

2021 Annual Report to The School Community



School Name: Yarra Junction Primary School (3216)



- 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.

«PrincipalSignDescription»

- 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

«PresidentSignDescription»

About Our School

School context

Yarra Junction Primary School is a co-educational Primary School located in the Yarra Valley, 65.8 km North-East of Melbourne CBD. At Yarra Junction Primary School we care, we inspire and we achieve.

Our vision for all students is to achieve academic excellence through our belief that all students can and will achieve. The school values that our school community embraces are: High Expectations, Respect, Resilience and Collaboration. We embrace learning links that are informed by the Curriculum capabilities; Apply Best Effort, Curious Questioning, Multiple Approaches and Feedback. Our values and learning links provide us with the framework for the way we achieve our vision.

Talented and passionate staff work collaboratively from Foundation to Year 6 to provide a rich and varied curriculum to promote children to develop high academic, personal and social skills. Yarra Junction Primary School offers rich Numeracy and Literacy learning, and classes in Visual Arts, Physical Education, Community Studies and Performing Arts.

The instructional model of gradual release - I do, We do and You do is the teaching and learning approach that teachers use across the curriculum to promote engagement and learning outcomes. Parents strongly endorse the teaching and learning program at Yarra Junction Primary.

We are proud to facilitate effective intervention programs within literacy (LEAP), tutoring and High Abilities Classes (Performing Arts and Visual Arts). These classes support meeting the differentiated learning needs of our students. Our emphasis on developing the whole child is demonstrated through our whole school wellbeing programs of The Resilience Project and Respectful Relationships. Furthermore we facilitate peer support programs.

Teachers are active learners at Yarra Junction Primary School. Professional Learning Communities foster collaborative learning for teachers. Student learning data, observations and professional literature are central elements of these learning communities. Professional learning both internally and externally is engaged with by staff.

Our school has strong structures to monitor and embed effective teaching and learning, to enhance innovation, to welcome staff voice/agency and to set/achieve goals. Consultative Committee, School Improvement Team, Communities of Practice, Professional Learning Communities, Junior and School Council.

Community and inclusivity are vital within our school. We have students with a diverse range of disabilities and social/emotional needs attend our school and we work to ensure that the learning experiences and environments cater to the needs of all students.

We are working to develop greater student voice and agency within our school through the development of our Junior School Council, student leadership roles and various clubs facilitated at our breaks.

We have beautiful school grounds and welcoming learning spaces within our school buildings. Staff and students take great pride in our school.

In 2021, the school's enrolment was students 228, divided into 11 grades. One student is EAL (English as another Language), and 11.8 students are on the Program for Students with Disabilities, 8 students who identify as Aboriginal. Our school's SFO index was 0.4037 which is in the Low-Medium band. The staffing profile was made up of Principal, 11 classroom teachers, 4 Specialist teachers, 2 intervention teachers, 2 tutors, a Wellbeing Coordinator, a Chaplain, 11 Educational Support Officers, 1 Office Administration Officer and 2 Bursars.

Framework for Improving Student Outcomes (FISO)

At the end of 2020 the Framework for Improving Student Outcomes (FISO) was evaluated by all staff supported by evidence. Furthermore staff identified clear goals for 2021. YJPS has a systematic approach to FISO evaluation that occurs each term to monitor evidence and goals. The goals identified from FISO were used to inform our Annual Implementation Plan. Within the priority goals of Learning Catch up and Extension, Healthy, Happy and Active Kids and Connected Schools and a school based priority of improving the learning growth of every student in writing goals aligned with FISO, High Impact teaching strategies (HITS) and the Professional Learning Community Matrix were embedded.

