2022 Annual Report to the School Community

School Name: Eltham Primary School (0209)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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

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

What does *'NDP'* or '*NDA*' mean?

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

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

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

What is the *'Victorian Curriculum'*?

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

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

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

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

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

About Our School

School context

Eltham 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.

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 (SAKG) program. We have a dedicated library, art room, music room, science room and Indonesian room. The school hall is used for assemblies and the accredited Out of School Hours Care Program.

Classes are located in two wings incorporating flexible learning spaces and including several portable classrooms. The grounds include grassed and paved play areas, playgrounds, seating areas and both native and vegetable gardens.

In 2022 Eltham Primary School had a total enrolment of 331 students, with 3 percent of students identified with English as an additional language (EAL), and NDP percent Aboriginal or Torres Strait Islander students. 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. In 2022 there was no change to the school's SFOE which remained Low.

Staffing at the school consists of one Principal, one Assistant Principal, one Learning Specialist, 19.4 full time equivalent (EFT) teachers and 3.8 EFT Education Support (ES) staff. Our staffing profile is complimented with the addition of a Mental Health and Wellbeing Leader (MHWL) and Tutor Learning Initiative (TLI) tutor. The school is supported by Student Support Services (SSS), one part time ICT support technician, school 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.

At Eltham Primary School, 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 using the Gradual Release of Responsibility model. Teachers and students have a growth mindset when approaching learning, with students taught to use individual learning goals to lead their own learning. Focusing on learning growth rather than performance is important to us. Learning should always be a challenge, with success both hard earned and celebrated.

We practice a positive education approach that blends academic learning with wellbeing through a School-Wide Positive Behaviour Support (SWPBS) framework incorporating Social and Emotional Learning, Respectful Relationships and trauma informed practices. Our student wellbeing program utilises targeted interventions to ensure students with academic, social or emotional concerns are supported to achieve positive outcomes. We believe the best outcomes are achieved when families, teachers and students work together towards individualised learning goals.

In 2022 the number of parent responses to the Parent Opinion Survey remained low with 75 parents taking the opportunity to engage in the survey. The percent of positive responses for the factor School Satisfaction from parents who responded to the survey, was below the State average (primary schools) and showed a slight decline from last year. Even though we remain below the State, it is worth noting, one of the 2019-2023 School Strategic Plan targets was almost met with a marked increase in positive endorsement for the factor School Pride and Confidence from 56% in 2018 to 73% in 2022.

At Eltham Primary School we provide a guaranteed and viable curriculum underpinned by the Victorian Curriculum. A strong focus on English, Mathematics and Critical and Creative Thinking is the foundation to developing literate, numerate and curious students. Students participate in weekly Indonesian, Science, Physical Education, Visual Arts and SAKG classes, as well as intra and inter school sports competitions, incursions, excursions, a camping program and the option to participate in the Band program and Choir, providing students with an enriched primary school experience. Ethical, personal, social and emotional capabilities are taught through our SWPBS 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 SAKG program complements our Science and Health curriculum units and enables students to develop food and nutrition literacy skills. 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. School wide Sustainability practices are guided by ResourceSmart Schools modules as well as embedded within the SAKG program. Learning about Aboriginal and Torres Strait Islander histories and cultures is embedded within the curriculum. All classes develop an Acknowledgement of Country that is given at the beginning of the class morning meeting as a way of showing awareness of, and respect for, the Traditional Custodians of the land.

Ongoing assessment through conferring and small group instruction compliments reliable and valid standardised National and State assessments that support teachers to identify and teach at a student's point of need. In 2022 staff continued to work in Professional Learning Communities (PLCs) to collaboratively analyse student learning data, identify individual learning goals for each student, collaboratively plan targeted lessons, ensuring collective ownership for all student learning. The continuing positive upward trend in gains for the annual School Staff Survey showed clear evidence of endorsement by staff of a positive school climate, which was well above the State average and Similar Schools. It is worth noting the target in the 2019-2023 School Strategic Plan, to increase a positive school climate, from 72% in 2018 to 85% in 2022 was met.

We have established strong community partnerships with neighbouring schools and kindergartens to ensure a supportive transition program. Our Kinder to Foundation transition program involves multiple on-site transition sessions, a Year 6 Buddy program which involves our Year 5 students visiting local kindergartens, and personalised support for students with individual needs. Our Year 6 students regularly visit local high schools in preparation for the transition to secondary school. EPS regularly collaborates with Eltham High during Indonesian classes, Choir and Band performances.

