

2021 Annual Report to The School Community



School Name: Eppalock Primary School (1788)



- 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 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 02 May 2022 at 10:59 AM by Jason O'Neill (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 02 May 2022 at 05:20 PM by Alicia Martin (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, 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.

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.

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)

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

Eppalock Primary School's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community.

It aims to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aspires to provide a contemporary approach to teaching and learning in its purposeful learning environment.

The school aims to provide a safe, peaceful and gentle environment where every child is treated as an individual. Staff and children will be supported to be creative and innovative and we will encourage hands-on experiential learning opportunities.

We will develop children who have a strong relationship to school and their community. The children will have a sense of self, understand how they learn, know their likes and strengths and appreciate that they have the talent and skills to play a constructive and positive role in the community around them.

We will build and support an open, healthy and welcoming community that is visible in its practical support for the learning and wellbeing of each child. Children will be encouraged to embrace and celebrate difference and they will experience positive interactions with adults.

Developed with our school community, as part of our School Wide Positive Behaviours Framework, our school values are;

Kindness - being friendly, generous, and considerate.

Respect – treating others with consideration and regard: respecting another person's point of view,

Responsibility – being accountable for one's own actions, resolving differences in constructive, non-violent and peaceful ways; contributing to society and civic life, taking care of the environment.

Resilience - adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress, bouncing back from difficult experiences, being prepared to ask for help

In all documents, in all practice by students and teachers, in work with the School Council and the community, in all teaching and learning programs the values of the school sit at the centre and there will be expectations about all work aligning with the values with the students at the centre of all decisions.

Eppalock Primary school is located in the rural community of Axe Creek in the City of Bendigo, seven kilometres east of Strathfieldsaye, approximately 145 kilometres from the Melbourne Central Business District. The school was founded in 1918. The school grounds include a main building which caters for three classrooms, an open assembly space, office administration area, sick bay and toilets. This building was built in 2012. The original school building is on site and was converted into a kitchen space in 2016. Another building is used for classroom art sessions. The grounds include a playground structure, sandpit area, an undercover basketball court, a sensory space and serenity garden for passive play. Enrolment data entered for the 2022 census was 58 students, consisting of 36 males and 22 females. Eppalock PS does not have any overseas students at the school. In 2022 we have 4 students who identify as Aboriginal. Enrolments have increased from 41 at the beginning of 2014 and remained consistent with 58 enrolled at the most recent school review in 2018. The Student Family Occupation Education (SFOE) index was 0.3055 in 2022. The school has 66% of students identified as requiring reasonable adjustments in the classrooms through the National consistent collection of data.

The staffing profile of Eppalock Primary School includes a Principal, three full time classroom teachers, who are graduates, two part time specialist teachers (who deliver STEM, Living Green, ART and Music), Mandarin is taught from Foundation to Year 6, Mobile Area Resource Centre (MARC) library van operates in the school and PE is taught across the school by one of the classroom teachers. None of the staff identify as Aboriginal or Torres Strait Islanders.

The school provides an instrumental music program through an outside source. The school provides an approved curriculum framework based on the Victorian Curriculum. Regular visits from the visiting teacher service and school nurse help to support the welfare of students. The school also supports the local Axe Creek playgroup.

Framework for Improving Student Outcomes (FISO)

Key goals and targets included in this section are taken from our School Strategic Plan. 2021 is the third full year into our current review cycle with two years affected by Covid.

To improve literacy and numeracy outcomes for all students.

By 2022, a minimum of 25 per cent of students in Year 5 to have high relative growth in NAPLAN Reading, Writing and Numeracy.

By 2022, the percentage of students achieving in the top two NAPLAN bands in Reading, Writing and Numeracy in Years 3 and 5, to be 40 per cent or more.

By 2022, the percentage of students working above expected level in Measurement and Geometry and Statistics and Probability to be 20 per cent or more.

- Build teacher knowledge in the Victorian Curriculum.
- Implement a whole school curriculum scope and sequence based on the Victorian Curriculum.
- Develop and embed an evidence based instructional model.
- Build teacher knowledge of and skills in high impact teaching strategies.
- Develop and implement a whole school approach to an adult learning culture.
- Build teacher data literacy skills to inform collaborative planning for differentiated teaching.

A quick overview of data sets shows that we are on track to meet, or are slightly below targets set at the end of 2018. With not having NAPLAN in 2020 we are unable to access data sets which show growth in students from 2018-2020, this specifically affects our target of having 25% of students having high relative growth in NAPLAN reading, writing and numeracy. Having all data sets would give a more accurate representation of our progress with this goal.

