2018 Annual Report to The School Community

School Name: Eltham Primary School (0209)

- 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 2018 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 12 April 2019 at 02:31 PM by Lorraine Kennedy (Principal)

- 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 2018 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.

Attested on 29 April 2019 at 04:25 PM by Andrew Dorian (School Council President)

About Our School

School context

Eltham Primary School is situated in the township of Eltham 24kms to the north east of Melbourne in the council shire area of Nillumbik. The school is part of the North Western Victoria Region of the Department of Education and Training. Our school is steeped in the tradition of excellence and is positioned in a tranquil leafy setting. Eltham Primary School was established in 1856, with the original sandstone school building now housing the administration of the school. Eltham Primary School currently has an enrolment of just over 400 students. Staffing at the school consists of Principal, Assistant Principal, Learning Specialist, 23.9 full-time teaching staff and 4.7 support staff. The school's overall Socio-Economic Profile is rated as high and has remained stable over the strategic period with the Student Occupation Index (SFO) at 0.17. The school is supported by Student Support Services (SSS), one part time ICT support technician, canteen and Out of School Hours Care. The school operates in grade levels however in 2019 will introduce composite classes to deliver the curriculum, ensuring consistency across Foundation to Year 6. The school's timetable operates on five one-hour sessions a day.

Together, we are committed to maximising the learning opportunities for every student in every classroom. Our teachers work in collaborative teams to plan and deliver evidence-based teaching strategies that target the needs of individual students. Teachers and students have a growth mindset when approaching learning, with students taught to use individual learning goals to lead their own learning. We practice a positive education approach that blends academic learning with wellbeing through a School-Wide Positive Behaviour Support (SWPBS) framework. Our student wellbeing program utilises positive psychology strategies and targeted interventions to ensure any student with academic, social or emotional concerns is supported to achieve positive outcomes. We believe the best outcomes are achieved when families, teachers and students work together towards individualised goals.

At Eltham Primary School we provide a guaranteed and viable curriculum underpinned by the Victorian Curriculum. Our teaching teams collaboratively plan units of work that engage students' curiosity and allow them to explore areas of personal interest. A strong focus on English and Mathematics is the foundation to developing literate, numerate and curious students. Students participate in weekly Indonesian, Physical Education and Visual Arts classes, as well as intra and inter school sports competitions providing students with an enriched primary school experience. Metacognitive strategies are explicitly taught to students across the curriculum. Thinking routines foster creative and curious students who actively and collaboratively problem-solve. Our students develop self-reflective attitudes through engaging with specific and immediate feedback. During 2016 staff, students and parents re-visited the school values, mission and vision ensuring they matched our common goals and aspirations for students. Ethical, personal, social and emotional capabilities are taught through our School Wide Positive Behaviour Supports framework, where expected behaviours are explicitly defined and taught, using our values as a basis: We are Learners, We are Connected, We are Resilient.
The Stephanie Alexander Kitchen Garden complements our Science and Health curriculum units. Our students are strategically exposed to a range of stimulating and challenging experiences around healthy cooking and eating habits, and how to grow, store and prepare produce, as they engage with units of learning.

At Eltham Primary School we practise a social-constructivist approach to learning, where students collaboratively co-construct new knowledge and skills. We believe and practice a growth mindset for all in our school, where development rather than achievement is the focus. Learning should always be a challenge, with success both hard earned and celebrated. Ongoing assessment through conferring and small group instruction complements reliable and valid standardised National and State assessments. Teachers work in Professional Learning Teams (PLTs) to collaboratively analyse student learning data, identify individual learning goals for each student, and collaboratively plan targeted lessons, ensuring collective ownership for all student learning. At the completion of learning units, teachers analyse data to determine the impact of their teaching in a constant cycle of evaluating their practice.
We have established strong community partnerships with neighbouring schools and kindergartens to ensure a

supportive transition program K-F and 6-7. To support student transitions F-6 into Eltham Primary throughout the year an Eltham Primary School Passport will be introduced in 2019.

Eltham Primary School is committed to developing community partnerships by listening to community input, inclusion in school events, working with local services (Men's Shed, Nillumbick Health, counselling services) and access to school facilities when appropriate. Eltham Primary School's communication strategy continues to clarify and support communication and engagement between school, home and the wider school community. The school uses COMPASS for all communications between school and home, and use of this will continue to be expanded in 2019.

The School Review scheduled for Term 2 2019 will enable the school community to evaluate the school's performance against the current School Strategic Plan outcomes and targets.

Framework for Improving Student Outcomes (FISO)

Following the analysis of school data and in order to continue to develop a rich wider learning community, with the collective sharing of skills, expertise and experience resulting in richer and more sustainable opportunities for school transformation, the school focused on the following FISO priorities;
• Professional Leadership – Building leadership teams.
• Community engagement in learning - Building communities.
Focus on these school priorities aimed to achieve the following;
• Consistency of teaching and learning practices across the school and reduced in- class variability.
• Strengthened use of consistent instructional model to build shared understandings and common language of pedagogy school wide.
• Strengthened teacher knowledge and capacity to implement evidence based practice in teaching to the point of need.
• Strengthened teacher teams utilising data and assessment in improving student learning growth.
• Embedded coaching and provision of accurate and regular feedback to staff providing strong accountability and consistency of practice across the school.
• Increased opportunities for middle leaders to build their leadership knowledge and skills.
• Strong student agency and voice enabling their engagement and input into their learning and into the broader life of the school and their community.