The Eltham Primary School Student Induction program supports students who transition into the school from other schools in Years 1-6 , is underpinned by the Eltham Primary School Passport. The EPS passport is an actual 'passport' that students stamp as they are taken around the school by the school captains to find key features of the playground and classrooms, and meet teachers. A feature of our school is the 'pop-up' program, where Foundation – Year 6 students run 'pop-up' activities on a five week cycle every recess and lunchtime. These pop-ups are a chance for students to celebrate and share a skill or interest, and for others to access new and engaging activities. Past pop-ups have included coding, dancing, debating, origami, meditation and soccer.

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 will continue to develop and expand community partnerships with local services and external agencies. Eltham Primary School's COMPASS communication strategy to support communication and engagement between school, home and the wider school community is under review in 2023. The review will be supported by the Communication and Marketing School Council Subcommittee and include the development of a social media presence. In 2023 ongoing reporting and communication via COMPASS is also under review.

As we approach our School Review this year, we are taking the opportunity to reflect on our performance over the past four years and to prepare for the development of a new four-year Strategic Plan.

Our school has made progress in achieving our goals. We have focused on providing high-quality teaching and learning experiences that are tailored to the needs of our students, and implemented a range of initiatives aimed at improving student outcomes and engagement.

As we look to the future, we are committed to building on our achievements and to developing a new four-year Strategic Plan that will guide our school's direction and priorities over the coming years. We are confident that our school will continue to grow and thrive, and will provide our students with the best possible learning experiences and outcomes.

Progress towards strategic goals, student outcomes and student engagement

Learning

After two years of disrupted schooling due to the COVID-19 pandemic response, we saw the return to a more consistent year of onsite learning in 2022.

Throughout 2022, we continued to focus on student learning - with an increased focus on numeracy - and student wellbeing through choosing to implement the Department of Education 2022 Priorities Goal, which included a learning Key Improvement Strategy (KIS) and a wellbeing Key Improvement Strategy (KIS).

We continued to teach and support each student at their point of need in line with Framework for Improving Student Outcomes (FISO). Our 2022 Annual Implementation Plan's Key Improvement Strategy for learning was to support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

We continued to focus on building teachers' professional practice to implement evidenced based practices through dedicated onsite individual, team and whole staff professional learning using a coaching model, peer observations, teacher Professional Practice Days (PPD) and whole staff curriculum days.

Following the Professional Learning Communities (PLCs) inquiry cycle, our teachers continued to embed evidenced- based strategies and practices with a numeracy focus, including goal setting, worked examples, explicit teaching, feedback, and differentiation. This has enabled teachers to teach at the students' point of need, helping students to know what their next steps are to progress their learning. At the end of each unit a student focus group was invited to the PLC to give feedback to the teachers. This initiative will continue in 2023, to improve our teaching practices and provide more effective learning experiences for our students.

Student achievement data for students in Foundation (Prep) to year 6 based on Teacher Judgement indicates the percentage of students working at or above age expected standard in English was the same as Similar Schools average, while in Mathematics was slightly higher than Similar schools average and well above the State average.

The percentage of Year 3 students in the top three bands of testing in NAPLAN Reading was slightly lower than Similar Schools and well about the State average, while the percentage of Year 5 students in the top three bands of testing in NAPLAN Reading was slightly higher than Similar Schools average and well above the State average.

The percentage of Year 3 students in the top three bands of testing in NAPLAN Numeracy was slightly below Similar Schools average and well above the State average, while the percentage of Year 5 students in the top three bands of testing in NAPLAN Numeracy was well below Similar Schools and slightly above the State average.

It is worth noting a comparison of the NAPLAN data attached to this report, which identifies students performing in the top three bands, with NAPLAN data on the Department's Panorama site, which identifies students performing in the top two bands. When analysing the Panorama data throughout the four years of the 2019-2023 School Strategic Plan, the Year 3 NAPLAN data has shown significant growth in the percentage of students in the top two bands in Reading, Writing and Numeracy, and is well above Similar Schools. The Year 5 NAPLAN data despite being below Similar Schools has shown improvement in the percentage of students in the top two bands in Reading and Writing, however remains well below Similar Schools in Numeracy. Overall, when analysing and comparing the Year 3 and Year 5 data, in particular Numeracy, there may be a link between an overall decrease in Year 5 outcomes with the Students Attitude to School Survey results (discussed in more detail in the Wellbeing section).

Significant literacy and numeracy intervention continued with students who were identified as needing further support and/or modifications to the curriculum and/or instructional strategies. Individual Learning Plans were specific and targeted with a focus on one to two learning goals that were reviewed every 4-5 weeks in partnership with parents/carers. In 2022 students identified as working below, at, or above expected standard who did not show expected learning growth in numeracy were provided additional small group support up to three times a week through the DET funded Tutor Learning Initiative. In 2023 the DET funded Tutor Learning Initiative will continue with a shift in focus, to provide additional support for students who have not yet reached the expected standard in Reading.