With not including the 2018-2020 relative growth data, Eppalock PS almost meets minimum of 25% of students in year 5 having high relative growth in reading, currently sitting at an average of 23.5%. With a positive year in 2022 we may be able to achieve this target. We are currently achieving the target in numeracy with 25% of students having high relative growth, another positive year in this area will be required to achieve this target. Writing is an area which we may not achieve the target with an average of only 8.25% of students having high relative growth.

2021 is considered to be a very positive year for our NAPLAN data and achievement of our students. While a number of factors all contribute to positive achievement it is important to acknowledge the work of staff during such challenging times to continue to strive for high levels of achievement with the students. A dedicated and committed approach to teaching and learning and building their own knowledge as young teachers has been vital in developing consistency in curriculum programs across the school. An analytical approach to data and using data to inform teaching has been adopted. Staff have been trained in Professional Learning Community work and have supported each other extremely well with developing an open and honest adult learning culture. Staff have developed a professional environment where challenging conversations can take place, knowing that we are all working towards the same targets and have the students in mind.

Staff have taken time to have peer observations of classrooms and have collaborated to further develop an instructional model that is consistent and regularly reviewed and reflected upon.

To develop resilient students who display behaviours and attitudes that reflect school values.

By 2022, improve the percentage positive endorsement in the component Resilience of the AtoS to a minimum of 80 per cent.

By 2022, improve the percentage positive endorsement in the component Managing Bullying of the AtoS to be at or

above 90 per cent.

By 2022, improve the percentage positive endorsement in the component Non-Experience of Bullying in the Parent Opinion survey to 85 per cent.

- Develop and embed a whole school wellbeing and positive behaviour support framework.
- Renew and review the school's vision and values and align to school policies and processes.
- Implement whole school practices targeted at students, parents and carers and the broader community that helps to maintain a safe, respectful and inclusive learning environment.

Remote and flexible learning periods and the past two years of Covid have continued to test the resilience of the school community, including students, staff and parents. It is interesting to note that in the Attitudes to School survey that only 6% of students at Eppalock PS consider themselves to have high resilience, compared to State (8%) and Similar schools (9%). Eppalock PS students also had 39% of students responding that they had low resilience. This is an area that school has been working to develop over the past few years. Resilience is one of our school values and students continually acknowledge each other in this area when showing aspects of resilience. More education is required around what Resilience is and how we show it on a daily basis at school and in our every day lives. The school newsletter has been used as a means to communicate strategies around resilience and how we can cope with setbacks.

Our targets and key actions around bullying are close to being met which is something the school should be proud of with targets being in the 85%-90% range. Eppalock PS has a great school community and our students are very inclusive (92% positive in 2021), respectful and understanding of diversity, they understand that sometimes others will have a bad day and are quick to welcome others back. As part of the SWPBS framework, staff are working with students through our steps to positive problem solving, to ensure they are able to solve any playground disputes with a quick and easy to follow process which includes our school values. Classrooms also regularly speak about and display what bullying is and isn't and the importance of being an upstander.

During remote and flexible learning there was increased online activity and as a result school has had regular communication with families about staying safe online and being responsible online citizens.

Documented work in the Schoolwide Positive Behaviours Framework has been slowed during Covid times with priorities placed in other areas. SWPBS remains an important part of the school and is a key part of our 2022 AIP. It continues to be the language staff speak and the approach we take with any issues at school. Students are aware of and enjoy the process of acknowledging the positivity in others around them and this focus contributes to the minimisation of issues at the school and in the playground. As part of SWPBS the school has implemented whole school approaches such as House Teams, Student leaders, more student voice in rewards and acknowledgements, school wide expectation matrix and area expectations, individual and whole school acknowledgement system.

To improve student engagement in their learning.

By 2022, improve the percentage positive endorsement in the component Student Voice and Agency of the AtoS, to be at or above 80 per cent.

By 2022, improve the percentage positive endorsement in the component Self-Regulation and Goal Setting of the AtoS, to be at or above 85 per cent.

By 2022, improve the percentage positive endorsement in the component Student Voice and Agency of the Parent Opinion survey, to be at or above 88 per cent.

- Develop a whole school understanding of student voice and agency.
- Embed the high impact teaching strategies that support student voice and agency.
- Co-design opportunities for students to exercise authentic agency in their own learning.

Continuing to educate our school community about Student Voice and Agency and what it is, is a focus of our 2022 AIP. Data sets in this area continue to hover around the 65%-75% range. More explicit teaching and examples of what the school is trying to do in this area is seen as important and a way of improving data. Having students back in

classrooms will also assist in this area in 2022.

Achievement

Student learning achievement across the school continues to show positive growth across a number of data sets even through the challenges of remote and flexible learning periods. During these periods of time staff worked hard to provide a blend of instructional methods so that all learning needs could be met. Students requiring extra support were offered additional online sessions and were also invited to attend on-site learning to ensure the continuation of learning. Staff also ensured regular follow up with families around tasks being completed at home. A deliberate focus was placed on family welfare and the mental health of our school community so that our students continued to learn, but also returned to school with a positive mindset.

