2021 Annual Report to The School Community

School Name: Eltham Primary School (0209)

THE **EDUCATION** STATE

- 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 2021 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 06 April 2022 at 07:35 PM by Lorraine Kennedy (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 08 April 2022 at 10:25 AM by Chris Adams (School Council President)

VICTORIA State Government | Education and Training

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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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 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 over 340 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, 19 full time equivalent (EFT) teachers and 5 full time equivalent Education Support (ES) staff, 1 Mental Health and Wellbeing Coordinator (MHWC) and 1 Tutor Learning Initiative (TLI) tutor. 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 2021 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 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 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. EPS student induction program for students who transition into EPS in grades 1-6 from other schools is underpinned by the 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 2022. 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 2022.

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

In 2021, following the analysis of school data, and in order to continue to develop an effective learning community, resulting in richer and more sustainable opportunities for school transformation, the school focused on support for the Department of Education (DET) 2021 Priorities. DET 2021 Priorities were recommended in response to the interrupted year of schooling due to the pandemic.
1. Learning, catch-up and extension priority
2. Happy, active and healthy kids priority
3. Connected schools priority

Supporting the 2021 priorities aimed to achieve the following;

1. Learning, catch-up and extension priority
- Develop teacher data literacy through PLCs, with a focus on growth analysis
- Deepen teachers' understanding of differentiation through PLCs
- Implement the DET Tutor Learning Initiative (TLI)

2. Happy, active and healthy kids priority
- Continue to embed EPS SWPBS framework
- Increase student connectedness to school through increasing breadth of initiatives
- Continue to embed student leadership roles throughout the school
- Continue to strengthen student agency and voice and its implementation across the school
- Emphasise the role of the Early Years Framework in the Foundation curriculum
- Develop whole school capability in supporting the mental health and wellbeing of students, through the role of the Mental Health and Wellbeing Coordinator

3. Connected schools priority
- Review vision and values with school community
- Expand parent volunteer program
- Build upon positive teacher/parent relationships developed during remote learning to improve student outcomes

In 2021 some of the Annual Implementation Plan (AIP) actions and professional development plans were modified as a response to the challenges 2021 continued to present in response to COVID-19 pandemic. The actions were modified to respond to the significant challenges staff, students and families encountered and managed during the continuation and fatigue of a second year of remote and flexible learning and onsite learning. Throughout the year teachers continued to adapt, refine and differentiate the delivery of a remote and flexible teaching and learning approach and pivot back to onsite teaching and learning with professionalism and expertise. Remote and flexible learning delivery included class meetings, lesson launches, conferences, small groups as well as Art, PE, Indonesian and Wellbeing live lessons. There was an intentional decision to balance a focus on academic as well as social and emotional wellbeing both onsite and during remote and flexible learning. The Mental Health and Wellbeing Coordinator worked with staff to build their capacity to recognise, respond to students' mental health needs as well as working directly with a small caseload of students. The Tutor Learning Initiative enabled students who had shown low learning growth to catch up and extend their learning. Eltham Primary continued to maintain 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 2022 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. The shift in focus from performance to growth data analysis will continue to 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 2022.

Achievement

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. 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 was the same as similar schools average and 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 were slightly higher than Similar Schools and well about the State average.
However, even though the the percentage of Year 5 students in the top three bands of testing in NAPLAN Reading were above the State average they were below Similar Schools average.

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

The percentage of students with high learning gain between Year 3 (2019) and Year 5 (2021) in Reading and Grammar and Punctuation was well below the percentage of students with high gain in Similar Schools. For the same cohort of students the percentage with high learning growth in Numeracy was below students with high gain in Similar Schools. In the Writing, the percentage of students in the same cohort with high learning gain was well above Similar Schools. In response to the low learning gain in Reading and Grammar and Punctuation, in 2022 EPS will undertake an audit of the Reading and Grammar and Punctuation curriculum and implementation. At completion of the audit the School Improvement Team will identify gaps and next steps for school improvement.

