

# 2021 Annual Report to The School Community



**School Name: Edithvale Primary School (3790)**



- 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 March 2022 at 12:05 PM by James Whitla (Principal)

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

Attested on 29 March 2022 at 05:19 PM by Natalie Firth (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, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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

### Achievement

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

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

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

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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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

Our shared vision is to give every student the best learning and personal development experiences, and to uphold our Values - Respectful, Kind, Determined

Edithvale Primary is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

During 2021, after consultation and discussion with our community, we launched our new school VALUES -We are Edithvale Primary and we are Respectful, Kind and Determined

Respect is -

- displaying good manners to all members of our community
- caring for ourselves and others
- caring for our shared environment
- displaying understanding for the diversity in our community/world.

Kindness is -

- having thoughtful and positive interactions with all students, staff and community members
- demonstrating empathy toward others
- appreciating and understanding diversity

Determination is -

- working hard each day and to the best of your ability
- displaying personal and academic grit to do your best, always.
- displaying a growth mindset: positive actions, behaviours, words and choices

During 2021 we underwent our 4 yearly School Review which confirmed a culture that creates opportunities for all students to learn and grow through the provision of high quality teaching and learning and an engaging curriculum. This is accomplished through collaborative planning, professional development, research and implementation of innovative teaching strategies that promote student success.

We continue to provide a safe and secure learning environment, encouraging children to take risks and to engage in a diverse curriculum provided by a team of teachers committed to high quality instruction. We provide a supportive, engaging, active and enjoyable environment that encourages all students and staff to achieve their personal best. We encourage and foster creative thinking and curiosity. We encourage each of our students to recognise their unique significance to our school community and support and guide them as they explore their interests and abilities.

We remain committed to providing a friendly, caring and dynamic learning environment that engages students in working to achieve their personal best in an atmosphere of mutual respect and cooperation.

By providing the best possible teaching and learning culture we will continue to enhance students' achievements, develop their skills and increase their confidence. We remain determined to implement and evaluate our teaching and leadership practices in order that our students can use curiosity and creativity to learn deeply and powerfully. We are passionate about creating a culture where students, teachers and leaders collaborate and share a common language, beliefs, values and expectations.

We want all learners to be Thinkers, Communicators and Risk Takers. We want them to be Open-Minded, Principled, Caring, Balanced and Reflective. Our students are actively encouraged to undertake social responsibilities and take an

active role in promoting awareness on broad community issues such as Homelessness, MND, Down Syndrome, Diabetes and Mental Health. A structured wellbeing program is provided across all levels of the school and is supported by our commitment to Restorative Practices. We actively educate students and practice the keys to developing resilience- Gratitude, Mindfulness and Empathy through our wellbeing program. Our school prides itself on identifying and supporting the leadership potential of our students and they are encouraged to participate in a range of additional extra curricula activities that the school provides in sport, the arts and caring for the environment.

Our school fosters close links with parents and the broader community and recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We see ourselves as partners in the creation of healthy learning environments and excellent educational and wellbeing outcomes. Our school has grown considerably in the last 4 years (from 320 to 450 students) and with that has been an increase in the number of staff. Over the last 2 years we have been unable to embed some instructional practices as much as we had hoped because of disruption to school operations. A focus throughout the next SSP is to refine and consistently teach our Model of Instruction and the phases of lessons. This will include a sharper focus on students co-designing Success Criteria and Goal Setting as well as explicit teaching based on research. A further focus on how students can Review their learning (daily) and efforts is a key to ongoing improvement as well.

School size, structure and geographic location.

Edithvale Primary School was established in 1913 and is situated in a unique area between Port Phillip Bay and the Edithvale Wetlands, 26kms south of Melbourne. Environmentally aware, and with a strong Wellbeing and academic focus, Edithvale Primary School boasts committed, experienced teachers; friendly, hard-working students and a supportive parent community.

In total students were in 21 classes and students attended 4 specialist classes (French, Art, Science and Physical Education). Science became a Specialist class after we were accepted into the Departments Primary Maths/Science Specialist program in which two of our staff were trained to deliver lessons. There were 5 x Foundation classes, 4 x Year 1 classes, 4 x Year 2 classes, 2 x Year 3 classes, 2 x Year 4 classes and 4 x Year 5/6 classes

Workforce composition.

Our fabulous workforce is comprised of 36.7 equivalent full-time staff: 2 Principal class, 25.8 teachers, 1 x Learning tutor 2 x Learning Specialists 9.3 Education Support (Aides) staff and 4.4 Administration/First Aid/Canteen/Library staff. In 2021 we welcomed 3.4 new staff members (one a graduate teacher), 4 Integration staff and a First Aid officer to Edithvale. Our 2021 whole school enrolment grew from 415.6 to 453.4 on census day.

A total of 14.6 students were enrolled as part of the Program for Students with Disabilities (PSD) which included 4 part time students that shared their time between Yarrabah School and Edithvale Primary. Two of the 4 students finished the year as full time students with us.

The SFOE (Students' Family Occupation and Education) remained steady at 0.2615.