Excellence in Teaching and Learning: (Evolving to Embedding)

- Embedded Professional Learning Communities and revised documentation to support effective PLC's.
- Observations and feedback introduced into the PLC model.
- Staff Professional Development Plans have included a presentation to share knowledge and understandings.
- Professional learning of the High Impact Teaching strategy of multiple exposures and feedback has been engaged with.
- Yarra Junction staff are part of the Marung Community of Practice within our network.
- School Improvement Team worked on monitoring, auditing and evaluating teaching practices and documentation (planning/assessment)
- Developed a curriculum monitoring tool to evaluate standards taught across the Literacy and Numeracy curriculum.
- Assessment schedule evaluated to include purpose statements of each assessment task.
- Planning is data informed and staff have collaborated to plan
- Staff data literacy skills developed through PLC structure.

Professional Leadership: (Embedding to Excelling)

- School Improvement team has promoted a culture of review and shared accountability.
- Staff engaged in Professional learning sessions and professional literature (Collective Efficacy, Writing strategies)
- Leaders have acted as challenge partners for teachers with PLC's as instructional leaders.
- Graduate teachers and Education Support staff have been mentored
- School Improvement Team evaluated roles and descriptors
- Workforce recruitment has been strategic to include employment of two teachers with excellent ICT skills, leadership experience and music talents.
- Staff have invested in development of emotional intelligence skills through Professional Development process.

Positive Climate for learning: (Evolving to Embedding)

- Students achievements have been acknowledged at weekly and end of term assemblies
- Continued work on embedding the language of our Learning Links - Apply Best Effort, Curious Questioning, Multiple Approaches and Feedback.
- School has embedded intervention program - LEAP
- Resilience Project introduced into Wellbeing Program.
- Wellbeing Scope and Sequence created.
- Respectful Relationship Framework created by school leaders of Respectful Relations.

Community engagement in learning (Embedding)

- YJPS created school based Community of Practice - Community/Wellbeing that sets goals against FISO. COP worked on developing global learning practices and audited the curriculum to determine global perspectives through literature.
- Staff have engaged in a Network Community of Practice - Marrung.
- Three-Way Conferences are facilitated twice per year and communication with teachers is an open door (email through COVID) policy.
- YJPS has an active School Council. Council members lead and participate in School Sub-Committees (Buildings/Grounds, Finance, Fundraising, Community)

Achievement

The year commenced with onsite learning and students engaged in learning across the curriculum areas (Literacy, Numeracy, Visual Arts, Performing Arts, Physical Education, Geography, History, Civics and Citizenship and language) with data informed planning and teaching using our gradual release model. With the return to remote learning we audited our remote learning platform and made the change from the learning platform of Seesaw to live teaching lessons via Webex that were supported with hard copy learning materials. The live teaching embedded our gradual release model of I do, We do and You do.

NAPLAN Year 3

Reading: 67% in top two bands, 33% in middle two bands, 0% below

YJPS reading results are higher than the states 60% for top two bands and higher than network (46%) and similar

schools (55%)

Writing: 54% in top two bands, 46% in middle two bands, 0% below.

YJPS Writing results are 1 % below the state for the top two bands and higher than network (38%) and similar schools (46%)

Spelling: 54% in top two bands, 46% in middle two bands, 0% below

YJPS Spelling results are higher than the states 50% for top two bands and higher than network (36%) and similar schools (39%)

Grammar & Punctuation: 81% in top two bands, 19% in middle two bands, 0% below

YJPS G & P results are higher than the states 60% for top two bands and higher than network (51%) and similar schools (55%)

Numeracy: 54% in top two bands, 42% in middle two bands, 4% below

YJPS Numeracy results are higher than the states 41% for the top two bands and higher than network (31%) and similar schools (34%)

NAPLAN Year 5

Reading: 69% in top two bands, 23% in middle two bands, 8% below

YJPS Reading results are higher than the states 43% for the top two bands and higher than network (38%) and similar schools (37%)

Writing: 12% in top two bands, 85% in middle two bands, 3% below

YJPS Writing results are lower than the states 20% top two bands, lower than network (15%) and equal to similar schools (12%)

Spelling: 38% in top two bands, 46% in middle two bands, 15% below

YJPS Spelling results are higher than the states 37% top two bands, and higher than network (27%) and similar schools (25%)

Grammar & Punctuation: 33% in top two bands, 67% in middle two bands, 0% below.