During remote and flexible learning many students thrived however, teachers and parents identified many who struggled. 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. Students who were identified as showing low learning growth in either reading, writing or numeracy due to the impact of the disrupted year of schooling participated in the Tutor Learning Initiative. Teachers pivoted between remote and flexible learning and onsite teaching and learning with a focus on daily small group meetings, 1:1 conferences between teachers and students in literacy and numeracy and class meetings. This approach was balanced with learning tasks in all curriculum areas including social and emotional capabilities.

Throughout the year Eltham Primary School continued to ensure students stayed connected with peers and teachers while emphasising a balanced approach between academic and social and emotional wellbeing 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 assessment schedule, enabled teachers to adapt to the challenges presented during remote and flexible learning whilst continuing to gather evidence of learning when students were back onsite. 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 for a second year during 2021.

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. Students identified as working below, at or above expected standard who did not show expected learning growth in 2020 were provided additional small group support two to three times a week through the DET funded TLI.

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.

In 2021 the continuation of the DET funded Tutor Learning Initiative will continue to 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. 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 2021 continued building 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, live lessons, 'cook up' with Sophia, lego sessions and a School Disco.

In 2021 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.

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

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 2021 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 2021 presented the Sustainability leaders promoted sustainable practices at school and home that supported the second 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. During term 4 students in Foundation were able to participate in a school breakfast, with Years 1-2 holding a school dinner with the Year 2 students sleeping over at school. The Years 3/4 were fortunate to be able to go on camp before the first lockdown. Despite the 5/6 City Camping being postponed and eventually cancelled the students were able to attend an alternative camp during term 4.

During 2020 we launched Eltham Primary School's Instrumental Music Program for students in Years 3-6. COVID-19 restrictions continued to create significant challenges for the program however, tutors and students adapted and responded to the challenges by continuing online lessons. During 2021 the program expanded to include a Beginner Band as well as the continuation of the Senior Band.

Unfortunately the highly successful bi-annual Art Show was cancelled due to COVID-19 restrictions.

Throughout 2022 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 2022 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 2022 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 2021 was higher than Similar Schools but below 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 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 2021 Students Attitudes To School Survey, Sense of Connectedness and Management of Bullying, remains well below the state average and well below 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 2021, in response to the continuing low percentage endorsement from years 4-6 students in the Attitudes to School Data the school will complete an audit of current whole school and classroom practices to identify where and what we need change. Student focus groups will be instrumental in gathering information, and identifying next steps for school improvement.

In 2021, health and wellbeing supports such as frequent check ins, modification of tasks and frequent, clear communication continued to be a priority for staff, students and their families. In 2021 EPS continued to implement a Systematic Response to Intervention managed by the Student Wellbeing Team through fortnightly meetings. In 2021 the school continued to promote a positive learning environment for all students through SWPBS. At EPS we continued to use DET Resilience, Rights and Respectful Relationships (RRRR) learning materials in weekly lessons to develop students' social, emotional and positive relationship skills. Staff continued to 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 . In 2021 it remained 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 2021 continued to present. Our goal to provide a caring and nurturing environment was 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 2022 we will continue to mentor a network of primary schools to support the Respectful Relationships initiative within their schools.

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 continued into 2021. 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. 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, focused on developing whole school capability in supporting the mental health and wellbeing of students.

Throughout 2021 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 continued 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 continued 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 at the State average and continued to show 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 collaborated 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. The changes to EPS Vision and Values were minor changes in wording.

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 2021, staff continue to engage in professional challenge and reflection to critique and measure the positive impact their teaching practice has on student learning growth.

