**2022 Annual Report to the School Community**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |

|  |
| --- |
| * 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 of the previous calendar year 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 21 March 2023 at 10:43 AM by Warren Lloyd (Principal) |

|  |
| --- |
| * This 2022 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 28 April 2023 at 12:15 PM by Katie Cramp (School Council President) |

 |

School Name: Eltham East Primary School (4897)

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).

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

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

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

What does *‘NDP’* or ‘*NDA*’ mean?

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

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

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

What is the *‘Victorian Curriculum’*?

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

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

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

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

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

**About Our School**

|  |
| --- |
| **School context** |
| Eltham East Primary School (EEPS) is situated in the heart of Eltham, a hilly and leafy outer suburb, 22km north-east of 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 650 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 low level of socio-economic disadvantage as EEPS has a high percentage of parents in professional occupations with qualifications). Overall 77.1% of parents recorded positive satisfaction. School staff positive endorsement of the school climate was 82.3%, higher than the State average of 73.4%.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.  |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| Throughout 2022 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% for English, compared to 95.5% for similar schools, and 97.9% for Mathematics, compared to 95.8% 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 (76.6%) but slightly under similar schools. However, our Numeracy data in Year 3 (83.7%) and Reading in Year 5 (85.6%) were all significantly higher than similar schools and the State average. Throughout 2022 our Professional Learning Community (PLC) processes were further strengthened as were our assessment and moderating processes. 'Differentiation' formed a major focus of our teacher Professional Learning in line with our AIP Learning Goal, 'To challenge and support all students across all learning areas'. A whole-school inquiry into writing also formed a part of the 2022 learning cycle. Growth for all students will remain a key focus in 2023, and will be assisted with our AIP focus on writing and numeracy. As a school we have less than 10 students who received additional funding through the Program for Students with Disabilities.  |
| Wellbeing |
| Our 2022 school goals around wellbeing were to have connected and resilient children in an inclusive environment. Our student sense of connectedness was at 73.3% in 2022. This compares to our average of 76%, similar schools at 77.5% and the State at 78.1%. It was the first full year of onsite learning after the extended lockdowns of 2020 and 2021 although restrictions remained. Throughout 2022 the school did initiate strategies such as establishing outdoor learning spaces, introducing Senior Learning Opportunities (SLOs) for our Year 5 students and engaging with the Resilience Project. Staffing challenges for our Mental Health and Wellbeing Coordinator Role also impacted on the traction we could achieve in this area, as did the significant underlying social and emotional challenges that many students experienced resulting from the previous two years. A focus for 2023 is to develop a sense of school connectedness around the notion of ‘Team EEPS’. Management of Bullying was also similar to the sense of connectedness. EEPS had a 75.2% endorsement, compared to 73.7% for similar schools and 75.8% for the State average. It is noted that EEPS was slightly higher than similar schools, which was an improvement from 2021. During 2022 we did conduct twice-term wellbeing check-ins with Year 3-6 students to monitor student attitudes and experiences in this area and we did conduct a whole-school approach to ‘Enjoyment’. Whilst very comparable to similar and the State average, this is a factor that EEPS will continue to devote time and energy to in 2023. A stronger focus on whole-school events, like the National Day of Action Against Bullying and Violence will also feature. In 2023, under our 'Wellbeing' goal we will focus on strengthening and enhancing staff and student resilience and understanding of respect.  |
| Engagement |
| During 2022 Eltham East had an average of 19.5 number of absent days per student. This was very comparable to similar schools (19.1 days) but lower than the State average (23.3 days). This data was greatly increased from the previous year of 9.9 number of absent days per students but is contributed from both the impact of the pandemic and an increase in extended holidays taken by some families after the previous two years' restrictions. The school community followed the government health advice and we reinforced this by asking that students stay away if they were sick to help prevent the spread of the COVID-19 virus. It is important to note that throughout most of 2022 mandatory isolation periods also impacted attendance but Eltham East’s average attendance was still considerably more positive than the State average. In 2023, with further distance from the pandemic, the removal of lengthy isolation periods, more families having ‘re-united’ on holiday trips and active learning programs and opportunities, we would hope to see a slow return to lower student absent data. |
| **Other highlights from the school year** |
| For EEPS 2022 was a very successful and memorable year. The first full year of return to full time onsite learning after two years of lockdowns and remote and flexible learning, was significant for many reasons. As a school we were particularly proud of our school concert in September. Our special event, ‘All in this Together’, was written, choreographed and produced by our very talented teachers. The finale of our own version of ‘True Colours’ was spectacular, and meaningful in so many ways. It was a Concert that was postponed for two years, a decision that the school was very happy with. All attendees on the night, in the large auditorium, could value and appreciate the true significance of this event not only for student learning on so many levels but also for the opportunity to be together centred around an empowering and authentic experience for the children. Additionally, throughout the year with our environmental connections we had both sightings of the Eltham Copper Butterfly and confirmation of breeding in our Environmental Reserve and Sanctuary. Our comprehensive suite of extra-curricular offerings, including an engaging camping program, and introduction of SELs (Senior Learning Opportunities) for our Year 5 students, as well as our attendance at the Go Girl IT Conference, were also highlights. |
| **Financial performance** |
| EEPS financial position is strong, operating annually with a surplus. The 2020-2024 School Strategic Plan, along with the 2022 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. Classroom programs, resources and furnishings were kept current and relevant to the curriculum and the needs of the students. 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, solar panel installation, replacement cooling systems in several buildings and a moderate refurbishment of the school Hall, including a new projector screen, sanded and polished floor and air conditioning. The school is in a strong position to embark upon further projects in 2023 including, major playground redevelopments / landscaping, fencing along the oval and the resurfacing of the netball court. |
| **For more detailed information regarding our school please visit our website at** [**www.elthameastps.vic.edu.au**](file:///Users/warrenlloyd/Downloads/www.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 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 652 students were enrolled at this school in 2022, 348 female and 304 male.

