**2021 Annual Report to**

**The School Community

School Name: Eltham East Primary School (4897)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 March 2022 at 08:05 PM by Warren Lloyd (Principal) |

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| * All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
* To the extent that the school council is responsible, 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.
* To the extent that the school council is responsible, 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.
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| Attested on 30 March 2022 at 09:45 AM by Katie Cramp (School Council President) |

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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**

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| School context |
| EEPS is situated in the heart of Eltham, a hilly and leafy outer suburb, which is located 22km from Melbourne in the 'green-wedge' shire of Nillumbik. It is the largest of 4 primary schools in Eltham and has been an active part of the community since 1963.To ensure all 634 students have a high quality education a staff of over 50 works collaboratively towards achieving the school’s vision. We have 45.1 equivalent full time staff, including Principal class, Learning Specialists, Teachers and Education Support staff working with our students. Our curriculum emphasis is on literacy and numeracy and embraces rich and engaging programs in the arts, science, humanities, health, physical education and Japanese. Each classroom is equipped with an interactive whiteboard, desktop/notebook computers and access to i-Pads. We have no staff that identify as Aboriginal or Torres Strait Islanders.EEPS is about our students: their learning, their welfare and their potential. Our school vision is clearly committed to providing a safe, nurturing and caring environment which supports and inspires our children to value learning and grow in self-awareness and social responsibility. We do not have any overseas student enrolments.Our school Student Family Occupation and Education Index (SFOE), which takes into account parents' occupations and education was ranked as low. (Low equates to a high percentage of parents in professional occupations with qualifications). Overall 84.5% of parents recorded positive satisfaction (compared to the State average of 81.8%). School staff positive endorsement of the school climate was 86.3%, higher than the State average of 75.8%.With our motto of Learning and Growing Together and strong value system underpinning our behaviour, the school and the community form an interdependent partnership. By implementing a range of innovative approaches as well as proven teaching practices we strive to continuously improve our provision of the very best learning environment for each child. During 2021 the school managed the extended remote and flexible learning, and appointed a substantive Leading Teacher to complete the Leadership Team. |
| Framework for Improving Student Outcomes (FISO) |
| At EEPS our school improvement processes are always firmly anchored in our School Strategic Plan. The two main goals of the 2020-2024 School Strategic Plan are;1-To increase learning growth in literacy and numeracy, and2-To amplify student voice and agency in learningFrom that, the three statewide Key Improvement Strategies (KIS) in the 2021 Annual Implementation Plan were;1-Learning, Catch-up and Extension Priority\*To strengthen the capacity of all staff to use the PLC process to increase precision in meeting the point of learning needs of all students\*To establish consistent approaches to differentiation within the school's instructional model with a particular focus on challenge and support2-Happy, Active and Healthy Kids Priority\*To embed a consistent, explicit and visible approach to wellbeing throughout the school\*To strengthen and embed a flexible use of learning spaces to positively impact health, learning and wellbeing\*To strengthen and enhance student connectedness throughout the school to positively impact health, learning and wellbeing3-Connected Schools Priority\*To strengthen the home-school partnerships with a focus on student learning leveraging some of the strategies used in remote learning\*To increase staff connectedness to the whole school vision for school improvement through collaborationAfter the developments of 2020 the 2021 AIP was developed to flexibly respond to both remote learning and onsite learning, this proved a wise strategy. The school was very successful in completing the development and introduction of our Active Instructional Model and firmly reestablishing a rigorous process for Professional Learning Communities. Both of these were successfully utilised throughout both onsite and remote learning. With our Mental Health and Wellbeing Coordinator and our review of our PATHS program we were able to make wellbeing a sustained focus during our remote learning lessons. We also successfully refurbished our Year 4 classroom learning spaces, and created opportunities for our whole staff to connect to the school vision and AIP goals. |
| Achievement |
