

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 24 April 2024 at 04:46 PM by Linh Nguyen (Principal)

- This 2023 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 2024 at 03:24 PM by Rachel Baratta (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Eynesbury Primary School is located in Melbourne's Outer-West, in Eynesbury, approximately 60 kilometres west of Melbourne CBD. Since its establishment in 2021, the school has continued to grow. Situated on a modern school site with architecturally designed facilities, including two Learning Communities, a STEM building, Visual Arts and Performing Arts space, and a competition-grade Gymnasium, the school remains dedicated to providing a dynamic learning environment.

Enrolment base for EPS has expanded, reflecting the increasing popularity and trust within the community. At the time of the February 2023 census, our school community saw further growth, with 367 students enrolled, comprising 191 males and 176 females. Additionally, 9% of students had a language background other than English, and 1% identified as Aboriginal or Torres Strait Islander.

Our workforce has also expanded with additional teaching support staff joining our team to meet the evolving needs of our student body. Our workforce comprised 38.73 full-time equivalent (FTE) staff members, including 1 Principal, 1 Assistant Principal, 2 Learning Specialists, 17 teaching staff, 4 specialist teachers (STEM, Art, Mandarin, and PE), 7 Integration Aides, 1 Business Manager, 1 administration staff, and 1 First Aid Officer. Our School Family Occupation and Education (SFOE) index is presently 0.34, placing us in the low-medium school level band with respect to the level of disadvantage within our cohort.

Looking ahead, Eynesbury Primary School remains committed to its mission of ensuring the learning and achievement of every child. Our vision of fostering creative and critical thinkers who positively impact both their school and community guides our actions, driven by our values of Excellence, Integrity, Community, and Kindness. We maintain high expectations for all students, supported by an aspirational learning culture grounded in evidence, best practice, and inclusion. We are excited to continue our journey, committed to providing an exceptional educational experience for all students who walk through our doors.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Eynesbury Primary School saw significant academic progress across various indicators. Our concentrated efforts on enhancing numeracy instruction throughout the year had a positive impact on our NAPLAN outcomes. Grade 3 students continue to exceed the network, similar schools, and state averages. Similarly, our Grade 5 students demonstrated significant improvement compared to 2022, surpassing the network average by 6 points, though are sitting below the similar schools and state average. This data provides us with a point of investigation and an aim to improve the Grade 5 results across these two data points. To maintain this momentum, we are continuing our focus on numeracy through teacher professional development.

A detailed examination of the NAPLAN reading results indicates that Grade 3 performance continues to excel beyond our network by 12 points, as well as similar schools, and the state. We observed that the Grade 5 achievement is not as strong with us slightly behind other schools and the state. Further analysis of this data will be conducted in collaboration with our teachers to address these points.

Throughout 2023, our teachers expanded their proficiency in utilising our benchmarking system, DIBELS, to accurately assess student progress and tailor instruction accordingly. This concerted effort yielded remarkable outcomes, with 19% of Prep students achieving inside the Grade 1 standards by the end of the year. This upward trend in student growth is a testament to our culture of academic rigor, underpinned by our commitment to Explicit and Direct Instruction, and a knowledge-rich curriculum. We remain dedicated to furthering our teachers' expertise through ongoing professional learning opportunities led by our experienced leadership team.

In 2023, we continued our implementation of the Tutor Learning Initiative (TLI) which aligns with the Multi-Tiered Systems of Support (MTSS). This is aimed at providing targeted support to students struggling with reading. The program, designed for small group settings, has shown continued results, with many students successfully progressing out of the program. Our continued focus on TLI underscores our commitment to ensuring all students have access to tailored and intensive instruction, and we eagerly anticipate supporting more students through this initiative in the future.

Wellbeing

In line with our commitment to nurturing the holistic development of our students, EPS has continued to foster a supportive and inclusive school environment. Notably, the continued embedding of the Respectful Relationships curriculum into our wellbeing focus

has contributed to ongoing efforts to enhance students' social and emotional skills. Our wellbeing and leadership team will work to support the increase of student wellbeing data measures, as measured by the Attitudes to School Survey (AtoSS). Our metric point for 'Sense of Connectedness' remains below the state average, however, it is encouraging to note a favourable increase from the previous year, rising to 71%. This suggests that our initiatives aimed at strengthening students' sense of belonging within the school community are yielding positive results which will continue to be one of our focusses.

