

2023 Annual Report to the School Community

School Name: Yinnar South Primary School (2730)



- 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 26 April 2024 at 02:59 PM by Sarah Lonnie (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2024 at 03:23 PM by Corey Darby (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

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

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

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

About Our School

School context

Yinnar South Primary School is a gorgeous rural school in the Latrobe Valley in Gippsland, 165 kms east of Melbourne, nestled in the Jeeralangs Hills 12 kms south of the township of Churchill. The grounds include 2 playgrounds, a functioning vegetable garden, chicken coop, basketball court, sandpit, rocked play and slide space and vast outdoor learning spaces. Students travel from the surrounding areas to attend Yinnar South Primary School and are driven by parents to school, many students make use of the Before and After School Care service provided by TheirCare in the Yinnar South Hall. This space is where our cooking sessions are held. Our extensive grounds have a variety of different spaces for our students to interact with their environment. We grow a variety of fruit including plums, apples, passionfruit, raspberries, blueberries and seasonal vegetables are also grown in the garden which our students enjoy growing, harvesting and then cooking.

The staff at Yinnar South Primary School are enthusiastic and passionate and committed to ensuring that every child is catered for. The 2023 enrolment was 30 students, current SFOE index is 0.500. These students are split across a P-2 Junior grade and a 3-6 Senior Grade. The students are supported by 2 Teachers, a Teaching Principal, 2 Education Support Staff Members and 2 Specialist Teachers. We offer the following subjects as specialist subjects for our students Cooking, Connection with Country (including Gardening), Art, Science, Physical Education and MARC Van. We have a Therapy Dog, Winnie who is onsite every day to support our students.

We offer a safe and inclusive education for all of our students, we are proud of our history and our community. Our school aims to consistently encourage lifelong learners who are equipped with the social and academic skills necessary to empower and prepare them for life beyond primary school. Throughout all of our learning we foster a community spirit. Our Values are WISE - We are Workers, Independent, Safe and Engaging Learners! We supports all students within our school, 'to start, to try and to not give up!'

Progress towards strategic goals, student outcomes and student engagement

Learning

Improving students learning in Literacy and Numeracy across the school in 2023 was a continued focus, ensuring that there was an increase in students achievement who were at or above the expected level in teacher judgements at the end of the year.

The key reading strategies of: Phonics, Fluency, Language Comprehension and Vocabulary were a clear focus across the school in both the Junior and the Senior Classrooms. Utilising an explicit and sequential approach to teaching children to read, write and spell in the Junior Room ensures that when our students reach the Senior Room, they are more than prepared to becoming skilled readers. Increased engagement in reading through decodable texts both fiction and non fiction supports all students to acquire knowledge through different mediums. MultiLit Intervention sessions are 1:1 sessions with a trained MultiLit Education Support Tutor at the students point of need. Reading, critical thinking, asking questions and discussions are all key parts of the learning Literacy blocks at Yinnar South Primary School.

The mathematical skills of: Number and Algebra and Mathematical Understanding across grade levels were a clear and consistent focus across the school in 2023. Across the Junior and Senior Grades we focused on working together, learning together and counting together. Teachers used a clear and consistent vocabulary that was clearly displayed in the classroom, students were encouraged to explore and connect their learning with the real world. Students were encouraged to focus on using hands on learning as well as problem-solving tasks, students work together and share thinking as well as where needed utilise digital technologies to solve tasks.

It is pleasing to note that in both Literacy and Numeracy 89% of students at Yinnar South Primary School achieved at or above the expected level of results for their year level at the end of the year.

Wellbeing

Yinnar South Primary School uses the School Wide Positive Behaviour Support (SWPBS) across our school. Staff have clearly defined high expectations of our students with behaviour and for our learning spaces, staff continually reinforce these positive behaviours through a system of acknowledgements, recognition and explicit feedback. The SWPBS is tiered, offering different levels of support based on individual student needs. This ensures that all students are catered for based on their needs and specific behaviour challenges.