Classroom teachers continued to build their knowledge of High Impact teaching strategies, instructional methods, Victorian curriculum content and assessment practices to further understand their impact on achievement. Moderation of tasks and professional conversations around assessment and reporting formed the basis of further developing consistent judgements. At the end of 2021, teacher judgement in English has 84.7% of students at or above expected level which is slightly below State and Similar schools. Teacher judgement in Numeracy has 89.4% of students at or above expected level which is slightly above State and similar schools. Staff view these as positive results considering a high percentage of students requiring extra support and having additional needs at the school.

After an interrupted couple of years through Covid, the introduction and implementation of the tutoring program enabled the school to focus in on those students identified for further support with their learning. Across the school up to 12 students were able to access the tutoring program with a combination of 1:1, small group and in class tutoring taking place. While facing some staffing inconsistency during the year, the program was seen to have had an overall positive effect on student achievement which was evidenced through collected work samples.

In 2021 Eppalock PS recorded some very positive results in key NAPLAN data sets. Once again, the school is aware that small numbers of students can have a major effect on results both in a positive and negative way, however it is great to see such positive results. The challenge for the school is to continue to maintain the standards set in 2021.

Grade 3 results in particular continue to be very positive showing that our students come to school ready to learn and are able to maintain high achievement levels in their first years of schooling. The percentage of Grade 3 students in the top 3 bands in Reading in 2021 was 87.5% which was over 10% higher than State (76.9%) and Similar schools (76.1%). The four year average drops only slightly to 82.6% which also sits above State (76.5%) and Similar schools (75.3%). Maintaining a 4 year average of over 80% is a fantastic result for the school and a target to keep aiming for into the future.

The percentage of students in the top 3 bands in Numeracy is also very strong, with the 2021 result being 87.5% compared to State (67.6%) and Similar Schools (70.1%). This strong result is also reflected in the four year average where 82.6% of Grade 3 students are in the top 3 bands in Numeracy, compared to State (69.1%) and Similar Schools (69.0%).

The percentage of Grade 5 students in the top 3 bands in English in 2021 was lower than State (70.4%) and Similar schools (71.2%) at 57.1%. It is again important to consider the small numbers of students participating and completing NAPLAN, one more student in the top 3 bands would equate to being at or above State and similar schools. When considering this result it is important for staff to reflect on the strong Grade 3 results from the past 4 years and delve deeper into why Grade 3 have a strong 4 year average, yet the 2021 result was lower than State and Similar schools. The 4 year average in Reading is slightly higher at 66.7% in the top 3 bands, this is more in line with State (67.7%) and Similar Schools (68.9%), however staff will be working to improve this result to be above both in this area.

The 2021 Numeracy result was better than Reading with 71.4% of students achieving in the top 3 bands, this was higher than State (61.6%) and Similar Schools (59.8%). One student could also have an effect on this outcome. The 4 year average for Grade 5 students in the top 3 bands is at 55.6%, which is lower than State (60.0%) and Similar

Schools 58.2%. This is an area for further work when considering the positive results in Grade 3 Numeracy.

Work has been done around creating and developing scope and sequence documents in Numeracy. Staff are still to develop an instructional model in Numeracy. Both of these strategies will continue to be developed over the coming years to ensure Numeracy results are moving in a positive direction.

The decrease in students in the top 3 bands in Reading and Numeracy from Grade 3 to Grade 5 requires staff to reflect on the teaching and learning that occurs in the transition years from the Grade 2/3 classroom into the Grade 4/5 room. The 2021 learning gain data set shows a positive result in all 5 areas of NAPLAN. In all 5 areas Eppalock PS are above Similar Schools in high gain, with Numeracy being the best result with 50% of students showing high gain compared to Similar Schools at 24%. It was also pleasing to note that in the areas of spelling and grammar and punctuation, 100% of students made medium or high gain with 0% making low gain. This data suggests the school making some positive improvements in this area.

Eppalock Primary School's performance report was also very positive in 2021, with the school being rated as an 'influence school' in the area of NAPLAN achievement in Reading and Numeracy.

In Grade 5 Reading, the percentage of students in the top two bands has increased, with 42.9% in the top two bands in 2021, with 0% of students in the bottom two bands and 83.3% of students meeting or above benchmark growth.

In Grade 5 Numeracy, the percentage of student in the top two bands has increased significantly with 57.1% in the top two bands in 2021, 0% in the bottom two bands and 83.3% of students meeting or above benchmark growth.