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 2023 we intend to continue to embed a problem solving approach to teaching numeracy with a focus on developing students' mathematical reasoning, skills and automaticity through a flipped lesson model. We will implement a consistent approach to documentation of small group instruction and conferring in numeracy, and build teachers' understanding and skill to design quality tasks. Student feedback on differentiation combined with explicit teaching in small groups and a conferring focus are initiatives intended to improve student achievement and learning growth in numeracy.

It's important to note that while these indicators can provide insight into the effectiveness of the initiatives, they are not the only factors to consider when evaluating their impact. The implementation of these initiatives will require ongoing monitoring and evaluation to ensure that they are meeting the needs of all students and leading to positive outcomes.

Wellbeing

Our 2022 Annual Implementation Plan's Key Improvement Strategy for wellbeing was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

To achieve this goal, our teachers engaged in professional learning opportunities to deepen their understanding of the link between engaging curriculum and student wellbeing, and to identify and support students with mental health concerns, to create positive and inclusive classrooms that foster student engagement and promote positive mental health outcomes.

EPS's Response to Intervention strategy, supports teachers to have a deep understanding of the referral pathway both internally (within the school) and externally (to community services) for students identified as requiring further assessment and intervention. Additionally, at-risk students are supported in a timely manner, reducing the risk of long-term negative outcomes.

At Eltham Primary school, we have always prioritised the wellbeing of our students, and have made some progress in this area over the years. However, despite our best efforts, we have noted that the response from students in Years 4-6 in the 2022 student Attitudes to School Survey regarding their Sense of Connectedness and Management of Bullying remains well below the State average and statistically Similar Schools. It is worth noting for the past two years our Year 4 students have consistently felt more connected and positive than the Year 5s and 6s.

Looking forward, we will continue to engage in dialogue with students and the community to build and clarify their understanding of the definition of bullying and how the school manages bullying incidents as outlined in EPS's Anti- Bullying Policy and Student Engagement and Wellbeing Policies.

It is also worth noting on the Attitudes to School Survey the percentage of Year 4-6 students with normal or high Resilience is well below that of Similar Schools and the State average, with 43% of our students reporting low Resilience. This is an increase in the percentage of students with low resilience from last year's 58%.

Year 4-6 students' lower Resilience data appears to indicate since our return to onsite learning, more students may be struggling with issues such as anxiety, depression, low self-esteem, or other challenges that can impact their ability to bounce back from setbacks. Alongside our Wellbeing Team, we have a dedicated team of teachers who are engaging in targeted professional learning to support the development of Resilience across the school.

We recognise that this is an ongoing process, and are committed to working collaboratively with our students, staff, and families to address these concerns. Last year we engaged a consultant to work with our 5/6 team on a weekly basis throughout term 3 and term 4 to build staff knowledge, skill, and understanding of the complexities of teacher/student relationships, gender equality, and the social and emotional needs of our older students as they transition into secondary school. This year, the leadership team met with our Senior Education Improvement Leader and Regional Respectful Relationships leader to work in partnership to develop an action plan to address student concerns in particular the issues of gender equality and sense of connection.

At the start of the 2023 school year staff reviewed the Prevent/Teach/Reinforce toolkit through the lens of the recently developed DET Wellbeing High Impact Teaching strategies. There was an overwhelming consensus to adapt the Prevent/Teach/Reinforce document to reflect our current focus on strengthening our Tier 1 preventative wellbeing strategies with the intended outcome of strengthen students sense of connection. The EPS Tier 1 Common Expectations reflects a whole school approach created collaboratively by all staff, based on School Wide Positive Behaviour Supports, Respectful Relationships, Social and Emotional curriculum, and trauma-informed practices.

Eltham Primary School was fortunate to be part of the Mental Health in Primary School initiative which began implementation during the second half of 2020 and continues into 2023. Initially, the Victorian Government 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. The pilot program we were part of is now a State wide approach with schools receiving significant DET funding to employ a Mental Health and Wellbeing Leader as well as implementing a range of evidence based programs and initiatives selected from the Mental Health Menu.

The Mental Health Menu provides schools with opportunities to purchase evidence-based programs and initiatives across the three tiers of intervention. This includes initiatives that:
- promote student mental health and wellbeing
- enable schools to intervene early to support students
- provide targeted and more individualised support for students who need it

Menu items have been externally assessed for how well they support student mental health and wellbeing, ensuring schools have access to a range of evidence-based supports to meet their needs. Eltham Primary has chosen the following programs/initiatives that will enhance and support Tier 1 early intervention strategies to promote student mental health and wellbeing.

