

## 2014 Annual Report to the School Community

Eltham Primary School

School Number: 209



Respect

Excellence

Compassion

Life Long Learning

Name of School Principal: Lyn Truran

Name of School Council President: Lachlan MacBean

Date of Endorsement: 23<sup>rd</sup> March 2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Eltham Primary School is situated at the gateway to the Eltham Township to the north east of Melbourne. The school is part of the North Western Region of the Department of Education And Training. The school was established in 1856 and we are proud of our history. Our current enrolment is 412. We have the equivalent of two principal staff 21.5 fulltime teaching staff and 3.8 support staff.

Specialist programs include Indonesian, Physical Education, Performing Arts and Visual Arts. The school is also supported by a regional speech pathologist and psychologist, one part time ICT support technician and Out of School Hours Care staff.

Eltham Primary School is committed to providing highly effective teaching and learning across the curriculum that provides exciting programs to meet the demands and challenges of the 21<sup>st</sup> century. During 2014 we have completed the implementation of Foundation to six AusVELS documentation to complement our planning. These documents will form the basis of our revised assessment schedule. Teachers are supported through professional learning teams, year level planning and whole school professional learning. The emphasis being on collecting evidence of what students can say, make, write and do. Our goal is to find the students 'zone of proximal development' and to ensure learning in classrooms matches the students' ability.

Our students' many talents are also catered for through programs as diverse as Choir, Chess, Instrumental Music, Dance and Science extension. A well-rounded program of sporting events, outdoor education camps and sports clinics supplement competitive Interschool Sport and Physical Education. Our belief that student and staff wellbeing is integral to a successful school is reflected in our whole school emphasis on positive behaviour and purposeful learning. A very safe and supportive learning and teaching environment. Junior School Council offers leadership opportunities for students as well.

### Achievement

We are pleased that our students perform above the state median in student learning for English and Mathematics.

In Numeracy and Reading the student learning is above the median of all Victorian schools, with many of our students achieving well above the expected level. In NAPLAN, the Year three Reading and Numeracy scores were similar to other schools teaching similar students, but much higher than the State Average. This was again the case in year five, our students performing much higher than the state average. Continued improvement in student learning is being addressed through the use of explicit teaching strategies and the continuation of staff professional development.

Moderation is used across the school to ensure teacher judgments are consistent with the AUSVELS. The school is using a range of assessments including-other formal tests such as the On-Demand assessment tool and school generated tests in both Mathematics and English to monitor triangulated data and to plan for further personalized student learning. Continuously building teacher capacity is a priority in professional development sessions. Literacy and Numeracy remained the focus of continued teaching and learning improvement in 2014, with emphasis on supporting and extending students. As part of whole school improvement teachers will continue to regularly plan and review strategies to extend and challenge students.

### Engagement

For 2014 the year five and year six students' engagement with and enjoyment of school as measured by the Attitudes to School Survey, is higher than the State Average and in fact sits in the highest range. Pleasingly it is similarly high when compared to others similar schools. Students continue to feel safe at this school. To continue this trend the school is continuing to work on developing school leadership and student voice. Encouraging students to make choices in their learning where and when appropriate.

The average attendance rate is lower than state average but similar to like schools, This is an area of concern. However it should be noted that there is a high level of family overseas and interstate holidays during school terms.

The school will continue to address the non-attendance of students through the "It is Not Okay to be Away " program and raising awareness amongst parents of the importance of punctuality and attendance requirements

### Wellbeing

Eltham Primary School's transition program is comprehensive, providing opportunities for all students to prepare for the future.

The school has a very effective Foundation transition program. This comprehensive program enables a very smooth transition to school. During the year, incoming foundation students and their parents have several opportunities to participate in transition sessions, including Story time sessions, classroom activities an information evening and a guest speaker night. This ensures our Foundation students settle quickly and confidently into school routines.

Our transition program through the school is successful in providing students new to grade levels with the opportunity to get to know the students and teachers they will teach and learn with as they progress through the school.

Our year six to year seven transition program greatly supports the students as they move from the primary setting to a secondary school. As the majority of our students move on to Eltham High School, the year six teachers maintain strong links with the year seven coordinators and teachers at the high school particularly in relation to Science and Indonesian, ensuring a smooth transition. In 2014 we again share the expertise of a language assistant with Eltham High School to provide authentic language experiences for our students.