These are positive outcomes that the school is very proud of in 2021 considering the challenges and turn over of staff over the past couple of years. These are results that staff will be working to maintain and improve further upon in the future and ensuring strategies and processes are put in place in the school to ensure this occurs.

Engagement

Key targets for Eppalock PS in this area focus on student voice and agency, student goal setting and parent opinion data sets.

By 2022, improve the percentage positive endorsement in the component Student Voice and Agency of the AtoS, to be at or above 80 per cent. Eppalock PS result was 65% in 2021 which is below our 2022 SSP target, this remains a focus for our school this year.

By 2022, improve the percentage positive endorsement in the component Self-Regulation and Goal Setting of the AtoS, to be at or above 85 per cent. Eppalock PS result was 81% in 2021, while not yet meeting the target, the result is very close. There is clear evidence across the school of self regulation documents and student goal setting on display.

By 2022, improve the percentage positive endorsement in the component Student Voice and Agency of the Parent Opinion survey, to be at or above 88 per cent. Eppalock PS result was 81% in 2021, which is slightly below the SSP target set. The school aims to promote examples of student voice throughout the year so that parents can explicitly see what is being done in the school.

Student Voice and agency continues to be a low data set in the attitudes to school survey. The target by 2022 is to achieve above 80%, this has hovered around 65% over the past couple of years. The aim for 2022 is to ensure more explicit conversations around what student voice is and what student agency is and how we can improve this in the student survey. Staff will work through the FISO improvement cycle document for student voice and agency and review current practices in this area.

Goal setting and self regulation documents are evident in the school and in classrooms in varying forms appropriate to class levels. Staff have worked with students on developing individual student goals and are working to ensure these are embedded into teaching and learning and that students are able to articulate what they are and why they have them.

Staff are using the Respectful Relationships program to develop self regulation strategies with students. Staff work well with students who need extra assistance in this area and provide a variety of techniques for them to use. Prompting expectations and reteaching of what is expected form part of this process, as well as offering short physical and mental breaks throughout the day. The school is also working on educating the students on positive steps to problem solve. This is seen as important to ensure students have the skills and steps to work through a problem in their every day lives.

The students at Eppalock PS continue to engage positively in the school environment with a high number of data sets heading in the right direction or maintaining a positive result. School absence data demonstrates an improvement with the 2021 school absence rate being at 13.3 which was below both State (14.7) and Similar schools (16.0). The 4 year average at Eppalock PS (15.2) is also now comparable with State (15.0) and below Similar schools (15.9). Recording of Covid attendance would have some impact on these figures as well as the restrictions around family travel. Family holidays in school time have traditionally been one of the highest contributing factors for absences and this area would have been lower due to travel restrictions during Covid and will continue to be monitored as families are more able to get out and about.

Aligned with this data is a much improved data set around unexplained absences. Eppalock PS unexplained absences have dropped from 11.0 in 2021 to 1.6 in 2021. While we still aim for 0 unexplained days, this is a great result. The use of UeducateUs and follow up through the office, has ensured families are making more contact about absences and communicate this with the school.

2021 saw a continuation of remote and flexible learning throughout the year with restrictions on camps, excursions and incursions. These events and activities have always been a strong feature of Eppalock PS and the students and families felt some impact from not being able to do these as regularly during the year. Staff were able to plan and organise some events when restrictions allowed and were even able to have students participate in two local camps in term 4. The school continued their connection with Latrobe University Bendigo to allow students in grade 5 & 6 to participate in a local outdoor education camp in the local bushland. This is seen as a key highlight for our students and something the school aims to continue in the future.

Student engagement in remote and flexible learning had mixed results with some students thriving and others just doing enough to get by. Some families had difficulty engaging students at home and school received some requests for students to work on-site to ensure continuation of learning. Students attending on-site worked well, even with small numbers, and showed high levels of work completion and engagement in the remote and flexible learning program provided. Staff offered extra support and activities through online platforms which was well received by families. Online quizzes and fun class connection times ensured continued engagement from students and made reconnecting with peers back at school a lot smoother.

Students looked forward to returning to school on-site and were able to come back positively each time. Student behaviour back at school was mostly positive with only a small number of students having small challenges reengaging and cooperating with school expectations.

Staff focused on a welfare and mental health approach when considering all families and teaching and learning during 2021. We believe this focus enabled students to reconnect and reengage quickly with staff, school and peers and minimised any issues that may have occurred.

Our involvement in School Wide Positive Behaviours in 2021 has meant a clear focus on our School Values of Kindness, Respect, Responsibility and Resilience. These values have been highlighted regularly and formed the basis of our work throughout the year. Students have been able to articulate them and live them everyday and been able to acknowledge others though the Positive Acknowledgement system in place. This enables positive behaviours to be shared from staff and their peers.

