

2017 Annual Report to the School Community



School Name: Eastwood Primary School

School Number: 4702

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Eastwood Primary School and Deaf Facility is situated Ringwood East. The school places a strong emphasis on developing the quality and capacity of its teaching team to improve student learning. The school has a strong connection with its local community with families engaging in a wide number of activities. The school had a Student Family Occupation (SFO) density of 0.35. The enrolment increased to 415 students in 2017. The school provides specialist teaching in the performing (music) and visual arts, Auslan and physical education. In 2017, there were intervention programs in Literacy (Foundation to Year 2) and English as an Additional Language (3 to 6) to further improve student learning outcomes. The school continued to support student welfare by employing a chaplain, utilizing KIDS HOPE mentors and a DET allocated specialists e.g. psychologists, speech therapist, etc.

The school employs two principal class officers, one leading teacher and 27.8 teachers and 10.6 education support staff. The school continues to use a positive behaviour management approach that recognises and rewards positive behaviour, choices and actions and has a clearly published consequence based discipline procedure. The school provides a comprehensive curriculum with a strong focus on Literacy and Numeracy and during the year commenced the transition towards the Victorian Curriculum. The teaching strategies and approaches reflect current best practice and research. All programs continue to have a strong emphasis on meeting students' individual needs through promoting a growth mindset and celebrating individual growth and achievement. Our vision: *to provide a challenging, enriching, safe and supportive environment that develops responsible and resilient individuals* directed our practice and developed our culture in the school community throughout the year.

Framework for Improving Student Outcomes (FISO)

2017 Priority 1 - Excellence in teaching and learning

Initiative 1: Curriculum Planning and assessment

Key improvement strategies (KIS):

1. Document and implement a guaranteed and viable curriculum based on the Victorian curriculum.

Initiative 2: Building practice excellence

Key improvement strategies (KIS):

1. Develop a whole school instructional approach to teaching and learning in literacy, numeracy, science and inquiry.
2. Build a whole school approach to the use of evidence and data, and the data literacy and practices of every teacher.
3. Build teacher capacity and knowledge through professional learning, mentoring and coaching to meet the needs of all learners including EAL, ASD, PSD students.
4. Develop and implement a systematic approach to challenging goals and effective feedback for all students and teachers, through a visible learning approach.

2017 Priority 2 - Professional leadership

Initiative 1: Building leadership teams

Key improvement strategies (KIS):

1. Develop the professional learning teams (PLT's) to focus on student learning, data and evidence to inform the next level of learning.
2. Build shared leadership across the school.

Achievement

The formation of a school leadership/ improvement team that met regularly has enabled the development of consistent practices throughout the school. These strategies have been taken to scheduled Professional Learning Team meetings allowing for the implementation of excellent practices in both Literacy and Numeracy.

Grade 3 Naplan data is lower than similar schools in both Numeracy and Reading and item analysis conducted in 2018 will ensure that areas of concern are addressed. Grade 5 Naplan data is similar to higher in all areas and indicates improved teaching practice. In 2017 teacher judgement of students achievement in English and Mathematics show we were performing at a similar to higher level compared to other schools in all student learning measures after accounting for student background characteristics known to make a difference to student learning.

There has been excellent student learning growth in all areas seen in the 3 to 5 Learning growth in Naplan . This is demonstrated especially in Reading due to the consistent implementation of good practices in all levels and the adoption of a whole school instructional model. This will be further extended to Spelling and Writing in 2018.

The appointment of two Leading Teachers in 2018 will further develop these areas.



Engagement

Eastwood strives to create a strong Professional Learning Community, creating an environment where our students want to come to school, as it is a safe and a caring place to learn and parents feel they are a vital component to this partnership. Students work in a secure and supportive environment, where a sense of belonging and wellbeing is strengthened. As a result, there was continued improvement in student attendance over the year, with over 90% attendance in all year levels. In 2018 we will continue to implement strategies to strengthen parent understanding of the impact excessive absence has on student learning.

We continue to support students' learning with very robust and real Enrichment Programs, which all promote participation and engagement. These include Performing Arts, Visual Arts, Physical Education, Auslan and Stephanie Alexander Kitchen/Garden.

With the continued development of a rich and viable curriculum, which promotes active engagement of students in their learning, we also implemented successful intervention programs and practices that identify and support students at risk socially, emotionally and academically.

Overall, 2017 was a significant year for engagement with our school community. Our highly dedicated staff, a strong curriculum, improved resources and facilities and a proactive home school partnership all combined to build community confidence, overall satisfaction and engagement levels with our parents and community. It is expected that these results and associated actions will continue flow on to improved student survey data.

Wellbeing

Eastwood is proud of our performance in the area of Student Wellbeing. Our commitment to the wellbeing of students, particularly through the encouragement of student voice and the individualised support offered continues to be the focus of our work. There is strong evidence of the success of the programs and the range on offer for all students in 2017.

We continue to focus on student safety across the school, continually developing a strong culture of wellbeing through Programs from Foundation to Year 6. The allocation of an SSSO (School Psychologist, Speech Pathologist), School Chaplain has been pivotal to our work in this area.

