

2020 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 2020 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 26 April 2021 at 12:00 PM by Lorraine Kennedy (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 April 2021 at 09:00 AM by Helen Stanborough (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 Primary School is situated in the township of Eltham 24 kms 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. The former residence has been refurbished to cater for the Stephanie Alexander Kitchen Garden program. There is a library, art room, music room and Indonesian room. A hall is used for assemblies and the accredited Out of School Hours Care Program. Classes are located in two wings with flexible learning spaces and portable classrooms. The grounds include grassed and paved play areas, playgrounds, seating areas and both native and vegetable gardens. Eltham Primary School currently has a total enrolment of just under 360 students, with 4 percent of students identified with as English as a second language and NDP percent Aboriginal or Torres Strait Islanders. Staffing at the school consists of Principal, Assistant Principal, 2 Learning Specialists, 23.9 full time equivalent (EFT) teachers and 4.7 full time equivalent Education Support (ES) staff. The school's overall Socio-Economic Profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. The Student Family Occupation and Education is a measure of context which speaks about the demographic of the school community. SFOE scores range between 0 and 1.0 and are converted to bands based on a quartile approach (low, low-medium, medium, high). A 'low' score represents high parent education level and high socio economic advantage, and a 'high' score represents low parent education level and low socio economic advantage. The school's socio-economic band value level is low and has remained stable over the strategic period. Up to and including 2019, the Performance Summary reported SES bands rather than SFOE bands. A low SFOE band equates to a high SES band. Consequently, there is a difference in the reported band when comparing the 2019 and 2020 Annual Reports. This is not an indication of changes to school context but is a result of the shift to reporting SFOE bands. The school is supported by Student Support Services (SSS), one part time ICT support technician, canteen and an accredited Out of School Hours Care. In 2019 composite classes were introduced across the school with the exception of Foundation 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, incursions, excursions, camping program and the option to participate in the Band program, 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. 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 and enables students to learn about sustainability through a practical and hands on approach. Our students are strategically exposed to a range of experiences including 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 learning growth rather than performance is the focus. Learning should always be a challenge, with success both hard earned and celebrated. Ongoing assessment through conferring and small group instruction compliments reliable and valid standardised National and State assessments. Teachers work in Professional Learning Communities (PLCs) 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. Throughout and 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. In 2021, to support transitions for new to EPS students in grades 1-6, we will introduce a student induction program that will include an Eltham Primary School Passport.

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, Nillumbik Health, counselling services) and access to school facilities when appropriate. The school adapted to the challenges presented during COVID-19 restrictions to maintain parent input and connection with the school with parent/teacher interviews and meetings, assemblies, parent info sessions and student lead events run virtually, via Webex. The school will continue to develop community partnerships with local services and external agencies throughout 2021. 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, the use of this will continue to be reviewed and refined during 2021.

Framework for Improving Student Outcomes (FISO)

As part of Department of Education (DET) Framework for Improving Student Outcomes (FISO) cycle, Victorian government schools undertake a review every four years. An independent analysis is completed of a school's performance against their goals and targets in their school strategic plan. The review evaluates the school's strengths, areas for improvement and the impact of its improvement efforts. At the end of the review, a new four-year school strategic plan is created and endorsed by the school community.

Eltham Primary School community, including students, staff, parents and carers engaged in the extensive self evaluation process prior to the review in Term 2 2019. The Pre Review Self Evaluation (PRSE) was a collaborative effort that formed a collective view about the school's progress against the goals and targets in the 2016-2019 School Strategic Plan (SSP), and where the school placed itself against the FISO Continua of Practice for School Improvement for each FISO dimension.

The review panel identified significant highlights including, the development and implementation across the school (F-6) of an instructional model (Gradual Release of Responsibility), structures, processes, schedules, frameworks and expectations that have built consistency and teacher collaboration with a focus on student learning as core business. The school's clearly enunciated vision and a positive school culture, where the school works in partnership with parents, was identified as another significant success. An integral component of the school's positive culture was the implementation of a School Wide Positive Behaviour Support (SWPBS) framework, and initiatives such as Respectful Relationships.