6 ATSI students attended during the year and the number of Aboriginal and Torres Strait Islander staff is zero.

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## Framework for Improving Student Outcomes (FISO)

During 2021 we undertook our 4 yearly review and reset our direction in the midst of a global pandemic. Pleasingly the Review showed that many of our aspirational targets of the School's Strategic Plan were met or at least partially met- and the VRQA Minimum Standards were all noted as present and in place.

The ever changing school landscape throughout 2020 and 2021 scuttled many of our hopes and plans that had been detailed in our 2021 AIP, however we remained agile and adapted to the changing times to hit a number of our targets. The DET, and our school's 3 priorities for the year included:

\* Learning, catch-up and extension

- \* Happy, active and healthy kids
- \* Connected schools

During Remote and Flexible Learning, we adapted the learning and teaching model we used and our main focus became the wellbeing and support of our students and families. Once this was addressed we were able to develop a Model of teaching to help students learn.

The uncertainty and need to change often meant that not all of our original AIP targets were met.

From our modified AIP monitoring template that was made available through DET in 2021, we included the following summaries.

- As staff planned for remote learning, students were able to access 'Daily' learning tasks via school website (end of Term 1) and then as the lockdowns became more frequent and extensive, via SEESAW and Webex
- Professional learning on Webex Teams was undertaken by all staff- initially to create a collaborative space for sharing ideas - and then to keep each other connected. regular staff meetings and Professional Development were held via this medium.
- We adapted our Instructional model as best we could. This included a daily 'tuning in' exercises followed by an explanation of the tasks and the expectation for completing these (Learning Success and Success criteria featured heavily). Small group check ins with the chance for students to share their thoughts and work were offered and this gave staff a chance to provide live feedback, tips and suggestions for students
- Student free day presentation included outline of our goals and explained the curriculum delivery expectations (DET guidelines on what and how much of each topic were used). We created 2 STREAMS of learning (Maths and Sciences and English and the Arts) and alternated each day with these to help students get into a rhythm with their thinking and simplify each day for our families
- Specialist staff and Support and extension staff kept in constant contact with teachers during the planning phase to ensure that students were not overawed with set tasks and these could be spread out over time
- We aimed to communicate extensively with our families (as information became available from DET) via COMPASS.
- Communication pathways were established so that parents knew how to contact teachers or have queries answered
- Strong and supportive relationships between staff, students and parents were maintained throughout the extended periods of remote learning.
- The focus for our Teaching and Learning was on CONNECTION with students and families and supporting ALL staff to change the way we teach. T
- The key to the teaching and learning piece was the feedback given to students. Not every piece of work submitted was assessed/commented upon, but they were all acknowledged- by either teacher, ES members or Leadership team.
- Webex conferences increasingly focused on Connection with students and expanded to include small groups of students having weekly conversations with their teacher to receive feedback on their work and answer questions

When NOT in Remote and Flexible Learning we continued to use evidence based teaching strategies to enhance students' learning.

We delivered:

- \* our KIS to develop a literacy instructional model and commenced the implementation of this. Our 'Literacy Playbook' will be a focus for our 2022 work as staff dig deeper into this and refine practices.
- additional teaching and learning resources and personnel to support student learning- including a speech pathologist and extra ES staff
- an enrichment and development program was provided alongside the tutor learning initiative
- screening and tailored assessments to understand and target student learning needs
- challenging learning tasks to extend all students in their understanding of mathematical concepts.

Professional Learning Communities (PLC) were established and the culture of collegiality and collaboration that exists among staff has helped to establish high levels of relational trust amongst staff. Staff have continued to participate in

professional learning and adopt new approaches to the teaching of Reading and Writing (to a smaller degree) and the pieces are in place for successful PLCs to run over the course of the SSP.

A focus will be on differentiating learning for all students and effectively using data to identify students' next level of learning.

2021 AIP -  
Learning, catch-up and extension priority

We were able to:

undertake Professional learning to build upon Cathy Harrison's work from 2020 on a Student free day in March  
create a reading Intervention (Tier 2) teaching position created  
use evidence-based literacy approaches aligned to the literacy strategy  
undertake professional learning from Professor Peter Sullivan - focusing on creating own extending and enabling maths tasks with a practical component attached.  
develop teachers' knowledge of phonics, phonemic awareness, fluency, comprehension, vocabulary and how to teach these effectively

Happy, active and healthy kids priority

We provided:

Consistency in the delivery of the agreed Wellbeing program - that included The Resilience Project, Respectful Relationships, Martial Arts Therapy etc  
Receive professional learning on School Wide Positive Behaviours (SWPB) to deliver on a consistent approach to language and expectations of students' behaviour

Connected schools priority

We delivered:

a strengthened and embeded school-wide approach to communication with parents/carers, incorporating Seesaw for Parents for Home-learning and classroom reflection purposes.  
Connection events throughout RFL including a Scavenger Hunt and Walk/Run/Scoot rally that received positive comments from students, parents and staff  
EVENTS such as a Christmas Concert, Christmas Market, School Fun Run and Tabloid Sports days as well as having a formal Graduation ceremony at the end of the year - all attended by families

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## Achievement

NAPLAN results in 2021 were VERY strong among our Year 3 students for both READING and NUMERACY while our Year 5 READING achievement was also strong, there was a decline in NUMERACY. Our school wide reflection suggested that extending our most capable students through RFL became difficult as we were unable to introduce new concepts and skills as well through a screen. It is one reason that we have a focus on our High achieving maths students in 2022

Teacher judgements of student achievement indicated that the percentage of students working at or above expected standards are above the State Mean and Similar Schools' Mean for Mathematics and English. There was a strong focus on Literacy in 2021 and this will extend into 2022 - particularly in Reading and teaching students to decode and understand the structure of Literacy. Our Maths focus will be on our High achieving students and helping them to grow and develop their skills at the appropriate rate.