2019 will mark the end of the current School Strategic Plan with a review scheduled for term 2 2019.

Achievement

Eltham Primary School students have made overall improvement in the focus areas of literacy and numeracy, generally performing well above the median result of government schools in all Victorian Curriculum domains. 2018 NAPLAN Year 3 results for reading and numeracy are substantially above the state median and similar to statistically similar schools. 2018 NAPLAN Grade 5 results for reading are above the state median and similar to statistically similar schools however Year 5 NAPLAN numeracy results despite being above the state median are lower than statistically similar schools. Four year trend results for Year 3 and Year 5 reading and numeracy are in the top 20% of Victorian Government Schools . Our diagnostic assessment schedule enables us to identify and monitor student progress and put in place supports, with the goal of enhancing learning gains for each individual student.
We continue to focus on building the capacity of teachers through the construction of dedicated onsite individual, team and whole staff professional learning using a coaching model, weekly professional learning sessions and whole staff curriculum days, with clear direction for ongoing improvement and embedding the teaching and learning strategies within our instructional model.
A specific focus for staff professional learning has been to develop the capacity to teach Numeracy, Writing and the use of student metacognition to target student growth. Reading competence is developed within a supportive and stimulating language environment, integrating reading, and writing, speaking and listening. Significant literacy and numeracy intervention is offered to those students who need further support. Numeracy competence

is developed through a skill based, problem solving approach.

Our focus on formative assessment ensures that teachers identify individual learning goals for students ensuring specific learning needs are met. Eltham PS continues to develop comprehensive programs that provide all children with breadth and depth of experiences, building a collegiate, professional and supportive working culture that deepens the capacity of all staff to improve student learning.

Engagement

Engaging students in their learning is a major focus at Eltham Primary School. Students influence the culture and practices within our school through the student leadership program and recess and lunchtime Pop-up activities. Goals in the Strategic plan 2016- 2019 include deepening and strengthening students' sense of connectedness to school and peers and promoting a stronger sense of engagement in their learning. During 2018 we continued to focus on building teacher expertise to plan for and implement engaging, rigorous learning tasks through targeted professional learning for Professional Learning Teams, and Curriculum Action Team leaders. We continued to build teacher expertise by working with an Inquiry consultant to plan units with a stronger focus on student lead inquiry. In 2019 we will continue to focus on deepening staff understanding of student voice, agency and leadership by accessing the Department of Education Bastow professional learning program Impact: Emerging Leaders. The Specialist program is designed to augment the classroom programs and to engage students in a range of varied learning experiences. During semester 1, year 6 students participated in an Artist in Residence program supported by the Department of Education and Training (DET) and Creative Victoria, which resulted in an increase in student and parent engagement.

We practice an anywhere, anytime approach to digital technologies. Students are taught to independently select and utilise a repertoire of devices, apps and programs to enhance their learning. Learning intentions and success criteria enable students to lead their own learning. Students are encouraged to self assess through the use of developmental rubrics and to make independent choices about their learning, from developing inquiry questions to whether digital technologies will enhance their experience of a particular learning task.   The school library offers students further opportunities to develop a love of reading and to focus on information literacy.

Our Camping program builds independence and operates across F-6. Students in Foundation -1 participate in a school dinner or breakfast, Year 2 students sleepover at school, and Years 3-6 have the opportunity to participate in a range of camping experiences off –site.

Our Stephanie Alexander Kitchen Garden (SAKG) program supports students to form positive eating habits for life and to discover the benefits of growing, harvesting, preparing and sharing school grown seasonal food.

The average number of absences during 2018 remained just below the median for all Victorian Schools and similar to statistically similar school. The school addresses the non-attendance of students through several communication channels such as the school newsletter, website and COMPASS to raise awareness amongst parents of the importance of punctuality and attendance requirements. Extended family holidays continue to impact negatively on the school's absence data.

In response to the Parent Satisfaction Survey which is below the median result for all Victorian government schools, preliminary investigation for the feasibility of implementing a music instrumental and band program 3-6 and music F-2 program will begin in 2019. Student lead parent information evenings and events planned by the Community and Fundraising School Council Sub-committee continue to build community engagement. 2019 will also see an increase in the use of COMPASS to incorporate a class home page with weekly posts and ongoing reporting for Foundation – 6 and Specialist programs.

Wellbeing

Wellbeing continues to be a high priority focus at our school. As a response to the 2018 Students Attitudes To School - Sense of Connectedness and Management of Bullying results which were below the state median and lower than statistically similar schools the students and staff engaged in a review during term 4 of the school's processes for managing student behaviour. A revised matrix of expected behaviours based on the school's values was developed in consultation with students with planned implementation in 2019. Teachers reviewed

processes for identifying and managing minor and major behaviours and developed a Teacher Toolkit with an increased repertoire of strategies to Prevent, Teach and Reinforce. In 2019 we will continue to annually review the Student Engagement and Wellbeing Policy as well as participate in the National Day of Action Against Bullying and Violence. As a priority focus we will to continue to work with students and the school community to clarify the definition of what Bullying is and is not.