- **Smiling Mind-** Smiling Mind is a meditation app for young people. It has been developed by a team of psychologists and uses mindfulness to boost calmness, contentment and clarity. Mindfulness meditation has been shown to help manage stress, resilience, anxiety, depression and improve general health and wellbeing.
- **The Song Room**- The Song Room arts and wellbeing program uses arts learning to teach social and emotional skills to support student wellbeing and learning. A Song Room mentor is working with our F-2 teachers to learn how to integrate song and music into all curriculum areas. The sessions utilise a trauma-informed and strengths-based approach.
- **Dogs Connect**- Dogs Connect is a wellbeing program, introducing a wellbeing dog into the community. It is a wellbeing program that helps improve culture in schools by focusing on positive, meaningful and sustainable connection. EPS has a team of teachers undertaking an extensive training course to work with our dog, Bluey, who will be slowly introduced to the community in Term 2.
- **Professional Learning - Building the capacity of school staff**, in particular classroom teachers, to identify and support students with mental health concerns in the classroom - facilitated by our Mental Health and Wellbeing Leader.

These are exciting opportunities for our school that are already making a difference in our 2023 classrooms.

Overall, by focusing on Tier 1 practices and strengthening the implementation of a consistent whole-school approach to support mental health and wellbeing, we can effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Moving forward, we will continue to prioritise the well-being of our students. We will work to create a safe and inclusive learning environment that fosters positive teacher/student relationships, gender equality, and social and emotional learning. We are committed to ongoing collaboration and improvement, and we thank our school community for their ongoing support and partnership.

Engagement

Eltham Primary School prioritises empowering students and building school pride by providing various opportunities for student voice and development of student agency. The school has continued to nurture these efforts through multi-age events, student leader opportunities, buddy programs, pop-up activities and the student goal setting tool in numeracy and student writing rubrics. The school has also focused 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.

Our School Captains represent the students at significant school events and meet regularly with the School Leadership team to influence and inform school-based decisions. Our House Captains and Vice Captains promote multi-age connections across the school through leading their House during school events such as sports carnivals and cultural days. Year 5/6 students have the opportunity to apply for one of our many Curriculum Leadership positions including Numeracy, Literacy, Inquiry, Sustainability, Stephanie Alexander Program (SAKG), Library, Science and School Wide Positive Behaviours (SWPBS). The Curriculum Leaders are responsible for initiatives to promote and advocate for their area of interest.

Staff, students and the community welcomed the return of our camping program in 2022 to build independence across Years F-6. Our Foundation students were able to participate in a school breakfast, with our year 1/2 students attending a school dinner followed

by the Year 2 students sleeping over at school. The Year 3/4 students were able to attend Gundiwindi camp at near by Wallan, while the Year 5/6 students attended a 5 day camp at Phillip Island.

The BYOD iPad program for Years 3-6 students, is a learning tool that is increasing engagement and inclusivity by students using such features as voice to text when needed. The BYOD program allows students to use technology as a tool to enhance their learning experience and engage with different types of multimedia resources.

One particular benefit of incorporating technology into the curriculum is the ability to teach critical literacy skills, such as how to evaluate sources and identify fake news. With the proliferation of information online, it's important for students to be able to discern fact from fiction and evaluate sources for credibility. By teaching critical literacy skills through the use of technology, Eltham Primary School is helping students become better equipped to navigate the digital world and make informed decisions.

The school has maintained a focus on building engagement by continuing to provide Year 5/6 electives during Terms 1 and 4. The student focused electives have become an important part of the senior years curriculum. Last year's electives included a photographic exhibition and drama performance.

In 2022, the school continued to strengthen student agency and voice through embedding the EPS School Wide Positive Behaviour Support (SWPBS) framework and focusing on teacher professional learning to support ownership and responsibility for student learning. Embedding the student numeracy goal setting tool, writing rubric and student focus group feedback in PLCs will continue in 2023.

Eltham Primary School's average number of absence days in 2022 is slightly higher than the Similar Schools average, but the same as the State average. It is worth noting the 2022 absence data is higher than the 4-year average, which can be explained by an increase in family holidays due to the opening up of State borders and international travel.

The school has addressed non-attendance of students through several communication channels and works proactively, supportively, and collaboratively with families to ensure students attend school everyday.

Moving forward we will continue to focus on increasing student engagement, including regularly asking for feedback from students, both informally and formally. We will also focus on building student agency to improve student learning outcomes to create an environment that is focused on the learner, fosters agency and empowers students to take control of their own learning.

Other highlights from the school year

We are proud to share some of the significant activities and highlights that have brought positive benefits to our school, students, and local community over the past year. These are the things that we are most proud of and that have helped us to make a difference in the lives of our students and the wider community.