To ensure further improvement we initially planned collaboratively in teams (through PLC), and engaged in

conversations focused on Department High Impact Teaching Strategies of Multiple Exposures, Explicit Teaching and Collaborative Learning. We created Clear and Concise Instructional Models (non-negotiables) and used these as much as possible during Remote and Flexible learning and Face to face teaching.

Data sets collected from standardized tests- PAT-R and PAT-M are compromised however they do show some growth across the school. our targets at the start of the year included  
 Each year level will have an average growth of 1.2 years in Reading (PAT-R) by November  
 Each year level will have an average growth of 1.2 years in Mathematics (PAT-M) by November  
 Essential Assessment data will show 1 years growth in Maths

During Remote and Flexible Learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students-

From our modified 2021 AIP monitoring template that was made available through DET, we included the following summaries.

- Webex meetings created another layer of work that we hoped would streamline teacher feedback (for specialist lessons too). In time staff (including integration support staff) were able to run 'live' lessons
- Teachers who we have employed to extend/support students continued their work and helped to differentiate learning tasks for the students they were already working with. Optional challenging learning tasks were provided (STEM, Maths Olympiad)
- Integration support staff allocated to classes provided feedback to students and helped to connect with students most at risk- phone calls home, snail mail, SSG meetings
- YouTube videos (and other digital media) of instructions for students created by staff members demonstrated versatility and willingness to utilise as many means as possible to help enhance students' learning
- Success criteria and Learning Intentions were keys to success. The more specific these were (and they evolved over time) the more successful lessons were. Explicit instructions became a focus for teachers as there was no way to check in (at least in the initial stages of remote learning) if students understood the task or not (something that happens incidentally during every face to face lesson)
- We were able to continue to deliver on some of our AIP actions relating to some aspects of HITS (feedback and goal setting)
- Differentiated teaching happened through the planning and feedback aspects of the Instructional model
- Maths Challenging tasks were still made available and optional challenges provided (Differentiated using the language of Mild, Hot, Spicy)
- Literacy differentiation occurred in the feedback provided to students and through our literacy support/extension staff in the planning of challenging tasks.
- STEM activities were provided as optional extras and there was a high participation rate with these tasks.
- A number of students surprised us by completing the challenging tasks that were set when they would usually not have had attempted these during face to face teaching

A Reading Intervention (Tier 2) teaching position created with TLI funding and added to with ES staff member. Up to 80 students regularly (4 x 20 minutes per week when on site and 3 x 20 minutes RFL) accessed this program throughout the year and the growth- measured through a DIBELS test exceeded expectations and surpassed expected growth rates . All Prep students had a mid-year phonics screener administered and staff are in the process of administering and analysing DIBELS tests results for ALL students.

Our mid-year Review shone a light on many successes and helped to identify, broadly speaking, our future directions and strategies which include:

Developing, refining and documenting our instructional model and agreed instructional approaches in literacy and numeracy - which commenced in 2021

Embedding agreed Professional Learning Community structures that focus on high-impact teaching strategies to improve student learning growth

Further building the use of assessment and data to evaluate the impact of instructional strategies on student learning

As we transition from the current PSD model to the new Disability Inclusion model, we will invest heavily in Student wellbeing and inclusion. We will appoint a Disability Inclusion leader who will work with school leaders and staff to plan for and implement the Disability Inclusion funding model.

Our ongoing commitment to be the most inclusive school possible saw our number of PSD funded students expand to 15.6 throughout the year with a mixture of ASD, Severe Behaviour and Intellectual Disability funding helping us to provide opportunities to help students develop academically and socially. Ongoing and regular Student Support Group meetings (both face to face and via Webex) ensured students' progress was monitored closely. Education Support staff worked with students during remote and face to face learning on identified focus areas - most notably, Reading strategies - and ABLES assessments were conducted for PSD funded students which formed part of regular SSG meetings, Individual Education Plans and Reporting. Pleasingly, families of students we share enrolments with Yarrabah have expressed a greater desire for their children to attend EPS for more days in 2022. Continued strong relationships with Yarrabah school (4 students shared on a part time basis) helped to ensure a consistent approach to teaching and support services were deeply involved at both campuses

Fun Fridays were a highlight as Aides and teaching staff attended weekly excursions (when possible) to local attractions with up to 20 students. The program, developed by our staff, focused on 'life skills' and getting along. The environment provided challenge and support and helped develop students understanding of financial literacy through ordering food at a café, purchasing movie tickets and getting on a train. The confidence gained from these sessions helped to engage all students back in the classroom and stay focused on their learning for longer periods of time.