YJPS G& P results are higher than the states 35% top two bands, and higher than network (28%) and similar schools (26%)

Numeracy: 52% in top two bands, 44% in middle two bands, 4% below

YJPS Numeracy results are higher than the states 33% for top two bands and higher than network (26%) and similar schools (25%)

To promote academic achievement in 2021 we:

- placed a focus on embedding Professional Learning Communities where goals and actions were set to improve teachers professional knowledge and practice informed by student data.
- Embedded monitoring tools to evaluate student learning
- Embedded data informed planning for whole class, tutor groups, high ability classes and Literacy enrichment program LEAP.
- Promoted teachers capacity to use formative assessment practices to plan for High Impact Teaching and Learning.
- Embedded a whole school writing model.
- placed professional learning focus' on High Impact Teaching strategies, including feedback and Explicit teaching.
- Developed and documented our tutor program in mathematics and embedded monitoring of pre and post assessment.

Yarra Junction Primary School prides itself on our school visions - "Excellence in Education" and it is evident that through our how - "We Care, We Inspire", "We achieve" excellence in education despite challenges.

Engagement

We are proud of the school culture at Yarra Junction Primary school that is built upon our school values and Well being Programs (Resilience Project and Respectful Relationships). Our core values are: Respect, Resilience, High Expectations and Collaboration.

We reviewed our Wellbeing and inclusion policy in 2021 informed by the voice of students, staff and parents to create a whole school approach to wellbeing, engagement, inclusion and positive behaviour. Our behaviour management process promotes students to develop positive personal and social skills through accepting responsibility for their

actions and engaging with restorative communication.

In 2021 our Annual Implementation plan set the target of achieving positive scores of 80% in the Attitudes to School Survey data against the below elements:

Self-Regulation and Goal setting - Achieved 81 %

Student Agency and voice - Achieved 58% (since 2018 we have averaged 58.5% for this element)

Motivation and interest - Achieved 73% (since 2018 we have averaged 74% for this element)

In 2021 our Annual Implementation plan set the target of achieving positive scores of 80% in the Staff Opinion Survey against the below elements:

Collective Efficacy: Achieved 65% (since 2018 we have averaged 72% for this element)

Parent Community Involvement: Achieved 78% (since 2018 we have averaged 76% for this element)

In 2021 our Annual Implementation plan set the target of achieving positive scores of above 85% against the below element within Parent Community Engagement:

Teacher communication: We achieved 64% (since 2018 we have averaged 76.5%)

We have acknowledged the impact of remote learning on YJPS survey outcomes and analysed this data to identify the validity of the data. We have identified that our Parent opinion data only represented 22 families, despite all families invited to participate. We have identified that our Staff data has been impacted by Administration staff whose roles do not relate to all the survey questions. In 2022 the school leadership team will communicate the value of these surveys and communicate regularly our goals.

In 2021 the average number of days of absence of 20 or more days for students in prep to grade 6 was 24%. Similar schools achieved 25%, Network schools 22% and the State 22%.

Yarra Junction Primary Schools had 90% of students in prep to grade 6 absent for 0.5 to 9.5 days, 9% of students in prep to grade 6 absent for 10 - 19.5 days and 1% of students in prep to grade 6 absent for 20 - 29.5 days. To promote attendance throughout remote learning our teachers took a role within each classes first live teaching class each day. Furthermore our specialist teachers took a role of students attending specialist check in sessions each week.

