

2024 Annual Report to the School Community

School Name: Yarraman Oaks Primary School (4807)



- 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 13 March 2025 at 03:30 PM by Tina Ersch (Principal)

- As executive officer of the school council, I attest that this 2024 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 18 March 2025 at 11:47 AM by Tina Ersch (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Yarraman Oaks Primary School is located in the South-Eastern region of Victoria approximately 35 km from Melbourne. We are a small, friendly school community where diversity is embraced, opportunities are explored and all are welcome and valued. We have a strong, connected school community where families, students and school staff work in partnership. Positive attendance data and results from our 2024 Parent and Student Opinion Surveys confirm that our families are very connected to our school and our students are engaged in their learning. In 2024 the school's confirmed enrolment was 183 (98 males and 85 females). We are the smallest school in the Greater Dandenong Network with a total of nine classes. Our Student Family Occupation (SFO) was 0.7257 and we continue to be in the high range for the proportion of students who have a Language Background Other Than English (82% of students). Yarraman Oaks P.S. staff is comprised of 14.6 Equivalent Full Time (EFT) teaching staff including one Principal, one Assistant Principal, and one Learning Specialist; and 9.8 EFT non- teaching Education Support Staff roles including a Library Assistant, Integration Aides and Office Administration staff.

Situated on three hectares, we have plenty of space for our children to play and explore. We have designated Junior and Senior playground areas, a large oval, sand pits, a vegetable garden, two cubby houses, a netball court, a basketball court and a small Hall. Our learning spaces are inviting and our learners enjoy lessons in our Art Room and Library. We have a Kindergarten and Maternal Health Nurses onsite and operate our own Out of School Hours (OSHC) service. At Yarraman Oaks Primary School we are committed to equipping our students with the skills and knowledge they need to be successful both at school and in life. We aim to develop strong literacy and numeracy skills in our students with all students participating in a two-hour structured Literacy block and one hour of Mathematics each day. All students have access to a range of digital devices with our Grade 3-6 students enjoying a 1:1 laptop program funded by the school. We have a strong focus on student welfare and supporting our families. We have an agreed whole school Health framework and use the Zones of Regulation approach in all F-6 classrooms. This systematic approach teaches children how to regulate their emotions, energy and sensory needs in order to meet the demands of any given situation and be successful socially. We believe it is important for students to have a positive mindset and good social skills. **O U R V I S I O N:** Our Vision is for our students to become enthusiastic, independent, successful lifelong learners who are respectful and responsible citizens who contribute positively to the community. **O U R P H I L O S O P H Y:** At Yarraman Oaks Primary School we strive to build a connected school community, to embrace our diversity and to provide opportunities for all of our students. **O U R M I S S I O N:** Our mission is to provide a positive and supportive learning environment where students are engaged in their learning, challenge themselves and are connected to their school. We are committed to equipping our students with the skills and knowledge they need to be successful both at school and in life. **O U R V A L U E S:** Our school values are: Respect, Trust, Empathy, Support & Teamwork.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Yarraman Oaks Primary School, we strive to establish consistent, high quality and effective teaching and learning practices in all classes. Our goal is for all students to be engaged in their learning and to achieve positive academic results. In 2024, we consolidated our implementation of a structured Literacy block and Explicit Direct Instructional (EDI) across all F-6 classes and strengthened our use of the *Little Learners Love Literacy phonics program* with all F-2 students. The performance of our students, as evaluated by teachers against the Victorian Curriculum, has been highly satisfactory.

Learning data related to our 2024 AIP was very pleasing. Results included:

NAPLAN: The percentage of students achieving in the Exceeding or Strong Proficiency levels were:

Year 3: Reading 56%, Writing 80%, Numeracy 63%.

Year 5: Reading 46%, Writing 77% and Numeracy 58%.

Areas to develop in 2025 were Grammar and Punctuation (Grade 3 & 5), Spelling (Grade 3) and Reading (Grade 5).

Wellbeing data related to our 2024 AIP was outstanding. Our Attitudes to School Survey (AToSS) data showed that we were above network, similar and state schools in six out of ten domains. Our School Staff Survey (SSS) data showed great improvement in our focus areas. Results included:

Attitudes to School Survey (AToSS)

- Student voice and agency from 71% in 2023 to 75% in 2024.
- Motivation and Interest from 70% in 2023 to 82% in 2024.
- Respect for Diversity factor from 73% in 2023 to 86% in 2024.