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## Engagement

Restrictions to on-site attendances hindered efforts to engage families during the year - including welcome BBQ, School Concert and assemblies. Thankfully after a few short 'snap' lockdowns and before and after an extended period of Remote and Flexible Learning we were able to create opportunities for greater connection. Students in years 4,5 and 6 attended planned camps and by the end of the year a number of whole school events took place. Connection and engagement through a screen is just not the same but again we were forced into this for 13 weeks of the year. Our efforts to improve student and parent engagement saw us:

- Send regular Friday updates to all families that included an overview of the upcoming week's work and wellbeing foci was provided

- Create and run connection events throughout RFL included a Scavenger Hunt and Walk/Run/Scoot rally to lift community spirits

- Embed digital learning in classes- SEESAW. Teachers continued to attach instructional lessons/links to tasks where appropriate and connect with families through daily webex meetings

- An EPS Facebook account was created and launched with several staff to monitor this aspect of school promotion

Some students who previously experienced challenges in terms of their engagement connected strongly with the opportunities for learning during the remote learning period. We Employed of couple of extra staff members to help support and extend our students (using our equity funding) helped to pitch student learning at their point of need

To support student engagement during the transition back to onsite learning, our staff worked exceptionally hard to provide our students with a broad range of activities, learning opportunities and events - through

- Used our Disability inclusion funding to create a role to support student wellbeing role - and identify Tier 2 students and the adjustments we need make for them- supplementary, substantial and extensive- so that they can access learning opportunities

- Dedicated the last 30 minutes of most face to face teaching days to student wellbeing. This include Resilience Project, Respectful Relationships, Martial Arts Therapy and Smiling Mind

- Analysed the Nationally Consistent Collection of Data a bit more to target student supports. Our SSSO leader

presented to staff on the types of adjustments - that we can make easily that will have the greatest impact. This helped to develop Tier 2 plans and strategies required to further support students needing modifications to the learning environment for their positive wellbeing and ongoing learning.

Communicated regularly with Department support staff for guidance and support. From these discussions, we were able to regularly communicate information about available support services run by outside organisations and provide tips and suggestions for families to help monitor their own wellbeing.

Student leaders ran an MND fundraiser which was videoed and sent to families.

Other awareness campaigns for Down Syndrome and Diabetes were run by students back on site.

A school therapy dog was trained and funded through the Kingston Student Focused Youth Services. One staff member and their dog undertook training with Lead The Way and greatly contributed to promoting positive Wellbeing for students right across the school.

Strategies to address student non-attendance included students' attendance being closely monitored through CASES21. Any student who staff noticed was not engaging with remote learning were contacted after 2 days. For students and families who struggled with the remote learning, we asked that they make contact with us so that we could adapt and modify the work and keep the students engaged as much as possible. Information that outlines the impact of absences (academic and social) is often provided to parents through our regular communications methods. Pleasingly the average number of school absence days across the school reduced to 10.8 per student in 2021. This is less than the average for Similar Schools (13.0) and the State Average (14.7)

Our Review and subsequent establishment of our 4 year goals, targets and Key Improvement strategy saw us focusing in the second half of the year on Empowering Students and Building School pride as well as Intellectual Engagement and Self Awareness to increase student engagement in learning. This includes strategies that we have started to implement:

- \* Building the capability of staff and students to give and receive targeted feedback to improve student learning
- \* Developing and implementing a consistent approach to student involvement in goal setting and the monitoring of their learning based on data and evidence

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## Wellbeing

Creating and maintaining a positive learning environment continued to be a key focus for Edithvale Primary School throughout 2021. We saw an increase in some factors of the Attitudes to School Survey (AtoSS) compared to the previous year.

### 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, showed Edithvale Primary students above the mean for both the State and Similar schools and State schools

Overall student Sense of Connectedness was 80.5% - which was a focus for us during remote learning.

From our modified AIP monitoring template that was made available through DET in 2021, we included the following summaries:

- The initial focus was on supporting students already identified as at risk or needing extra support. Integration support staff were allocated to classes to help with SEESAW monitoring, creating take home packs,
- The Student Health and Wellbeing Team compiled a list of these students and regularly monitored their progress during this period- phone calls home, on-site attendance for vulnerable students was available
- CSEF families offered 'learning lunches' to help keep them connected and feel supported
- Webex meetings used for SSGs. Remote learning IEPs developed for all PSD funded students, and others with additional needs

- SSSO staff accessed regularly by Edithvale Staff for guidance and support. From these discussions, we were able to regularly communicate information about available support services run by outside organisations and provide tips and suggestions for families to help monitor their own wellbeing.
- The Resilience Project @home resources were used to support health and wellbeing in the classroom where possible, and also regularly referenced during wellbeing sessions online. All students accessed their reflective journals to help them appreciate and understand the importance of Gratitude, Empathy and Mindfulness.
- Respectful Relationships (a DET initiative that we have been involved with for a few years now) lessons were delivered through SEESAW

Selected Year 5 and 6 students also participated in a Martial Arts Therapy program (funded by the Kingston SYFS team) to help with re-engagement after lockdowns. This is something we're keen to expand in 2022.