The data reveals our 'Self-Regulation and Goal Setting', with our score standing at 85%. This surpasses the state average but also benchmarks set by our network and similar schools. This indicates that our students demonstrate strong abilities in managing their behaviours and setting meaningful goals, underscoring the effectiveness of our approach to explicitly teach students self-regulation strategies and supporting them to make academic and wellbeing goals.

83% of our students report not experiencing bullying, which is notably higher than the state average and benchmarks set by our network and similar schools. There is a notable difference of 73% of parents believing that their students have not experienced bullying. However, it is reported that 93% of parents believe that we are effectively managing bullying when it occurs. EPS remain committed to reducing these instances in our school and will continue to work with students and families to ensure that any issues are resolved.

The data and observations in the Attitudes to School Survey paint a nuanced picture of our students' wellbeing at EPS. While there are areas of strength, such as self-regulation and bullying prevention, there are also areas for ongoing attention and improvement, particularly in enhancing students' sense of connectedness. By continuing to prioritise wellbeing initiatives and remaining responsive to the evolving needs of our students, we are confident that EPS will continue to be a supportive and empowering learning community for all.

Engagement

Student attendance serves as a leading indicator for achievement and engagement outcomes. In 2023, the average attendance rate across the school (P-6) stood at 87.8%, with students absent, on average, for 24.2 days. Over the past three years, we have observed a somewhat concerning increase in absences. Acknowledging this trend, we have planned a continued focus on attendance for 2024, with absenteeism tracking processes targeting students with unexplained regular non-attendance. We will maintain close communication between parents and the school regarding attendance to reinforce the crucial link between attendance and student success. Strategies to address attendance concerns include maintaining accurate attendance records, identifying and following up on students with unexplained absences, and implementing improvement strategies such as developing Individual Education Plans in consultation with families.

To further support student engagement, various programs were initiated in 2023. This includes the Breakfast Club three times a week, along with weekly lunchtime activities encompassing chess, arts and crafts, Mandarin, directed drawing, and choir, with input from our Junior School Council.

Participation of students in student leadership roles continued with a focus on student voice and active participation in school activities. School leaders were given purposeful responsibilities throughout the year, positively impacting our school. They supported classes in leading school assemblies, facilitated various initiatives to promote a sense of community and collaboration among students, and ran and chaired meetings with the Junior School Council, with support from staff. This provided a platform for student representatives to voice their ideas and concerns, fostering a culture of democracy and empowerment among our student body. Our school remains dedicated to maintaining a positive school culture, recognising it as a joint effort that involves the active participation of staff, students, parents, and the community.

Other highlights from the school year

The 2023 school year was filled with enriching experiences and community involvement. Grade 5/6 students embarked on a memorable camp in Flinders, fostering teamwork and outdoor learning. Meanwhile, students across all year levels benefited from various excursions, expanding their learning beyond the classroom. Whole school events like the Athletics Carnival, Cross Country, and Science Night were vibrant and well-attended, showcasing student achievements and dedication. Our school also embraced STEM challenges, with involvement in robotics and the solar car challenge providing hands-on learning opportunities. Additionally, the school community rallied together for fantastic fundraisers, including the inaugural Colour Run, demonstrating strong support for school initiatives. Overall, the 2023 school year was characterised by engaging experiences, active participation, and a strong sense of community spirit.

Financial performance

We are pleased to report that Eynesbury Primary School ended the 2023 school year in a comfortable financial position, with a surplus of funds in our operating reserve.

All funds received from the Department of Education, as well as those acquired through various school fundraising initiatives and community efforts, have been carefully managed and allocated. These funds have been either expended on current school operations or committed to future projects that support educational outcomes of our students and operational needs, which are consistent with department policies, school council approval and in the intent/purpose for which the funding was provided or raised.