During the remote learning period Yarra Junction Primary School staff used creativity and initiative to spark new ideas of how to connect with our students and community. This included:

- * Staff videos eg: "Isilly-ation" - funny walks.
- * Providing treats for our parents upon collection of learning packs
- * Providing learning packs for pre-school students
- * Weekly newsletter
- * Frequent Compass notifications/communication
- * YJPS's own Covid guidelines
- * Extra curricular activities for students to create whole school displays

We have continued to embed our schools Koorie Education Framework through our Community Studies subject which teachers Koorie perspectives within the curriculum areas of geography, history, environmental science and civics/citizenship in addition to teaching woiwurrung language. Furthermore the framework supports goals and actions for our schools Koorie Community of Practice. Our school Principal has shared our schools Koorie Education Framework within the Marrung Community of Practice and at a Network Principal meeting

School Council was very proud of their work in creating an engaging community event at the commencement of the school year - a "plant-a-thon" where families came and planted over 600 plants into our school grounds. This event was such a celebration of community. Furthermore our School Council sub-committee of Community developed community perception surveys and a YJPS directory to support and promote parent businesses.

Our Junior School Council was an active group throughout the 2021 school year and engaged with Upper Yarra Secondary College to work on the creation of shop front cubbies for our school yard.

Wellbeing

Yarra Junction Primary School continued to implement aligned practices with the Student Engagement Policy. These practices place student well being as a priority. Throughout 2021 we maintained a Chaplaincy Program for the majority of the year, despite the chaplain working remotely for the full remote learning period. The Resilience program and language continued to be embedded into our wellbeing sessions - GEM (Gratitude, Empathy and Mindfulness). All staff engaged in Safe Schools and Resilience Project professional learning.

Our Respectful Relationship Coordinators worked on the development of a Respectful Relationships action plan. Our Wellbeing Officer facilitated a Resiliency Project information session to parents at our school's open night and presented the program to our school Council.

During the remote learning period Yarra Junction Primary School prioritized the Health and Well being of students, staff and parents through the following modifications and practices:

- Inclusion of Wellbeing lessons in learning
- Daily whole class and individual check - in's.
- Introduction of Wellbeing Wednesdays that included specialist lessons
- Regular pulse checks with families
- Regular staff online social events.

Finance performance and position

Yarra Junction Primary School maintained a very sound financial position throughout 2021. The 2018 - 2021 School Strategic Plan, along with the 2021 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities through our 2021 school budget.

All funds received from the Department of Education have been expended to support the achievement of educational outcomes and other operational needs of the school, consistent with the Department policies, School council approvals and the intent/purposes for which funding was provided. The impact of Covid over 2020/2021 created unpredictable expenditure in relation to increasing our health care materials. The schools budget booklet has continued to be an effective resource for our school bursar, Principal, Consultative Team and School Council finance sub-committee to plan, monitor and evaluate expenditure. The transparency of this document has ensured that money is directed to the school's priorities.

Within 2021 some of our major purchases included: new tables and chairs and bag boxes for middle school classrooms, decodable readers, art supplies, installation of a tv into the stadium and new library furniture. Careful and considered management of funds has allowed us to continue to facilitate extra programs including Resilience Project and LEAP (intervention). We were able to maintain a Learning Specialist role, which has promoted evaluation and monitoring of our curriculum documentation and promoted teacher knowledge and practice. We value providing a learning environment that is well resourced, has multiple places to learn both in and outdoors, that is safe and aesthetically pleasing.

At the end of 2021 Yarra Junction Primary School had a school resource package with a surplus. This surplus has been strategically managed to ensure that the school can accommodate financially for the return of staff members on our staff register who are on leave.

Our school received Equity Funding of \$40,390 which contributed towards the employment of Literacy Intervention teachers to facilitate small classes of explicit teaching and learning and to purchase learning resources for students. We received Tutor funding of \$53147 which contributed towards the employment of a Tutor to facilitate small class mathematics lessons in the Junior and Middle school.

Our Program for students with disabilities received funds of \$393,601. These funds were strategically used to employ Education Support Officers, staff managing the PSD program and to purchase learning resources for students on the program.

Yarra Junction Primary School received \$23127 for bush fire readiness which ensured that the tree's on our grounds have been maintained or removed to reduce fire hazard.

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