

# 2022 Annual Report to the School Community

School Name: Eynesbury Primary School (5311)



**EYNESBURY**  
PRIMARY SCHOOL

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2023 at 02:35 PM by Phillip Coloca (Principal)

- This 2022 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 26 April 2023 at 02:36 PM by Ebbie Hungerford (School Council President)

## How to read the Annual Report

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### 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.

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### 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
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### 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)

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### 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.

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### 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.

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### 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

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## School context

Eynesbury Primary School is located in Melbourne's Outer-West and was founded in 2021 across a new school site occupying modern and architecturally designed facilities including two Learning Communities, a STEAM building, Performing Arts space and a competition-grade Gymnasium.

At Census, our enrolment base in 2022 included 307 students, of which 171 were male and 136 female, with 3% of our students identifying as Aboriginal or Torres Strait Islander (this number grew to 321 by the end of the school year). 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 2022, our workforce was composed of a total FTE of 32 with 122.9 teaching staff (including the Principal and an Assistant Principal) and 9.1 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.

Eynesbury Primary School is due to undergo 'School Review' in 2023 and as such (and as a relatively new school) does not presently maintain a School Strategic Plan.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, Eynesbury Primary School experienced tremendous learning growth across a number of measures. Of particular note is the 88.9% of Year 3 students who achieved in the top 3 bands in NAPLAN (67% in the Top 2 Bands), placing the school more than 10 percentage points above both similar schools and the state average. EPS also achieved pleasing results in Year 5 Reading where 77.1% of students achieved in the top 3 bands, outpacing similar schools and the state average (71.8% and 70.2% respectively). Furthermore, considerable growth has been noted internally using the benchmarking system employed by the school (DIBELS). For example, in 2022, 99% of our Prep students were reading at or above benchmark, with 85% reading well above expected proficiency.

Further emphasis on Numeracy will support the school to continue to grow student outcomes. While achievement in the top two bands for year 3 and 5 students sits below the state average, improvement after one year has been noted. In our most recent school performance report, this improvement was noted with the school being graded at 'Stretch' for Numeracy ('Influence' in Literacy)

This growth sits as testament to the culture of academic rigour that has been emphasised since the school's inception. Considerable effort in our first two years has gone into developing the capacity of all staff to adhere to learning science in instructional planning and practice. In particular, the school's focus on structured literacy, in addition to a learning approach predicated on Explicit and Direct Instruction underpinned by a knowledge-rich curriculum, has supported student growth and development in key areas and outlined a course for the school in which continued development and focus in these areas are expected.

Finally, our commitment to the Tutor Learning Initiative (TLI) was implemented in 2022 via a program closely linked to Multi-Tiered Systems of Support (MTSS). 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. Also, 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.

## Wellbeing

2022 represented a year of consolidation and further expansion of our Wellbeing programs, including the incorporation of the Respectful Relationships curriculum into our wellbeing lesson focus. Despite this, EPS noted slight decline in a number of wellbeing measures, as measured by the Attitudes to School Survey (AtoSS). In particular, our students reported 'Sense of Connectedness' at 70.4% favourable endorsement, which sits below the state average. Our analysis of this outcome leaves significant questions. Firstly, the measure is incongruent with both our Parent Satisfaction score of 86.1% which is well above the state average (79.9). These results also sit in contrast to the significant growth evidenced via student outcomes that has taken place across the school. In 2023, we will continue to work to identify both the reasoning for this outcome in addition to better support students to feel connected to the school. This will take place through the lens of the significant disparity outlined above. More positively, Year 4-6 students identified our ability to manage bullying at a rate above both the state and similar school average, testament to our behaviour support structures including Wellbeing and our values being taught explicitly within the curriculum, as well as effective management processes outlined from the classroom to leadership level. Wellbeing at EPS is further supported by ensuring that there is consistency and that first and foremost, our classroom climate and culture are characterised by safety and order. Significant emphasis has been placed on our start-up program which clearly outlines class and individual expectations for behaviour and commitment to learning.

## Engagement

Students at Eynesbury Primary School have continued to adapt to their new surrounds, including the systems and processes established within the context of a school early in its existence, with their learning growth (as outlined above) clearly demonstrating high levels of engagement in their learning.

