

2022 Annual Report to the School Community

School Name: Eaglehawk Primary School (0210)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2023 at 10:51 AM by Fiona Lindsay (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2023 at 02:51 PM by Cara Thomson (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

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

School context

Eaglehawk Primary School is situated in the main business district of Eaglehawk and is part of the City of Greater Bendigo. The school has a proud heritage, making a strong contribution to education for over 150 years.

Our school is committed to providing a safe, supportive learning environment to ensure all students reach their full potential and is committed to improving student learning outcomes. With a strong focus on reading, writing and mathematics, smaller class sizes (11-23) across all year levels prep-6 optimise student-learning opportunities. As a 'Stephanie Alexander Kitchen Garden' School for over 10 years, there is a specialist kitchen and established edible garden with all grades participating in weekly garden classes. Other specialist programs include Reading Recovery, Art, Music, Choir, Physical Education, Circus and LOTE (Chinese). Grade 5 & 6 students participate in the region's 'Passions and Pathways' Program - a partnership with local business and industries.

High expectations around work and behaviour are part of the school culture. Calmer Classrooms is used throughout the school to ensure all children are engaged and experience success in all aspects of the day. The school supports students' wellbeing through programs including 'Berry Street', 'Rights, Resilience & Respectful Relationships' and School Wide Positive Behaviour Supports (SWPBS). The wellbeing team consists of a school-based Anglicare worker, chaplain and Disability & Inclusion Leading teacher. All staff along with the wellbeing team work hard to build and maintain relationships with families to support every student's education. During the second half of the year, the school employed an art therapist to support individual students.

In 2022 the February census enrolment was 128 students across prep – grade 6, with 7 students funded through the Program for Students with Disabilities, 11% EAL and 16% Aboriginal or Torres Strait Islander. The August census enrolment was 133 students. The school was divided into 4 teams, a prep class with 2 teachers, 2x grade 1/2 classes, 2x grade 3/4 classes and 1x grade 5/6 class.

The school had the equivalent of 16.5 full time teachers, including the Principal, Assistant Principal, Literacy Learning Leader, Wellbeing & Disability Inclusion Leading Teacher and 5 part time specialists teaching Visual Arts, Performing Arts, Chinese, Tutor and Physical Education. There were 7 part time education support staff of varying time fractions that included 2 office staff, 4 classroom support and a Stephanie Alexander gardener. The school has a commitment to professional learning growth, funding an internal coaching program to support all classroom teachers around the teaching of reading, writing, mathematics and classroom management. Each of the 4 curriculum days had a particular focus on mathematics, literacy (reading and writing) and student and staff wellbeing. In 2021, the school began working intensely with Monash University math consultant Peter Sullivan, that continued in 2022.

Eaglehawk Primary School has modern, flexible teaching and learning spaces. Our grounds include an undercover multipurpose court area, a running track, grass areas, large sandpit and 3 playgrounds. Our school vision is: To provide a caring, supportive learning environment, which prepares all students to reach their full potential, continue learning and make positive contributions to the community.

The following Values are a part of all attitudes, behaviours and learning at Eaglehawk Primary School. Caring, Community, Honesty, Learning and Respect.

- Caring: We look after ourselves, each other and the environment
- Community: We work together to develop a sense of belonging and encourage teamwork
- Honesty: We take responsibility for our actions and tell the truth
- Learning: We ensure everyone has the opportunity to learn, succeed and achieve their best
- Respect: We understand that everyone is different and that we need to think and act with integrity.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Eaglehawk Primary School's AIP focused on the implementation of Key Improvement Strategy (KIS) 'Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy'. This

was implemented through the Tutor Learning Initiative (TLI) and continued whole school professional learning with well-known math consultant Peter Sullivan. This included a pupil free day in February and November around place value and learning sequences, as well as at least a staff meeting each term lead by Peter. Teachers worked with the math consultant termly to plan, and with the school-based math coach weekly to embed the school instructional model and use data to plan. Peer observations occurred termly where a member of the team taught, the lesson was discussed and modified and then taught by the other teacher the following day. Written feedback was provided to each team by the math consultant.

