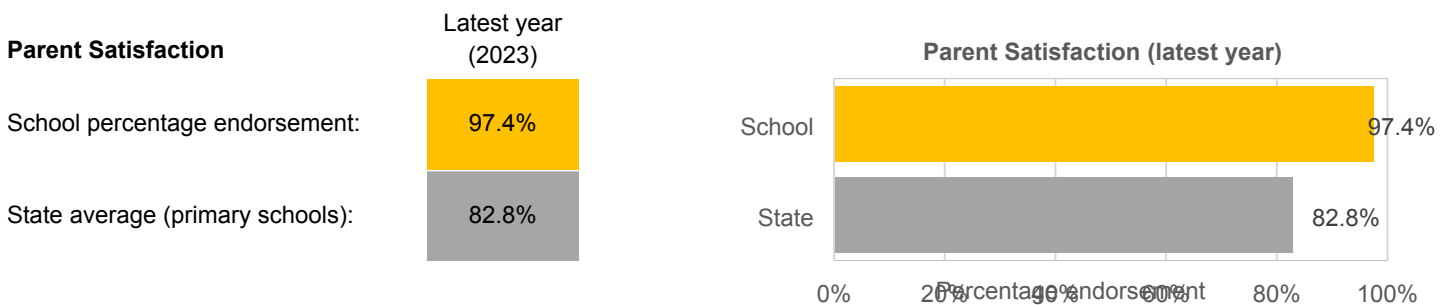
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

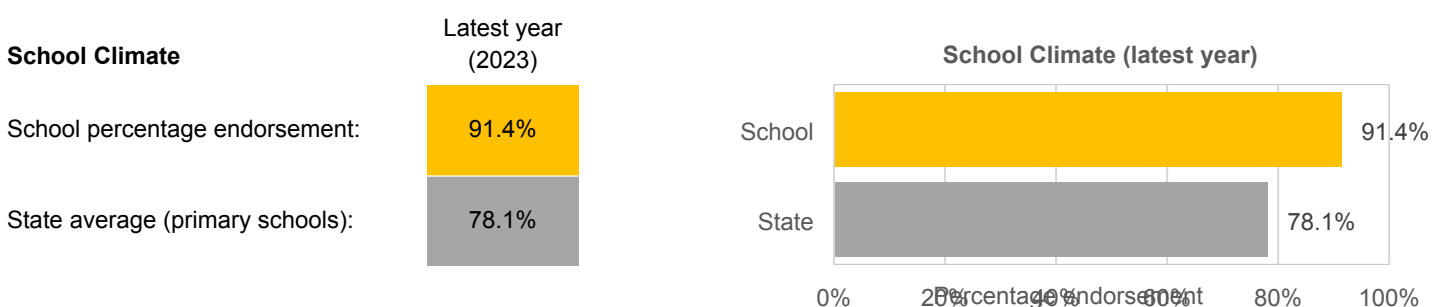


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

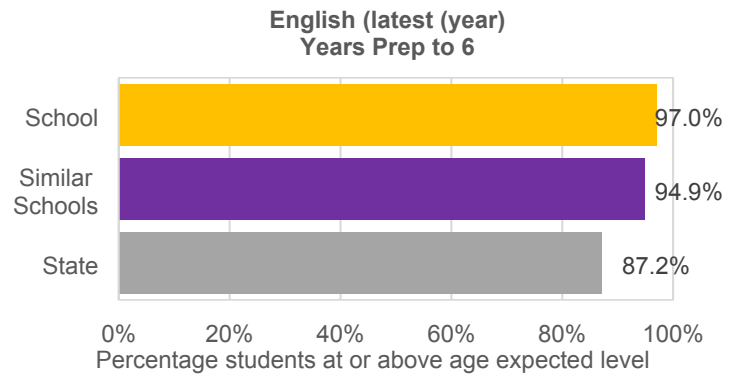
97.0%

Similar Schools average:

94.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

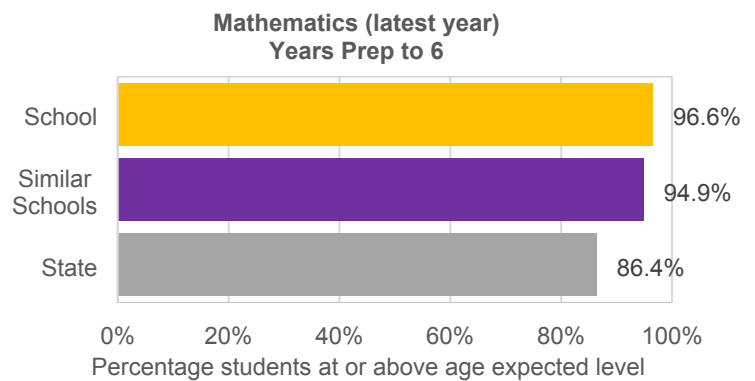
96.6%

Similar Schools average:

94.9%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.7%

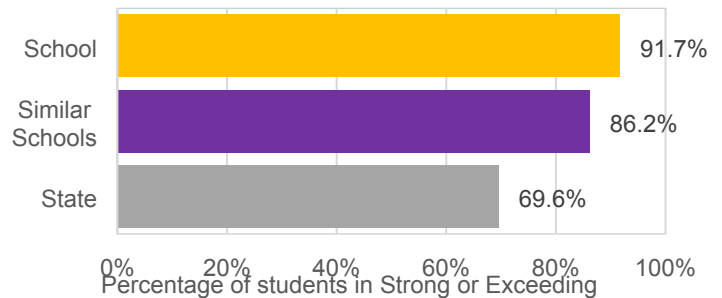
Similar Schools average:

86.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.9%

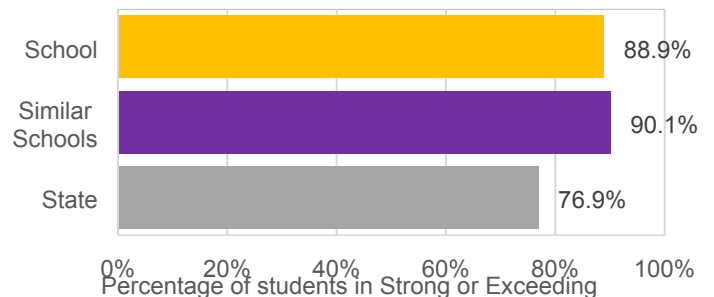
Similar Schools average:

90.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.7%

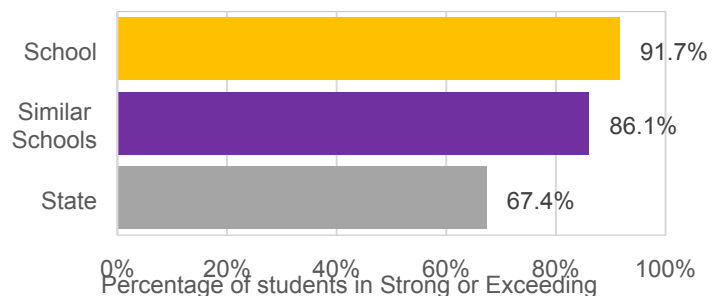
Similar Schools average:

86.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.1%

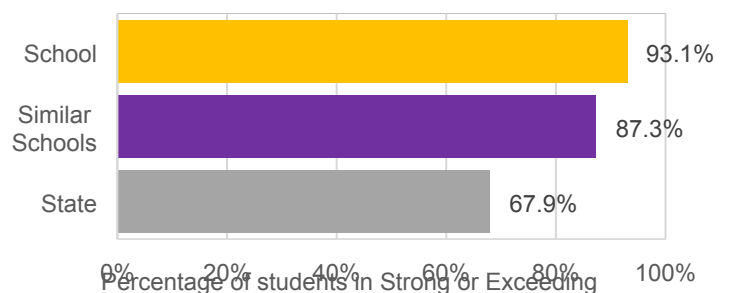
Similar Schools average:

87.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

87.0%

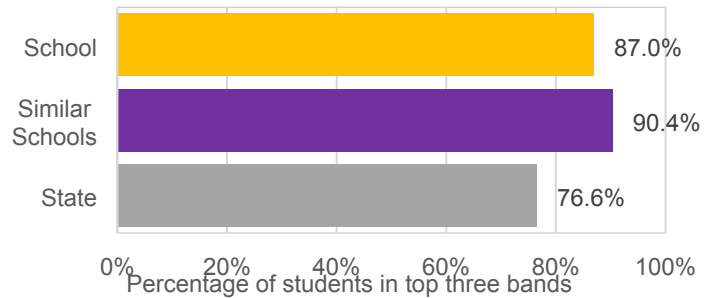
Similar Schools average:

90.4%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

82.9%

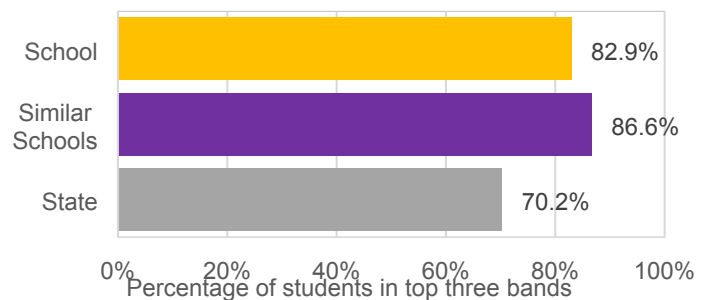
Similar Schools average:

86.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

76.1%

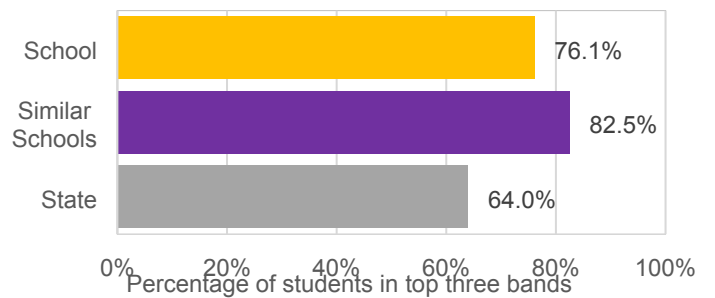
Similar Schools average:

82.5%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

80.5%

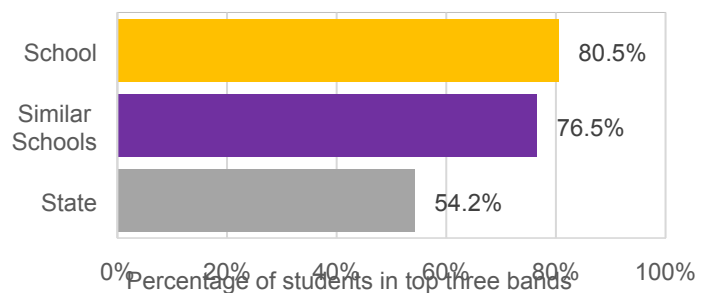
Similar Schools average:

76.5%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

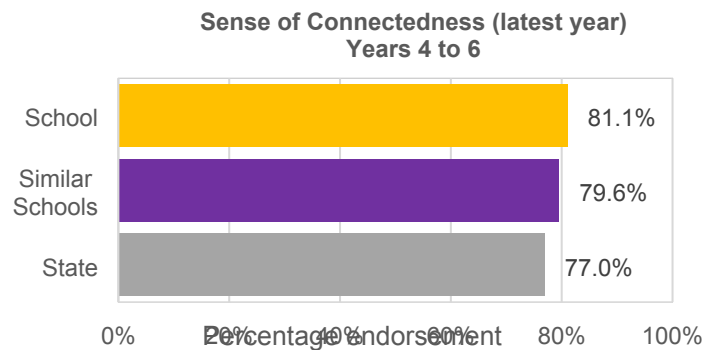
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	81.1%	81.1%
Similar Schools average:	79.6%	80.9%
State average:	77.0%	78.5%