Whilst working to support students post-pandemic, EPS also worked diligently to further embed our whole school Engagement and Wellbeing framework and will continue to expand this work in 2023 and beyond. In 2022, we worked diligently to consolidate the growth made in our founding year by further expanding provision of extra and co-curricular opportunities for our students. In an attempt to progressively expand this provision, we were successful in establishing lunchtime programs, an expanded student leadership framework, excursion and camp opportunities. the Athletics Carnival and a host of extra-curricular activities including participation in the Solar Car Challenge and Robotics Clubs.

EPS has established systems to monitor attendance and established processes to work with families when non-attendance occurred. These processes have been supported by our Student Wellbeing Coordinator and underpinned by the use of our communication platform Compass, from which parents received SMS messages notifying them of absences. Despite this, more will need to be done in 2023 to further strengthen the school-family partnership to decrease the average proportion of absences per student. At present, our average absence days of 23.5 days per student sits slightly above the state average. This was compounded over the course of the year by the lingering effects of COVID-19 related absences, either directly where the student has contracted the illness or where families were affected, subsequently impacting their capacity to support student attendance.

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## Other highlights from the school year

Eynesbury Primary School had much to celebrate over the course of 2022, facilitated by the increased provision of student-based activities over the course of the year.

In 2022, for the first time we established a Junior School Council led by our student leaders, as well as an Environmental Leadership Group developed in partnership with the Eynesbury Environmental Committee. These opportunities further extended our capacity to support students to develop holistically and broaden their experience base.

A number of other celebrations took place over the course of the year, including an expansion of our Camps program. For the first time, students in Year 3-4 and Year 5-6 had the opportunity to have their own camp respectively, while students in Prep-Year 2 were able to begin to familiarise themselves with the idea of being away from parents with their on-site sleepover activities. Furthermore, we successfully ran our inaugural Athletics Carnival and swimming program and were fortunate to have students represent the school at Regional tournaments.

Finally, our STEM focus continued to expand, with students competing in the Solar Car Challenge for the second year in a row and Robotics clubs forming across the school.

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## Financial performance

Eynesbury Primary School ended the 2022 year with a comfortable financial position heading into the 2023 school year with \$74,622 held in our operating reserve. Not all cash funding for school bases programs was spent in 2022 however the \$11,588 has been committed to be spent on the swimming program and student excellence program in 2023. Our school community supported us in raising over \$25,000 with events including a bingo event, pizza fundraiser and various out of uniform days. This means we will be able to make further purchases on books in our classrooms and sporting supplies. Our School Council entered into a 2-year license with canteen company Six Seeds to operate the new school canteen service that commenced in 2023. We are still waiting the installation of our shade sails and have \$11,000 committed to the remaining balance due.

Our equity funding was spent on developing the capacity of our teachers to meet our students at their point of need, representing a part of our overall commitment to ensuring that teachers are best equipped to teach within our existing frameworks, develop their conceptual understanding of best practice pedagogy and enable them to maximise student learning outcomes.

**For more detailed information regarding our school please visit our website at**  
<https://www.eynesburyyps.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 307 students were enrolled at this school in 2022, 136 female and 171 male.

3 percent of students had English as an additional language and 3 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).

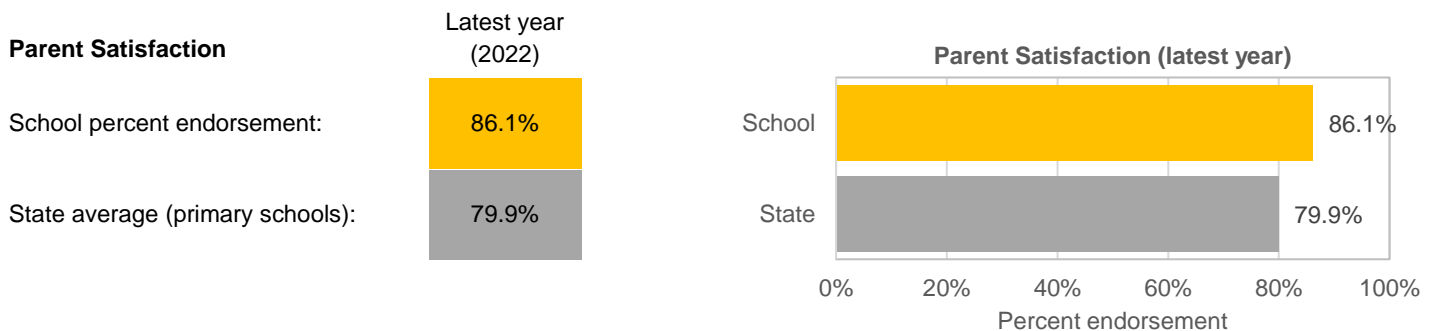
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