Respectful Relationships has been another program used consistently in classrooms to ensure students have engaged positively in school. Through this program students are learning about self regulation of emotions and positive strategies for problem solving. This has helped students to engage in a more positive manner with each other,

particularly when something doesn't go their way.

Wellbeing

Key targets for Eppalock PS focus on resilience, our school values and anti-bullying data sets.

To develop resilient students who display behaviours and attitudes that reflect school values.

By 2022, improve the percentage positive endorsement in the component Resilience of the AtoS to a minimum of 80 per cent.

By 2022, improve the percentage positive endorsement in the component Managing Bullying of the AtoS to be at or above 90 per cent. 2021 Eppalock PS result was 87%, Similar schools 85.3%, State 78.4%. Eppalock PS 4 year average result was 86.5%, Similar schools 83.9%, State 79.7%.

By 2022, improve the percentage positive endorsement in the component Non-Experience of Bullying in the Parent Opinion survey to 85 per cent - 2021 Eppalock PS result was 83%. The 2021 Eppalock PS result for managing bullying was 88%. The 2021 Eppalock PS Positive endorsement in safety result was 92% which has risen from 84% in 2021.

The results listed above demonstrate the school is heading in the right direction with results being above State and Similar schools. Eppalock PS results fall just short of some targets.

- Develop and embed a whole school wellbeing and positive behaviour support framework.
- Renew and review the school's vision and values and align to school policies and processes.
- Implement whole school practices targeted at students, parents and carers and the broader community that helps to maintain a safe, respectful and inclusive learning environment.

Key actions listed above are being worked towards as we come to the end of our current strategic plan. School wide positive behaviours and Respectful relationships form the basis of our school wellbeing programs and these are prominent in classrooms and amongst students. Further work may need to be done to ensure transparency in these programs with families and wider school community.

Our school values are embedded across the school and were chosen after extensive community input. Further work is being done to promote these visually so that they are seen around the school in prominent places.

School has shared code of conduct policies during 2021 and worked to include information about respectful communication.

Students at Eppalock Primary School were extremely resilient on the surface in 2021. While Covid presented major challenges and interruptions to the school throughout the year with continual lockdowns and remote learning periods, the students faced these challenges with positivity and returned to school in term 4 in a positive manner. Students and families were well supported by staff with a major focus on ensuring the priority of wellbeing first before all else. Staff and families were able to negotiate, compromise and differentiate learning tasks, where required and relevant, to support the mental health of students and families. Families were encouraged to reach out and contact the school if their were any wellbeing concerns at home. Through this encouragement from staff, we were able to accommodate some extra students on-site at school to provide some relief at home. Families supported in this area appreciated the break in remote learning routine.

Throughout the 2021 year, regular communication was made with families in the school newsletter and through the school management system, UeducateUs. DET mental health links were included each week for the majority of the year, directing and encouraging families to use professional services to support mental health if required. The school newsletter was also used as a weekly reminder of our school values with a particular focus on kindness and resilience. The newsletter also occasionally included mental health links from DET presentations and parenting tips and strategies from professional websites. The aim of the information was to connect with families and offer support where possible.

Through this information it was great to see some of our families reaching out to each other and supporting each other through challenging times.

School was able to make use of our key Student Support Staff during 2021 for regular webex meetings and discussions around students. General discussion around approaches taken and what more can be done to support staff and students were the focus each meeting.

The school wide positive support framework was used across the school, despite the interruptions. Staff continued to use and implement the positive framework with students and this is demonstrated strongly through the parent survey which shows 96% positive support for the school promoting positive behaviour. Staff have worked to include 6:1 positive acknowledgements in their rooms, where they can, to further support the practice of promoting positive behaviour rather than focus on negatives. Most students in our school respond well to the positive acknowledgement strategy and are keen to give positive comments to each other when they can as well. We have continued to edit and adjust our school matrix of expectations and this year our classrooms have begin to have their own individual matrix for areas of their room. All staff in our school use a calm and measured approach when managing our students and use the re-teach/restorative process when required. All classroom teaching staff have now completed the Universal Tier 1 professional development.

Staff have been involved in the SWPBS SAS survey which highlights areas of the framework which have been implemented and still need work. These results were shared with staff and reflected upon and used as a prompt for discussion around which areas which needs to be further implemented in 2022. One of the key areas we spoke about was a SWPBS budget. While funds have been available for welfare programs, we did not have a specific line/budget for SWPBS. This will now be included for 2022 and form part of our mental health spending.

Our school now has our school values displayed via posters in a couple of prominent areas of the school. One at our front door and one in the playground. While they are on regular display in the classrooms, we felt a need to display them for community via some format. We are looking for other display opportunities to ensure they are a key part of our school. Our school values are widely known and our students are able to articulate them and what they mean. Parents also know what they are and see them regularly in the school newsletter. They are on display in the buildings with an ongoing display of them with our SWPBS and positive acknowledgements.

