

# 2022 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 ([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 30 April 2023 at 09:17 PM by Tina Ersch (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 02 May 2023 at 02:23 PM by David Zammit (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

## 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 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. Very good attendance data and positive results from our 2022 Parent and Student Surveys confirm that our families are very connected to our school and our students are engaged in their learning. In 2022 the school's confirmed enrolment was 149 (80 males and 69 females). We are the smallest school in the Greater Dandenong Network with a total of eight classes in 2022. Student Family Occupation (SFO) was 0.6835 and we continue to be in the high range for the proportion of students who have a Language Background Other Than English (80% of students). Yarraman Oaks P.S. staff is comprised of 11 EFT teaching staff including one Principal, one Learning Support classroom teachers and specialist teachers; and 8.1 EFT non- teaching Education Support Staff roles including a Well-being Coordinator, a Librarian, an 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 gym. Our Junior and Senior Learning communities are located in BER buildings and our renovated Administration building contains our Art Room, Digital Technology Room, Library, Office, OSHC, a Meeting room, Staff Room and our Welfare Room. We have a Kindergarten and Maternal Health Nurses onsite and operate our own 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 one hour of Reading, one hour of Writing 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 program funded by the school. We have a strong focus on student welfare and supporting our families. We have an agreed whole school Health and Well-being framework and use the Zones of Regulation approach in all F-6 classrooms. This systematic approach teaches children how to regulate their 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 have continued to focus on developing clear and consistent whole school teaching and learning approaches to improve student outcomes. Student achievement levels as assessed by teachers against the Victorian Curriculum, were very pleasing. In both English and Mathematics student achievement was above similar schools, network schools and State in five out of six strands. The English and Mathematics achievement of students at or above the age expected level are:

<b>ENGLISH</b>	<b>Yarraman Oaks PS</b>	<b>Similar Schools</b>	<b>Network Schools</b>	<b>State</b>
<b>Reading and Viewing</b>	92%	76%	85%	87%
<b>Speaking and Listening</b>	99%	81%	89%	92%
<b>Writing</b>	81%	69%	79%	82%
<b>MATHEMATICS</b>	<b>Yarraman Oaks PS</b>	<b>Similar Schools</b>	<b>Network Schools</b>	<b>State</b>
<b>Number &amp; Algebra</b>	89%	70%	79%	86%
<b>Measurement &amp; Geometry</b>	91%	72%	80%	86%
<b>Statistics &amp; Probability</b>	91%	70%	78%	86%

In 2022 the Yarraman Oaks PS students completed NAPLAN testing, achieving very good results. Grade 3 students achieved above State in Writing and Reading, on par with State in Grammar and Punctuation and above network and similar schools in Reading. Grade 5 students achieved above State in Spelling and Grammar and Punctuation and Numeracy, and on par with State in Reading. The NAPLAN High Learning Gain achieved by students in Grade 3 and 5 was also very good.

being tested in Grade 3) was excellent. Students achieved well above Similar Schools, Network schools and State in Reading, Spelling, Numeracy, Grammar and Punctuation.

There were eleven students who received special funding under the Program for Students with Disability program in 2022. All funded students had an Individual Learning Plan, which was reviewed and updated with parents on a regular basis as part of Student Support Group meetings. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Plans. The learning needs of Koorie students were monitored through Individual Learning Plans as per the Marrung strategy. Individual Learning Plans were reviewed and updated with parents/guardians each term at Student Support Group meetings. 2023 is the final year of our Strategic Plan. The 2023 Annual Implementation Plan will focus on the continued implementation of successful Literacy teaching and learning approaches.

## 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.

Health and wellbeing was a focus in 2022. Staff challenges (including two Acting Principals in Semester One) and the return to onsite learning following the remote and flexible learning phases of 2021 required an even more focused nurturing and caring approach to the health and wellbeing of our school community. Consistent monitoring of student attendance and participation were followed up regularly by the classroom teachers and the Wellbeing Coordinator. The emotional and social development of all students was of high priority. This is evident in the high student attendance and the classroom and playground behaviour records being very positive. The 2022 Attitudes to School survey in the area of *Teacher-Student Relations: High Expectations for Success* was at 92%, and *Learner Characteristics and Disposition- Attitudes to Attendance* was at 82%. In 2022, following extensive staff professional development and comprehensive trials, our new whole school Health framework and the Zones of Regulation program were implemented in all F-6 classrooms.