Our staff takes collective responsibility for all students and therefore discusses and plans for the wellbeing and support for all students. Each staff member ensures that they understand what each student needs and how they can provide the level of support needed to ensure that the student can thrive in the school environment. Continual staff professional development focussing on effectively monitoring and implementing SWPBS strategies in the school ensure all students are supported and all parents are communicated with.

Yinnar South Primary School has a Wellbeing Therapy Dog "Winnie" who is a permanent member of staff, Winnie is at school every day. She is in the classrooms supporting students, being close to them and providing them with a calming influence when needed. In 2023 we also had a School Chaplain for 2 days a week to provide support to members of the school community and students. Yinnar South Primary School also ran a free community playgroup each week, connecting our community members and our families with our school - this proved to be a great success and one we look forward to continuing into 2024.

Engagement

We have seen a consistent approach to attendance across Yinnar South Primary School in 2023 which our families and students have supported across the year. Our attendance rate was above state average students are Sense of Connectedness was above state average.

Students are engaged with their learning through differentiated learning tasks and feel connected with all teaching staff across both Junior and Senior classrooms and specialist areas. Students choose acknowledgements that are personal to them for their SWPBS acknowledgement charts and a staff member in the school community whom they would like to complete it with.

Yinnar South Primary School has a proud cooking heritage and throughout 2023 this has continued to have been instilled back into the students. Mixed groups cooking family recipes, sharing stories and passing along tips and tricks has been a highlight of the year. This connection to family has been an engager for our families to Yinnar South Primary School.

A number of community barbeques for our families across the year has engaged our families and communities members through markets and supported our school through fundraising efforts as well. These events promote our small school in our community and raise much needed funds for our school, for sports equipment and books for our library, which the students enjoy reading.

Other highlights from the school year

Students in 2023 enjoyed participating in a range of learning opportunities for both junior and senior students.

The students enjoyed participating in a range of sporting events against other schools and districts as Yinnar South Primary School is an active participant in the Yinnar & District Athletic Sports Day. The school also competes in Basketball, Netball, Tennis tournaments and Cross Country. Swimming Lessons are run out of the newly installed Gippsland Regional Aquatic Centre in Traralgon.

We had a number of visiting incursions support the learning of our students throughout the year and our Senior students enjoyed 2 camps, the first to Melbourne with other small schools around Gippsland and the second to Sovereign Hill with a neighbouring local primary school. Both of these camps were very successful learning experiences and the students enjoyed them immensely.

Financial performance

Yinnar South Primary School started 2023 with a deficit of \$18 579. This deficit did not affect the level of support for programs of learning that our students participated in across 2023. As of the end of the year, the school finished with a surplus of \$33 018. The school finished with an operating surplus of \$151 602.

For a small school Yinnar South is very well resourced with a number of purchases across the year to support our students in Literacy with MultiLit resources being purchased along with professional development of staff a priority with The Writing Revolution Professional Learning Course. Further purchases of ipads and laptops to ensure our students are well resourced and kept up to date.

The Bushfire Vegetation Clearance Grant supported the school to make significant upgrades to our outdoor spaces with our sensory space upgraded to a rocked play and slide space. This work will continue into 2024.

Latrobe City Council Gaming Grant was received in late 2023 to install a GaGa Pit into the grounds of the school for our school community to enjoy - the installation and purchase of the GaGa pit was fully funded by the grant.

For more detailed information regarding our school please visit our website at
<https://www.yinnarsthps.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 28 students were enrolled at this school in 2023, 10 female and 18 male.

0 percent of students had English as an additional language and 14 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).