The review panel concluded that a distributed leadership team had promoted professional conversations across the school and enabled processes to be developed to build teacher capability. Leadership planning and implementation led to whole school agreed approaches to teaching and learning and created a positive learning environment for students.

The School Review Panel recommended the following key directions for the next School Strategic Plan (2019-2023)

- Literacy and numeracy
- Professional learning and inquiry cycles
- Team collaborative assessment and planning
- Differentiated teaching and learning
- Student voice, agency and leadership
- Social and emotional learning
- Parent/carer partnerships

Following the analysis of school data, and in order to develop an effective learning community, resulting in richer and more sustainable opportunities for school transformation, in 2020 the school focused on the following FISO priorities;

1. Excellence in teaching and learning- Building practice excellence
2. Positive Climate for Learning - Empowering students and building school pride

Focus on these school priorities aimed to achieve the following;

- Build a collegiate, professional and supportive working culture that builds distributive leadership & deepens the capacity of all staff to have a shared collective responsibility
- Ensure teachers are effectively using data in making accurate teacher judgments as a guide to differentiating student learning
- Promote a positive school climate to empower students, building engagement, school pride and a culture of inclusion

Throughout 2020 Eltham Primary School delivered on our Key Improvement Strategies (KIS)

- Develop teacher data literacy and deepen teachers' understanding of differentiation through Professional Learning Communities (PLCs)
- Continue to embed our SWPBS framework
- Support school connection initiatives (SAKG, Sustainability Team, Respectful Relationships, School Band) and embed student leadership roles throughout the school.

However, some of the associated Annual Implementation Plan (AIP) actions and professional development plans were modified as a response to the challenges 2020 presented. The actions were modified to respond to the significant challenges staff, students and families encountered and managed particularly during the initial phases of remote and flexible learning. The cognitive load associated with the speed with how staff adapted, reflected and adjusted to a counterintuitive approach to teaching and learning is acknowledged and commended. Eltham Primary maintained weekly staff meetings and team planning sessions via Webex to ensure staff stayed connected and continued to work collaboratively. Student leadership initiatives continued both virtually and onsite, in a modified format. Professional Learning Communities (PLC) continued throughout the year in a modified format.

In 2021 Eltham Primary will continue to develop an inquiry approach to teaching, reinstate peer observations, which were put on hold during remote and flexible learning, and continue to build teacher data literacy skills. A shift in focus from performance to growth data analysis will enable teachers to effectively identify at risk students across all ability levels. Data analysis will be complimented by continuing the school's existing PLC structure, coaching and peer observations programs. Student voice, agency and leadership opportunities will continue to be strengthened throughout 2021.

Achievement

In 2020 despite the disrupted year of learning, the school continued to work on its School Strategic Plan (SSP) Goal 1: Maximising learning growth for every student in literacy and numeracy.

Students in Years Foundation (Prep) to Grade 6 continued to improve in both literacy and numeracy although the progress has been somewhat slower than expected due to the disrupted year of schooling. It is relevant to note NAPLAN tests were not conducted in 2020. Student achievement data for students in Foundation (Prep) to year 6 based on Teacher Judgement indicate the percentage of students working at or above age expected standards in English and Mathematics was slightly higher than similar schools average and well above the state average.

During remote and flexible learning many students thrived however, teachers and parents identified many who did not thrive. There was a significant amount of work directed to providing additional 1:1 support from Education and Support Staff for many of our students with existing additional learning needs as well as supports for students presenting with additional needs during remote and flexible learning. Teachers adapted to a remote and flexible learning environment with a focus on daily small group meetings and weekly class meetings and 1:1 conferences between teachers and students. This approach was balanced with learning tasks in all curriculum areas including social and emotional capabilities.