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. Parent English Classes, Playgroup and Breakfast Club recommenced in 2022 and we were able to welcome parents and carers back onsite. 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 manage 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 is well utilised by families.

Our 2022 Parent Opinion Survey data was very positive and we hope to continue this trend in 2023.

## Engagement

Regular attendance continues to be a strong focus at Yarraman Oaks Primary School. Our Wellbeing Coordinator monitors our whole school attendance data and completes daily checks on student attendance. She also supports students and families to overcome challenges that are impacting on attendance. This includes taking action to connect families and/or students to allied health services, implementing strategies to connect students to peers and connecting students to their teachers and/or school. Our Wellbeing Coordinator works closely with both the School Leadership Team and classroom teachers and aides.

Student attendance for 2022 was very good. Overall absence rates were on par with the State, demonstrating engagement in learning and connectedness to school. However, in Semester One, COVID isolation requirements resulted in higher than usual student absences, particularly in F-2 classes. In Semester Two data student attendance data improved significantly when the COVID isolation rules were relaxed. Our "Doors open at 8:50 and learning starts at 9" slogan has been adopted by the whole school community. A large majority of students enter their classrooms at 8:50 and independently prepare for their first learning session which start promptly at 9am in all areas of the school. Staff report that students are better prepared for lessons with both the correct equipment and mindset. This is especially evident for our students with disabilities.

challenges.

The data above is clear evidence 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 - positive endorsement at 86% , above similar schools, network schools and the State. In addition, student connectedness to school is at 92%.

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## Other highlights from the school year

Following the remote and flexible learning phases of 2021, in 2022 our school community embraced the opportunity to return to onsite learning. Students were happy to reconnect with their peers and staff, and settled back into school routines smoothly. Students were excited to resume school activities such as Grade 5/6 Interschool Sport, incursions, excursions, Swimming, Breakfast Club, and our Grade 3/4 Kinder Reading Program. Staff and carers were excited to have Parent English classes, Playgroup, parenting classes, Foundation Transition sessions, and OSHC operating again. Attendance and participation in activities and events was very positive.

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## Financial performance

At the end of 2022, the annual result for Yarraman Oaks Primary School was a cash surplus. Careful and considered management of staffing levels and program budgets contributed to this surplus and led to an improved financial position for the school. 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.

Equity Funding was used to support the resourcing and staffing of a range of programs such as engaging a Wellbeing Coordinator and a Speech Therapist. In 2023 Equity Funding will also be used in this manner.

**For more detailed information regarding our school please visit our website at**  
<http://www.yarramanoaksp.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 147 students were enrolled at this school in 2022, 66 female and 81 male.

65 percent of students had English as an additional language and 5 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).

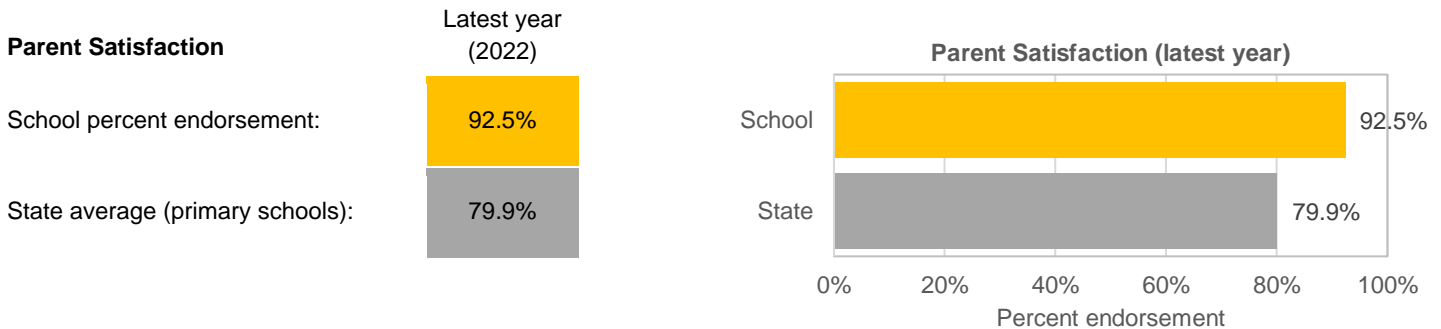
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The 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.

