

2021 Annual Report to The School Community



School Name: Yering Primary School (1034)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 April 2022 at 05:21 PM by Deanna Cole (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 04 May 2022 at 03:52 PM by Chris Topma (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, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

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.

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.

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

Our vision: Developing independent, confident, and creative learners in an individualised learning environment. Our school values are Respect, Responsibility, Independence and Teamwork.

Yering Primary School is aiming to maximize student growth, particularly in English and Mathematics; develop inquiring, creative, and critical thinkers, while displaying resilience and respect for others and their views, opinions, and thoughts. We want all students to be respectful of others to be able to work in team situations, to become as independent as possible, and display a hunger for knowledge so that they can become lifelong learners, to be able to contribute globally in the future. Our aim is to educate the “whole child” by providing a wide variety of accessible opportunities for all children to participate in, and to nurture and empower individuals, achieving personal success in their learning. We focus on setting individual goals that relate to each student to maximize their learning, whilst giving them a voice to be able to contribute, be able to work with others in teams, and respect the rights of everyone, including themselves.

In 2021, the school staff consisted of a full-time teaching Principal, 0.8 teacher, 0.4 teacher (Tutor Learning Initiative and classroom 0.2), 2 part-time integration aides, and a 0.4 business manager. There were 16 students enrolled at Yering in 2021. There are 4 classrooms with 2 classes P/1/2/3 and 4/5/6, one computer lab and a multi purpose room used for wet weather recess times, also housing teacher resources and a student library. The school has an older portable that was purchased by the Parent Club some years ago, for the purpose of holding art lessons. There is an oval, basketball court, a covered sandpit, a cubby house that students designed and made with the help of the local Men's Shed. Yering Primary School is located on the Melba Highway near Coombe Cottage (Dame Nellie Melba's residence) and the gateway to the Yarra Valley, surrounded by farmland in a semi rural setting. The school is the hub of the community with Yering having businesses like a brussel sprout farm, a nearby B and B, some nearby wineries, a cheese factory and cafe.

Enrolments are attracted from surrounding areas - Yering, Yarra Glen, Coldstream, Lilydale, Chirnside Park, Woori Yallock and Healesville. We have some students with special needs, some students whose families have sought a small school setting, local students and some students whose parents were past students.

Framework for Improving Student Outcomes (FISO)

In 2021, one of Yering's focus was to build teacher capacity to implement a whole school scope and sequence that reflected and promoted high quality teaching and learning, build teachers' level of data literacy and capabilities to utilise assessment to teach to student point of learning need and to deepen school-wide pedagogical knowledge to ensure practice reflects a refined Yering Primary School Instructional Model. With COVID-19 home learning it was difficult to work online with students. Teaching was modified to fit home and online environments. Teaching staff found it difficult to ascertain how much home help students may have had to complete tasks that may need to be utilised for formative and summative assessment, with not all students online for all classroom teaching. Conferencing students was made more difficult being online. Teachers were able to make many items of learning suited to the student's point of learning, but it was time consuming. So building on teacher knowledge and capabilities in regards to data literacy was difficult for the aforementioned reasons.

It was more difficult to be able to continue to activate student voice, leadership and agency in their own learning while student's were home learning because planning and preparation for online learning took up much of teacher's time, whilst trying to make learning as interesting as possible under the circumstances. It was difficult to get student's working in teams to create and difficult to create opportunities to step out into the community to take on leadership roles.

Achievement

On the whole, students coped reasonably well with home learning during COVID-19. Many parents were happy to assist, but teachers and teacher aides assisted as much as possible. Teachers were able to differentiate using online resources. English teacher judgments in student achievement at the end of the year displayed that there were 60% of students at or above expected standards. It is the school's belief that this figure should be 70%, which is closer to the similar school average. Some of the students that did not meet the expected standard did not complete many tasks during home learning, have come from other schools where 'catch up' is occurring and PSD students. Mathematics teacher judgments in student achievement at the end of the year have 80% of our students at or above the expected standard. This is similar to the similar school average.

Engagement

In 2021, Yering Primary School continued to work on developing inquiring, creative, critical thinkers who engaged in and connected to their learning. Some students who had some challenges engaging in the regular school setting had trouble engaging in online home learning. The average number of absence days for our school was 23.5, which is considerably higher than the average for similar schools. The 4 year average for student absences is close to the average for similar schools.