Throughout the second remote and flexible learning period, Eltham Primary School continued to ensure students stayed connected with peers and teachers while emphasising a stronger academic focus. Feedback from parents confirmed this approach was successful. Despite the COVID-19 interruptions, PLC cycles have been implemented with an increasing focus on the collection and analysis of student learning data (whole class and individual). This resulted in an increase in targeted small group instruction and goal setting with students.

EPS diagnostic assessment schedule, including a focus on formative assessment, was modified during 2020 to adapt to the challenges presented during remote and flexible learning. However, teachers were able to continue 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, teacher Professional Practice Days (PPD) and whole staff curriculum days, with clear direction for ongoing improvement of professional practice. Professional learning to develop the capacity to teach Numeracy, Writing and the use of student metacognition to target student growth was modified during 2020.

Significant literacy and numeracy intervention continued to be offered to students who were identified as needing further support. Numeracy competence is developed through a skill based, problem solving approach. Eltham Primary is an accredited Getting Ready In Numeracy (GRIN) school, with Educational Support staff trained as GRIN tutors, providing targeted support for identified students.

Eltham Primary 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. In 2021 we intend to continue to embed the Professional Learning Community structure by implementing the DET Professional Learning Community (PLC) initiative. The PLC initiative is lead by our Learning Specialists who build staff capability to use an inquiry cycle to continually evaluate their impact on student learning through the use of EPS coaching and peer observation model. During 2021 we intend to continue to focus on professional learning within the PLC structure, to build teacher data literacy skills to track and use evidence of growth data to inform differentiation of the curriculum. Targeted professional learning for PLC leaders will include developing skills in excel, understanding how to analyse evidence of learning, using Guttman charts to develop targeted whole class, small group and individual learning goals.

The 2021 DET funded Tutor Learning Initiative will provide additional catch up support for students who did not thrive and have not shown expected growth.

Engagement

Empowering students and building school pride is a priority at Eltham Primary School. During 2020 we focused on Key Improvement Strategy related to FISO dimension Empowering Students and Building School Pride. A range of opportunities for student voice and development of student agency continued to be nurtured. The work in this area is ongoing, intentional and in 2020 included expanding student curriculum leader opportunities, multi-age events, Step Up / Transition Program, Foundation/Year 6 Buddy Program and student lead Pop-up activities during onsite learning. During remote and flexible learning student leaders responded to the challenges of staying connected by adapting to an online platform to run the annual 'Eltham has Talent' event and whole school assemblies. Opportunities for students/families to stay connected were created and communicated via the weekly newsletter and Compass

posts/homepage. Eltham Primary School continued to provide opportunities for students to stay connected during remote and flexible learning through Webex class meetings and individual conferences.

In 2020 we continued to focus on developing quality relationships that enhanced engagement, self-confidence and learning growth by teachers seeking and using student feedback to engage students in their learning. Year 5/6 students provided feedback about how they learned best, including being able to manage their learning time during remote and flexible learning. We responded to their feedback by trialling a self managed format during the literacy block during term 4. Additional supports were provided for students who preferred a more structured approach. The flexible literacy block for Year 5/6 students will continue in 2021.

When students returned to face to face learning, building a sense of connection remained a focus for the school with the introduction of year 5/6 electives during term 4. Student voice and agency has been at the core of the electives to ensure our senior students, particularly our grade 6 students, remained engaged and connected to school. Because of the success of the electives they will become an important part of our senior years curriculum during Term 1 and Term 4, 2021.

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 SAKG enhances our science and sustainability curriculum. Throughout 2020 SAKG continued to engage and connect students and families with gardening tasks and recipes to prepare at home during the periods of lockdown. Despite the challenges 2020 presented the Sustainability leaders promoted sustainable practices at school and home that supported the first year of implementation for Eltham Primary School to become a 5 star Resource Smart accredited school.

Our Camping program builds independence and operates across F-6. Students in Foundation participate in a school breakfast, Years 1-2 in a school dinner with the Year 2 students sleeping over at school, and Years 3-6 have the opportunity to participate in a range of camping experiences off-site. Even though the 3-6 offsite camping program was cancelled, F-6 students experienced modified 'camping' activities onsite when restrictions allowed during term 4.

