

2021 Annual Report to The School Community



School Name: Eynesbury Primary School (5311)



- 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.

«PrincipalSignDescription»

- 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

«PresidentSignDescription»

About Our School

School context

Eynesbury Primary School is located in Melbourne's West and caters for students from Foundation to Year 6. Founded in 2021 and occupying modern and architecturally designed facilities including two Learning Communities, a STEAM building, Performing Arts space and a competition-grade Gymnasium, our founding year enrolment base included 244 students, of which 128 were male and 116 female, with 3% of our students identifying as Aboriginal or Torres Strait Islander. Our School Family Occupation and Education (SFOE) index is presently 0.33, placing us in the low-medium school level band with respect to the level of disadvantage within our cohort. In 2021, our workforce was composed of a total FTE of 23.2, with 16.8 teaching staff (including the Principal and an Assistant Principal) and 6.4 education support staff.

Eynesbury Primary School's objective is to ensure that all students will attain the knowledge and learning traits that will enable a lifelong love of learning and the disposition and capacity to engage critically and confidently within society. Our mission is to ensure the learning and achievement of every child and to empower young people and their community to work together in this pursuit.

Our vision is for students at Eynesbury Primary School to become creative and critical thinkers, empowered to positively impact both their school and their community and to take ownership over their own learning. They will work in partnership with their teachers to monitor their progress, identify their next point of challenge and collaborate positively with their peers. Eynesbury Primary School will maintain high expectations for all students, underpinned by an aspirational learning culture based on evidence, best practice and inclusion.

The Eynesbury Primary School values are Excellence, Integrity, Community and Kindness:

- We embrace high expectations for ourselves and our community and strive for excellence in all endeavours
- We act according to our values, demonstrating integrity through honesty and trust in each other
- We come together as a learning community of students, teachers and families in a way that represents the hopes and aspirations of the Eynesbury township
- We demonstrate kindness towards each other and to ourselves

Framework for Improving Student Outcomes (FISO)

As a new school, Eynesbury Primary School is yet to go through a strategic planning process. In 2021, we responded to the same goals and outcomes as all other Victorian public schools in response to the pandemic, including the three post-covid priorities outlined by DET. As this was our founding year however, we also placed critical importance on the goal of developing and embedding a culture of high-level reading instruction, supported by the Key Improvement Strategy (KIS) of establishing effective reading instruction within the school, including the implementation of our instructional model, curriculum processes and PLC cycle, all critical to our first year of operation. Despite significant disruption caused by the pandemic and its associated lockdowns, we were successful in delivering on the outcomes associated with this KIS, with staff actively supported to develop these structures within the context of an instructional model predicated on Explicit and Direct Instruction, literacy instruction informed by the Science of Reading and the pursuit of a knowledge-rich curriculum.

Despite substantial periods of remote learning, we were able to maintain momentum in the pursuits listed above, primarily due to the adoption of an entirely synchronous approach to instruction during this period.

Achievement

As 2021 was our first year of operation, the focus of our work as outlined in the FISO section was in the establishment of sound instructional practices, processes and support structures and, with respect to student achievement, on

developing an understanding of the learning needs of each student within our founding year cohort whilst pledging to ensure that each child experiences learning growth in excess of 12 months. Students at Eynesbury Primary School adapted well to our learning structures and, specifically in the majority of cases, to literacy instruction based on reading science as opposed to a whole-language/balanced literacy approach. This progress is perhaps best represented by the fact that by the end of 2021, 94% of our foundation cohort had achieved reading attainment at or above benchmark (as measured by DIBELS).

We were also able to meet our stated desire to trial a Response-to-Intervention (RTI) process with significant support from the funding attached to the Tutor Learning Initiative (TLI). Students identified as in need of additional support within the context of this intervention experienced small-group withdrawal, received instruction targeted to their point of need and were largely successful in 'testing-out' of the program. The success of this process has informed planning for 2022.

Students supported through the Program for Students with a Disability (PSD) all demonstrated satisfactory progress in achieving the goals articulated within their Individual Education Plans (IEPs), receiving intervention support, effective Tier 1 instruction and consistent monitoring via the Student Support Group process.