Our school's nature play space has been a huge success since its creation. It provides a safe and engaging outdoor environment where students can connect with nature and explore their creativity. The space includes natural materials, such as rocks, logs, and plants, that encourage children to use their imagination and develop important skills such as problem-solving, critical thinking, and collaboration. The nature play space has also been popular with families, who have enjoyed spending time in the play space out of school hours.

Another highlight of our year was our Twilight Indonesian Event. This event was designed to celebrate Indonesian culture and provide an opportunity for our students to learn more about this rich and diverse country. The event included a range of activities,

such as traditional Indonesian games, music, dance, and food. Students and families alike had a great time learning about Indonesian culture, and it helped to build stronger connections between our school community and the wider community.

Another significant activity was our school's commitment to promoting inclusivity and diversity. We have worked hard to create a safe and welcoming environment for all students, regardless of their background, culture, or identity. We celebrated cultural diversity through events such as Harmony Day and NAIDOC Week, as well as providing targeted support for students with specific needs.This included participating in Hoodie Up Day and the National Day of Action against Bullying and Violence.

Our school's choir and band performances have been a huge success. Our students have worked hard to develop their musical talents, and their performances have been a testament to their dedication and skill. Our Soirée was a wonderful way for our school community to come together and celebrate the achievements of our students, and to appreciate the important role that the arts play in our lives.These performances have provided our students with valuable opportunities to showcase their talents and to share their love of music with the wider community. They have also helped to promote a strong sense of school spirit and pride among our students, staff, and families.

Our Stephanie Alexander Kitchen Garden Program is an outstanding initiative that continued to bring significant benefits to our school and community over the past year. Through the Stephanie Alexander Kitchen Garden Program, our students have developed a deep appreciation for the importance of healthy eating and sustainable living. They have learned about the benefits of fresh, seasonal produce, and have gained practical skills in cooking and food preparation. They have also developed a strong sense of teamwork and collaboration, working together to grow and harvest vegetables, and to cook delicious meals.

Finally, our school's Welcome to Country was a special event that was held to acknowledge and respect the Traditional Owners of the land on which our school is located. This ceremony included a traditional welcome by local Aboriginal elders and representatives. This event was an important way for our school community to connect with the local Aboriginal community and to show our respect and recognition of the history and culture of the land we occupy.

In addition to the Welcome to Country, our school also held a Smoking Ceremony. This ceremony involved the burning of native plants, such as eucalyptus leaves, in order to purify and cleanse the space. It was conducted by a local Aboriginal elder and was intended to promote positive energy and well-being within our school community. The ceremony was well received and appreciated by both staff and students, and it helped to create a sense of unity and respect within our school community.

Overall, these events have been significant highlights of our year and have brought great benefits to our school and community. They have helped to promote cultural understanding and respect, and have fostered a sense of connection and community among our students, staff, and wider community. We are proud of these initiatives and look forward to continuing to build on their success in the years to come.

Financial performance

Even though the EPS financial position was relatively unchanged from 2021 to 2022, this was underpinned by a grant of approximately $100k for the natural playspace and deferral of circa $50k of budgeted repairs to the running track. Our true position would have been a halving of available funds in the high interest account if not for these two items.

Expenditure continues to experience significant upwards pressure due to the new agreement Time in Lieu constraints and CRT costs. The school will be under significant financial pressure in maintaining the current programs or class sizes in 2024 if there is not a corresponding increase in fundraising activity and voluntary parent contributions in 2023 and into the future. There was an increase in salaries and allowances compared to the previous year, due to an increase in local payroll and salary increments and an increase in the number of relief teachers employed to replace teachers who were required to take isolation leave. Equity funding received was managed effectively and strategically for teaching and learning to enhance access for all students during the return to onsite learning. If EPS high quality programs are to continue in the future, the correlation between EPS Low SFOE and amount of Equity funding received increases the importance of fundraising activities and voluntary parent contributions into the future.

Significant improvements in terms of increased amenities were limited to the development of the long-awaited Nature Place Space. 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 331 students were enrolled at this school in 2022, 166 female and 165 male.