| Throughout 2021 Eltham East continued to have a strong focus on student academic achievement. On teacher judgement, the percentage of students working at or above expected standards in English and Mathematics were both very high (97.9% for English, compared to 95.2% similar schools, and 99% for Mathematics, compared to 95.6% for similar schools). Our NAPLAN results were also very impressive, with significant achievements across the board. Our Year 3 reading data (based on the percentage of students in the top three bands) was well above State (76.9%) but under similar schools. However, our Numeracy data in Year 3 and both Reading and Numeracy in Year 5 were all significantly higher than similar schools and the State average. Whilst our static data was high, the growth data, measured in the percentage of students that had made high gain compared to their score two years ago, were down below similar schools in all areas beside writing. Through unforeseen circumstances the school had instability in the teaching and learning program in Year 4 in 2021. However, our PLC processes were substantially refined during 2021, with re-training for all staff, we fully embedded the Tutor Learning Initiative and introduced our EEPS AIM- 'Active Instructional Model'. This growth will remain a key focus in 2022, and will be assisted with the introduction of additional assessment practices, a revised assessment schedule, a new data tracking system and a strong professional learning on differentiation. Our 2022 goal around Learning is 'To challenge and support all students across all learning areas'. As a school we have less than 10 students who received additional funding through the Program for Students with Disabilities.  |
| Engagement |
| During 2021 Eltham East had an average of 9.9 number of absent days per student. This was lower than similar schools (10.2 days) and considerably lower than our 4-year average (11.2 days). Although it is challenging to get a true measure of this data, given the extended period of remote learning and complexities of having 'full attendance' it is still positive to see a slight drop in the number of days missed. The EEPS Leadership Team and all staff worked hard to firstly convert the teaching and learning program to an online environment, provide varied and engaging tasks and options and constantly reflected on our teaching delivery. The start of the 2021 school year also saw the introduction of a campaign around 'Every day counts', encouraging high attendance. To support student engagement during the transition back to onsite learning, we ensured that wellbeing was a priority, with regular predictable classroom processes and structures. During the year we continued to focus on engaging lesson plans, both in remote learning and onsite learning, to maximise student engagement and attendance. We also changed the focus of our Term 1 3-Way Conferences and moved our 2020 Prep and Year 1 classes unchanged to the next year level in 2021. Our 2022 focus areas continue to be focused 'connected and resilient learners' by maintaining healthy relationships, being self-regulated and self-motivated. |
| Wellbeing |
| Our 2021 school goals around wellbeing were to make wellbeing 'visible', to ensure that we had 'active' lessons and to have the school connected to each other and to learning. Our student sense of connectedness was at 74.2% in 2021. This compares to our average of 77.2%, similar schools at 77.5% and the State at 79.5%. Despite the extended lockdowns again, we experimented with a variety of strategies to increase connectedness, such as our online EEPS trivia nights. Once onsite learning returned we followed all DET guidelines, which meant that mixing up cohorts, or starting up musical ensembles, for example, did not proceed. Management of Bullying was also similar to the sense of connectedness. EEPS had a 74.5% endorsement, compared to 76.4% for similar schools and 78.4% for the State average. Whilst not significantly lower than similar schools, it is still something for the school to focus on in 2022. To this end we have written, and will introduce twice-term wellbeing check-ins with Year 3-6 students to monitor student attitudes and experiences in this area. A stronger focus on whole-school events, like the National Day of Action Against Bullying and Violence will also feature. In addition, staff connectedness was also a focus, with the introduction of P-6 'Connect & Reflect' Professional Learning sessions once a term, where PLCs could share their learning for the term. Other initiatives like varying where we hold our staff briefings and Professional Learning, and holding regular PLC leaders meetings were also important contributors. In 2022, under our 'Wellbeing' goal we will focus on building 'connected and resilient learners' and helping to up-skill children so they know how to help themselves with their own wellbeing. |
| Finance performance and position |
| EEPS financial position is strong, operating annually with a surplus. The 2020-2024 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. With careful management we were able to continue to build strong teaching teams and enable succession planning. Classroom programs and resources, particularly in ICT were kept current and relevant to the curriculum. We invested in improvements and maintenance to existing buildings and grounds as well as developing plans for future school development and growth. The source of funds at EEPS is through the Student Resource Package, we receive very modest Equity funding in line with our demographics and needs. Our sound budget process has allowed EEPS to maintain our facilities, provide generous CRT cover and teacher release for professional development. The facilities have been continually upgraded during the year, including additional fencing, replacement of the coloured oval steps and some additional drainage. The school is in a strong position to embark upon further projects in 2022 including solar panel installation, major playground redevelopments / landscaping and the renovation of the art room. |
| **For more detailed information regarding our school please visit our website at** [**www.elthameastps.vic.edu.au**](file:///C%3A%5CUsers%5C08435123%5CDownloads%5Cwww.elthameastps.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 614 students were enrolled at this school in 2021, 302 female and 312 male.