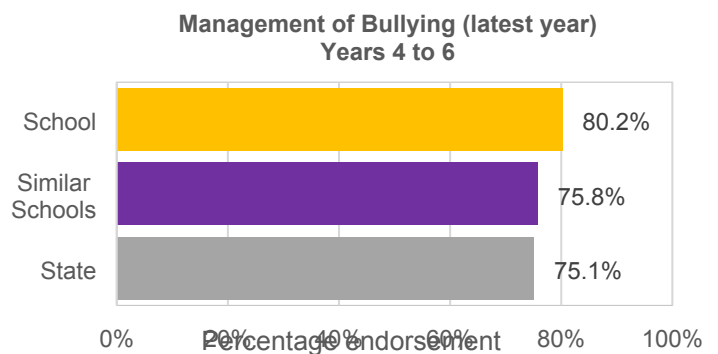


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	80.2%	81.7%
Similar Schools average:	75.8%	77.5%
State average:	75.1%	76.9%



ENGAGEMENT

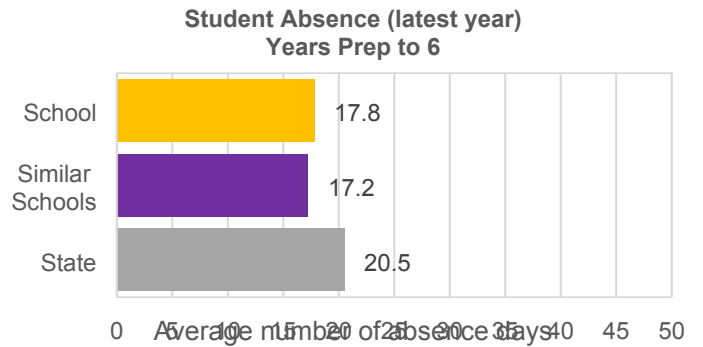
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	17.8	14.6
Similar Schools average:	17.2	14.0
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	91%	92%	90%	91%	91%	91%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,255,131
Government Provided DET Grants	\$792,029
Government Grants Commonwealth	\$11,704
Government Grants State	\$0
Revenue Other	\$6,688
Locally Raised Funds	\$498,374
Capital Grants	\$0
Total Operating Revenue	\$5,563,926

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

Expenditure	Actual
Student Resource Package ²	\$3,798,351
Adjustments	(\$303)
Books & Publications	\$3,129
Camps/Excursions/Activities	\$179,731
Communication Costs	\$7,014
Consumables	\$155,827
Miscellaneous Expense ³	\$28,410
Professional Development	\$24,022
Equipment/Maintenance/Hire	\$51,058
Property Services	\$86,490
Salaries & Allowances ⁴	\$161,891
Support Services	\$323,816
Trading & Fundraising	\$28,977
Motor Vehicle Expenses	(\$45)
Travel & Subsistence	\$1,036
Utilities	\$22,526
Total Operating Expenditure	\$4,871,929
Net Operating Surplus/-Deficit	\$691,996
Asset Acquisitions	\$70,076

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$154,112
Official Account	\$22,475
Other Accounts	\$59,246
Total Funds Available	\$235,833

Financial Commitments	Actual
Operating Reserve	\$167,726
Other Recurrent Expenditure	\$5,088
Provision Accounts	\$0
Funds Received in Advance	\$7,843
School Based Programs	\$643
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,841
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$335,140

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.