During 2020 we launched Eltham Primary School's Instrumental Music Program. COVID-19 restrictions created significant challenges for the program however, tutors and students adapted and responded to the challenges by continuing online lessons. Students were proud to be able to demonstrate their skills at a community online performance at the end of the year. The Band program will continue to be expanded during 2021.

Throughout 2021 we will continue to strengthen student agency and voice F-6 through embedding EPS School Wide Positive Behaviour Support (SWPBS) framework including weekly class meetings, student lead focus groups, student lead curriculum events, whole school events, 3-6 BYOD ipad program, F-2 school owned iPad program, Instrumental Band Program, Resource Smart School accreditation, expanded SAKG program F-6, bi-annual Art Show and student lead Pop-ups.

Professional learning will continue to focus on embedding a consistent approach, common understanding and language of student voice, agency and leadership to enable ownership of, and responsibility for, student learning. In 2021 we will continue to work in partnership with students to identify individual learning goals through developmental rubrics with a focus on learning growth.

The long awaited Natural Play Space will become a reality in 2021 after an application for a Minor Works grant to Victorian Schools Building Authority (VSBA) was successful. The Natural Play Space initiative will build a sense of pride in the school and support connection to imaginative play in a natural environment while enhancing the transition from Kindergarten to Foundation.

The average number of absence days during 2020 remained below similar schools average and the state average. The school addresses the non-attendance of students through several communication channels such as the school newsletter, website and COMPASS to raise awareness among parents of the importance of punctuality and attendance requirements. Eltham Primary continues to work in proactive, supportive and collaborative partnerships with families drawing on Regional support for students who present with school reluctance. Due to COVID-19 travel restrictions,

extended family holidays did not impact negatively on the school's absence data this year. Attendance during remote learning was similar to the attendance while on site.

Wellbeing

Despite student well being continuing to be a high priority focus at our school, the response from grades 4-6 students to the 2020 Students Attitudes To School Survey, Sense of Connectedness and Management of Bullying, remains below the state average and lower than the average of statistically similar schools. Student wellbeing continues to be a focus at EPS. If students are not feeling safe learning can often be difficult.

In 2020, health and wellbeing supports such as frequent check ins, modification of tasks and frequent, clear communication were prioritised for staff, students and their families. 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 2020 the school continued to promote a positive learning environment for all students through SWPBS. At EPS we use DET Resilience, Rights and Respectful Relationships (RRRR) learning materials designed for teachers in primary and secondary schools to develop students' social, emotional and positive relationship skills. We explicitly teach proactive strategies and respond to student needs to individualise plans to enable students to practice their social and emotional skills in a supportive environment . At EPS we believe it is important for students to be empowered to know they have choices in how they respond to challenging situations. We are proud of how our students and families demonstrated their resilience while adapting to and facing the challenges 2020 presented. 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 Lead school in partnership with Eltham High School. In 2021 we will continue to mentor a network of primary schools to support the Respectful Relationships initiative within their schools.

Eltham Primary School is fortunate to be part of the Mental Health in Primary School initiative which began implementation during the second half of 2020. The Victorian Government has partnered with the Murdoch Children's Research Institute (MCRI) and The Ian Potter Foundation to trial an early intervention and prevention pilot program for primary school students facing mental health challenges. Due to the challenges faced last year, DET extended the initiative for one more year. Throughout 2021, the DET funded Mental Health and Wellbeing Coordinator (MHWC) teacher role, will focus on developing whole school capability in supporting the mental health and wellbeing of students.

Throughout 2020 teachers continued to implement the Teacher Toolkit with an increased repertoire of strategies to Prevent, Teach and Reinforce, which enabled teachers to adapt strategies that were more targeted and responsive to incidents and student needs. Eltham Primary continues 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 continue to work with students and the school community to clarify the definition of what Bullying is and is not.