To support English teaching and learning, 2 teachers completed their Reading Recovery grade one intervention training. A pupil free day was allocated to completing the Oz Lit Teacher 6+1 traits online course. The Literacy Learning Specialist worked with 2 teachers a term in their classrooms modelling and providing feedback as well meeting weekly with teams to embed the school instructional model and use data to plan. Professional Learning Cycles were embedded into weekly planning sessions. The school utilised the Department of Education funding to implement PATR and PATM (reading and math assessment) in June and December for students in grades 1-6 to track student growth, moderate and identify strengths and areas of need.

School Naplan data was positive with the percent of students in the top 3 bands in year 3 reading being 66.7%, higher than the schools 4 year average of 56.7% and higher than similar schools in 2022 of 56.9%, but slightly lower than the state average of 76.6%. The percent of students in the top 3 bands in year 3 numeracy was 66.7% higher than the schools 4 year average of 38.3% and higher than similar schools in 2022 of 42.1% and the state average of 64%. The percent of students in the top 3 bands in year 5 reading was 41.7% higher than the schools 4 year average of 39% but lower than similar schools in 2022 of 51.8%, and the state average of 70.2%. The percent of students in the top 3 bands in year 5 numeracy was 33.3% slightly lower than the schools 4 year average of 34.1% and the state average of 54.2%.but higher than similar schools in 2022 of 31.5%.

Wellbeing

The school's AIP focused on the implementation of Key Improvement Strategies (KIS) 'Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable' Wellbeing is a high priority at Eaglehawk Primary School, encouraging a positive, safe, calm, inclusive learning environment. Whole school behaviour expectations are explicitly taught throughout the day and acknowledged through 'gotcha' cards. Each class develops their own behaviour expectations together that are clearly displayed. A minimum of two staff meetings a term was allocated to School Wide Positive Behaviour Supports (SWPBS) – analysing data and creating and updating documents.

There was a focus on emotional wellbeing, with 2 staff training to be Smiling Minds champions in term 3 and providing professional learning to staff in term 4. Smiling Minds was be incorporated into our wellbeing scope and sequence with the teaching of Respectful Relationships and SWPBS. Our whole school 'gotcha' reward system focused on individual and class rewards as well as a whole school 'eagle' reward each term that students chose and voted. Whole school rewards included a water fun afternoon, movie, and colour fun day. A schedule was developed for classes to share the teaching of SWPBS in our weekly newsletter.

In semester 2, the school used mental health funds to employ an art therapist for a morning a week. Identified students participated in small group or individual sessions on a rotational basis. The school continues to support students and families providing a daily breakfast program, lunches, and food hampers. Fresh fruit is available in all classrooms throughout the day and at breaks. A strong partnership continues with the Smith Family who provide scholarships to approximately half the students. The wellbeing team consists of the Disability Inclusion leading teacher, the chaplain and school based Anglicare worker. The Anglicare worker commenced in term 1 2022, supporting families within the school. The chaplain continued two days a week. Both the chaplain and Anglicare partnerships will continue in 2023.

The 2022 Attitudes to School Survey targets for 'Sense of Connectedness' was 59.5% positive endorsement from year 4-6 students, slightly less than the 4 year average of 61.7%. 'Management of Bullying' remained the same as the past 4 years at 59.7% positive endorsement.

Parent Opinion survey results showed 79.5% percent endorsement by parents on their school satisfaction which was equal with the state primary school average. The percent endorsed by staff on School Climate as reported in the annual School Staff Survey was 59%, below the state primary school average of 74%.

Engagement

Eaglehawk Primary prioritises positive home school relationships, keeping the school community engaged through the weekly newsletter, Facebook, webpage and special events and activities. School attendance continued to be a priority. Our school average absence was 27.4 days – slightly higher than our 4 year average of 24.7 days but slightly lower than similar schools average 27.9 days. Our attendance rate by year level was prep 85%, year 1 87%, year 2 91%, year 3 89%, year 4 81%, year 5 91% and year 6 83%. The school continued to promote attendance through the newsletter, daily Sentral text messages and phone. The wellbeing team worked with the Department of Education to support students with higher-than-average absences.

Weekly attendance awards are presented at school assemblies and when students reach 100 days of attendance, they receive an Eaglehawk Primary attendance wrist band. Daily absences are followed up by a Sentral text message. The classroom teacher follows up after 2 days and then then a member of the wellbeing team (wellbeing lead teacher, chaplain or Anglicare school-based worker) will meet with families to identify how best to support the family.