Teachers accommodated absences by having fun 'specialist' subject learning days, family assemblies, limiting learning areas to Maths and English, and setting up an engaging activity to start each day. Some students were encouraged to attend the school to ensure engagement in their learning. Teachers provided stimulating and creative learning, small group learning where students could engage with each other and discuss their learning and thinking. When students were able to return to school, teachers used the first week back to ease students into onsite learning by providing many engaging activities, as well as aid students to work with each other again, especially in the playground. Teachers were making phone calls and sending emails to parents of students who were absent from home learning 'start of the day's activities, class meetings, and assemblies, as we would if we were onsite. Once onsite again, students were followed up in the usual way. If a family did not contact the school regarding an absence, then staff would contact the family. There were some students who found it difficult to return to school after home learning. Staff from the health, wellbeing, and specialist services were sought to help develop a staggered return to school. The staff allowed students to settle back into school before administering assessment tasks.

Wellbeing

In 2021, Yering Primary School's continuation to develop resilient students who display growth mindsets, and behaviours and attitudes that reflect the school values was hindered by COVID-19 for some students. Most of our students were logging on to online home learning during COVID-19 which reflected the following school values - responsibility, respect and independence. WebEx meetings were timetabled for some students who required to touch base more frequently than others. Staff made themselves available to talk to parents and students on the phone. Weekly assemblies were timetabled, as were items of learning that students enjoy, as well as physical and outdoor activity. Some students came to school because they fitted the criteria around wellbeing. Our sense of connectedness from Years 4-6 is 97%, considerably higher than similar schools average, with the 4 year average the same. Grade 4-6 school management of bullying is similar to the similar school average for 2021, but considerably higher than the State average, where the 4 year average is considerably higher than the State average and the similar school average.

Finance performance and position

Yering Primary School finished the year with an \$11155 surplus, with a contribution of \$2860 being made to the Tutor Learning Initiative Program for 2021, leaving the school with an \$8295 surplus. We allotted and spent a sum of money

for school maintenance for 2020, but due to COVID some items have had to roll over to 2021. The school had some plumbing works and maintenance completed during 2020, with re-keying and locks to be completed for the whole school in 2021, as well as some other building maintenance and play area such as playground and basketball court resurfacing. Sources of funding included equity funding, minimal fundraising due to COVID-19 and some DET grants such as student welfare. The school received some Sporting Schools funding to allocate to sporting events, training and tutoring.

For more detailed information regarding our school please visit our website at
<http://www.yeringps.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 17 students were enrolled at this school in 2021, 10 female and 7 male.

0 percent of students had English as an additional language and 0 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).

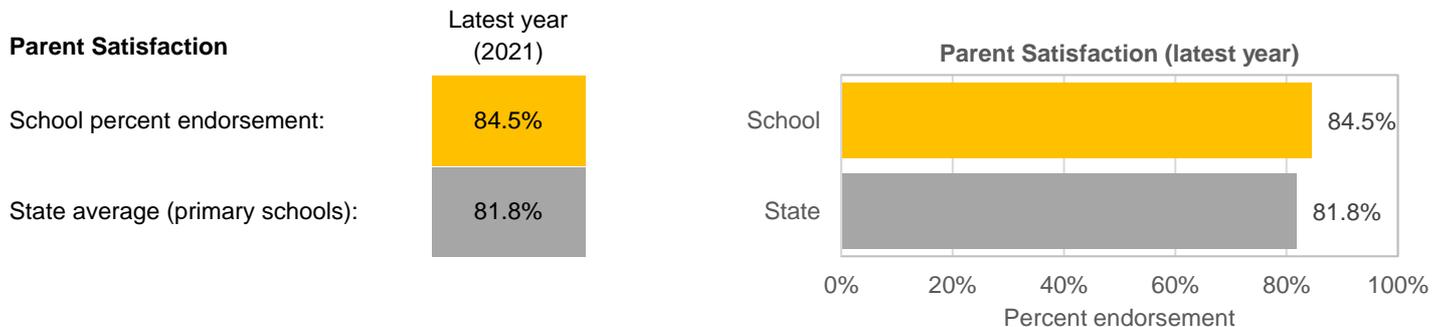
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