3 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
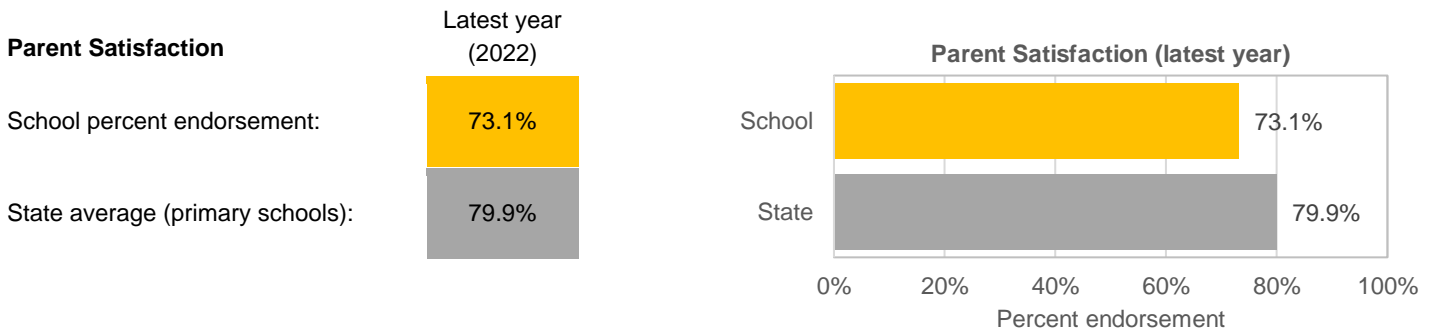
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	73.1%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

	Percent endorsement
School	73.1%
State	79.9%

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	Latest year (2022)
School percent endorsement:	85.3%
State average (primary schools):	73.4%

School Climate (latest year)

	Percent endorsement
School	85.3%
State	73.4%
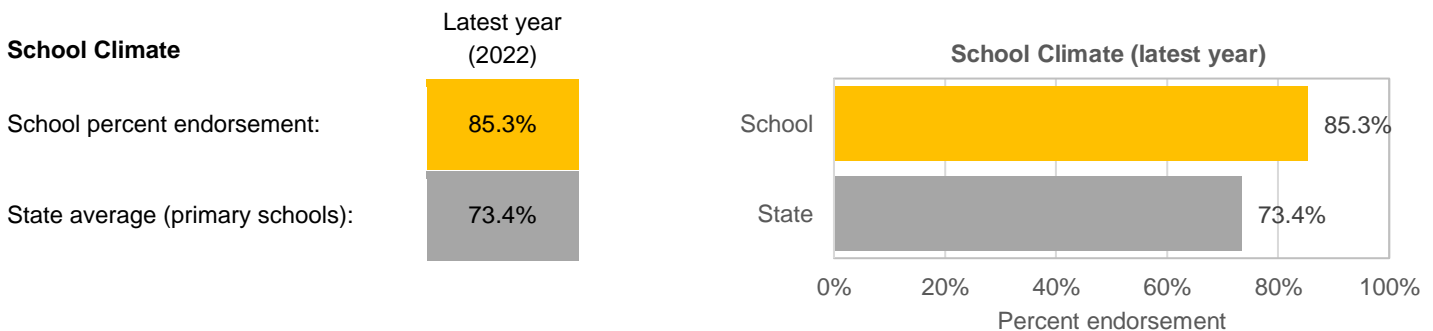
LEARNING

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

Teacher Judgement of student achievement

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

English **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	93.4%
Similar Schools average:	93.2%
State average:	87.0%

English (latest (year)
Years Prep to 6

School	93.4%
Similar Schools	93.2%
State	87.0%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
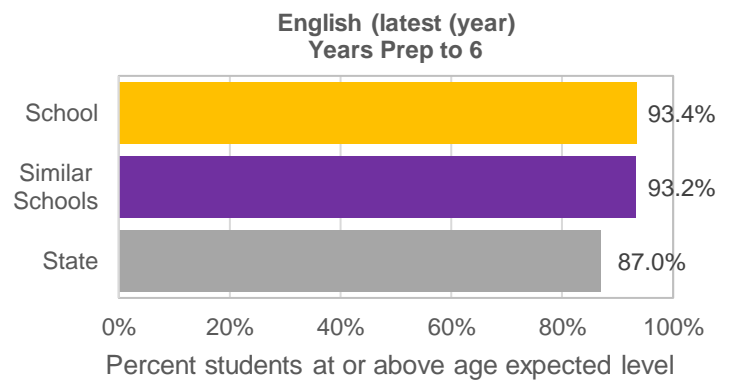
Mathematics **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	94.8%
Similar Schools average:	93.5%
State average:	85.9%

Mathematics (latest year)
Years Prep to 6

School	94.8%
Similar Schools	93.5%
State	85.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
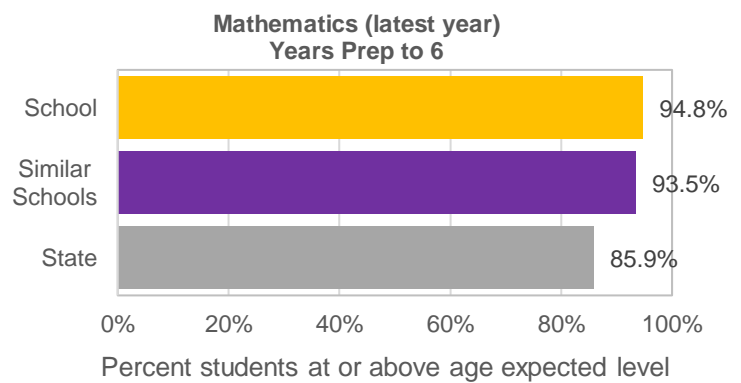
LEARNING (continued)