The school supported students during lunchtimes by offering various lunchtime programs including library – playdough and games, art, organised sport, and coding. Additional activities included circus, choir and instrumental for students in years 3-6.

Throughout the year, all classes participated in a major excursion and grades 1-6 in the school camping program.

Families were invited to attend special events including sporting days, special ladies day, special blokes day, grade 6 graduation and end of year concert.

Other highlights from the school year

In 2022 the school utilised the Positive Schools initiative with prep-4 students enjoying a day at Werribee Zoo, and the whole school participating in a skateboarding session over 2 days.

Grade 1/2 students slept over at the Science Discovery Centre in town, while grade 3/4 spent 3 days at Queenscliff Cottage by the Sea. Grades 5/6 had 3 days at Doxa Melbourne as well as a day excursion to Quantum Victoria science education centre.

A whole school cross country, athletics carnival and Jump Rope for Heart Day encouraged all students to dress in house colours and actively participate. Some grade 3-6 students participated in district and zone athletics, cross country and basketball. The school received a Sporting School grant to assist with the costs of the 5-week Jets Gym program and transport in June: and provide an 8 session swimming program free in December ensuring most students attended.

Financial performance

Eaglehawk Primary School Maintained a very sound financial position throughout 2022. The 2020-2024 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide a framework for funds to support school programs and priorities. The Financial Performance and Position shows an end of year surplus of \$659 106. Most of the surplus occurred through the carry forward of funds from the previous year.

The school received \$458 976 in Equity. This money was used to employ additional staff - wellbeing lead teacher, additional classroom teacher to create smaller classroom sizes prep-4, a gardener to run our Stephanie Alexander Kitchen Garden program, tutors, and coaches to support staff teaching and learning; as well as provide professional learning (a math consultant to continue working within the school). Equity funding was also used with the \$65 679 Tutor Learning Initiative funding to cover the difference of the total of \$118 542 spent on tutor programs for students.

The National Chaplaincy Program for 2021 and 2022 was funded with a grant of \$20 280. The school successfully applies for two Sporting School Grants for \$2 500 each. The first was used in term 2 to subsidise the whole school gym program. The second was used with the Swimming in Schools \$4 698 funding to provide the whole school swimming program (8 lessons over 2 weeks) free in term 4.

The school received a local communities grant of \$20 000 in 2020 to be used with fundraising to go towards constructing toilets in building 2. Construction of the toilets has been delayed due to escalating building costs and funds carried forward. Locally raised funds of \$44 047, consisted of Friday 'Special Lunches', Easter and

Christmas Hamper raffles, Mothers and Father's Day stalls. These funds will be allocated to the toilet construction in building 2. At the end of 2022, the school was successful in receiving a School Based \$30 000 Active Schools Grant to be spent in 2023. Unspent budgets in 2022 enabled funds to be allocated to 2023 budgets for educational programs and other operational needs of the school.

For more detailed information regarding our school please visit our website at

<https://www.eaglehawkps.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 128 students were enrolled at this school in 2022, 75 female and 53 male.

8 percent of students had English as an additional language and 16 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).

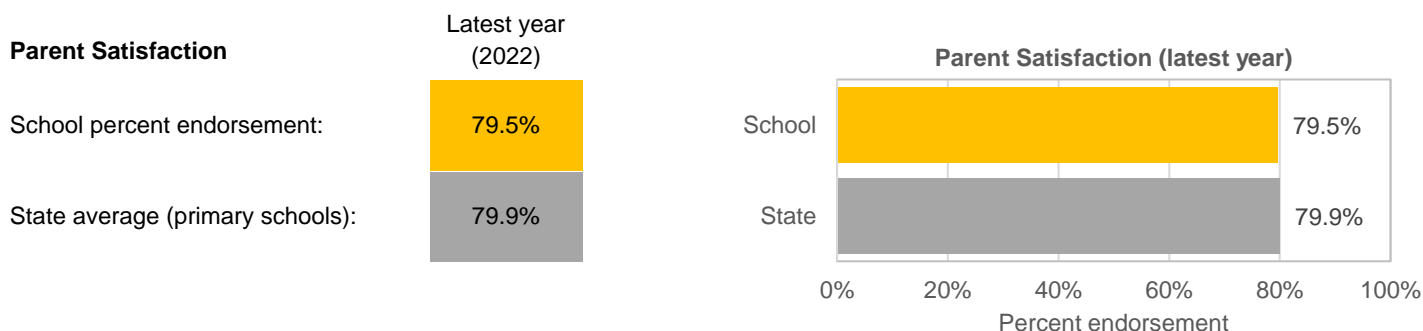
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