Students at risk were supported by an extensive network of DET and external agencies that address specific needs. Speech pathologists and external psychologists were employed to ensure families and students had access to services that assist them to learn and develop academically and socially. Naomi Newton (Clinical Psychologist) was accessed by many families in 2021. 'Learning Lunches' for struggling families were delivered to homes too.

We employed our own Speech pathologist one day per week to complete initial screening assessments as well as provide targeted group and individual interventions throughout the year for those most 'at risk'

Upon resumption of face to face teaching we aimed to achieve Improved Health and Wellbeing outcomes through developing Resilience in students. This was achieved by creating a consistent approach to our 'wellbeing hour.' and included the teaching of the character strengths, growth mindset, circle time, restorative chats and deepening our knowledge and understanding of the "Resilience Project" resources. Staff completed online training to help provide a safe and calm learning environment.

Connection events throughout RFL included a Scavenger Hunt and Walk/Run/Scout rally that received positive comments from students, parents and staff. Student leaders ran an MND fundraiser which was videoed and sent to families as well as awareness campaigns for Down Syndrome, Diabetes and Homelessness week and our Values were launched with prominent parent/community leaders.

Parent satisfaction (Parent Opinion Survey) was at 84.2% and above the State average and the Staff School Climate endorsement was 79.8% and also above State Mean. Although slightly down on 2020, it is reflective of the dip in State means in each of these measures

We were able to increase student wellbeing and connectedness through running EVENTS such as a Christmas Concert, Christmas Market, School Fun Run and Tabloid Sports days as well as having a formal graduation ceremony at the end of the year. We were very proud of our school community- parents, staff and students- for helping us to stay open during term 4 so that these events could all go ahead as planned

Broadly speaking our future direction includes:

Develop a shared understanding amongst staff and students of student agency and empowerment, including the capacity of students to monitor and evaluate their own learning

Build the capability of staff and students to give and receive targeted feedback to improve student learning

Develop and implement a consistent approach to student involvement in goal setting and the monitoring of their learning based on data and evidence

#### Disability Inclusion

As we transition from the current PSD model to the new Disability Inclusion model, we will invest heavily in Student wellbeing and inclusion. We will appoint a Disability Inclusion leader who will work with school leaders and staff to plan for and implement the Disability Inclusion funding model.

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## Finance performance and position

There was an overall surplus of approx. \$120 000 in 2021, on the back of a surplus of \$80K the previous year. This was partly due to lower than expected costs for casual replacement teachers (CRTs). We were able to employ extra Education support staff to help more students, more often in their reintegration to the classroom in Term 4 using our Cash component.

A \$124 000 grant for our Primary Maths/Science involvement landed after we had finalised our staffing for 2021. Remote and Flexible Learning prevented an expansion of the program and we did not have to spend money on replacement teachers for our Science specialists to attend face to face PD.

4 students who enrolled with us over January and February also impacted positively on our finances to the tune of approximately \$30K

Another reason for the surplus was in part due to some staff taking extended Family leave and Long Service Leave. Unexpected extra PSD funding that came in throughout the year meant that we had a larger surplus than anticipated as well.

Teachers unable to undertake their Professional Practice Days due to lockdowns meant that money set aside for this was not spent - a saving of around \$12K

Delivery of a New Synthetic surface was a \$265,000 expense to our school. the money was raised through numerous ongoing fundraising activities and events as well as a significant cash to credit transaction

Equity funding (\$25 807) was in part used to employ a support teacher over 3 days per week and to provide screening assessments through a Speech pathologist.

Hiring of facilities raised limited funds in 2021. This includes from the Greek School and TeamKids

A Shade Sail grant application was successful. We were offered a \$25K grant and have agreed to also top this up by \$6K so that we can get 2 shade sails instead of 1

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

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 450 students were enrolled at this school in 2021, 209 female and 241 male.

4 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).

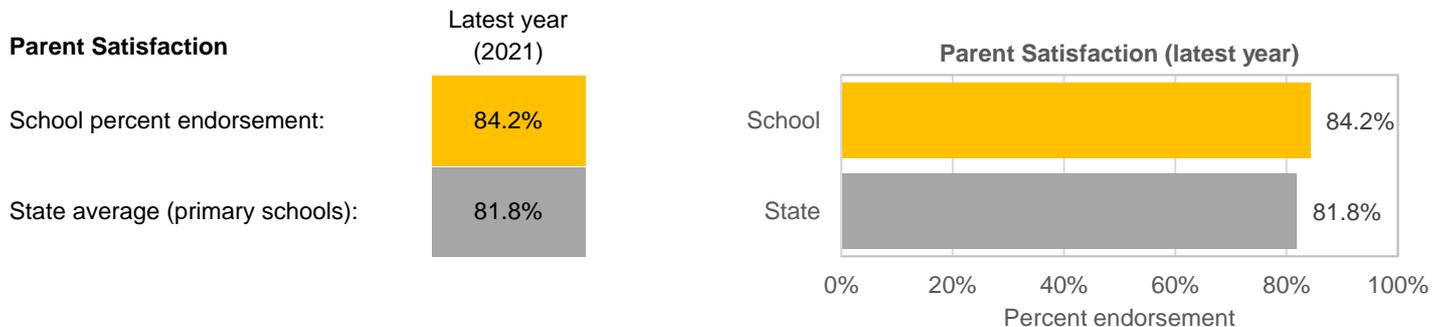
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