8 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.

|  |  |
| --- | --- |
| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 77.1% |
| State average (primary schools): | 79.9% |

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.

|  |  |
| --- | --- |
| **School Climate** | Latest year (2022) |
| School percent endorsement: | 82.3% |
| State average (primary schools): | 73.4% |

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

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

|  |  |
| --- | --- |
| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 97.0% |
| Similar Schools average: | 95.5% |
| State average: | 87.0% |

|  |  |
| --- | --- |
| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 97.9% |
| Similar Schools average: | 95.8% |
| State average: | 85.9% |

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 top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

|  |  |  |
| --- | --- | --- |
| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 88.8% | 90.0% |
| Similar Schools average: | 89.6% | 90.3% |
| State average: | 76.6% | 76.6% |

|  |  |  |
| --- | --- | --- |
| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 85.6% | 89.2% |
| Similar Schools average: | 85.2% | 84.7% |
| State average: | 70.2% | 69.5% |

|  |  |  |
| --- | --- | --- |
| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 83.7% | 90.6% |
| Similar Schools average: | 79.6% | 83.1% |
| State average: | 64.0% | 66.6% |

|  |  |  |
| --- | --- | --- |
| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 71.9% | 78.9% |
| Similar Schools average: | 71.9% | 76.8% |
| State average: | 54.2% | 58.8% |

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

|  |  |  |
| --- | --- | --- |
| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 73.3% | 75.5% |
| Similar Schools average: | 76.0% | 78.0% |
| State average: | 78.1% | 79.5% |

Student Attitudes to School – Management of Bullying

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

|  |  |  |
| --- | --- | --- |
| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 75.2% | 75.2% |
| Similar Schools average: | 73.7% | 76.5% |
| State average: | 75.8% | 78.3% |

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 (2022) | 4-year average |
| School average number of absence days: | 19.5 | 12.9 |
| Similar Schools average: | 19.1 | 12.8 |
| State average: | 23.3 | 17.0 |

 **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 (2022): | 91% | 90% | 91% | 91% | 90% | 91% | 89% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $5,647,658 |
| Government Provided DET Grants | $547,023 |
| Government Grants Commonwealth | $174,479 |
| Government Grants State | $0 |
| Revenue Other | $19,310 |
| Locally Raised Funds | $644,988 |
| Capital Grants | $25,000 |
| Total Operating Revenue | **$7,058,458** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $15,653 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$15,653** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $5,375,519 |
| Adjustments | $0 |
| Books & Publications | $4,602 |
| Camps/Excursions/Activities | $210,634 |
| Communication Costs | $6,637 |
| Consumables | $104,519 |
| Miscellaneous Expense 3 | $35,404 |
| Professional Development | $13,563 |
| Equipment/Maintenance/Hire | $214,213 |
| Property Services | $149,321 |
| Salaries & Allowances 4 | $485,404 |
| Support Services | $40,775 |
| Trading & Fundraising | $47,372 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $53,914 |
| Total Operating Expenditure | **$6,741,877** |
| Net Operating Surplus/-Deficit | **$291,581** |
| Asset Acquisitions | **$272,721** |

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 25 Feb 2023 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 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $847,823 |
| Official Account | $65,328 |
| Other Accounts | $49,139 |
| Total Funds Available | **$962,290** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $206,225 |
| Other Recurrent Expenditure | $3,062 |
| 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 | $80,000 |
| Capital - Buildings/Grounds < 12 months | $620,000 |
| 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 | **$914,287** |

*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.*