Finance 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 FY21. 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 and salary increments. 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 bespoke shelving for the relocated library to the Residence.   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 341 students were enrolled at this school in 2021, 165 female and 176 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).
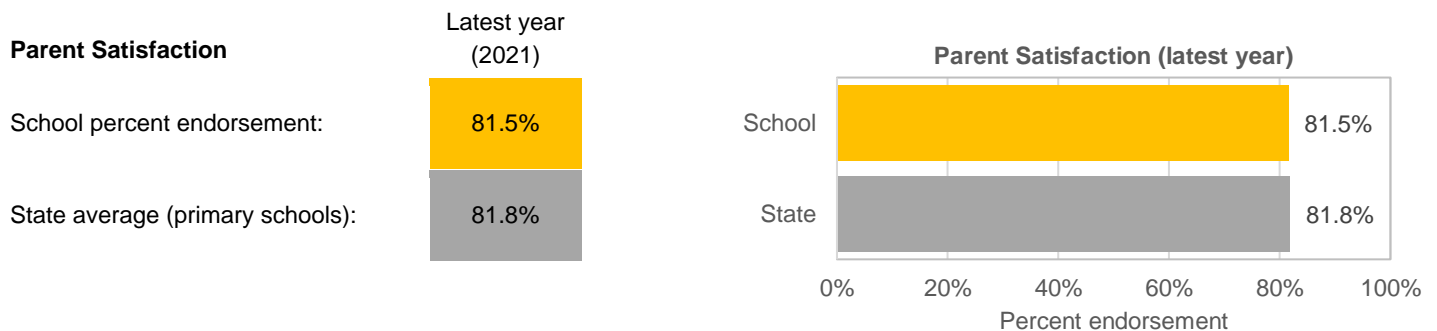
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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 (2021)
School percent endorsement:	81.5%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

	Percent endorsement
School	81.5%
State	81.8%

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 (2021)
School percent endorsement:	78.6%
State average (primary schools):	75.8%

School Climate (latest year)

	Percent endorsement
School	78.6%
State	75.8%
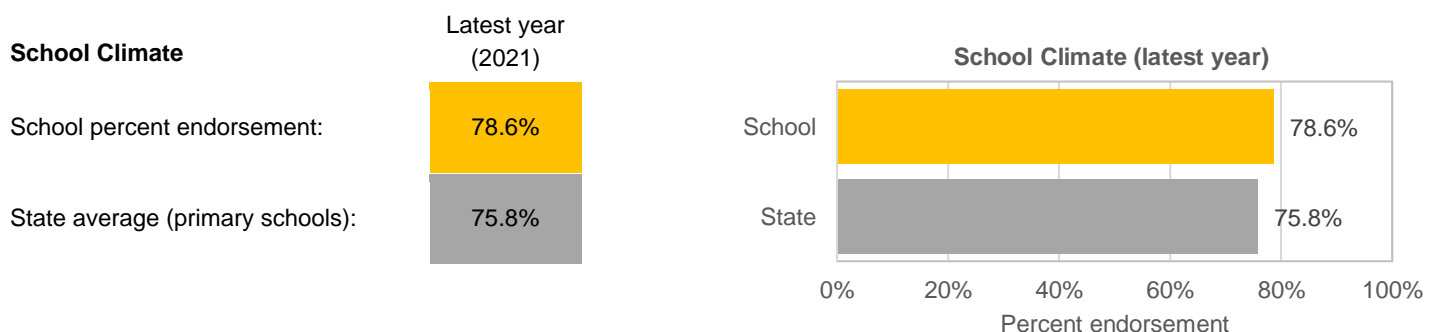
ACHIEVEMENT

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 (2021)
School percent of students at or above age expected standards:	92.2%
Similar Schools average:	92.7%
State average:	86.2%

English (latest (year)
Years Prep to 6

School	92.2%
Similar Schools	92.7%
State	86.2%

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

Percent students at or above age expected level
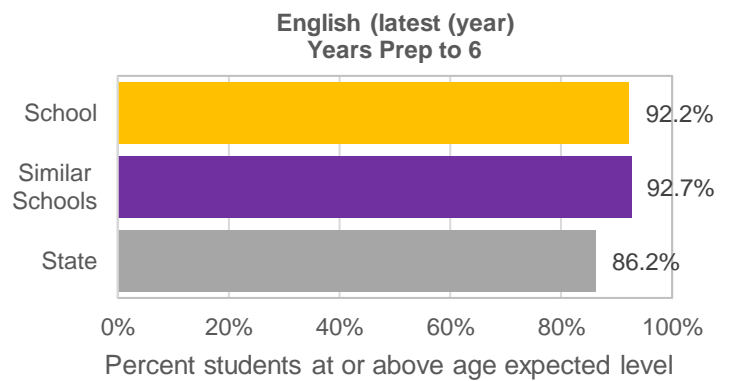
Mathematics **Years Prep to 6**	Latest year (2021)
School percent of students at or above age expected standards:	95.1%
Similar Schools average:	92.7%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School	95.1%
Similar Schools	92.7%
State	84.9%