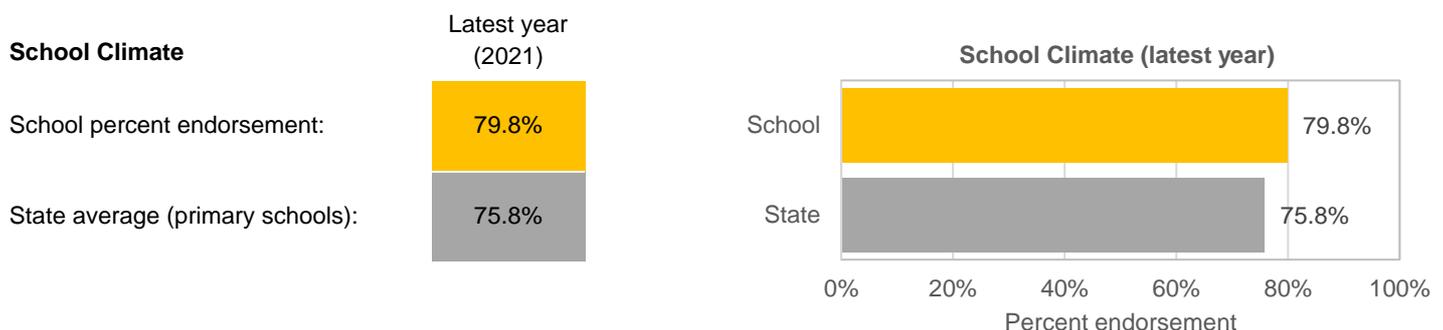


### School Staff Survey

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.



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

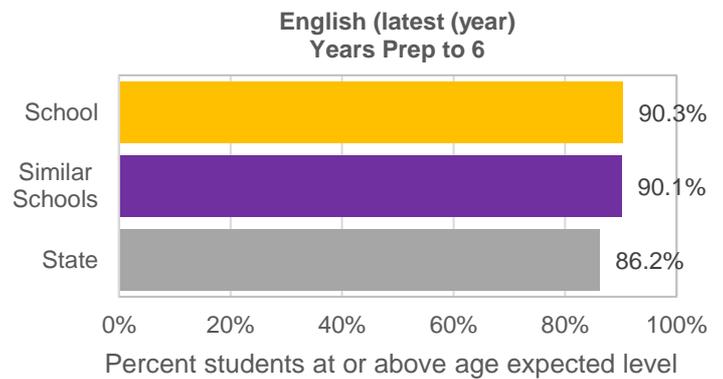
90.3%

Similar Schools average:

90.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

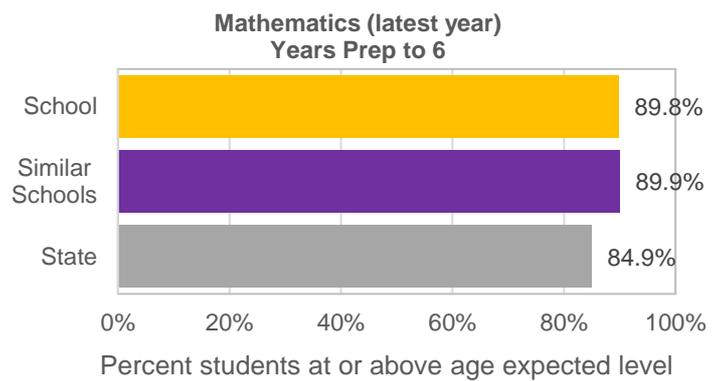
89.8%

Similar Schools average:

89.9%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

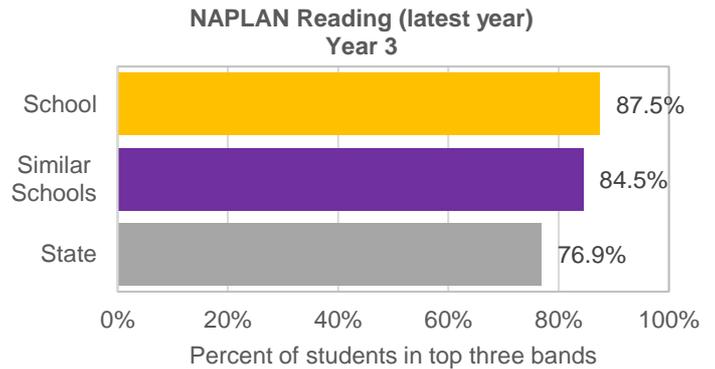
**NAPLAN**

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

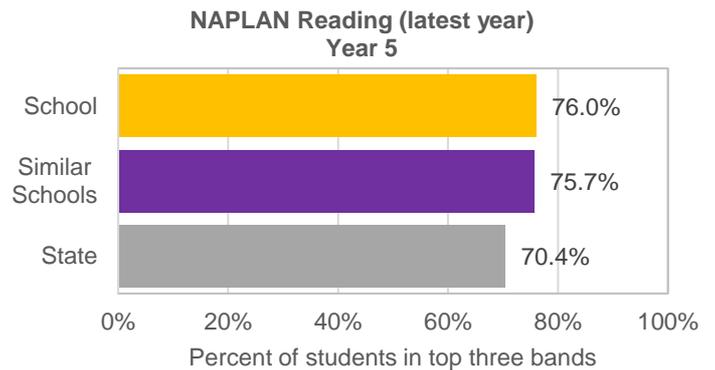
**Reading  
Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 87.5%              | 84.4%          |
| Similar Schools average:                       | 84.5%              | 83.7%          |
| State average:                                 | 76.9%              | 76.5%          |