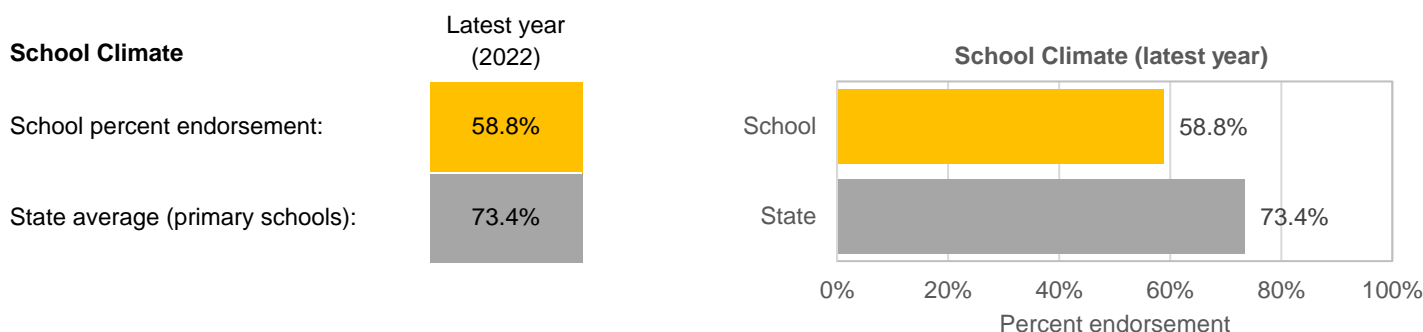


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

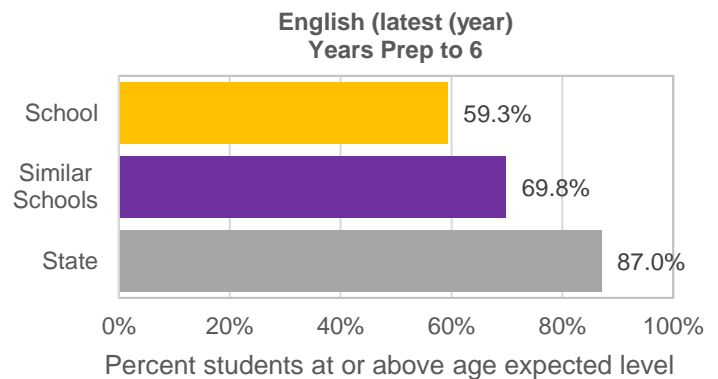
59.3%

Similar Schools average:

69.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

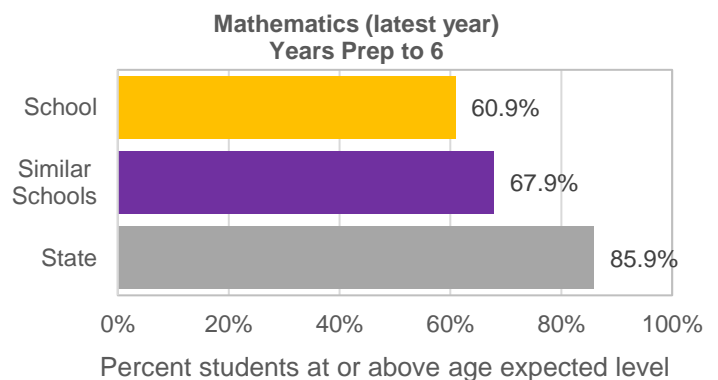
60.9%

Similar Schools average:

67.9%

State average:

85.9%



LEARNING (continued)