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

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

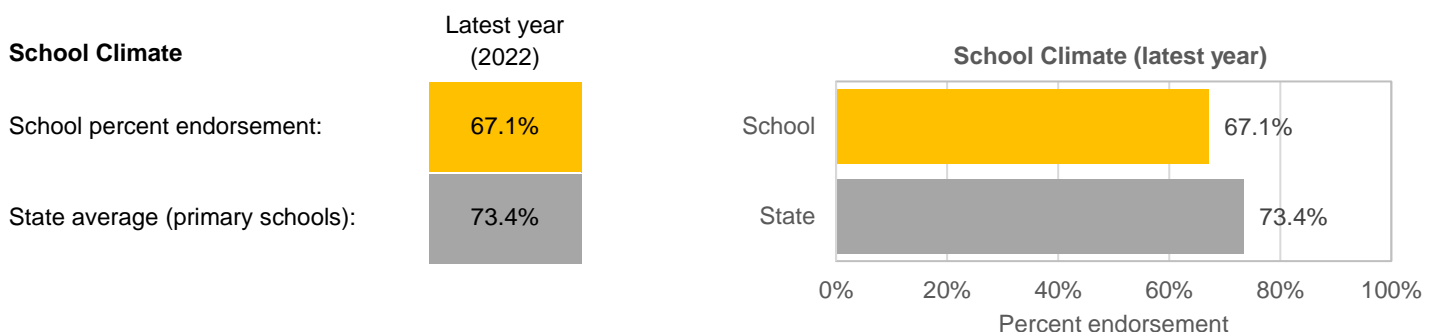


### School Staff Survey

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

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

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



## 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:

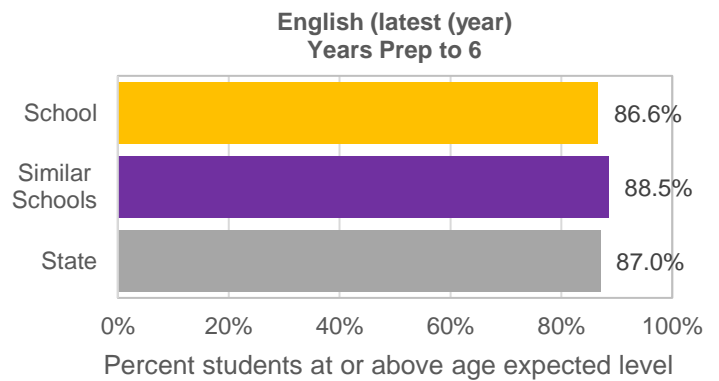
86.6%

Similar Schools average:

88.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

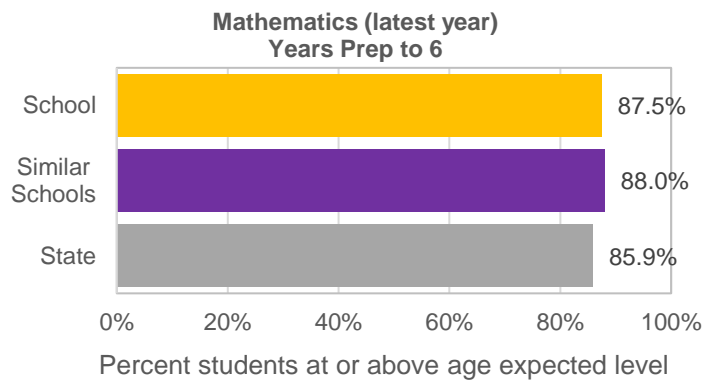
87.5%

Similar Schools average:

88.0%

State average:

85.9%





## 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.

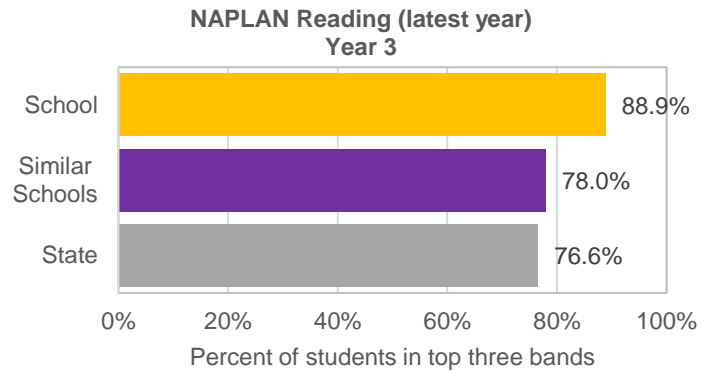
### NAPLAN

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.

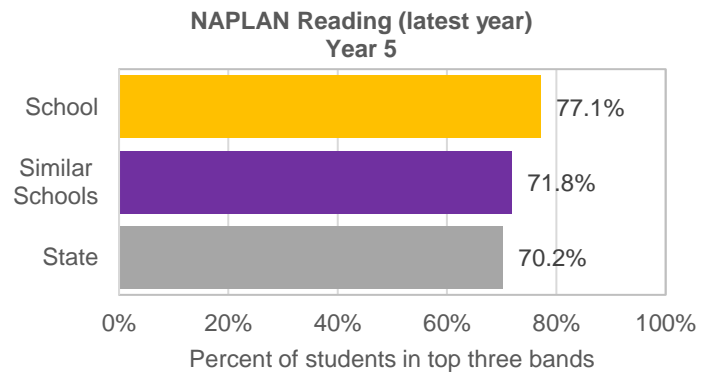
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.9%	73.8%
Similar Schools average:	78.0%	77.6%
State average:	76.6%	76.6%



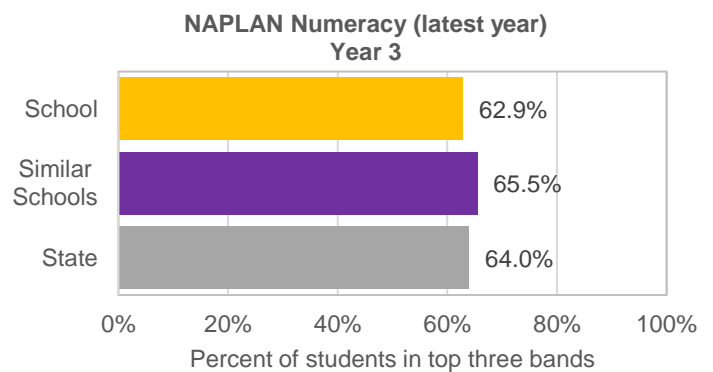
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.1%	72.1%
Similar Schools average:	71.8%	71.2%
State average:	70.2%	69.5%



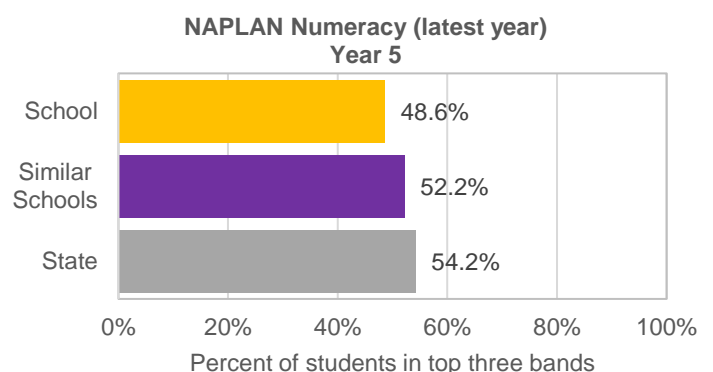
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.9%	57.7%
Similar Schools average:	65.5%	68.5%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.6%	49.2%
Similar Schools average:	52.2%	56.9%
State average:	54.2%	58.8%