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

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.
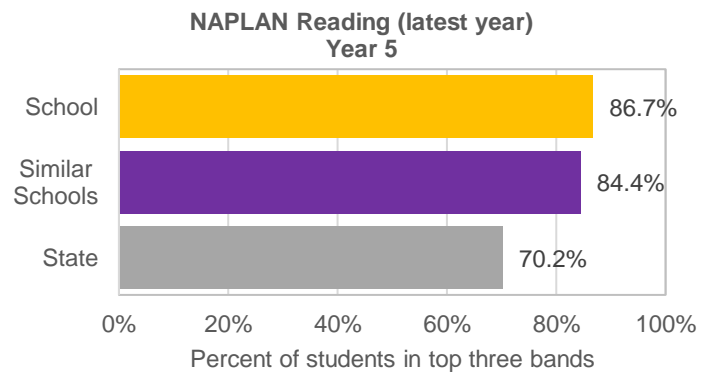
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	86.0%
Similar Schools average:	87.2%	87.5%
State average:	76.6%	76.6%

NAPLAN Reading (latest year) Year 3

School	83.3%
Similar Schools	87.2%
State	76.6%

Percent of students in top three bands
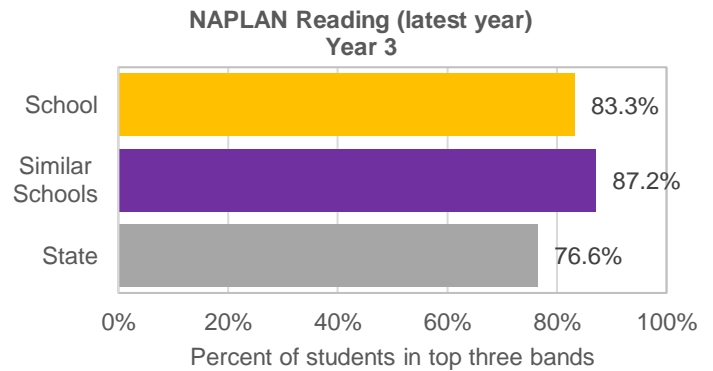
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.7%	81.2%
Similar Schools average:	84.4%	83.1%
State average:	70.2%	69.5%

NAPLAN Reading (latest year) Year 5

School	86.7%
Similar Schools	84.4%
State	70.2%

Percent of students in top three bands

Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.0%	77.5%
Similar Schools average:	76.7%	80.1%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year) Year 3

School	73.0%
Similar Schools	76.7%
State	64.0%

Percent of students in top three bands
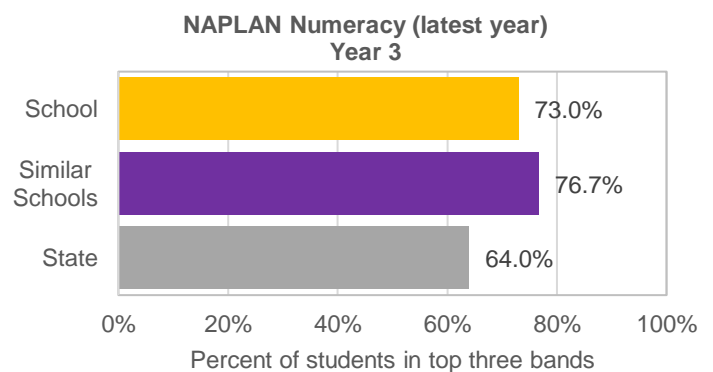
Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	63.9%
Similar Schools average:	65.4%	71.4%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year) Year 5

School	57.1%
Similar Schools	65.4%
State	54.2%

Percent of students in top three bands
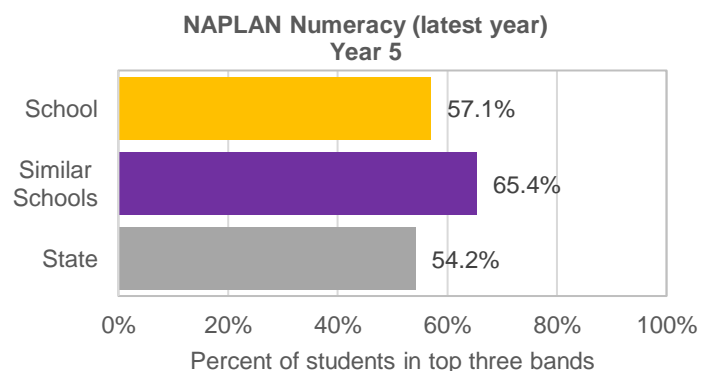
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	60.7%	54.6%
Similar Schools average:	75.3%	76.9%
State average:	78.1%	79.5%