School Staff Survey (SSS)

- Monitor effectiveness using data from 50% in 2023 to 82% in 2024.
- Plan differentiated learning from 67% in 2023 to 100% in 2024.
- Understand formative assessment from 63% in 2023 to 64% in 2024.

In 2024 there were 16 students who received additional funding under the *Program for Students with Disabilities* or *Disability Inclusion* program. In addition, the school has identified 21 students who require substantial and/or extensive adjustments to engage in their learning programs, and 35 students who require supplementary adjustments to engage in their learning programs. All students with a diagnosis of a disability or funding have an Individual Education Plan (IEP). IEPs were reviewed and updated regularly in conjunction with both students and parents in their support group meetings. All students with an Individual Education Plan made satisfactory growth toward their goals. The learning needs of our Koorie learners were monitored through Individual Education Plans as per the Marrung strategy. These plans were reviewed and updated in Student Support Group meetings with parents and Koorie Engagement Support Officers (KESO) where possible.

Wellbeing

Yarraman Oaks Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

Transitioning from the *Program for Students with Disabilities* (PSD) to *Disability Inclusion* (D.I.) was a focus in 2024. Actions completed involved appointing staff to lead this work, reviewing our Student Support Group practices and documentation, and introducing a new Individual Education Plan (IEP) template and associated protocols. I am pleased to report that YOPS staff completed excellent work and we are catering very well for learners with additional needs. This was evidenced with a number of successful *Disability Inclusion* funding submissions and positive feedback from staff and parents/carers.

There is a strong sense of connectedness at Yarraman Oaks Primary School. This is something that we are very proud of and work consistently to maintain and improve. Playgroup, Breakfast Club and whole school events such as Twilight Sports, our Community Breakfast and the Christmas concert continued in 2024. These are important components which enhance our community alongside OSHC, the Kindergarten and Maternal Health Centre. Communication with parents and carers and between staff has been enhanced with the use of Compass, our digital management system. Compass is used to provide information and updates to parents and staff, to share student reports with parents and carers, to book parent-teacher interviews, to store school documentation and student wellbeing information (e.g., meeting minutes), to provide first aid notifications to parents and carers, and for parents and carers to communicate student absences.

At Yarraman Oaks Primary School we have a whole school approach to social and emotional learning. Students feel supported and engaged at school, and their interactions with peers, teachers and the school community reflects a strong, healthy school culture. Students are encouraged to articulate their emotions using the Zones of Regulation. Restorative Practices are used to deal with issues between students and to repair and build relationships. Senior students are also trained as Peer Mediators to help other students to find ways to resolve problems within the playground. Our Out of School Hours Care Service (OSHC) is well utilised by families.

Our 2024 Parent Opinion Survey data was very positive. I am pleased to report that our data was above all network schools, similar schools and the state in all modules.

Engagement

Regular attendance continues to be a strong focus at Yarraman Oaks Primary School. Our Welfare Team monitor our whole school attendance data and complete daily checks on student attendance. Students and families are supported in various ways to overcome challenges that impact student attendance. This includes taking action to connect families and/or students to allied health services, implementing strategies to connect students to their peers and connecting students to their teachers and/or school.

Student attendance data for 2024 was at a good level, however, we did have more families taking extended family holidays compared to previous years. Our "*Doors open at 8:50 and learning starts at 9*" slogan has been adopted by the whole school community. Nearly all students enter their classrooms at 8:50 and independently prepare for their first learning session which starts promptly at 9am. Staff report that students are better prepared for lessons with both the correct equipment and mindset. In 2025, student attendance will be an Annual Implementation Plan (AIP) focus.

AToSS data and Parent/Caregiver/Guardian Opinion Survey (PCGOS) data confirm that:

- Yarraman Oaks PS students are engaged in their learning and feel safe and secure in the school environment.
- Parent satisfaction with the school is high.

Other highlights from the school year

2024 was the final year of the Early Years Alliance project (EYA). The EYA project involved YOPS staff working with the Yarraman Oaks Primary School Kindergarten staff to improve our practices and enhance the literacy skills of both the Kindergarten and Foundation learners. All staff worked collaboratively during professional development sessions and made significant gains in their teaching knowledge and practices. It was pleasing to see that our efforts had a positive impact on student literacy skills.

It was wonderful to see nearly 100% of our students participate our School Swimming Program and sixty Grade 3-6 students participate in our school camping program in Term 2 with a visit to Camp Sunnystones at Merrimu in country Victoria. Students also participated in a range of excursions and incursions.