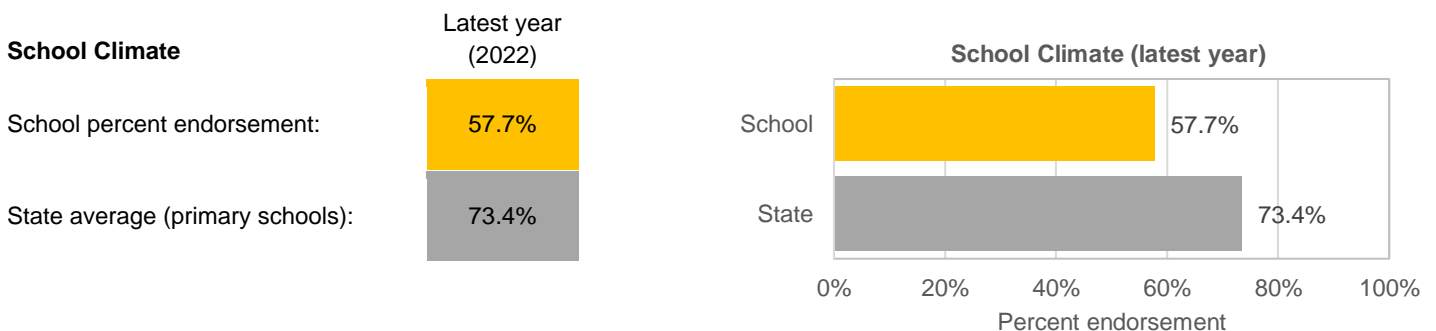


### School Staff Survey

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

School percent of students at or above age expected standards:

Similar Schools average:

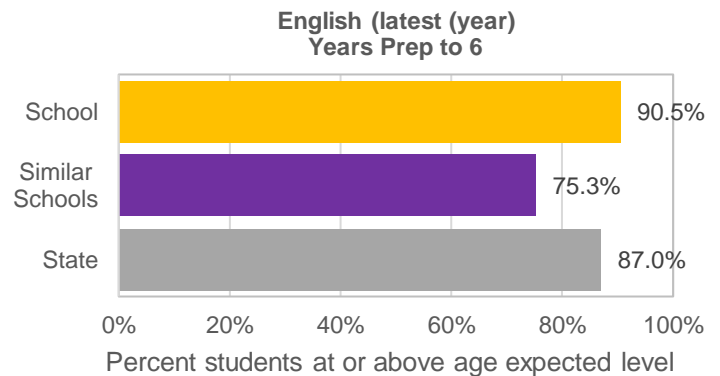
State average:

Latest year  
(2022)

90.5%

75.3%

87.0%



#### Mathematics Years Prep to 6

School percent of students at or above age expected standards:

Similar Schools average:

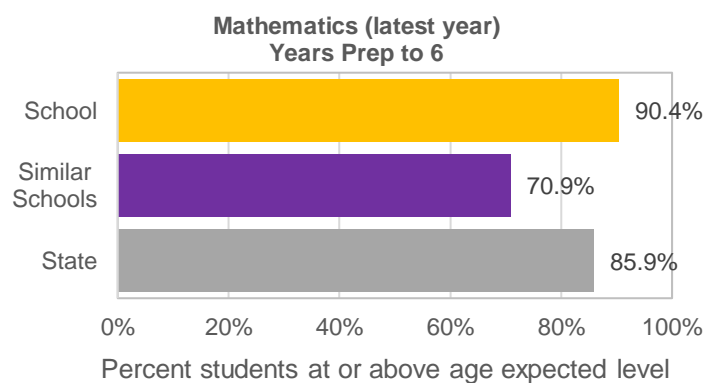
State average:

Latest year  
(2022)

90.4%

70.9%

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.