Engagement

Students at Eynesbury Primary School have adapted to their new surrounds including the systems and processes established within a brand new school and have consistently demonstrated significant levels of engagement and school connectedness. Whilst working to support students within the context of the pandemic, EPS also worked diligently to establish a whole school Engagement and Wellbeing framework and will continue to expand this work in 2022 and beyond.

In 2021, we worked diligently to ensure a smooth transition to a new setting for all of our students and were deliberate in ensuring that students who attended EPS in its founding year did not have to forego any of the opportunities and/or experiences that contribute to an overall sense of school connectedness that many would have experienced had they remained at an established school. The work we are undertaking has been designed to progress from year 1 to 2 and so forth, but, in the interim, we were successful in establishing lunchtime programs, a student leadership framework, excursion and camp opportunities and a host of extra-curricular activities including participation in the Solar Car Challenge. The process of ingratiating all students into a new school culture began in earnest in 2020, with significant transition opportunities presented for all enrolling students, as well as the development and implementation of our start-up program which supported all students to understand the structures, processes and routines of their new school, underpinned by a culture informed by the values described previously.

In 2021, Eynesbury Primary School worked diligently with families to support students to attend school regularly during the onsite period, and to engage in all synchronous learning activities during remote learning. EPS established systems to monitor attendance and established processes to work with families when non-attendance occurred. These processes were supported by the employment of a Student Wellbeing Coordinator and underpinned by the use of our communication platform Compass, from which parents received SMS messages notifying them of absences. As a result, we experienced only a small increase in non-attendance during remote learning and were successful in re-engaging many students who struggled to connect during this period.

Wellbeing

Eynesbury Primary School was able to establish an impressive baseline with regards to student wellbeing despite the challenges of operating within our founding year and significant periods of remote learning caused by the pandemic. Sense of Connectedness and the Management of Bullying factors, as measured through AToSS, initially sit both above state and like-school means and provide a launching point for the school to push for excellence in 2022 and beyond. In analysing the results of this survey, we have been able to identify a number of key factors, including the success of our start-up program, the synchronous approach to remote learning we employed throughout the year and the mobilisation

of our Education Support Staff team, led by our Wellbeing Coordinator, in early intervention and ongoing support. Other factors included our employment of the School Wide Positive Behaviour Framework, including a rewards and recognition program that emphasises intrinsic motivation, work that will continue to be built upon in subsequent years.

Again, given that this was our first year of operation, Parent Satisfaction, as measured by the Parent Opinion Survey, is outstanding to this point, with 91.1% endorsement which is nearly 10 points above the state average. In unpacking these results, parents often sighted the level of communication from the school, support for our instructional approach and overall satisfaction with our remote learning program as key factors.

Staff satisfaction, as measured by the Staff Opinion Survey, leaves room for work, with 73.2% of staff endorsing the school climate. We are confident that this result was impacted by the many challenges faced in opening a new school. By semester 2, with substantial investment in teacher professional learning and the ongoing professionalisation of our processes, internal measures indicated significant boosts in staff morale that we believe will be reflected in the 2022 survey.

Finance performance and position

Our financial approach to our first year of operation was viewed as critical to the ongoing financial viability of our school and our ability to implement our vision and cater to student needs in the future. As a result, we ended the year with a modest surplus. This surplus was the result of sound financial management and was supported by the fundraising efforts of an engaged and motivated school council, as well as support from partners including our OSHC provider.

Another factor in our present financial position was the fact that the school was provided with Supplementary Curriculum Funds in lieu of Equity funding. As this was a one off grant that far surpassed anticipated Equity funding in subsequent years, we took a cautious approach to this spending to ensure that as the school increased in size, we would not be burdened with a significant shortfall which would affect our ability to deliver programs into the future. As a result, our forecasted budget position is projected to be favourable and planning has been based on the maintenance of a very small deficit for year 2.

In our first year, the EPS school Council entered into a licensing arrangement with Big Childcare as our OSHC provider. We also formed a number of partnerships with local businesses and organisations including the Eynesbury Environmental Group who have sought funding to support co-curricular student involvement in the community.

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