In 2021 Student leaders used student voice and agency to set some targets for our whole school reward system. These were not been able to be achieved because of Covid, however conversations with students were held around why, and new targets set. In term 4 the whole school attended a swimming afternoon as a reward for the ongoing positivity demonstrated across the school. This whole school reward system will continue to be developed in 2022. An individual acknowledgement reward system will also be further developed to further instill positive behaviours and our school values.

All classroom staff have now been trained in tier 1 universal strategies. This training ensured all classroom staff have a consistent understanding of SWPBS and what it aims to achieve. Since that training, staff have had renewed enthusiasm and have been able to make links between the training and school practice and what we have been trying to achieve. Staff have had input into our next key actions and have taken some initiative with completing tasks.

Classrooms have a regular teaching time for respectful relationships and have ensured a continued focus on this area throughout the Covid period. Staff are committed to this program and the social and emotional benefits it provides students when implemented well. The school will work to ensure a consistent scope and sequence document for Eppalock PS.

Finance performance and position

Eppalock PS ended 2021 with a projected surplus of \$32557, which was confirmed at \$30,497 upon reconciliation early in 2022. This figure was higher than projected at the beginning of 2021 due to additional Tier 2 funding of \$27798.68 being allocated to the school during the year. School had planned for a surplus of around \$10000.

The school had a census enrolment of 57 at the beginning of 2021. The staffing profile includes 3 full time classroom teaching staff who all have less than 5 years teaching experience. The school also employs a part time specialist teacher at 2 days a week, who is top of the range in experience, as well as a top of the range tutor for one day a week. 2021 had 1 full time education support staff member and two part time education support staff. Education support staff will extend further in 2022.

Part of the additional Tier 2 funding was allocated in term 4 to extend the hours of current education support staff. It has also been used to employ an additional education support staff member at the beginning of 2022 to cater for the increasing additional needs of students at the school. The school will also seek further PSD funding for students with additional needs who have enrolled in the school.

Equity funding received was the minimum of \$5000. This funding was used to support individual students across the school through employing casual education support staff.

During the 2021 school year Eppalock PS was able to obtain funding from a local business to make amendments to our school playground. The school also applied for funding for an outdoor learning space which was successful with work scheduled to take place in 2022.

Eppalock PS began an Out of School Hours Care program in 2021, partnered with Our Patch. This program is possible through DET funding. The school applied for \$60000 to support this program. \$50000 of this is allocated to Our Patch staffing, \$5000 to resources and \$5000 for additional school staffing, cleaning and administration. This funding allocation will be annual for the next 4 years to ensure the program is given every opportunity to succeed and grow by attracting families to the school who may require OHSC. So far this program has attracted at least 2 new families/enrolments and has peaked at 7 students in the program. It has been greatly effected by Covid over the past 6 months, however is seen as a positive addition to the school community.

The school has a strong parents club group who have been active and creative in their fundraising efforts, even during Covid times. In 2021 the parents club group were able to raise \$13262. Parents club funds have been committed to be spent in 2022 with money to be allocated to; a future playground fund \$10000, old school building repairs \$5000, and a special events for students fund of \$5000. Allocation of funds to these areas were discussed and approved at School Council Finance committee and the general meeting and were seen as important future planning steps. The special events fund is planned to be spent in 2022 to ensure students are provided with a range of different activities which they may have missed due to Covid.

Eppalock PS continue to make use of the School Sporting Funds program. As a small rural school we are able to have access to \$1800 to fund programs in this area. In 2021 we were able to participate in tennis coaching sessions and secure some additional tennis equipment. Early in 2022 the school used the funding to subsidise costs to swimming sessions.

Additional funding allocated to the school during 2021 was Tier 2 disabilities funding of \$27798.68. As outlined, this has so far been used to extend hours of a current education support staff member and employ an additional education support staff member.

Mental Health funding of approx \$15000 will be allocated to the school in 2022. It is planned that this funding will be allocated to extend hours (by .2) of a current staff member to support the implementation of School Wide Positive Behaviours and Respectful Relationships. This staff member will have the role of Wellbeing Coordinator and liaise with staff to monitor the mental health and wellbeing of students, staff and families.

The tutor learning initiative was fully supported in 2021, however inconsistent with staffing due to staff leave interrupting its implementation. Term 4 saw a more consistent approach to the position which will carry into 2022 to ensure additional funds are allocated and used effectively. At the end of 2021 \$7500 from the school SRP was reallocated back to DET to support the TLI, effecting our end of year SRP surplus. Plans for 2022 will see an experienced teacher taking on the role of tutor (.2) with further support from current classroom teaching staff.