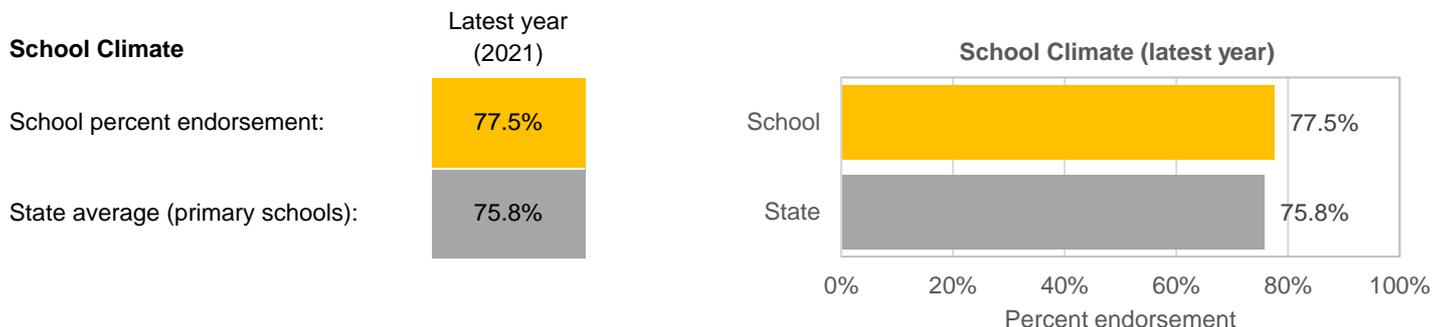


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

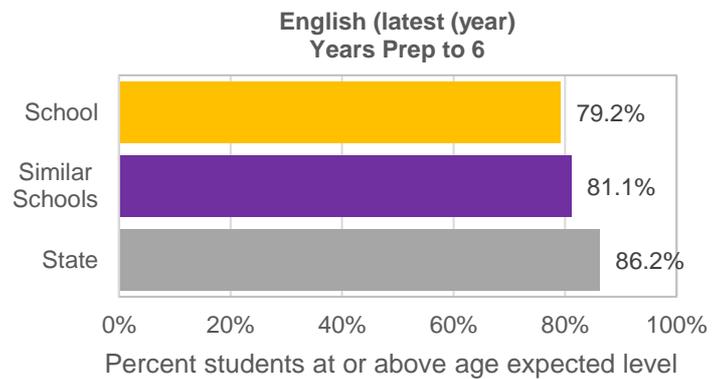
79.2%

Similar Schools average:

81.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

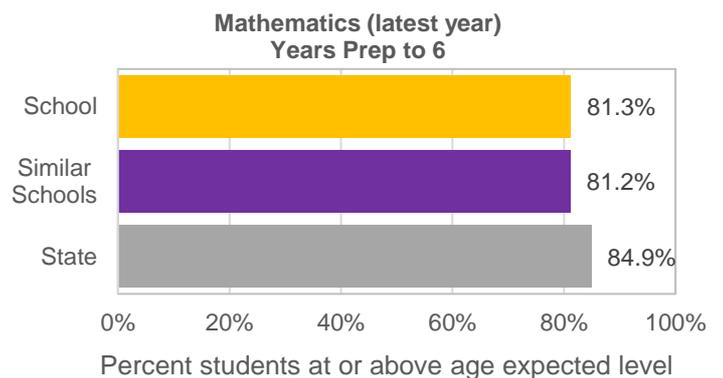
81.3%

Similar Schools average:

81.2%

State average:

84.9%



ACHIEVEMENT (continued)

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

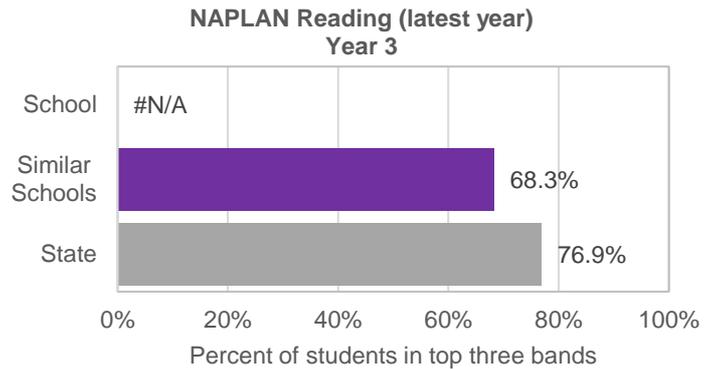
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