For more detailed information regarding our school please visit our website at
<http://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 367 students were enrolled at this school in 2023, 176 female and 191 male.

3 percent of students had English as an additional language and 1 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).

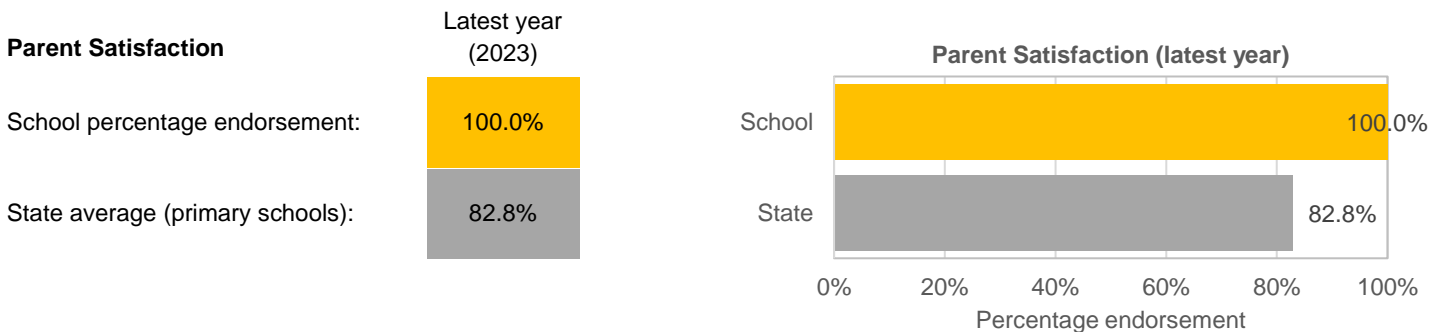
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

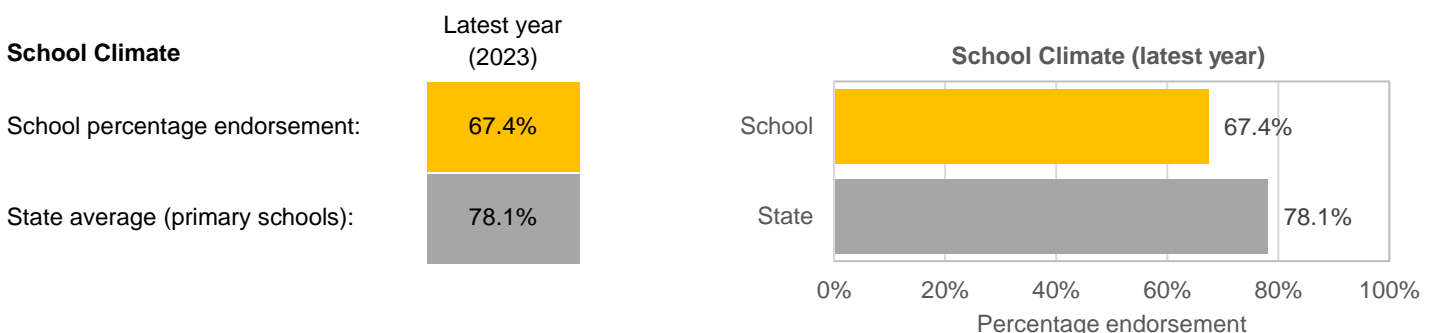


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

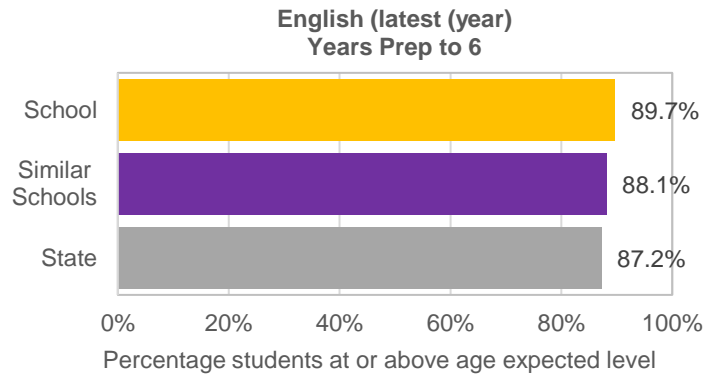
89.7%

Similar Schools average:

88.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

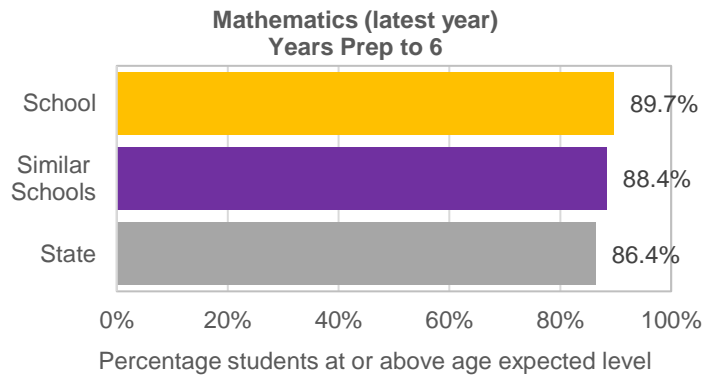
89.7%

Similar Schools average:

88.4%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.8%

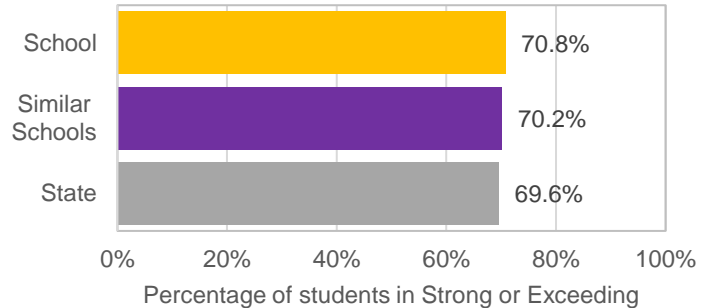
Similar Schools average:

70.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.0%

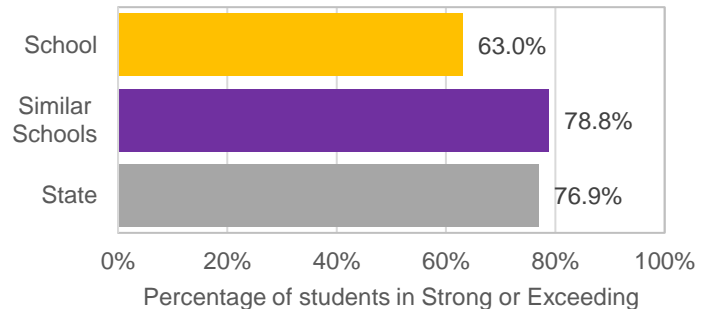
Similar Schools average:

78.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

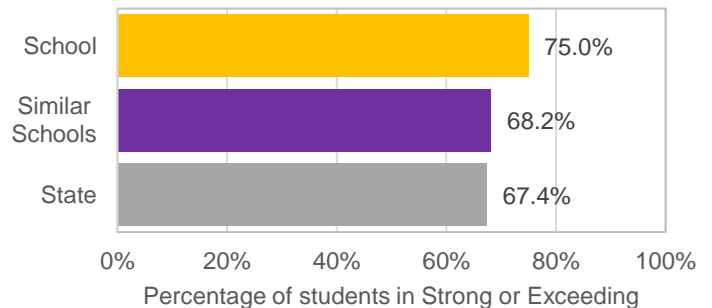
Similar Schools average:

68.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.0%

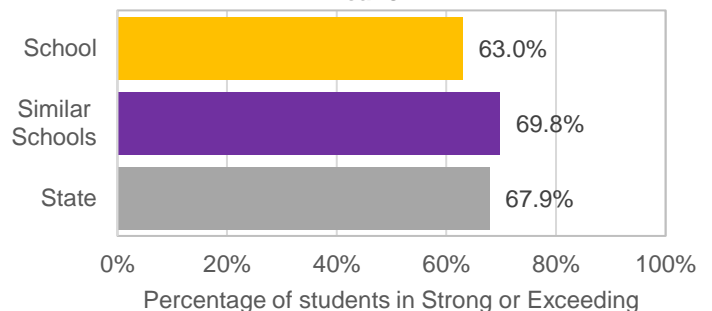
Similar Schools average:

69.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

88.9%

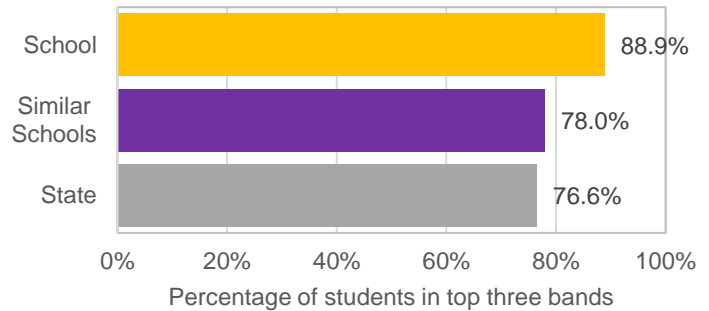
Similar Schools average:

78.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

77.1%

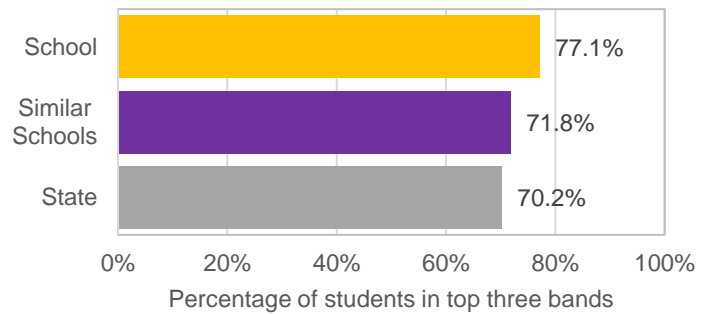
Similar Schools average:

71.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

62.9%

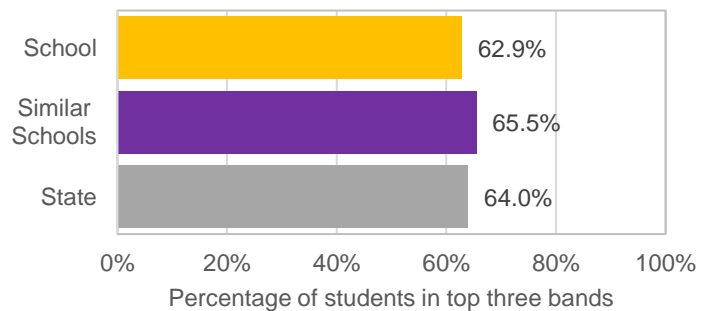
Similar Schools average:

65.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

48.6%

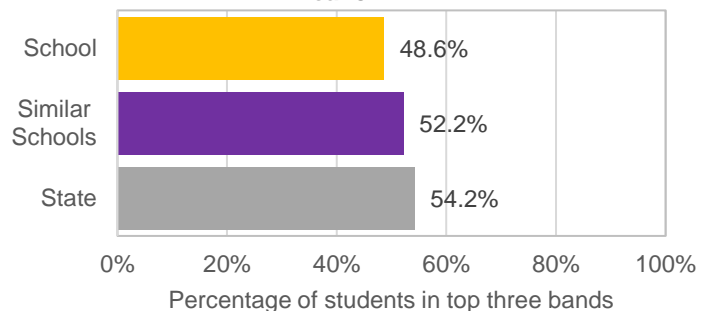
Similar Schools average:

52.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

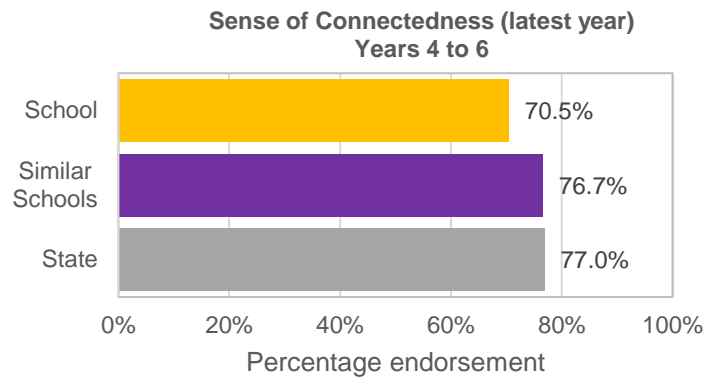
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	70.5%	72.8%
Similar Schools average:	76.7%	77.2%
State average:	77.0%	78.5%

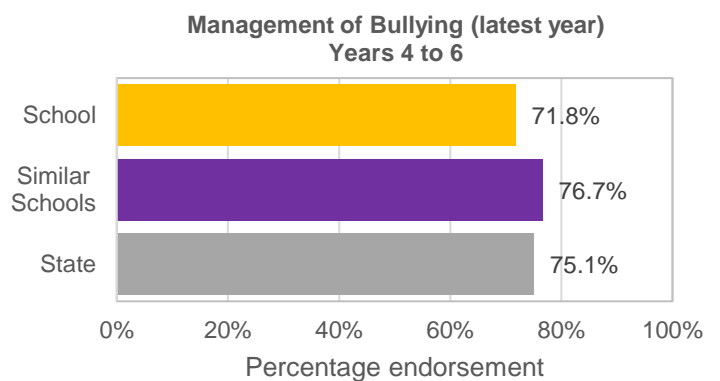


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	71.8%	75.9%
Similar Schools average:	76.7%	77.5%
State average:	75.1%	76.9%



ENGAGEMENT

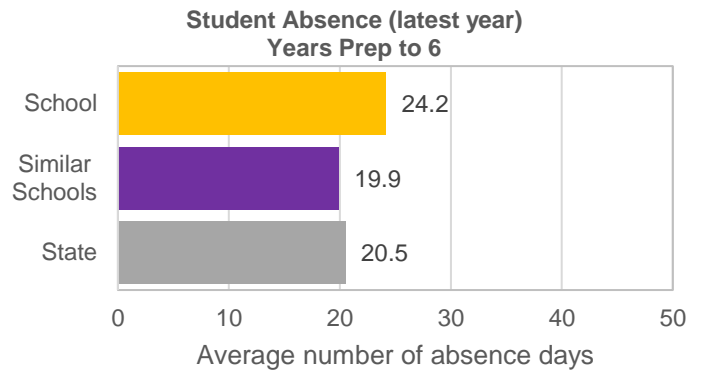
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	24.2	21.9
Similar Schools average:	19.9	17.6
State average:	20.5	18.1



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 (2023):	89%	88%	87%	89%	88%	88%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,645,581
Government Provided DET Grants	\$410,634
Government Grants Commonwealth	\$4,194
Government Grants State	\$0
Revenue Other	\$14,519
Locally Raised Funds	\$191,032
Capital Grants	\$0
Total Operating Revenue	\$4,265,960

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,574
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$26,574

Expenditure	Actual
Student Resource Package ²	\$3,590,208
Adjustments	\$0
Books & Publications	\$13,471
Camps/Excursions/Activities	\$54,250
Communication Costs	\$5,018
Consumables	\$66,300
Miscellaneous Expense ³	\$12,373
Professional Development	\$48,512
Equipment/Maintenance/Hire	\$49,663
Property Services	\$119,846
Salaries & Allowances ⁴	\$50,614
Support Services	\$60,028
Trading & Fundraising	\$34,438
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$87
Utilities	\$43,936
Total Operating Expenditure	\$4,148,743
Net Operating Surplus/-Deficit	\$117,217
Asset Acquisitions	\$0

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$155,812
Official Account	\$8,991
Other Accounts	\$11,798
Total Funds Available	\$176,601

Financial Commitments	Actual
Operating Reserve	\$77,097
Other Recurrent Expenditure	\$1,516
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$11,268
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$27,428
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	\$7,680
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$4,118
Total Financial Commitments	\$140,331

All funds received from the Department of Education, 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.