Eppalock PS finished the end of 2021 in a strong financial position, having \$172294 in the High Yield Account and an additional \$18851 in the official account.

For more detailed information regarding our school please visit our website at
<https://www.eppalockps.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 57 students were enrolled at this school in 2021, 19 female and 38 male.

0 percent of students had English as an additional language and 10 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).

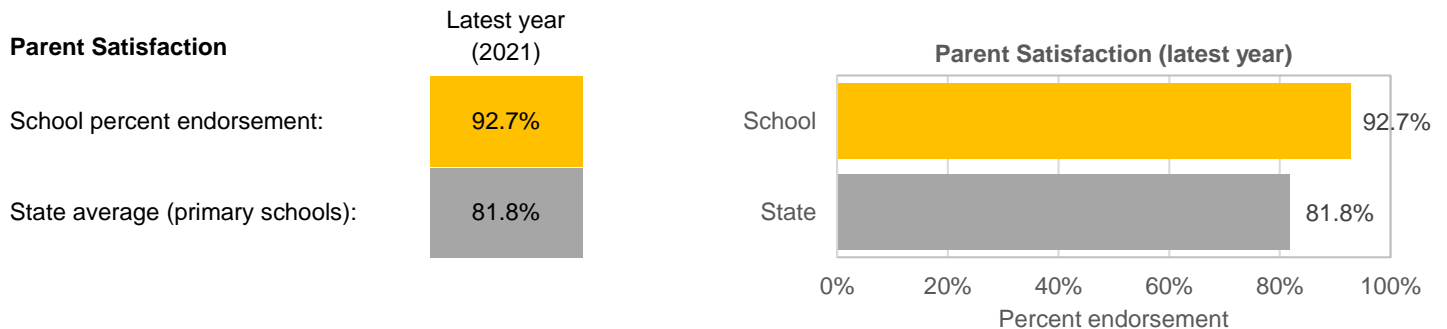
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

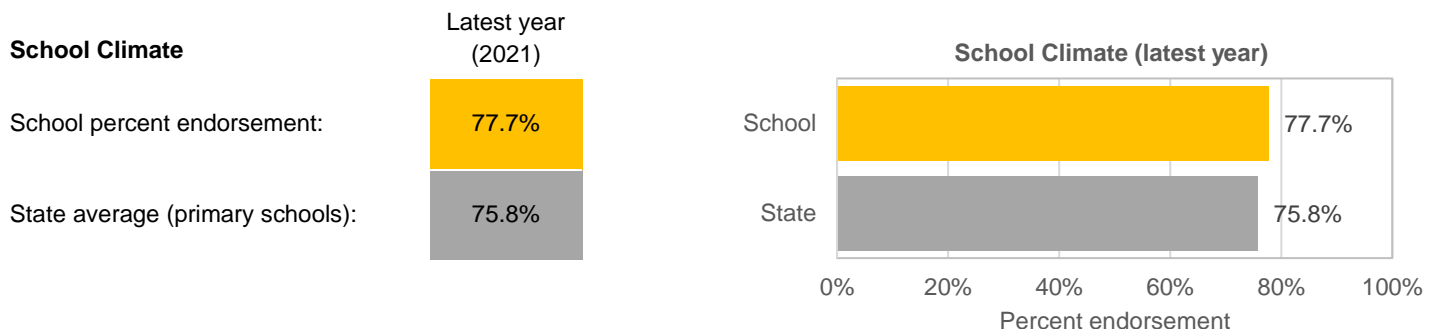


School Staff Survey

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:

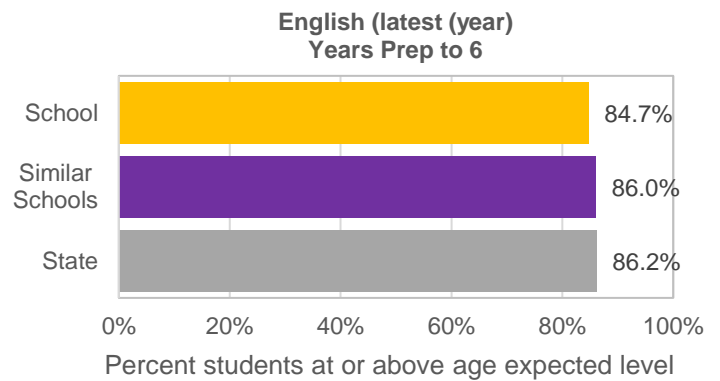
84.7%

Similar Schools average:

86.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

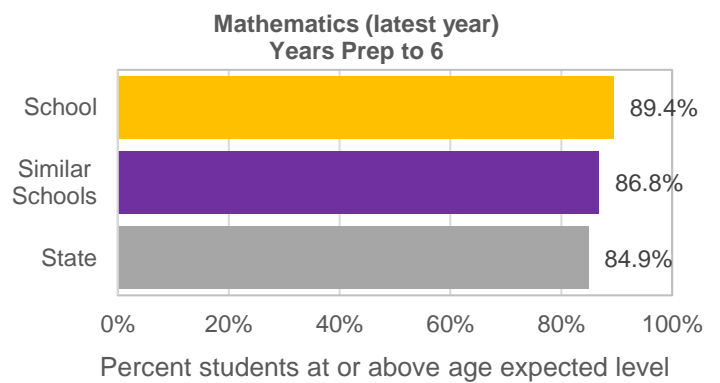
89.4%

Similar Schools average:

86.8%

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.