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

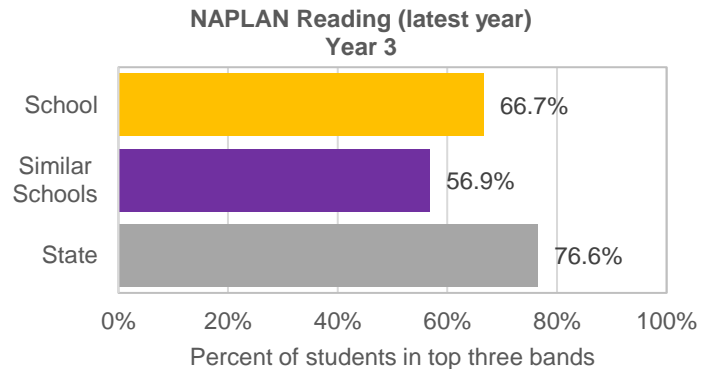
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

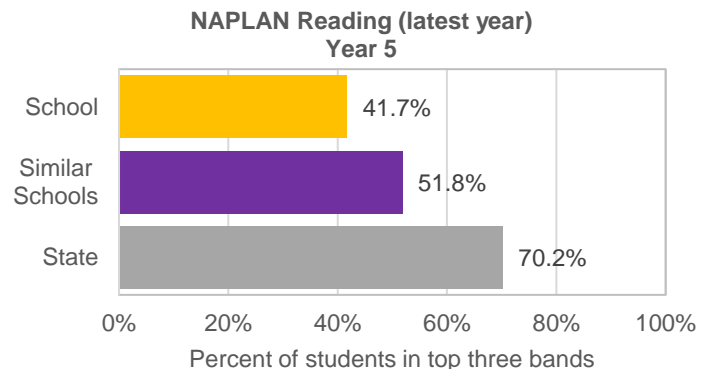
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	56.7%
Similar Schools average:	56.9%	58.7%
State average:	76.6%	76.6%



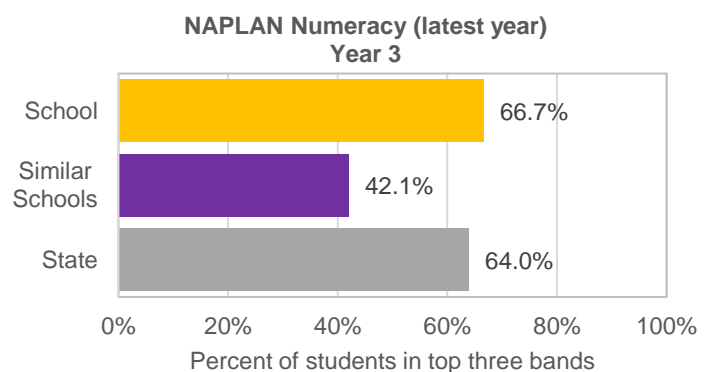
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.7%	39.0%
Similar Schools average:	51.8%	52.5%
State average:	70.2%	69.5%



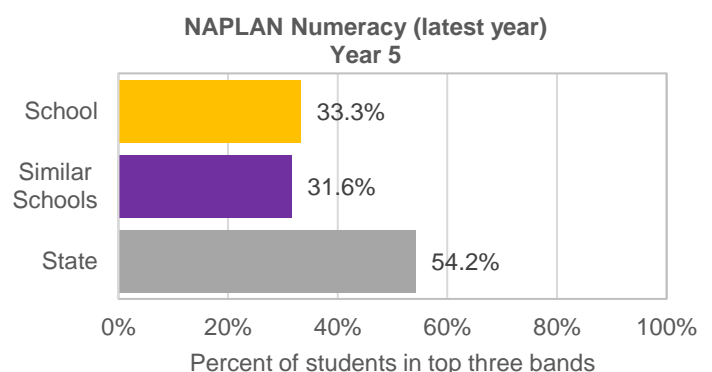
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	38.3%
Similar Schools average:	42.1%	44.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	34.1%
Similar Schools average:	31.6%	36.7%
State average:	54.2%	58.8%