7 percent of students had English as an additional language and NDP 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: Low

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.

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| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 84.5% |
| State average (primary schools): | 81.8% |

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.

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| **School Climate** | Latest year (2021) |
| School percent endorsement: | 86.3% |
| State average (primary schools): | 75.8% |

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.

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| --- | --- |
| **English****Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 97.9% |
| Similar Schools average: | 95.2% |
| State average: | 86.2% |

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| --- | --- |
| **Mathematics****Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 99.0% |
| Similar Schools average: | 95.6% |
| 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.

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| --- | --- | --- |
| **Reading****Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 86.5% | 93.1% |
| Similar Schools average: | 90.7% | 90.1% |
| State average: | 76.9% | 76.5% |

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| --- | --- | --- |
| **Reading****Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 93.8% | 89.8% |
| Similar Schools average: | 86.6% | 83.9% |
| State average: | 70.4% | 67.7% |

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| **Numeracy****Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 93.1% | 93.4% |
| Similar Schools average: | 84.6% | 86.1% |
| State average: | 67.6% | 69.1% |

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| **Numeracy****Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 86.5% | 83.5% |
| Similar Schools average: | 79.2% | 78.2% |
| 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)**

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 21% | 54% | 24% | 28% |
| Numeracy: | 20% | 57% | 22% | 26% |
| Writing: | 15% | 54% | 30% | 29% |
| Spelling: | 30% | 51% | 19% | 26% |
| Grammar and Punctuation: | 26% | 52% | 22% | 24% |

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.

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| **Student Absence****Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 9.9 | 11.2 |
| Similar Schools average: | 10.2 | 11.4 |
| State average: | 14.7 | 15.0 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2021): | 96% | 95% | 95% | 95% | 94% | 95% | 94% |

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).

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| --- | --- | --- |
| **Sense of Connectedness****Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 74.2% | 77.2% |
| Similar Schools average: | 77.5% | 79.1% |
| 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 74.5% | 77.5% |
| Similar Schools average: | 76.4% | 78.7% |
| 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 | $5,521,423 |
| Government Provided DET Grants | $522,018 |
| Government Grants Commonwealth | $118,323 |
| Government Grants State | $0 |
| Revenue Other | $5,736 |
| Locally Raised Funds | $489,093 |
| Capital Grants | $0 |
| Total Operating Revenue | **$6,656,593** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $16,262 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$16,262** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $5,226,590 |
| Adjustments | $0 |
| Books & Publications | $2,586 |
| Camps/Excursions/Activities | $146,196 |
| Communication Costs | $6,641 |
| Consumables | $91,943 |
| Miscellaneous Expense 3 | $19,792 |
| Professional Development | $10,735 |
| Equipment/Maintenance/Hire | $216,719 |
| Property Services | $106,661 |
| Salaries & Allowances 4 | $356,185 |
| Support Services | $23,319 |
| Trading & Fundraising | $23,167 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $39,391 |
| Total Operating Expenditure | **$6,269,922** |
| Net Operating Surplus/-Deficit | **$386,671** |
| Asset Acquisitions | **$65,684** |

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 | $1,151,133 |
| Official Account | $30,213 |
| Other Accounts | $29,985 |
| Total Funds Available | **$1,211,332** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $158,272 |
| Other Recurrent Expenditure | $25,359 |
| Provision Accounts | $5,000 |
| 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 | $70,000 |
| Capital - Buildings/Grounds < 12 months | $550,000 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$808,631** |

*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.*