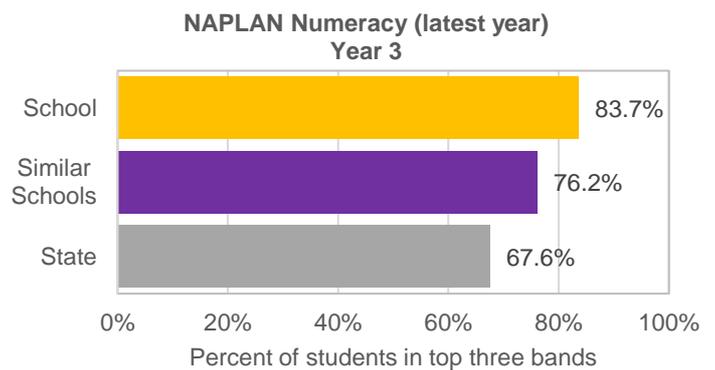
**Reading  
Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 76.0%              | 75.9%          |
| Similar Schools average:                       | 75.7%              | 74.3%          |
| State average:                                 | 70.4%              | 67.7%          |



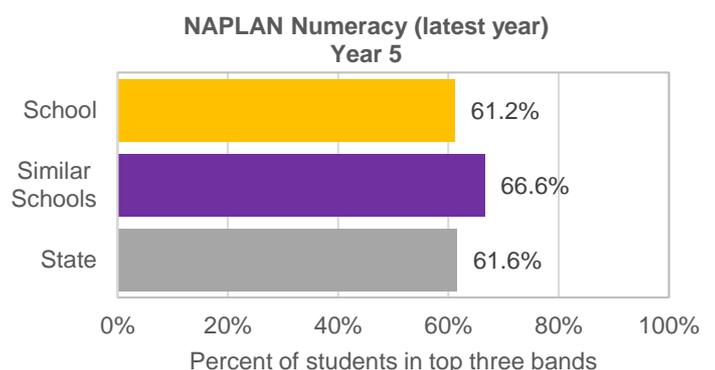
**Numeracy  
Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 83.7%              | 83.0%          |
| Similar Schools average:                       | 76.2%              | 76.8%          |
| State average:                                 | 67.6%              | 69.1%          |



**Numeracy  
Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 61.2%              | 71.5%          |
| Similar Schools average:                       | 66.6%              | 66.1%          |
| State average:                                 | 61.6%              | 60.0%          |



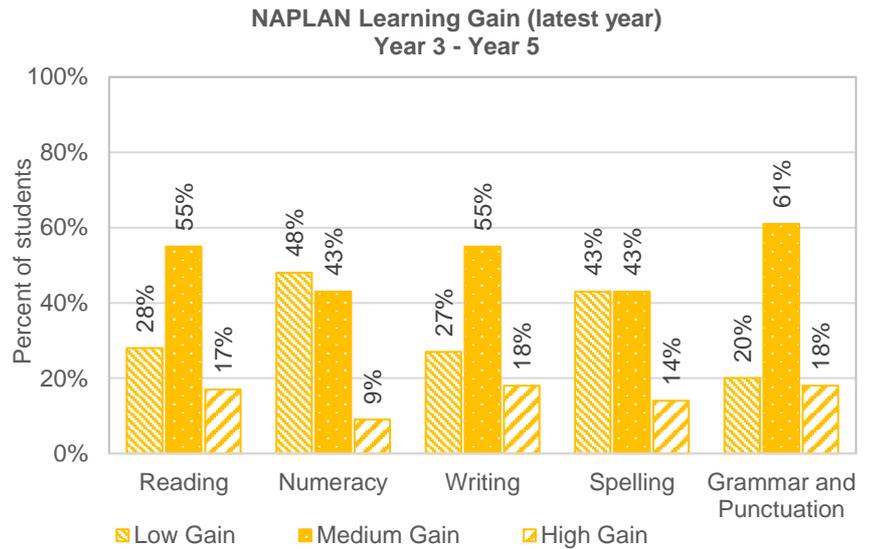
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

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

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

|                          | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading:                 | 28%      | 55%         | 17%       | 25%                         |
| Numeracy:                | 48%      | 43%         | 9%        | 21%                         |
| Writing:                 | 27%      | 55%         | 18%       | 23%                         |
| Spelling:                | 43%      | 43%         | 14%       | 21%                         |
| Grammar and Punctuation: | 20%      | 61%         | 18%       | 23%                         |