Parent support of school learning activities and school events continued to be very positive in 2024 with a large numbers parents/carers and their extended family members attending Twilight Sports, our Community Breakfast and our end of year School Concert. Also pleasing was a significant increase in student enrolments and our positive staff culture. We have been able to successfully retain staff and recruit new staff.

Financial performance

Yarraman Oaks Primary School ended 2024 in a positive financial position with a cash surplus. Careful and considered management of staffing and program budgets, a focus on promoting the school in the wider community and increased enrolments are key factors in achieving this result.

School funds were used to meet the learning needs of all students, to address maintenance issues across the school and to meet all financial commitments. School funds were used to purchase new student tables and chairs in all F-6 classes; 1:1 Grade 3 laptops; a class set of iPads; and to install new classroom screens and blinds in several classrooms.

Equity Funding was used to support the resourcing and staffing of a range of programs such as engaging a Speech Pathologist and a Disability Inclusion Leader.

For more detailed information regarding our school please visit our website at
<https://www.yarramanoaksps.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 186 students were enrolled at this school in 2024, 86 female and 100 male.

68 percent of students had English as an additional language and 4 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).

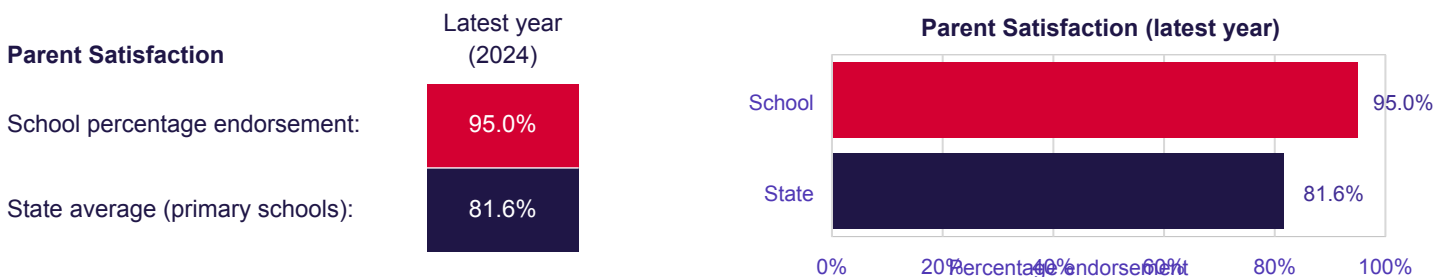
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

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.

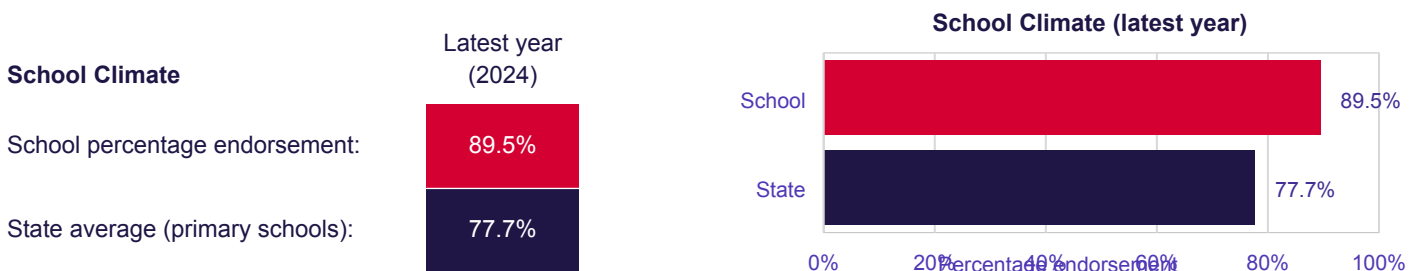


School Staff Survey

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
(2024)

School percentage of students at or above age expected standards:

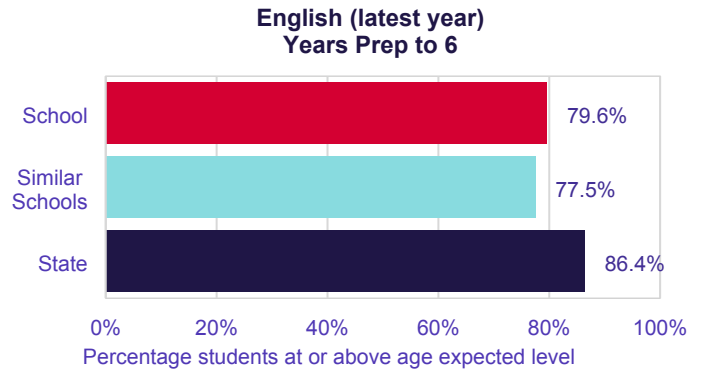
79.6%

Similar Schools average:

77.5%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

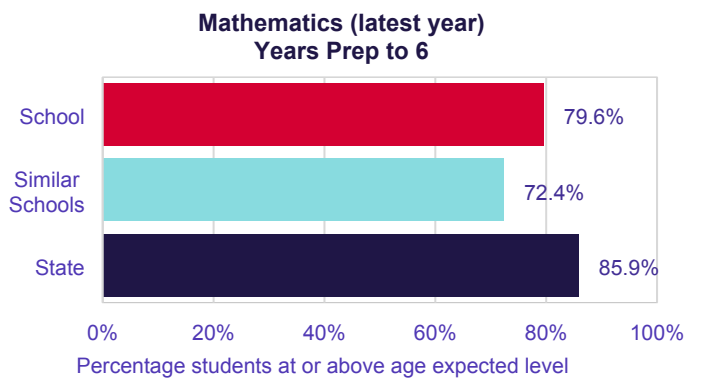
79.6%

Similar Schools average:

72.4%

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.

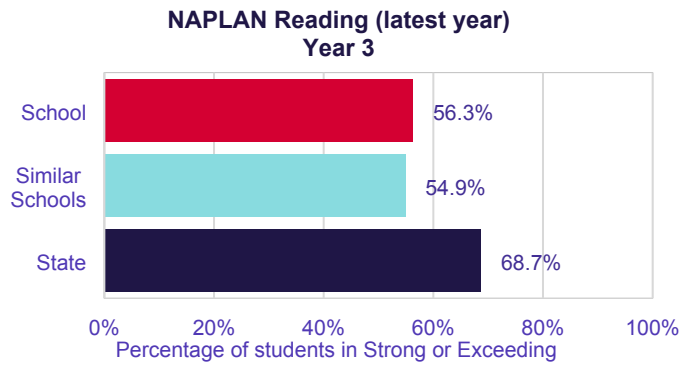
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

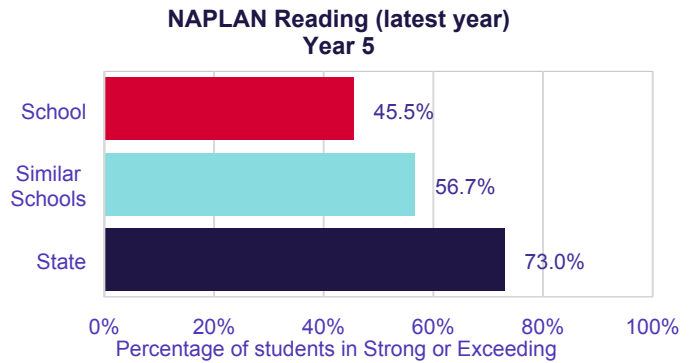
**Reading
Year 3**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.3%	58.3%
Similar Schools average:	54.9%	54.2%
State average:	68.7%	69.2%



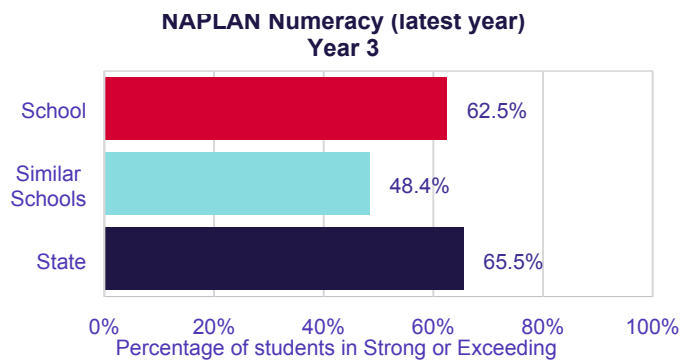
**Reading
Year 5**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.5%	52.4%
Similar Schools average:	56.7%	60.3%
State average:	73.0%	75.0%



