

2017 Annual Report to the School Community



School Name: South Yarra Primary School

School Number: 583

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





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 over 160 years. The present enrolment of 420 students comprises 187 girls and 233 boys in 19 classes. The students enrolled are from a DET designated neighbourhood boundary enrolment area. 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 is a Literacy and Numeracy based school. We are committed to excellence across the whole curriculum with our entire leadership and teaching team committed to high quality outcomes. Our explicit teaching and learning program has a focus on individual students, with the school structured intentionally to maximise learning opportunities for our population of children from a wide variety of backgrounds. We also provide a wide variety of extra-curricular programs for our students. Our school operates under a strong set of values that are supported by our community, with student wellbeing a high priority and intervention made available for all students who require it. We actively promote student leadership as a feature across all year levels.

The staff profile consists of: 2 Principal Class, 24 teachers and 6 Education Support Staff. The school has a highly professional and committed group of teachers and Education Support personnel whose many skills, attributes and experience provide an innovative, challenging and supportive learning environment for students. The model of collaborative decision-making and distributed leadership underpins and enriches the collective responsibility staff have for the effective operation of this school.

The school is strengthened by the value placed on community by students, families, staff, local residents and businesses. It enjoys a high level of involvement and support from parents and the home-school partnership is highly valued. South Yarra Primary School is also the first primary school to have a triple portable modular of 6 classrooms, which will enable greater flexibility and capacity for purposeful teaching.

Framework for Improving Student Outcomes (FISO)

SYPS has a reputation for high standards in Literacy and Numeracy with outcomes well above the State mean and similar schools with a similar socio-economic profile. Due to the high standards, SYPS focuses on ‘Building practice excellence’ as an outcome of the report to target the improvement in learning growth for each student. We also focus on ‘Building leadership teams’ to build the leadership capacity of staff, and undertook a change in leadership structure in order to align with the School Strategic Plan.

Achievement

Student achievement in English and Mathematics in 2017, based on assessment against the Victorian Curriculum, continued to be above the state median with 98% of students achieving at C or above.

In 2017, our Year 3 results indicated our students achieved substantially above the national standard in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Our Year 5 results indicated our students achieved substantially above the national standard in Reading, Spelling, Grammar and Punctuation, and Numeracy.

Our school results are well above the results for similar primary schools in our network.

To maintain high levels of student learning, teachers participate in ongoing, targeted professional development in situ. Teachers work collaboratively in year levels to plan ‘support and enrichment’ programs using fluid groupings in response to



differing student needs based on a range of assessment strategies. Moderation of student work samples continued within and across year levels and network.

Engagement

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

The school maximises student motivation and connectedness through school transitions and whole school endeavours.

To accommodate diverse interests, students are offered a broad range of extra curricula activities, including Swim Squad, Hello Music - Orchestra, GATEWAYS, Lego, Hot shots Tennis, an extensive sport program including Seda Sports and Basketball, LEGO Club, Coding Club, Garden Club, Running and walking Club, Lunchtime Library and a Snow Sports Camp.

Student voice is a strength within our school, enabled through Junior School Council for Prep to Year 6 students, along with extensive opportunities for student leadership roles. Class meetings and a range of classroom responsibilities empower students and engage them in the school and community.

Achievements are celebrated through classroom affirmations, award presentations at assemblies and in the school newsletter.

Wellbeing

The results obtained from the Attitude to Schools Survey in 2017 indicate a pleasing level of students' connectedness to school. The results are consistently positive over the four year average. South Yarra Primary School students scored highly in the following areas – high expectations for success, advocate for school, self-regulating and motivation and interest.

Programs such as Respectful Relationships, Better Buddies and You Can Do It, along with student leadership will continue to place emphasis on inclusion and positive values.

The school focuses on providing all children with a safe and positive learning environment. A whole school approach to student welfare has been developed through the continuation of strong student welfare support, professional development of staff and consistent behaviour management of students. Our Student Code of Conduct and Child Safe Standards documentation were updated during 2017. Emphasis has been placed on the development of student wellbeing programs to enhance leadership skills, respectful relationships, social skills, self-esteem, valuing difference and resilience.

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



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 366 students were enrolled at this school in 2017, 181 female and 185 male.</p> <p>26 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>52%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>68%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>52%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>57%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	60%	20%	Numeracy	36%	52%	12%	Writing	18%	68%	14%	Spelling	35%	52%	13%	Grammar and Punctuation	26%	57%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	60%	20%																							
Numeracy	36%	52%	12%																							
Writing	18%	68%	14%																							
Spelling	35%	52%	13%																							
Grammar and Punctuation	26%	57%	17%																							



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="550 907 1037 1008"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	92 %	94 %	94 %	93 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	92 %	94 %	94 %	93 %	92 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p> Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p> Lower</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

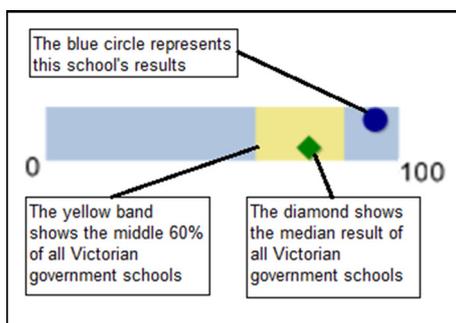
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

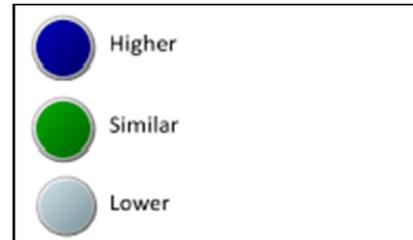


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,568,807	High Yield Investment Account	\$8,983
Government Provided DET Grants	\$323,646	Official Account	\$34,727
Government Grants Commonwealth	\$10,218	Other Accounts	\$62,321
Government Grants State	\$4,500	Total Funds Available	\$106,030
Revenue Other	\$3,455		
Locally Raised Funds	\$431,632		
Total Operating Revenue	\$3,342,258		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,466,946	Operating Reserve	\$10,000
Books & Publications	\$814	Revenue Received in Advance	\$46,543
Communication Costs	\$6,260	Asset/Equipment Replacement > 12 months	\$27,487
Consumables	\$95,013	Capital - Buildings/Grounds incl SMS>12 months	\$15,000
Miscellaneous Expense ³	\$228,915	Maintenance -Buildings/Grounds incl SMS>12 months	\$7,000
Professional Development	\$13,787	Total Financial Commitments	\$106,030
Property and Equipment Services	\$240,911		
Salaries & Allowances ⁴	\$124,552		
Trading & Fundraising	\$18,695		
Travel & Subsistence	\$360		
Utilities	\$20,433		
Total Operating Expenditure	\$3,216,686		
Net Operating Surplus/-Deficit	\$125,572		
Asset Acquisitions	\$10,673		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

At the end of the 2017, South Yarra Primary School was in a sound financial position and carried forward a surplus into 2018 to support planned projects. Competent financial management and strong support from families in the school community provided the flexibility and opportunity to resource the delivery of quality learning programs and complete designated maintenance. During 2017, the school allocated resources to upgrade the phone system; install carpet in 2 classrooms; and purchase new furniture for 3 classrooms. Our fundraising activities in 2017 were successful



and raised \$18,291. These funds were used to support the ICT program, the purchase of new library books and earmarked for future grounds development. After and Before School Care program arrangements were renegotiated and this generated significant revenue increases. Our After and Before School Care program continues to build and the enrolments are steadily increasing. The school received \$5000 in equity funding and these funds were used to support our numeracy program.

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.