WELLBEING

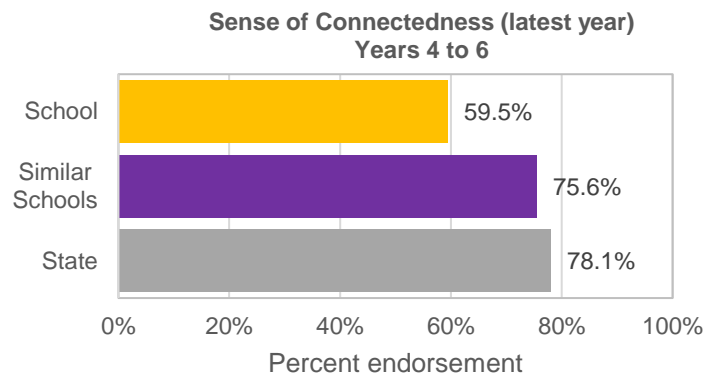
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	59.5%	61.7%
Similar Schools average:	75.6%	76.3%
State average:	78.1%	79.5%

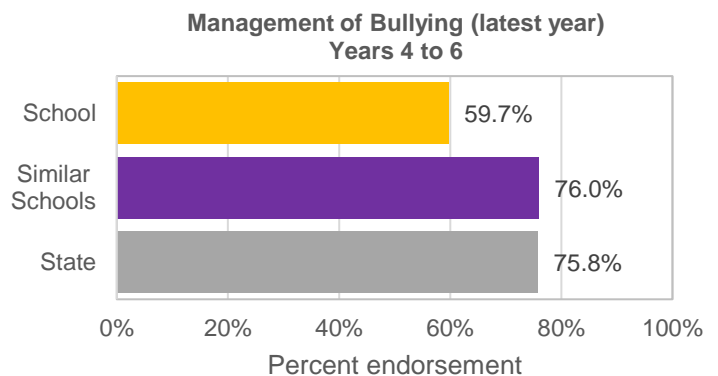


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	59.7%	59.5%
Similar Schools average:	76.0%	77.0%
State average:	75.8%	78.3%



ENGAGEMENT

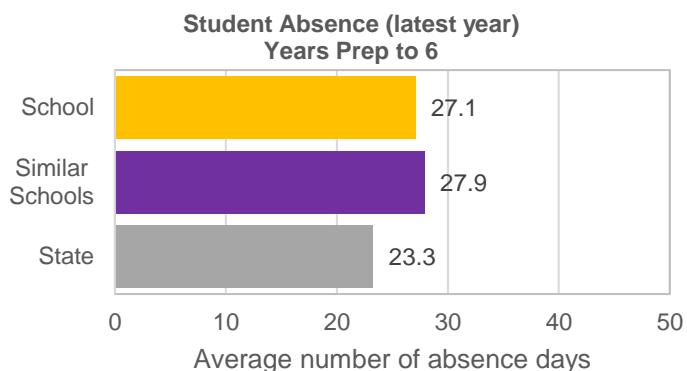
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.1	24.7
Similar Schools average:	27.9	22.3
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	87%	91%	89%	81%	91%	83%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,411,746
Government Provided DET Grants	\$470,235
Government Grants Commonwealth	\$10,855
Government Grants State	\$0
Revenue Other	\$23,142
Locally Raised Funds	\$44,047
Capital Grants	\$0
Total Operating Revenue	\$2,960,026

Equity ¹	Actual
Equity (Social Disadvantage)	\$458,976
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$458,976

Expenditure	Actual
Student Resource Package ²	\$1,838,703
Adjustments	\$0
Books & Publications	\$2,926
Camps/Excursions/Activities	\$30,736
Communication Costs	\$3,865
Consumables	\$47,014
Miscellaneous Expense ³	\$6,654
Professional Development	\$6,116
Equipment/Maintenance/Hire	\$40,922
Property Services	\$117,729
Salaries & Allowances ⁴	\$87,729
Support Services	\$84,293
Trading & Fundraising	\$6,368
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,215
Utilities	\$26,651
Total Operating Expenditure	\$2,300,919
Net Operating Surplus/-Deficit	\$659,106
Asset Acquisitions	\$89

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

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

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

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$891,781
Official Account	\$26,217
Other Accounts	\$0
Total Funds Available	\$917,997

Financial Commitments	Actual
Operating Reserve	\$61,226
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$30,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$201,226

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.