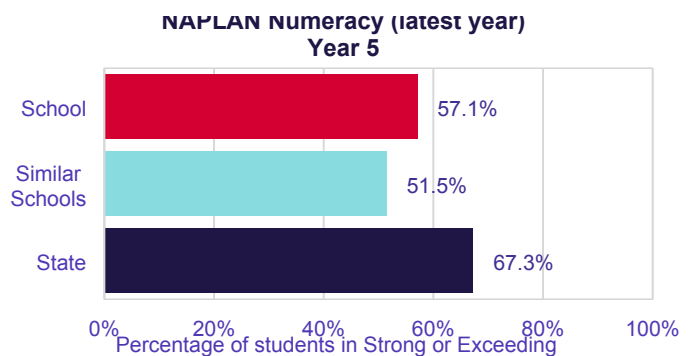
**Numeracy
Year 3**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.5%	63.8%
Similar Schools average:	48.4%	47.7%
State average:	65.5%	66.4%



**Numeracy
Year 5**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	62.5%
Similar Schools average:	51.5%	52.4%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

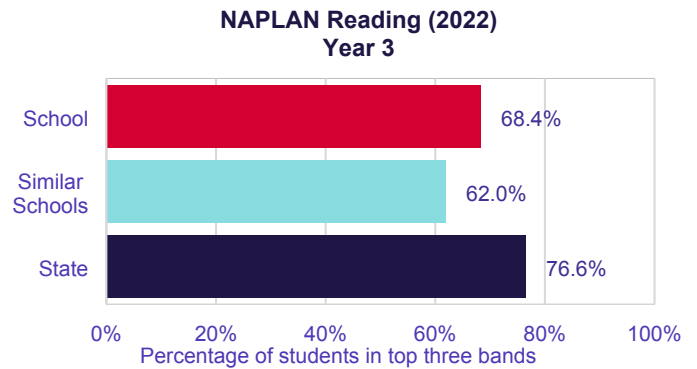
68.4%

Similar Schools average:

62.0%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

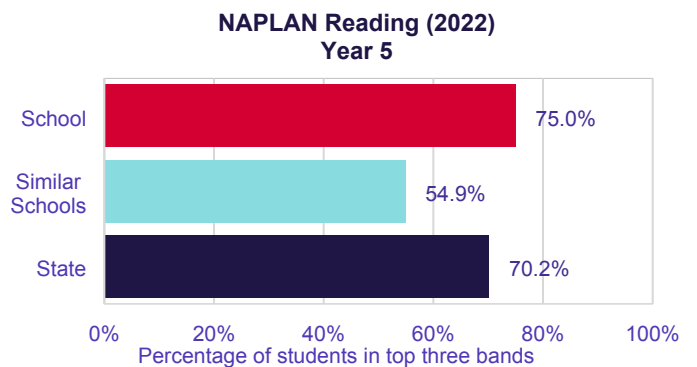
75.0%

Similar Schools average:

54.9%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

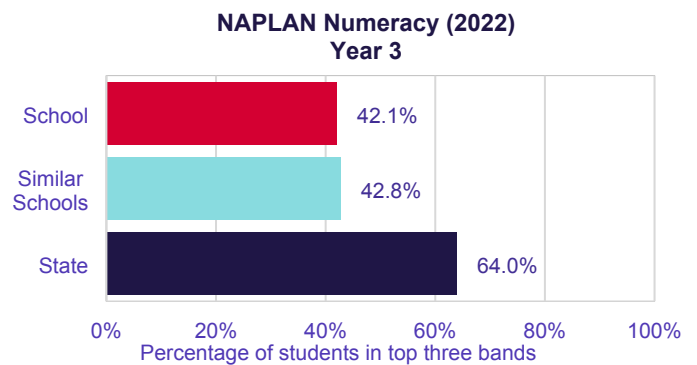
42.1%

Similar Schools average:

42.8%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

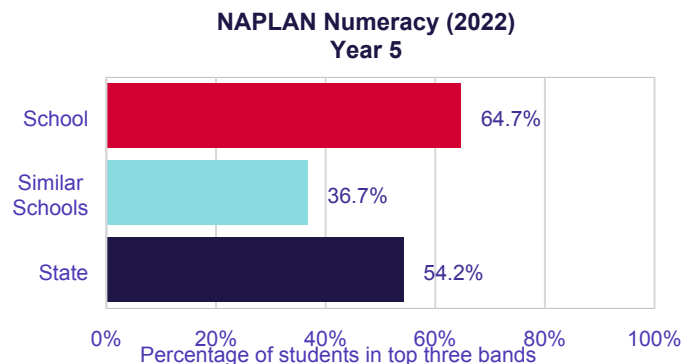
64.7%

Similar Schools average:

36.7%

State average:

54.2%



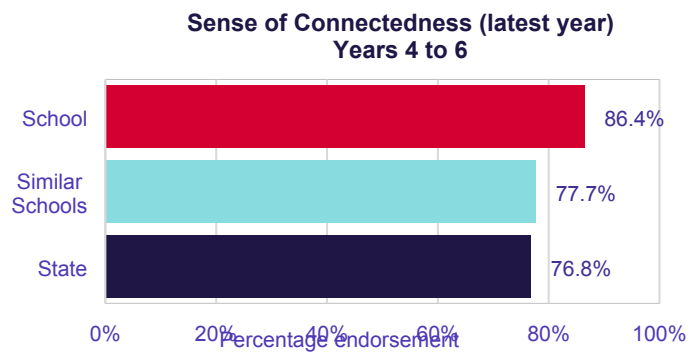
WELLBEING

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).

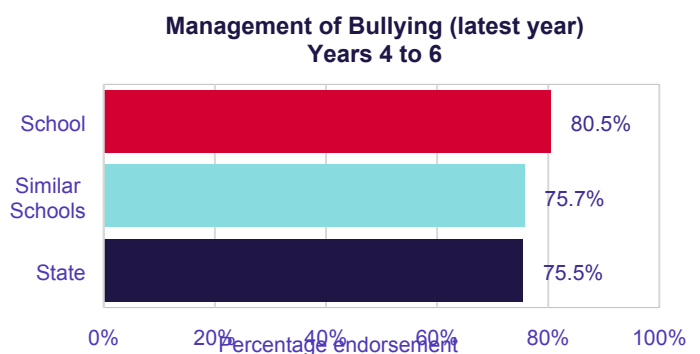
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	86.4%	81.8%
Similar Schools average:	77.7%	79.0%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	80.5%	74.7%
Similar Schools average:	75.7%	76.7%
State average:	75.5%	76.3%



ENGAGEMENT

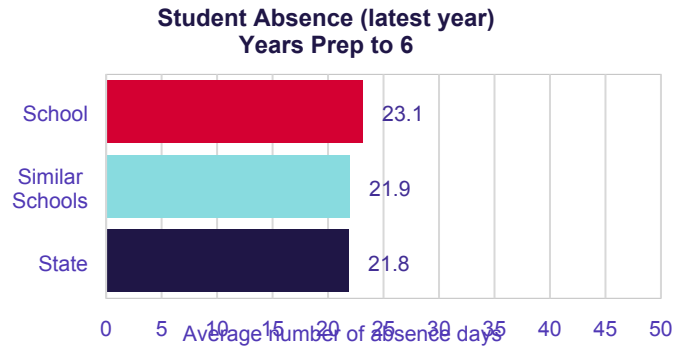
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	23.1	20.0
Similar Schools average:	21.9	21.9
State average:	21.8	20.1



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 (2024):	90%	88%	88%	88%	88%	87%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,882,359
Government Provided DET Grants	\$550,528
Government Grants Commonwealth	\$44,937
Government Grants State	\$0
Revenue Other	\$28,284
Locally Raised Funds	\$52,591
Capital Grants	\$0
Total Operating Revenue	\$3,558,698

Equity ¹	Actual
Equity (Social Disadvantage)	\$281,909
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$281,909

Expenditure	Actual
Student Resource Package ²	\$2,505,088
Adjustments	\$0
Books & Publications	\$283
Camps/Excursions/Activities	\$59,782
Communication Costs	\$8,235
Consumables	\$69,323
Miscellaneous Expense ³	\$11,372
Professional Development	\$7,323
Equipment/Maintenance/Hire	\$199,105
Property Services	\$51,592
Salaries & Allowances ⁴	\$177,902
Support Services	\$93,900
Trading & Fundraising	\$9,077
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,091
Total Operating Expenditure	\$3,220,074
Net Operating Surplus/-Deficit	\$338,624
Asset Acquisitions	\$0

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$370,750
Official Account	\$11,535
Other Accounts	\$0
Total Funds Available	\$382,285

Financial Commitments	Actual
Operating Reserve	\$119,164
Other Recurrent Expenditure	\$6,190
Provision Accounts	\$0
Funds Received in Advance	\$1,126
School Based Programs	\$6,659
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
Total Financial Commitments	\$133,139

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.