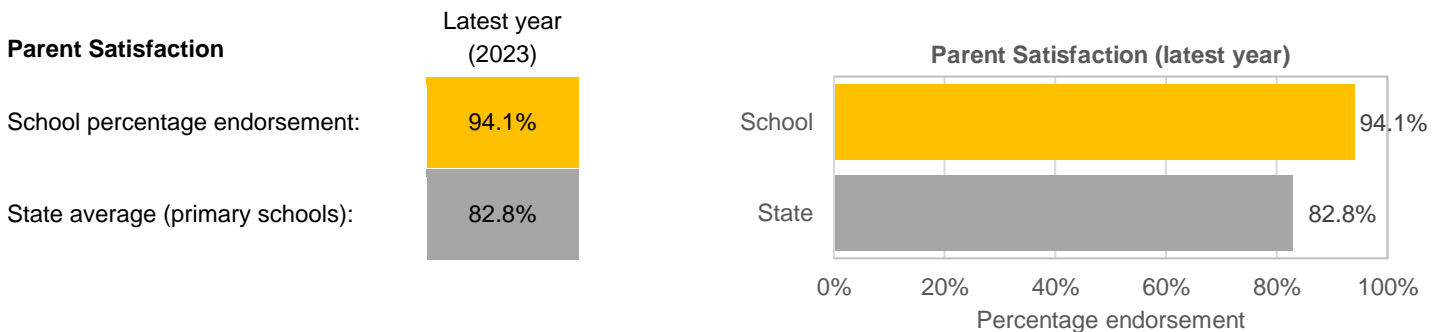
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

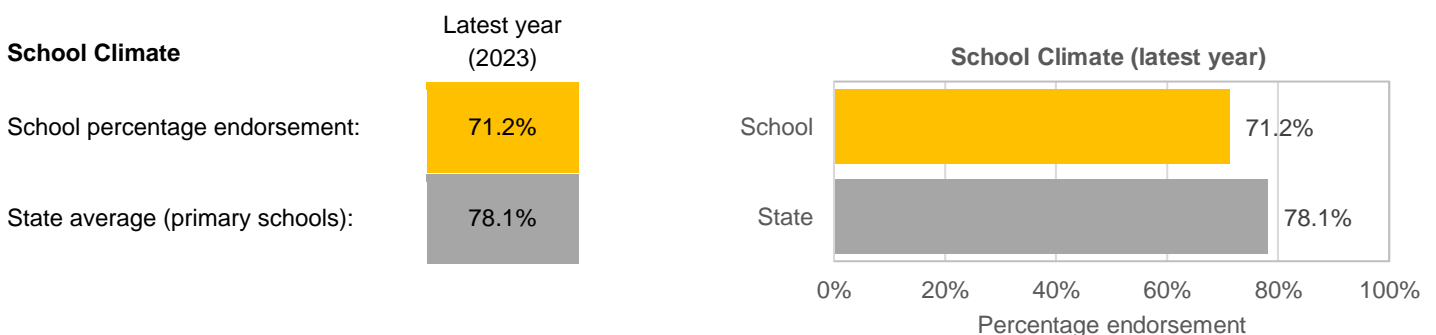


School Staff Survey

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
(2023)

School percentage of students at or above age expected standards:

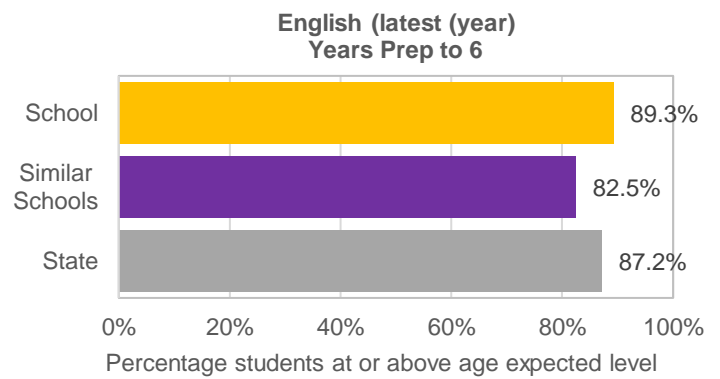
89.3%

Similar Schools average:

82.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

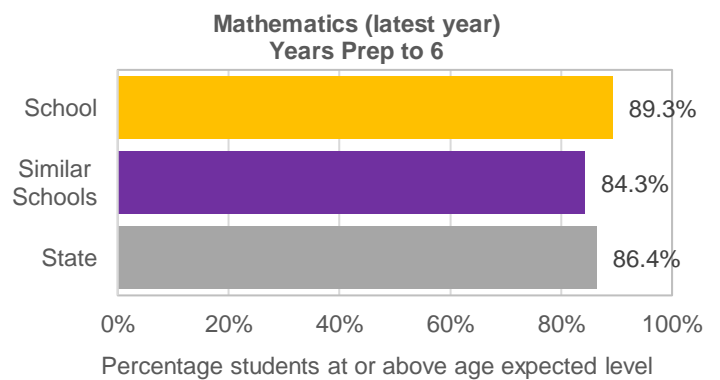
89.3%

Similar Schools average:

84.3%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

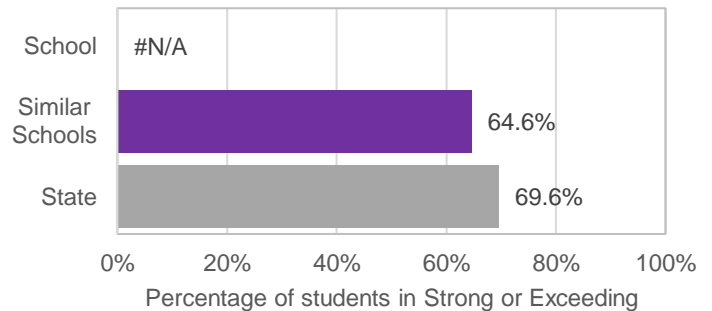
Similar Schools average:

64.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.3%

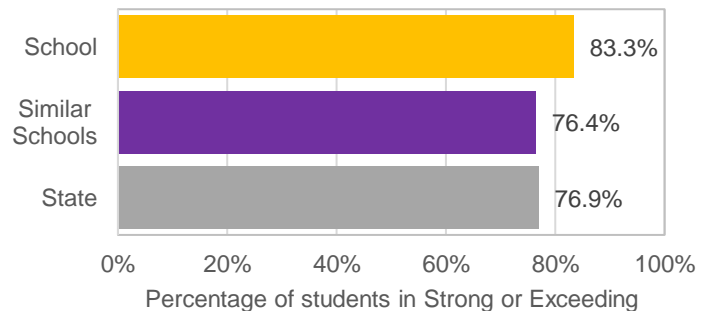
Similar Schools average:

76.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

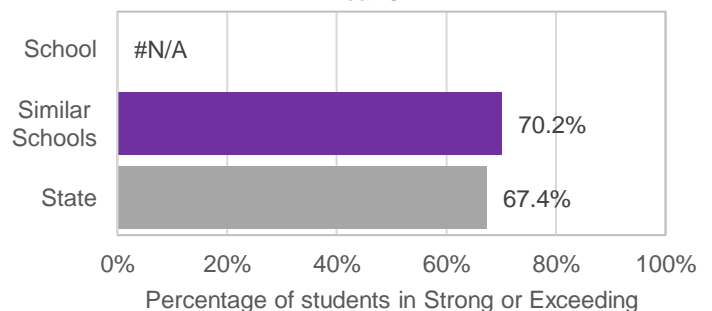
Similar Schools average:

70.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

100.0%

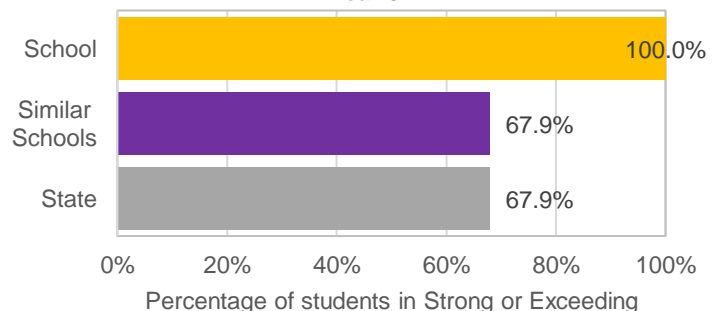
Similar Schools average:

67.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

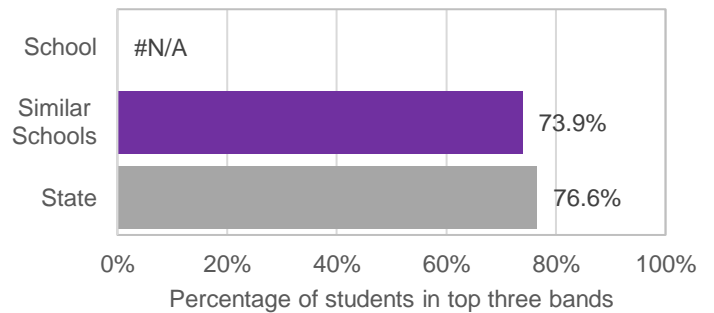
Similar Schools average:

73.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDA

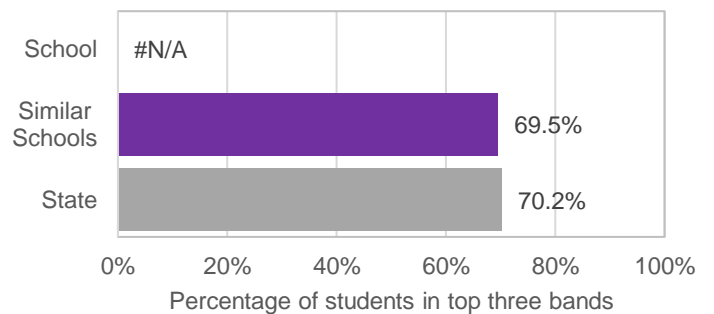
Similar Schools average:

69.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

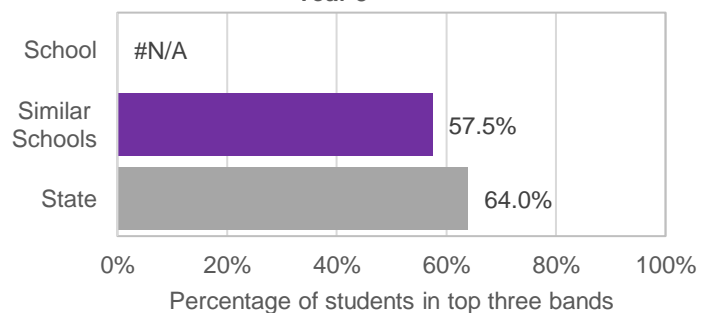
Similar Schools average:

57.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDA

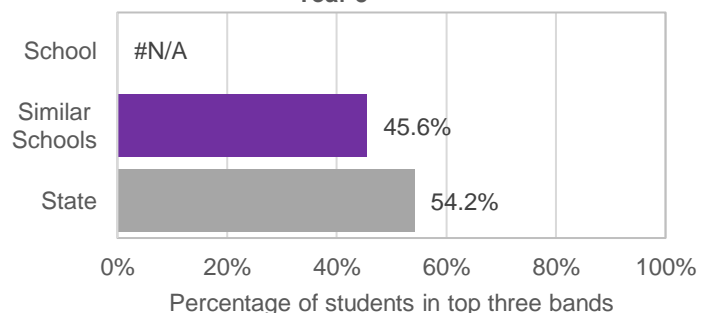
Similar Schools average:

45.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

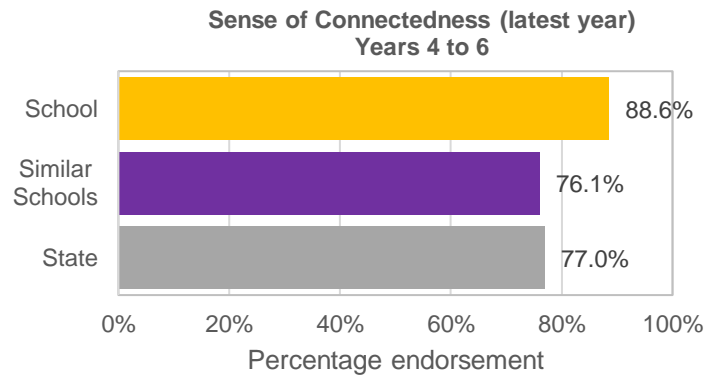
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	88.6%	76.7%
Similar Schools average:	76.1%	78.5%
State average:	77.0%	78.5%

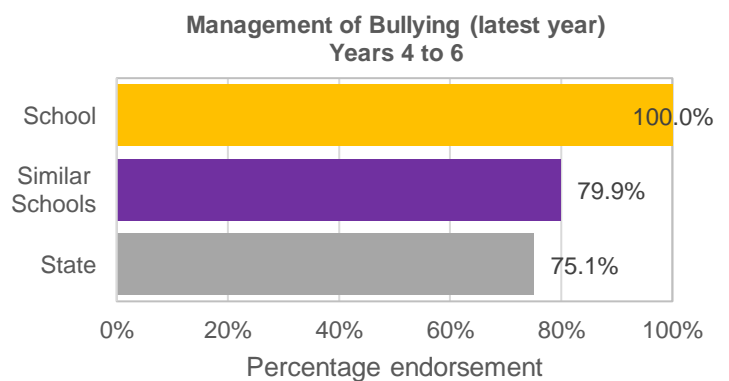


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	100.0%	84.6%
Similar Schools average:	79.9%	81.7%
State average:	75.1%	76.9%



ENGAGEMENT

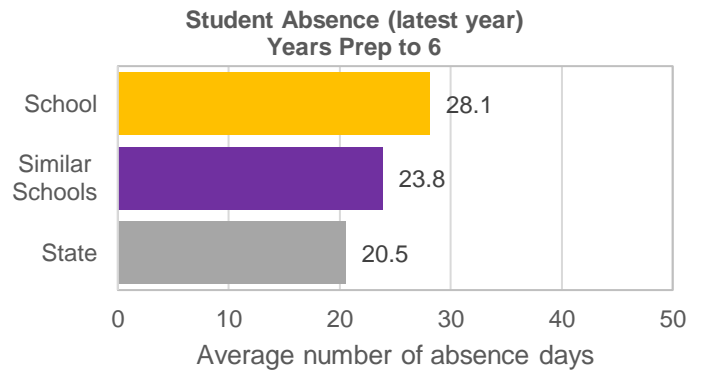
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	28.1	23.4
Similar Schools average:	23.8	20.0
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	85%	89%	NDP	NDP	82%	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$521,246
Government Provided DET Grants	\$310,484
Government Grants Commonwealth	\$2,057
Government Grants State	\$0
Revenue Other	\$20,758
Locally Raised Funds	\$10,168
Capital Grants	\$0
Total Operating Revenue	\$864,713

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,301
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,301

Expenditure	Actual
Student Resource Package ²	\$486,079
Adjustments	\$0
Books & Publications	\$270
Camps/Excursions/Activities	\$6,379
Communication Costs	\$1,677
Consumables	\$15,937
Miscellaneous Expense ³	\$3,749
Professional Development	\$7,571
Equipment/Maintenance/Hire	\$41,081
Property Services	\$70,063
Salaries & Allowances ⁴	\$39,905
Support Services	\$42,125
Trading & Fundraising	\$44,331
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,013
Total Operating Expenditure	\$766,180
Net Operating Surplus/-Deficit	\$98,533
Asset Acquisitions	\$32,168

- (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 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$140,356
Official Account	\$11,246
Other Accounts	\$0
Total Funds Available	\$151,602

Financial Commitments	Actual
Operating Reserve	\$37,461
Other Recurrent Expenditure	\$4,149
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$8,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$59,610

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.