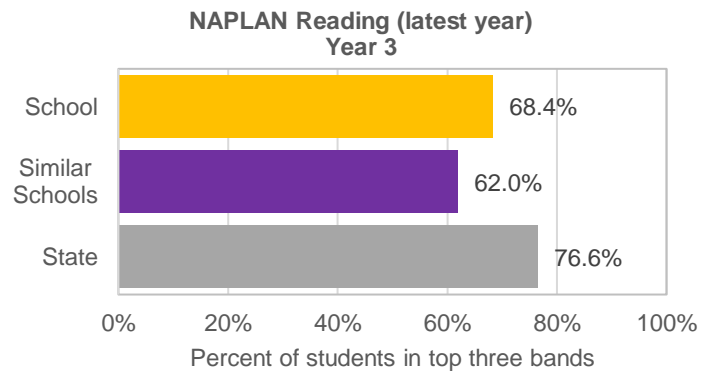
### NAPLAN

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.

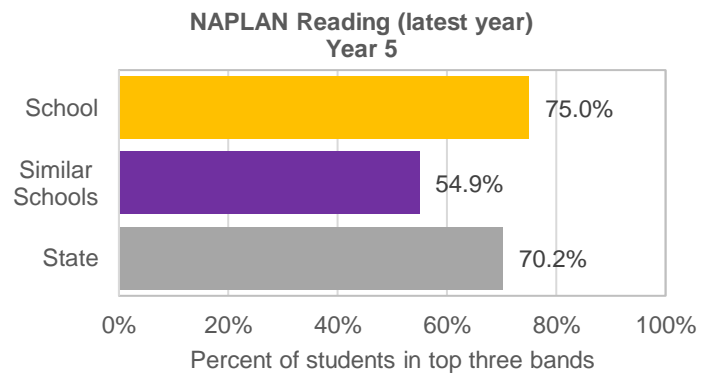
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.4%	70.9%
Similar Schools average:	62.0%	62.0%
State average:	76.6%	76.6%



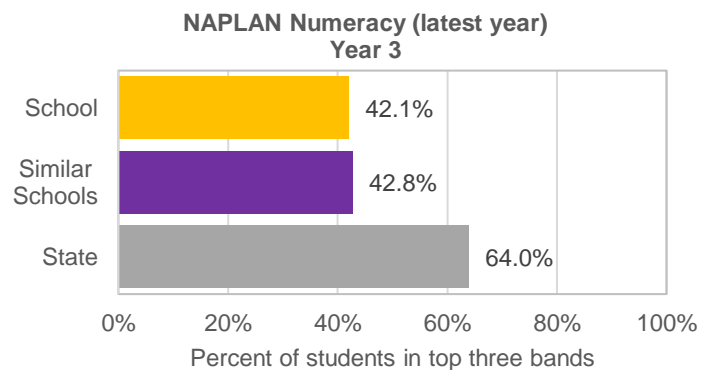
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	71.1%
Similar Schools average:	54.9%	53.2%
State average:	70.2%	69.5%



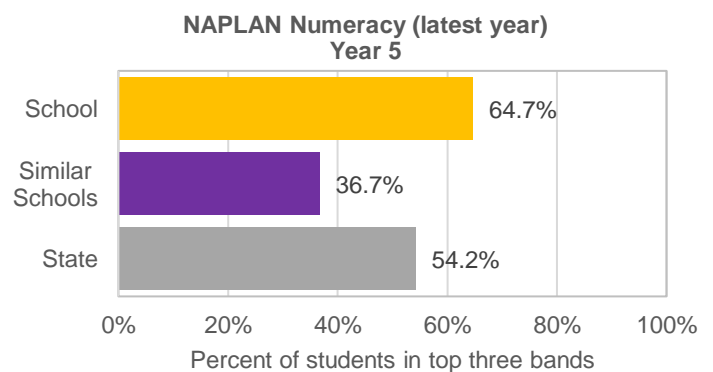
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.1%	48.1%
Similar Schools average:	42.8%	46.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.7%	52.3%
Similar Schools average:	36.7%	40.6%
State average:	54.2%	58.8%