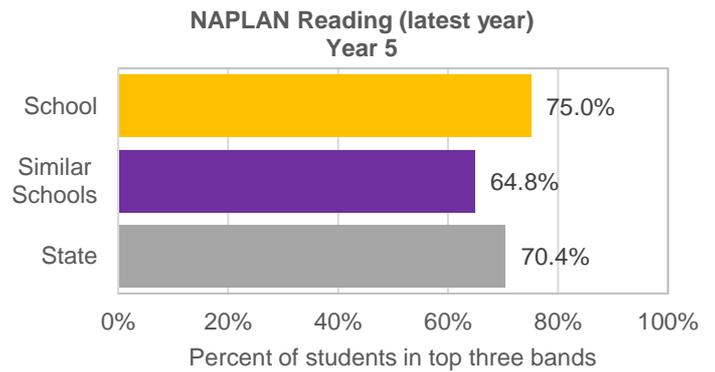
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	57.1%
Similar Schools average:	68.3%	67.3%
State average:	76.9%	76.5%



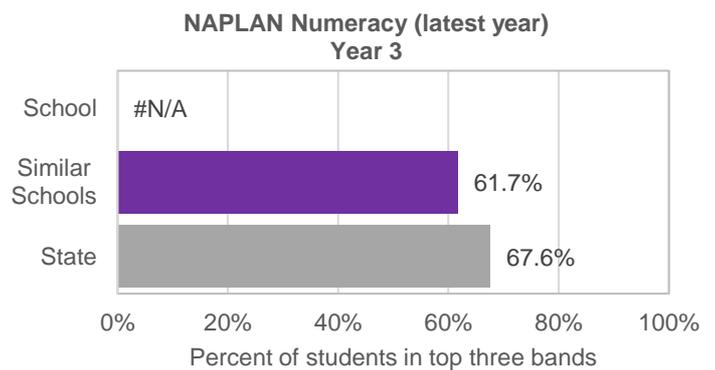
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	55.6%
Similar Schools average:	64.8%	58.5%
State average:	70.4%	67.7%



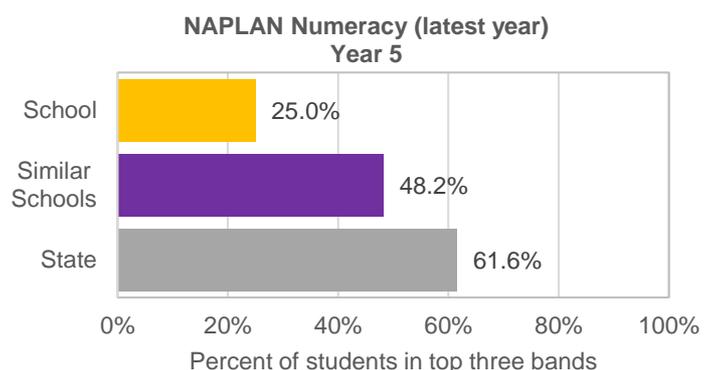
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	71.4%
Similar Schools average:	61.7%	65.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	33.3%
Similar Schools average:	48.2%	48.7%
State average:	61.6%	60.0%



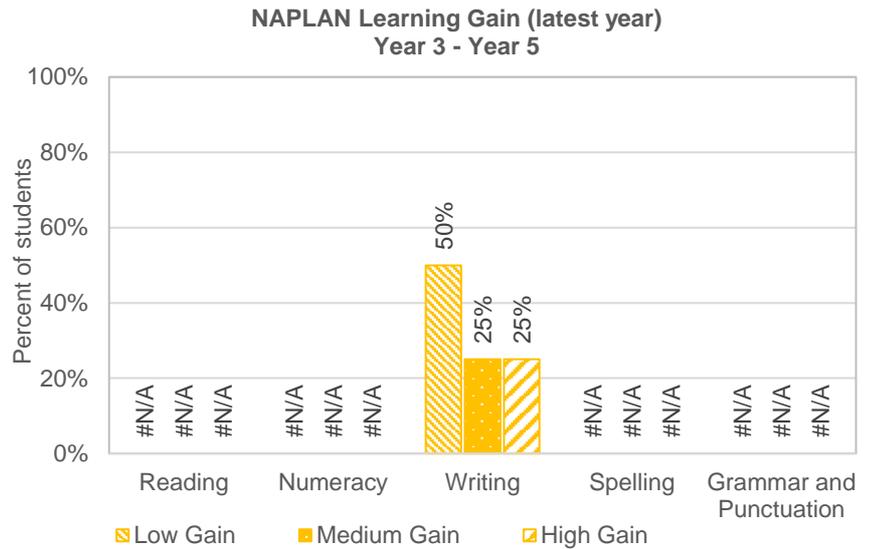
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	19%
Numeracy:	NDP	NDP	NDP	14%
Writing:	50%	25%	25%	12%
Spelling:	NDP	NDP	NDP	16%
Grammar and Punctuation:	NDP	NDP	NDP	25%