Refinement and improvement of current processes, procedures and programs for the preparation and transition of students into, through and out of the school will be continued.

### Productivity

This school manages the resources and budgets it has effectively. In recent years Eltham Primary has undergone an extensive building transformation. This has resulted in significant changes to the layout of the school in regard to buildings and play areas. Eltham Primary School now consists of three main classroom buildings and three re-locatable buildings which provide 6 classrooms. The recently refurbished school residence and outdoor environment building completed the extensive building program.

These flexible learning spaces allow teachers to plan and work collaboratively in professional learning teams. The school operates in grade levels with no composite classes to deliver the school program which provides consistency Foundation to Six. Our timetable operates on five hour sessions a day. This allows for the most effective use of our specialists across the school. Community expertise is used to enhance and support classroom programs and activities through a volunteer and guest speaker program. As well outside providers offer instrumental and band tuition, chess, dance and after school French and Spanish lessons as well as extension Science.

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

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

### School Profile

#### School Enrolments

A total of 417 students were enrolled at this school in 2014, 198 female and 219 male.

#### Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■  
Result for this school: ● Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>49%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>56%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>47%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>49%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>44%</td> <td>41%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	49%	32%	Numeracy	11%	56%	33%	Writing	30%	47%	23%	Spelling	13%	49%	38%	Grammar and Punctuation	15%	44%	41%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="566 824 1037 918"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>96 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	94 %	94 %	94 %	94 %	94 %	93 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	94 %	94 %	94 %	94 %	94 %	93 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Higher</p> <p> Similar</p>



# How to read the Performance Summary

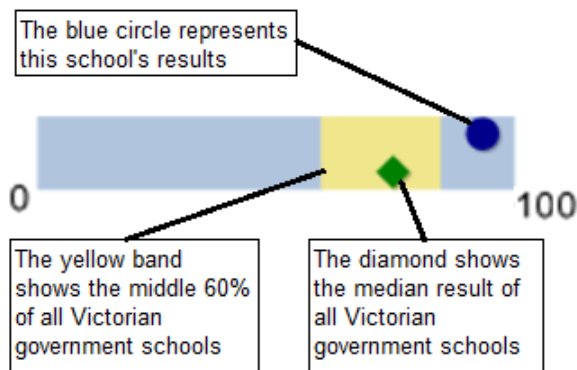
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

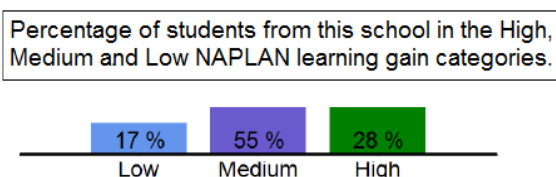
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$2,515,047
Government Provided DE&T Grants	\$257,201
Government Grants Commonwealth	\$4,858
Revenue Other	\$20,753
Locally Raised Funds	\$423,752
<b>Total Operating Revenue</b>	<b>\$3,221,611</b>

Funds Available	Actual
High Yield Investment Account	\$465,638
Official Account	\$20,157
Other Accounts	\$1,933
<b>Total Funds Available</b>	<b>\$487,728</b>

Expenditure	
Student Resource Package	\$2,297,931
Books & Publications	\$19,226
Communication Costs	\$8,999
Consumables	\$49,624
Miscellaneous Expense	\$123,065
Professional Development	\$21,130
Property and Equipment Services	\$170,289
Salaries & Allowances	\$306,070
Trading & Fundraising	\$30,522
Utilities	\$32,312
<b>Total Operating Expenditure</b>	<b>\$3,059,168</b>

Financial Commitments	
Operating Reserve	\$109,954
Asset/Equipment Replacement < 12 months	\$41,020
Capital - Buildings/Grounds incl SMS<12 months	\$12,233
Maintenance - Buildings/Grounds incl SMS<12 months	\$57,000
Revenue Received in Advance	\$665
School Based Programs	\$118,792
Region/Network/Cluster Funds	\$6,649
Other recurrent expenditure	\$135,415
Maintenance -Buildings/Grounds incl SMS>12 months	\$6,000
<b>Total Financial Commitments</b>	<b>\$487,728</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$162,443</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

[Insert financial commentary here]