We continue to work in partnership with families and students to achieve positive outcomes for all students at Eltham Primary School. Remote and flexible learning strengthened teacher/student/parent relationships and connections with most families. Strategies such as teacher/student 1:1 conferring, supporting parents' concerns, responding to student wellbeing and learning needs by modifying tasks and expectations were well received and endorsed by data collected through the Parent Opinion Survey. Parent Satisfaction was slightly above state average and showed a marked increase in positive endorsement by parents, who responded to the Parent Opinion Survey.

At Eltham Primary living our values, We are Learners, We are Connected, We are Resilient, is important to us to maintain and continue to build a positive, proactive, respectful and inclusive culture. During 2021 we intend to collaborate with students, staff and the community to refresh our vision and values to ensure we remain current and relevant throughout the 2019-2023 School Strategic Plan.

Positive gains in the School Staff Survey showed clear evidence of endorsement by staff of a positive school climate which was higher than the state average. Despite the challenges faced in 2020, staff continue to engage in professional challenge and reflection to critique and measure the positive impact their teaching practice has on student learning growth.

Financial performance and position

The school is in a strong financial position compared to recent years. The modified methods of learning and use of the school facilities lead to a variation in spending from budget over the financial year FY20. Due to COVID-19 restrictions and a shift to online learning for approximately 6 months of the year, the school expenditure was less than previous years. Expenditure on professional development, consumables, general maintenance, utilities, and fundraising was also considerably less than in previous years. This was balanced with lower than expected locally raised funds. There was an increase in salaries and allowances compared to the previous year, due to an increase in local payroll. Equity funding was used for teaching and learning to enhance access for all students during remote learning and face to face teaching. The net result was an increase in the High Yield account value.

Significant improvements in terms of increased amenities was limited due to COVID-19 restrictions with the exception of carpet replacement in the Foundation and old Library at the end of the year. Eltham Primary School is listed on the Bushfire At Risk Register (BARR) and engages services for continual and systematic fire safety site maintenance including debris (leaves, twigs) removal, gutters cleared and trees/shrubs trimmed. Fire safety maintenance remained a priority throughout the year and continued when services were permitted on site. The school received DET Buildings/Grounds funding for targeted areas including bushfire preparedness.

For more detailed information regarding our school please visit our website at
<http://elthamps.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 357 students were enrolled at this school in 2020, 171 female and 186 male.

4 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) which takes into account parents' occupations and education.

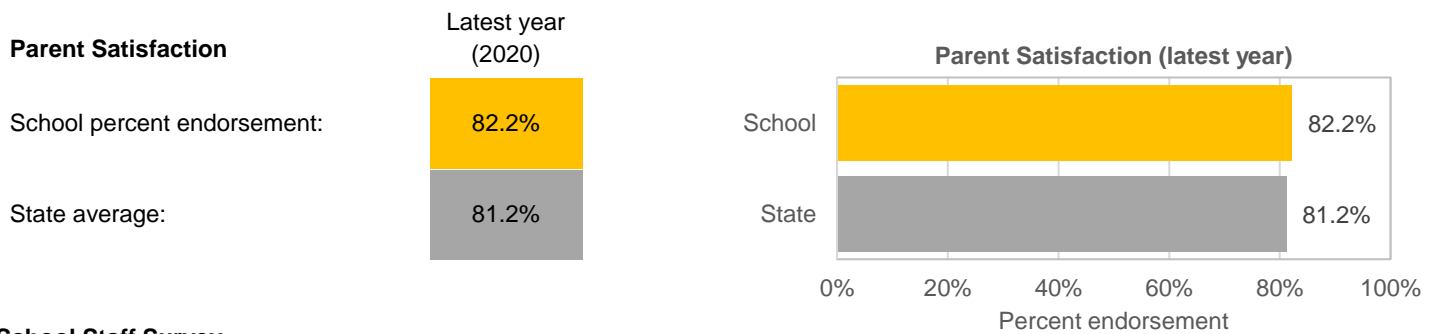
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