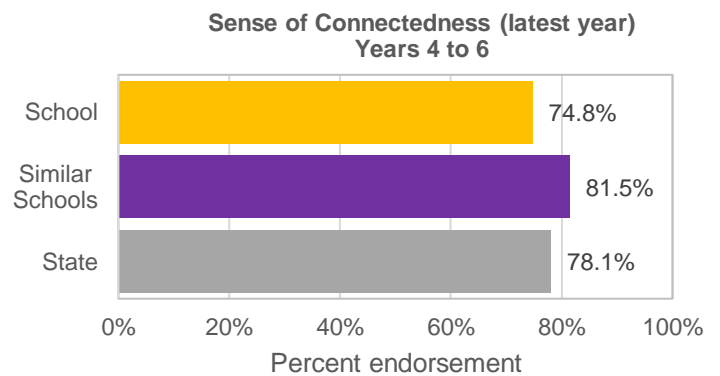
## WELLBEING

**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).

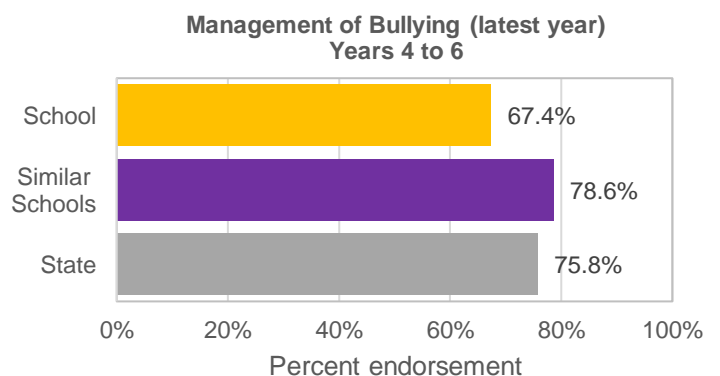
Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	74.8%	81.7%
Similar Schools average:	81.5%	82.3%
State average:	78.1%	79.5%



### 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:	67.4%	78.6%
Similar Schools average:	78.6%	80.4%
State average:	75.8%	78.3%



## ENGAGEMENT

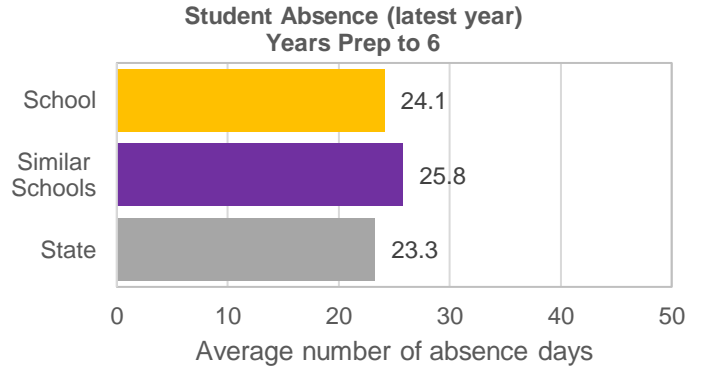
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

**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:	24.1	16.7
Similar Schools average:	25.8	20.6
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):	84%	85%	88%	88%	89%	92%	92%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,939,183
Government Provided DET Grants	\$384,223
Government Grants Commonwealth	\$43,618
Government Grants State	\$0
Revenue Other	\$15,234
Locally Raised Funds	\$58,088
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,440,346</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$267,696
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$267,696</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,919,021
Adjustments	\$0
Books & Publications	\$4,334
Camps/Excursions/Activities	\$11,443
Communication Costs	\$3,590
Consumables	\$49,134
Miscellaneous Expense <sup>3</sup>	\$8,498
Professional Development	\$2,388
Equipment/Maintenance/Hire	\$35,470
Property Services	\$68,862
Salaries & Allowances <sup>4</sup>	\$158,321
Support Services	\$60,412
Trading & Fundraising	\$6,480
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,499
<b>Total Operating Expenditure</b>	<b>\$2,349,451</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$90,895</b>
<b>Asset Acquisitions</b>	<b>\$39,710</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	\$271,739
Official Account	\$9,408
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$281,147</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$63,283
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$14,760
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	\$7,887
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$85,930</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.*