The provision of PSD (Program for Students with Disabilities) funded students with SSG's (Student Support Groups) every term shows we continually support students with additional needs.

The Student Welfare Team strives to provide exemplary support for the whole child focusing on their emotional and social wellbeing, as well as identifying and supporting their academic needs. Eastwood continues to have a strong culture of wellbeing. The implementation of Positive Education in to the school in 2018 will enable the embedding of the school vision and values.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| School Profile | |
|--|--|
| <p>Enrolment Profile</p> <p>A total of 415 students were enrolled at this school in 2017, 193 female and 222 male.</p> <p>21 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p> | |
| <p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p> | |
| <p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> | |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Achievement | Student Outcomes | School Comparison |
|--|---|---------------------------------|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p> <p>Results: Mathematics</p> | <p> Similar</p> <p> Similar</p> |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Achievement | Student Outcomes | School Comparison |
|--|---|--|
| <p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</p> |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Achievement | Student Outcomes | School Comparison | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-------------------------|-----|-----|-----|---|
| <p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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'.</p> | <table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>49%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>55%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>50%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>59%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>46%</td> <td>33%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 16% | 49% | 36% | Numeracy | 13% | 55% | 32% | Writing | 20% | 50% | 30% | Spelling | 15% | 59% | 26% | Grammar and Punctuation | 22% | 46% | 33% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 16% | 49% | 36% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 13% | 55% | 32% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 20% | 50% | 30% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 15% | 59% | 26% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 22% | 46% | 33% | | | | | | | | | | | | | | | | | | | | | | | |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | | | |
|--|------------------|-------------------|------|------|------|------|-----|------|------|------|------|------|------|------|---|---------------------------------|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="557 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 93 % | 94 % | 93 % | 91 % | 91 % | 93 % | 91 % | <p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 93 % | 94 % | 93 % | 91 % | 91 % | 93 % | 91 % | | | | | | | | | | |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Wellbeing | Student Outcomes | School Comparison |
|--|----------------------|-------------------|
| <p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2017</p> | |
| <p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2017</p> | |

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

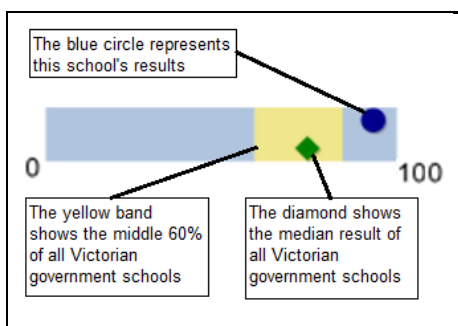
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

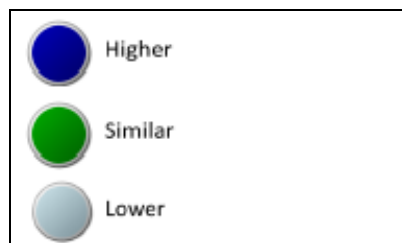


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

In 2017, Eastwood Primary School used managed funds set aside in 2016 to address the SRP deficit. This does not reflect as income in 2017 as it was a balance carried forward from the 2016 net operating surplus. All funds have been expended or committed to subsequent years to support the achievement of educational outcomes.

In 2017, the school received additional \$34,385 as equity funding. This was used to subsidize a targeted additional support consisting of literacy intervention and EAL support.

With the development of new learning spaces, extra spending for furniture exceeded original budget estimates.

Landscaping and playground relocation to make room for four new relocatable classrooms were also large expenditure items.

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2017 | | Financial Position as at 31 December, 2017 | |
|--|--------------------|--|------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$3,566,513 | High Yield Investment Account | \$262,745 |
| Government Provided DET Grants | \$374,797 | Official Account | \$21,465 |
| Government Grants Commonwealth | \$44,540 | Other Accounts | \$22,739 |
| Revenue Other | \$14,486 | Total Funds Available | \$306,949 |
| Locally Raised Funds | \$322,577 | | |
| Total Operating Revenue | \$4,322,913 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$34,385 | | |
| Equity Total | \$34,385 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$3,660,551 | Operating Reserve | \$117,330 |
| Books & Publications | \$364 | Revenue Received in Advance | \$105,393 |
| Communication Costs | \$6,887 | School/Network/Cluster Coordination | \$34,647 |
| Consumables | \$87,540 | Repayable to DET | \$49,579 |
| Miscellaneous Expense ³ | \$229,310 | Total Financial Commitments | \$306,949 |
| Professional Development | \$29,673 | | |
| Property and Equipment Services | \$261,546 | | |
| Salaries & Allowances ⁴ | \$109,982 | | |
| Trading & Fundraising | \$57,873 | | |
| Travel & Subsistence | \$10 | | |
| Utilities | \$43,619 | | |
| Total Operating Expenditure | \$4,487,355 | | |
| Net Operating Surplus/-Deficit | (\$164,442) | | |
| Asset Acquisitions | \$0 | | |

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

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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



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.