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

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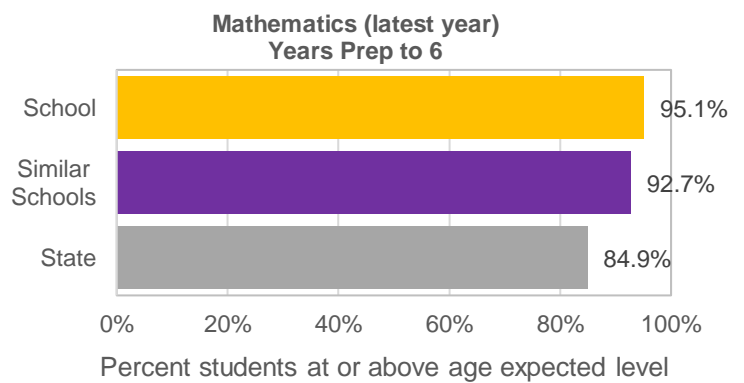
ACHIEVEMENT (continued)

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 2018, 2019 and 2021 data.
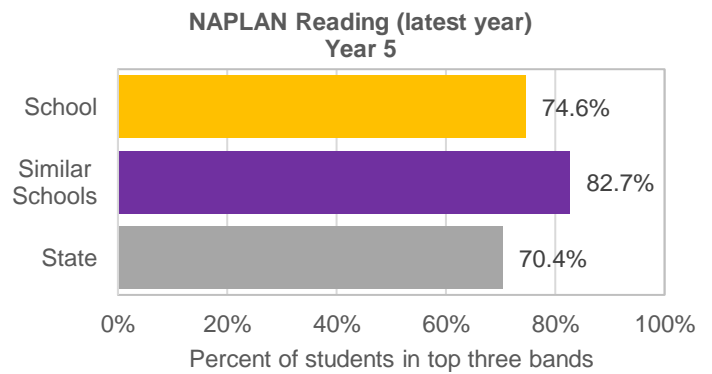
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	90.2%	86.9%
Similar Schools average:	87.8%	86.7%
State average:	76.9%	76.5%

NAPLAN Reading (latest year) Year 3

School	90.2%
Similar Schools	87.8%
State	76.9%

Percent of students in top three bands
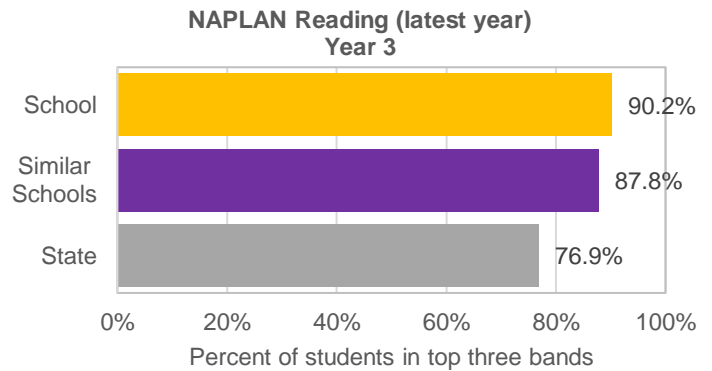
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	74.6%	75.8%
Similar Schools average:	82.7%	80.9%
State average:	70.4%	67.7%

NAPLAN Reading (latest year) Year 5

School	74.6%
Similar Schools	82.7%
State	70.4%

Percent of students in top three bands

Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	73.2%	82.9%
Similar Schools average:	79.3%	81.8%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year) Year 3

School	73.2%
Similar Schools	79.3%
State	67.6%

Percent of students in top three bands
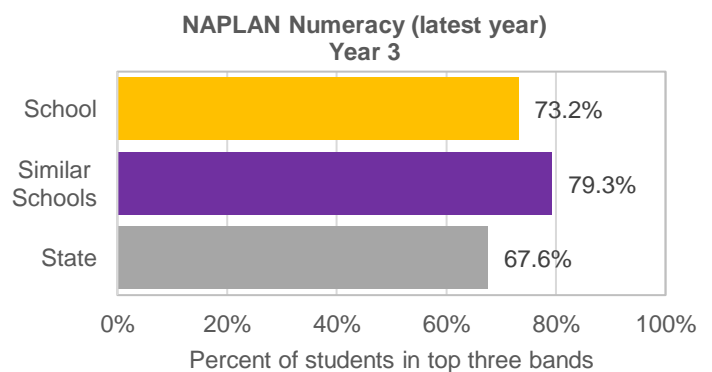
Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	72.4%	67.7%
Similar Schools average:	74.0%	72.2%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year) Year 5