Sense of Connectedness (latest year) Years 4 to 6
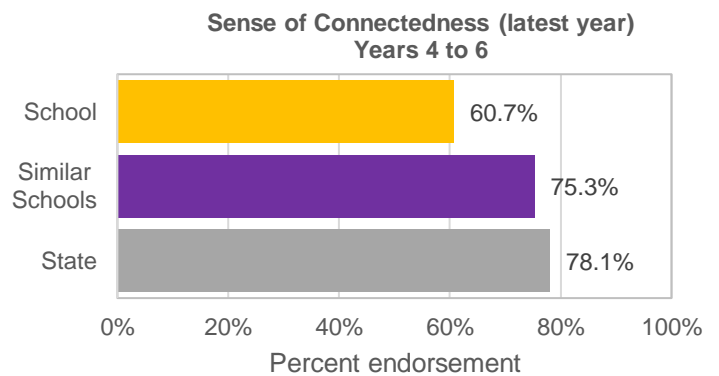
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	65.2%	61.9%
Similar Schools average:	74.1%	76.7%
State average:	75.8%	78.3%

Management of Bullying (latest year) Years 4 to 6
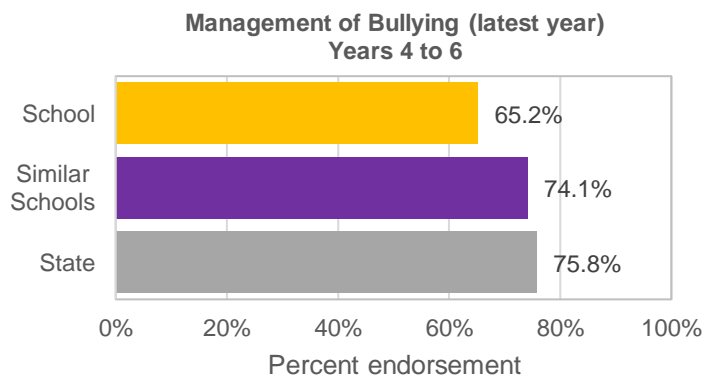
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	23.7	15.1
Similar Schools average:	20.8	14.1
State average:	23.3	17.0

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	23.7
Similar Schools	20.8
State	23.3
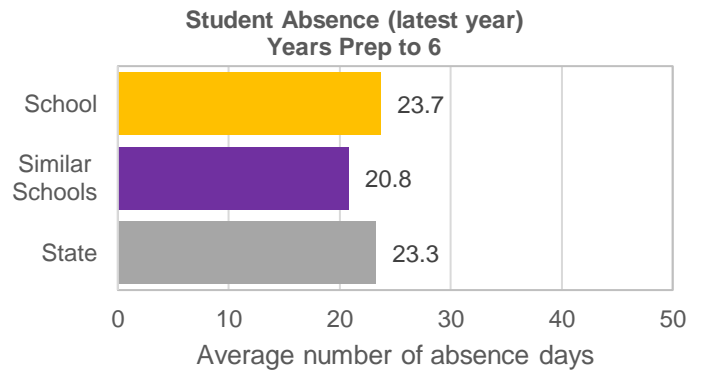
Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	90%	89%	86%	89%	88%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	$2,744,383
Government Provided DET Grants	$282,564
Government Grants Commonwealth	$2,455
Government Grants State	$1,000
Revenue Other	$13,403
Locally Raised Funds	$345,622
Capital Grants	$0
Total Operating Revenue	**$3,389,426**

Equity [1]	Actual
Equity (Social Disadvantage)	$8,729
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$8,729**

Expenditure	Actual
Student Resource Package [2]	$2,737,070
Adjustments	$0
Books & Publications	$5,977
Camps/Excursions/Activities	$141,381
Communication Costs	$6,880
Consumables	$42,844
Miscellaneous Expense [3]	$20,092
Professional Development	$1,676
Equipment/Maintenance/Hire	$36,571
Property Services	$80,800
Salaries & Allowances [4]	$251,924
Support Services	$0
Trading & Fundraising	$8,962
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$32,867
Total Operating Expenditure	**$3,367,045**
Net Operating Surplus/-Deficit	**$22,381**
Asset Acquisitions	**$16,603**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	$291,072
Official Account	$13,222
Other Accounts	$21,967
Total Funds Available	**$326,262**

Financial Commitments	Actual
Operating Reserve	$94,342
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$63,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$15,000
Maintenance - Buildings/Grounds < 12 months	$74,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$80,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$326,342**

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.