Eltham Primary is committed to ensuring students experience a safe, caring and nurturing environment and continues to implement a Systematic Response to Intervention managed by the Student Wellbeing Team. In 2018 we continued to incorporate and implement explicit teaching of our key behaviour expectations and proactive strategies linked with the School Wide Positive Behaviour Support (SWPBS) framework and The Resilience, Rights and Respectful Relationships learning materials to develop students' social, emotional and positive relationship skills. Our goal to provide a caring and nurturing environment is also enhanced by our participation in the Department of Education and Training (DET) Respectful Relationships initiative as a partner school with Eltham High School.

We continued to work in partnership with families and students to achieve positive outcomes for all students at Eltham Primary School. In 2019 teachers will review the processes for Individual Learning Plans (ILPs) to effectively meet the needs of all students at risk. Building teacher capacity to manage student behaviour, and embedding whole school approaches to wellbeing programs and strategies, continues to be a priority school focus supported by the Student Wellbeing Team and School Wide Positive Behaviour Support (SWPBS) Curriculum Action Team.

Financial performance and position

The school is in a consistent financial position, balanced with value added expenditure on school assets. The school elected to fund additional teaching staff that provided support and extension programs for all students (as noted in the salaries expenditure) for the year. Significant improvements in terms of increased amenities included: refurbishment of all student & staff toilets, electronic devices, professional development, literacy and numeracy resources, furniture and up-grade of tennis court.

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

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 403 students were enrolled at this school in 2018, 181 female and 222 male.

3 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high
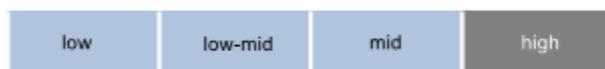
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▯
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement

Percentage of students in Years Prep to 6 working at or above age expected standards in:

• English
• Mathematics

For further details refer to *How to read the Annual Report.* | Results: English

0 ━━━━━━━━━━ 100

Results: Mathematics

0 ━━━━━━━━━━ 100 | ● Similar

● Similar |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
       Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Lower Lower

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 31 % Low — 53 % Medium — 16 % High **Numeracy** 45 % Low — 41 % Medium — 14 % High **Writing** 54 % Low — 26 % Medium — 20 % High **Spelling** 35 % Low — 46 % Medium — 20 % High **Grammar and Punctuation** 37 % Low — 54 % Medium — 9 % High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Engagement	Student Outcomes	School Comparison

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2018 attendance rate by year level:

Student Outcomes

Results: 2018

0 ————————————————— 50

Few absences <------> Many absences

Results: 2015 - 2018 (4-year average)

0 ————————————————— 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	92 %	94 %	95 %	93 %	92 %	91 %

School Comparison

● Similar

● Similar

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ──── 100 Results: 2017 - 2018 (2-year average) 0 ──── 100	Lower Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ──── 100 Results: 2017 - 2018 (2-year average) 0 ──── 100	Lower Lower

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$3,437,474
Government Provided DET Grants	$409,670
Government Grants Commonwealth	$4,800
Revenue Other	$7,545
Locally Raised Funds	$315,120
Total Operating Revenue	**$4,174,610**

Equity[1]	
Equity (Social Disadvantage)	$5,479
Equity Total	**$5,479**

Expenditure	**Actual**
Student Resource Package[2]	$3,386,631
Books & Publications	$6,509
Communication Costs	$11,927
Consumables	$90,304
Miscellaneous Expense[3]	$145,940
Professional Development	$6,574
Property and Equipment Services	$224,414
Salaries & Allowances	$266,400
Trading & Fundraising	$24,941
Utilities	$48,551
Total Operating Expenditure	**$4,212,193**
Net Operating Surplus/-Deficit	**($37,583)**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$121,827
Official Account	$465
Other Accounts	$14,795
Total Funds Available	**$137,087**

Financial Commitments	
Operating Reserve	$126,133
School Based Programs	$10,953
Total Financial Commitments	**$137,087**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

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

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
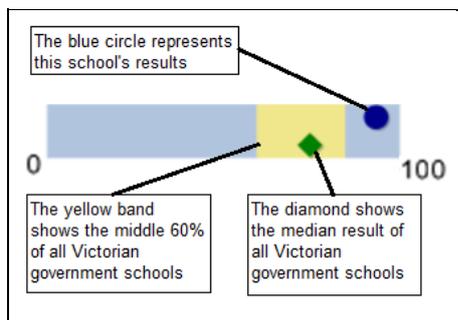
What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
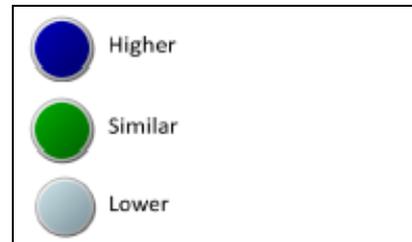
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available*' or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').