School	72.4%
Similar Schools	74.0%
State	61.6%

Percent of students in top three bands
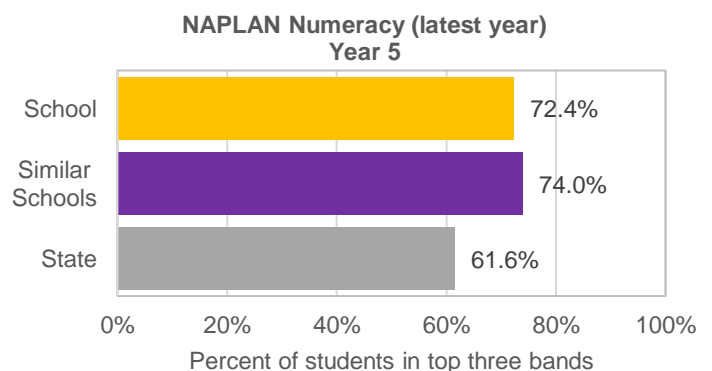
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain
Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	62%	15%	28%
Numeracy:	25%	55%	20%	24%
Writing:	33%	33%	35%	28%
Spelling:	13%	58%	29%	26%
Grammar and Punctuation:	35%	52%	13%	25%

NAPLAN Learning Gain (latest year)
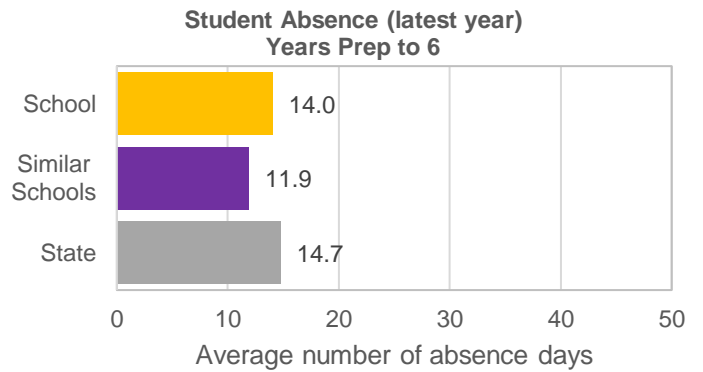**Year 3 - Year 5**
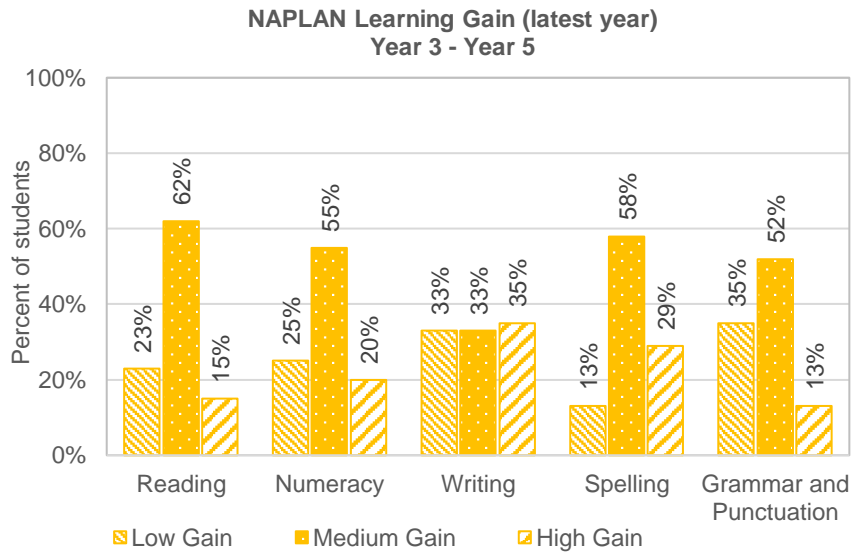
ENGAGEMENT