## ENGAGEMENT

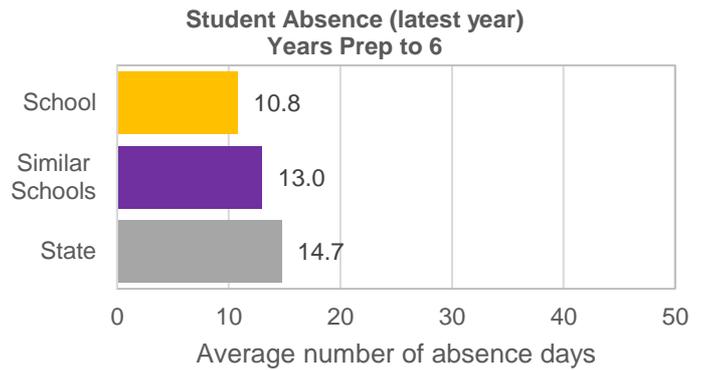
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 10.8               | 12.5           |
| Similar Schools average:               | 13.0               | 13.5           |
| State average:                         | 14.7               | 15.0           |



### Attendance Rate (latest year)

|                                       | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2021): | 95%  | 94%    | 95%    | 96%    | 94%    | 94%    | 94%    |

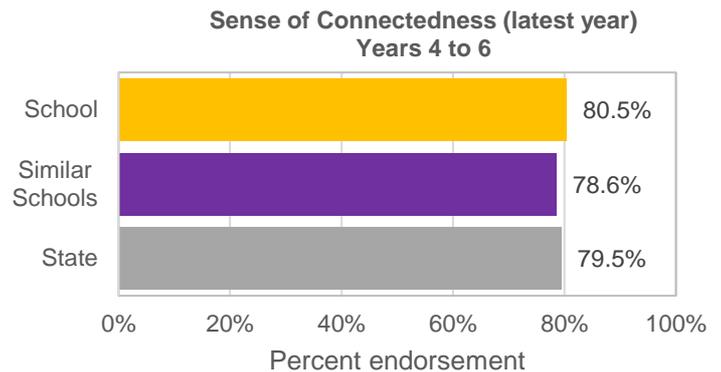
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

| Sense of Connectedness Years 4 to 6 | Latest year (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement:         | 80.5%              | 86.3%          |
| Similar Schools average:            | 78.6%              | 79.8%          |
| State average:                      | 79.5%              | 80.4%          |

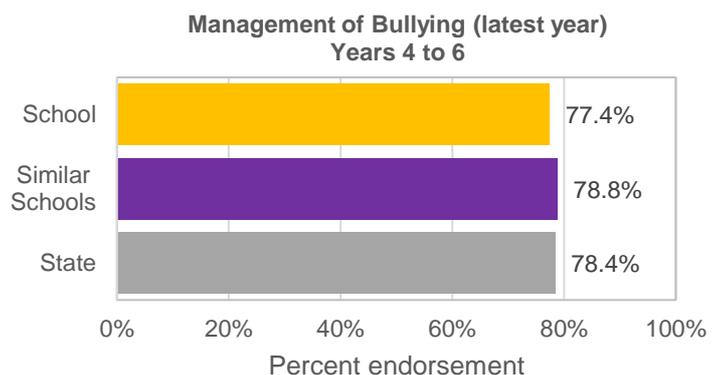


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

| Management of Bullying Years 4 to 6 | Latest year (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement:         | 77.4%              | 82.3%          |
| Similar Schools average:            | 78.8%              | 80.4%          |
| State average:                      | 78.4%              | 79.7%          |



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

# Financial Performance and Position

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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$4,257,994        |
| Government Provided DET Grants | \$405,954          |
| Government Grants Commonwealth | \$20,784           |
| Government Grants State        | \$0                |
| Revenue Other                  | \$32,643           |
| Locally Raised Funds           | \$290,416          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$5,007,790</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$30,782        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$30,782</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$4,047,028        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$467              |
| Camps/Excursions/Activities           | \$51,835           |
| Communication Costs                   | \$5,653            |
| Consumables                           | \$76,581           |
| Miscellaneous Expense <sup>3</sup>    | \$42,792           |
| Professional Development              | \$13,250           |
| Equipment/Maintenance/Hire            | \$93,143           |
| Property Services                     | \$141,122          |
| Salaries & Allowances <sup>4</sup>    | \$77,480           |
| Support Services                      | \$173,433          |
| Trading & Fundraising                 | \$48,568           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$34,054           |
| <b>Total Operating Expenditure</b>    | <b>\$4,805,404</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$202,386</b>   |
| <b>Asset Acquisitions</b>             | <b>\$277,500</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 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$339,047        |
| Official Account              | \$12,728         |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$351,775</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$104,854        |
| Other Recurrent Expenditure                 | \$28,244         |
| Provision Accounts                          | \$1,365          |
| Funds Received in Advance                   | \$5,304          |
| School Based Programs                       | \$0              |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$0              |
| Repayable to the Department                 | \$0              |
| Asset/Equipment Replacement < 12 months     | \$50,000         |
| Capital - Buildings/Grounds < 12 months     | \$20,000         |
| Maintenance - Buildings/Grounds < 12 months | \$40,000         |
| Asset/Equipment Replacement > 12 months     | \$30,000         |
| Capital - Buildings/Grounds > 12 months     | \$15,000         |
| Maintenance - Buildings/Grounds > 12 months | \$63,009         |
| <b>Total Financial Commitments</b>          | <b>\$357,775</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.*