ENGAGEMENT

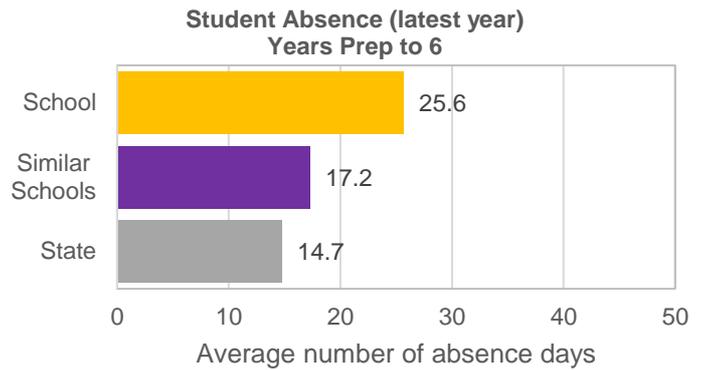
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	25.6	21.5
Similar Schools average:	17.2	17.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDP	NDP	NDA	NDP	NDP	91%	81%

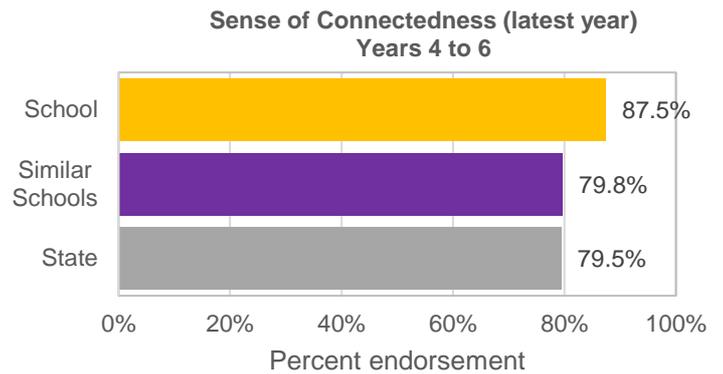
WELLBEING

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 (2021)	4-year average
School percent endorsement:	87.5%	92.9%
Similar Schools average:	79.8%	79.4%
State average:	79.5%	80.4%

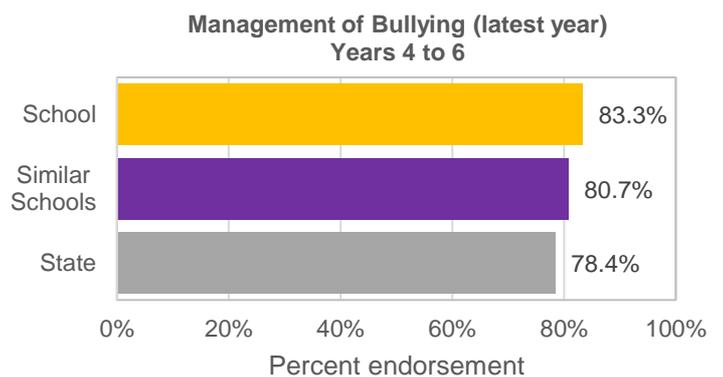


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	83.3%	87.3%
Similar Schools average:	80.7%	80.3%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$332,435
Government Provided DET Grants	\$75,015
Government Grants Commonwealth	\$3,000
Government Grants State	\$0
Revenue Other	\$8,180
Locally Raised Funds	\$4,326
Capital Grants	\$0
Total Operating Revenue	\$422,955

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,781
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,781

Expenditure	Actual
Student Resource Package ²	\$342,285
Adjustments	\$0
Books & Publications	\$104
Camps/Excursions/Activities	\$5,159
Communication Costs	\$824
Consumables	\$5,072
Miscellaneous Expense ³	\$123
Professional Development	\$796
Equipment/Maintenance/Hire	\$7,428
Property Services	\$19,015
Salaries & Allowances ⁴	\$8,668
Support Services	\$160
Trading & Fundraising	\$2,047
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,122
Total Operating Expenditure	\$396,803
Net Operating Surplus/-Deficit	\$26,152
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 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$115,562
Official Account	\$3,239
Other Accounts	\$0
Total Funds Available	\$118,801

Financial Commitments	Actual
Operating Reserve	\$10,000
Other Recurrent Expenditure	\$576
Provision Accounts	\$0
Funds Received in Advance	\$6,084
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,137
Repayable to the Department	\$9,850
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$115,647

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.