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6	Latest year (2021)	4-year average
School average number of absence days:	14.0	12.9
Similar Schools average:	11.9	12.8
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

School	14.0
Similar Schools	11.9
State	14.7

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	95%	92%	92%	92%	92%	92%

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 (2021)	4-year average
School percent endorsement:	54.9%	52.8%
Similar Schools average:	78.1%	78.6%
State average:	79.5%	80.4%
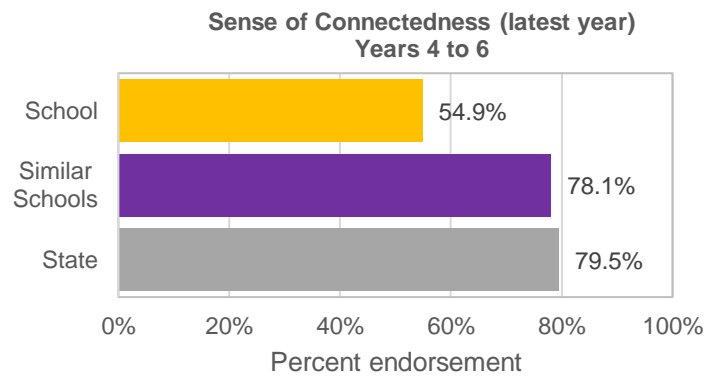
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

	Percent endorsement
School	54.9%
Similar Schools	78.1%
State	79.5%

Student Attitudes to School – Management of Bullying

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

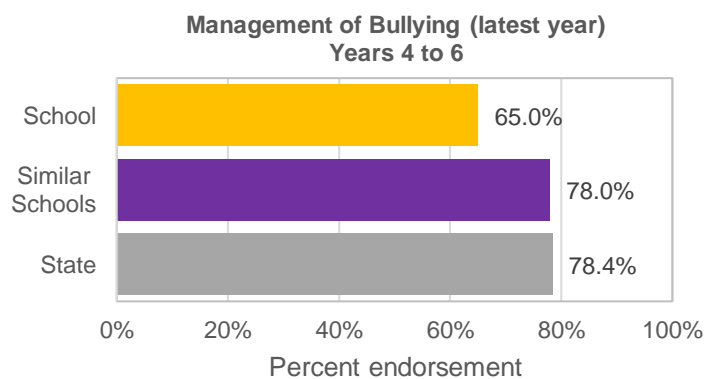| **Management of Bullying Years 4 to 6**	Latest year (2021)	4-year average
School percent endorsement:	65.0%	59.8%
Similar Schools average:	78.0%	79.2%
State average:	78.4%	79.7%

Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

	Percent endorsement
School	65.0%
Similar Schools	78.0%
State	78.4%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	$2,852,860
Government Provided DET Grants	$321,811
Government Grants Commonwealth	$2,100
Government Grants State	$0
Revenue Other	$15,601
Locally Raised Funds	$360,382
Capital Grants	$0
Total Operating Revenue	**$3,552,753**

Equity [1]	Actual
Equity (Social Disadvantage)	$8,857
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$8,857**

Expenditure	Actual
Student Resource Package [2]	$2,920,347
Adjustments	$0
Books & Publications	$5,536
Camps/Excursions/Activities	$102,972
Communication Costs	$7,178
Consumables	$67,880
Miscellaneous Expense [3]	$11,115
Professional Development	$3,869
Equipment/Maintenance/Hire	$50,184
Property Services	$52,583
Salaries & Allowances [4]	$169,126
Support Services	$3,057
Trading & Fundraising	$13,601
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$26,421
Total Operating Expenditure	**$3,433,870**
Net Operating Surplus/-Deficit	**$118,883**
Asset Acquisitions	**$57,603**

(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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	$310,839
Official Account	$7,154
Other Accounts	$14,796
Total Funds Available	**$332,788**

Financial Commitments	Actual
Operating Reserve	$80,420
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$40,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$85,000
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$50,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$100,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$355,420**

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.