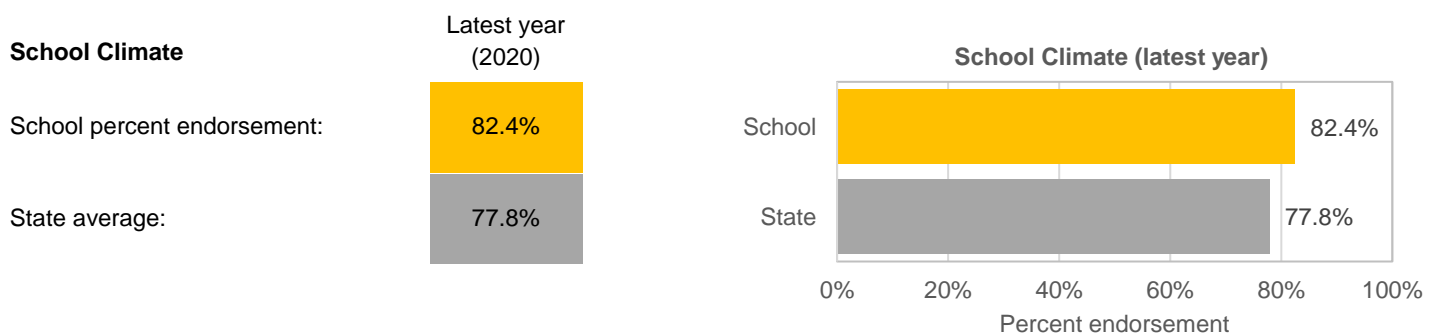


School Staff Survey

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.



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.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

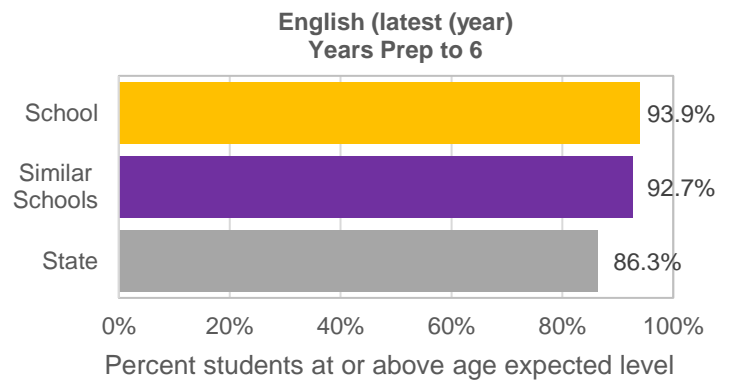
93.9%

Similar Schools average:

92.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

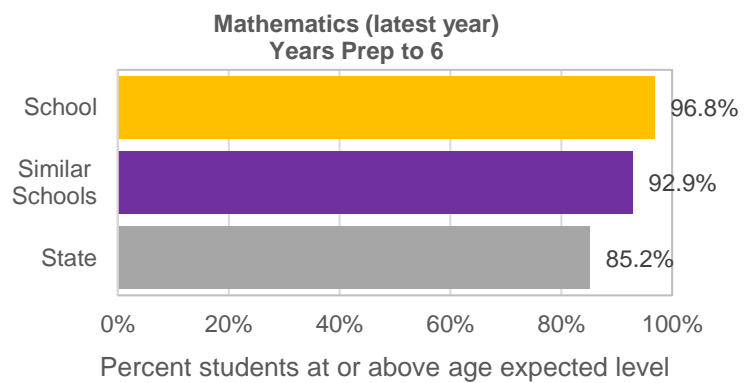
96.8%

Similar Schools average:

92.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

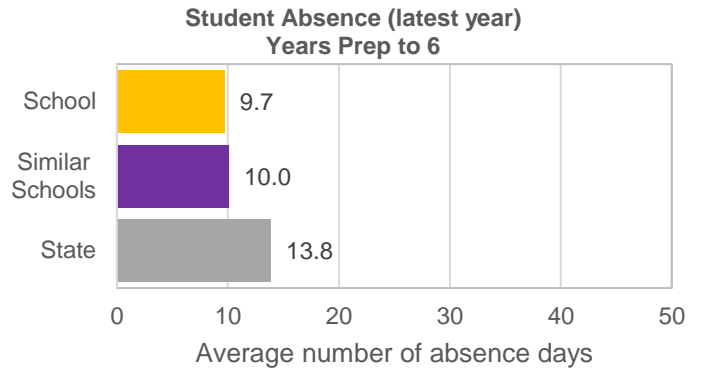
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.7	13.1
Similar Schools average:	10.0	13.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	94%	94%	95%	95%	95%	96%

WELLBEING

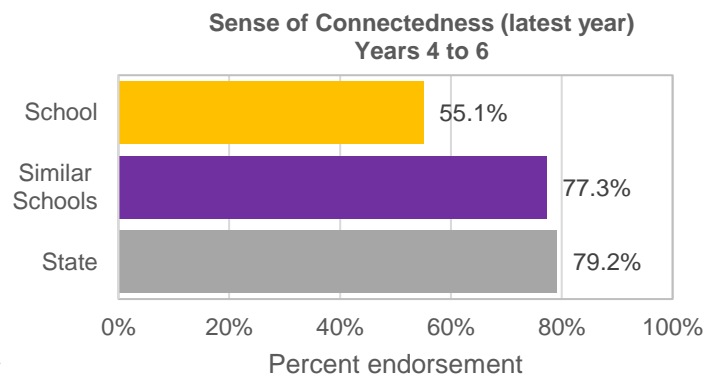
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	55.1%	54.4%
Similar Schools average:	77.3%	79.0%
State average:	79.2%	81.0%



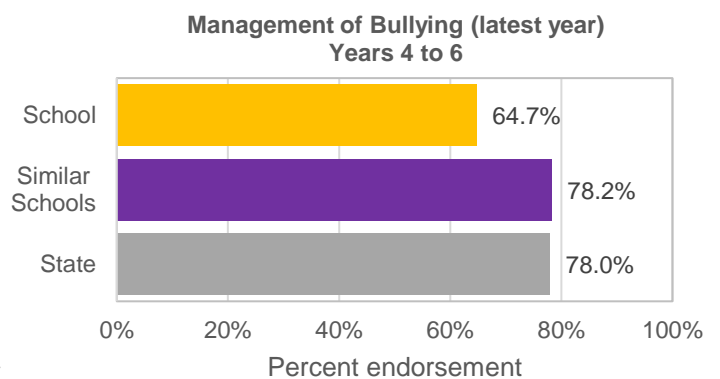
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	64.7%	60.1%
Similar Schools average:	78.2%	79.8%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$2,736,190
Government Provided DET Grants	\$418,357
Government Grants Commonwealth	\$650
Government Grants State	NDA
Revenue Other	\$3,195
Locally Raised Funds	\$226,594
Capital Grants	NDA
Total Operating Revenue	\$3,384,986

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,916
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$9,916

Expenditure	Actual
Student Resource Package ²	\$2,684,954
Adjustments	NDA
Books & Publications	\$5,038
Camps/Excursions/Activities	\$39,049
Communication Costs	\$14,738
Consumables	\$50,048
Miscellaneous Expense ³	\$12,529
Professional Development	\$1,031
Equipment/Maintenance/Hire	\$53,861
Property Services	\$101,964
Salaries & Allowances ⁴	\$183,007
Support Services	\$4,950
Trading & Fundraising	\$4,511
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$36,469
Total Operating Expenditure	\$3,192,149
Net Operating Surplus/-Deficit	\$192,837
Asset Acquisitions	\$53,916

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$180,580
Official Account	\$5,666
Other Accounts	\$14,795
Total Funds Available	\$201,041

Financial Commitments	Actual
Operating Reserve	\$76,572
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$5,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$201,572

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.