## WELLBEING

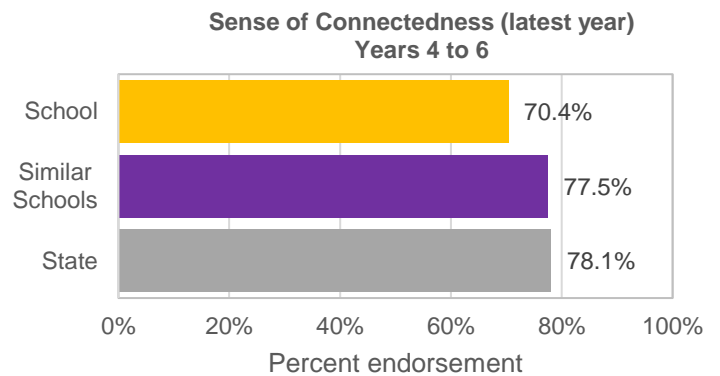
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	70.4%	74.5%
Similar Schools average:	77.5%	77.1%
State average:	78.1%	79.5%

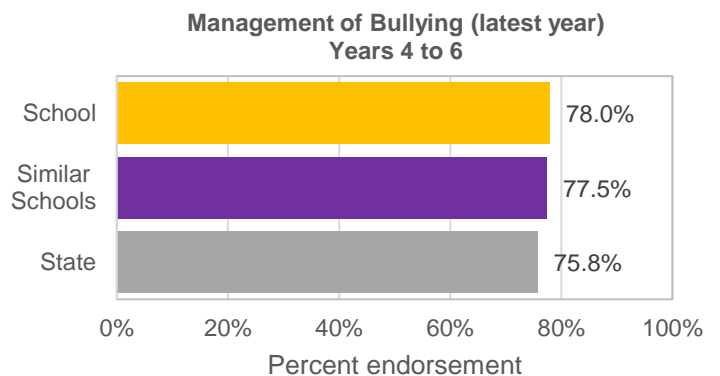


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	78.0%	78.7%
Similar Schools average:	77.5%	77.9%
State average:	75.8%	78.3%



## ENGAGEMENT

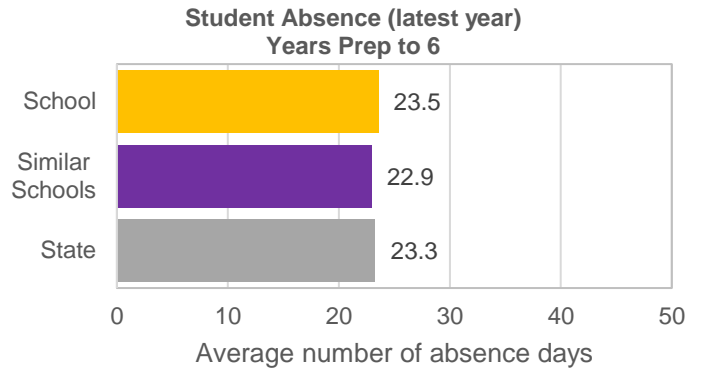
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	23.5	20.4
Similar Schools average:	22.9	16.8
State average:	23.3	17.0



### 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):	87%	88%	88%	90%	89%	88%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,834,803
Government Provided DET Grants	\$418,460
Government Grants Commonwealth	\$2,200
Government Grants State	\$0
Revenue Other	\$8,548
Locally Raised Funds	\$162,687
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,426,698</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$18,568
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$18,568</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,831,191
Adjustments	\$0
Books & Publications	\$4,401
Camps/Excursions/Activities	\$38,703
Communication Costs	\$4,058
Consumables	\$92,710
Miscellaneous Expense <sup>3</sup>	\$9,535
Professional Development	\$35,684
Equipment/Maintenance/Hire	\$50,169
Property Services	\$46,508
Salaries & Allowances <sup>4</sup>	\$20,722
Support Services	\$104,274
Trading & Fundraising	\$22,928
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$968
Utilities	\$53,555
<b>Total Operating Expenditure</b>	<b>\$3,315,407</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$111,291</b>
<b>Asset Acquisitions</b>	<b>\$8,729</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$103,868
Official Account	\$23,848
Other Accounts	\$9,946
<b>Total Funds Available</b>	<b>\$137,662</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$74,662
Other Recurrent Expenditure	\$3,697
Provision Accounts	\$0
Funds Received in Advance	\$12,294
School Based Programs	\$11,588
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,716
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$11,223
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$6,591
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$3,040
<b>Total Financial Commitments</b>	<b>\$148,811</b>

*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.*