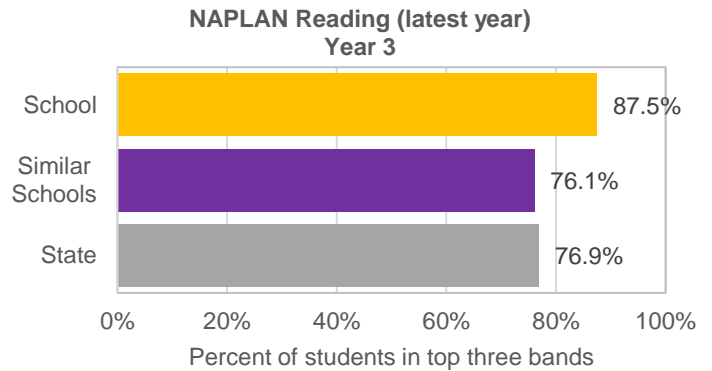
NAPLAN

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.

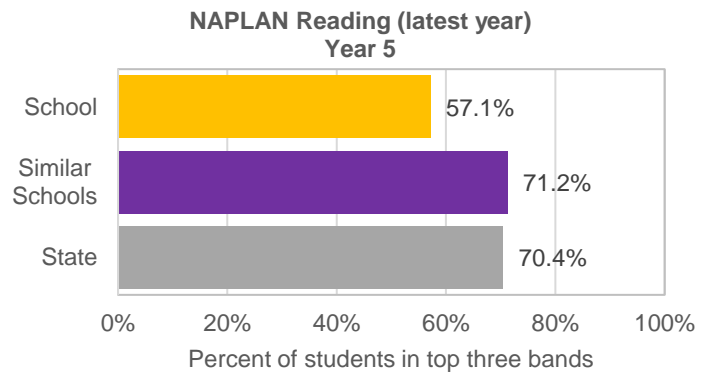
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.5%	82.6%
Similar Schools average:	76.1%	75.3%
State average:	76.9%	76.5%



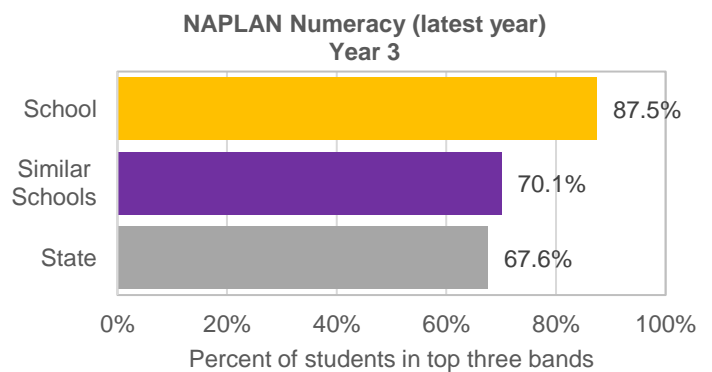
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.1%	66.7%
Similar Schools average:	71.2%	68.9%
State average:	70.4%	67.7%



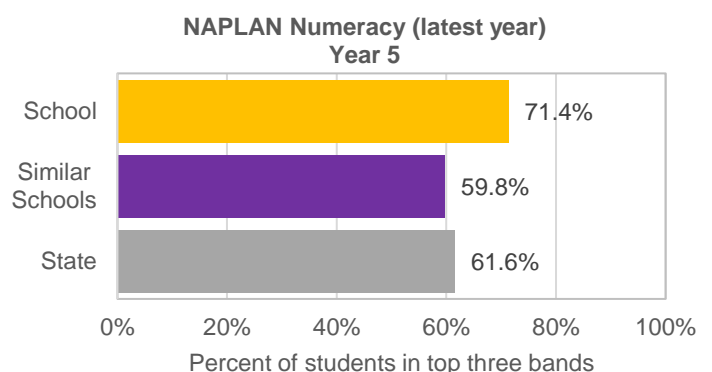
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.5%	82.6%
Similar Schools average:	70.1%	69.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	55.6%
Similar Schools average:	59.8%	58.2%
State average:	61.6%	60.0%



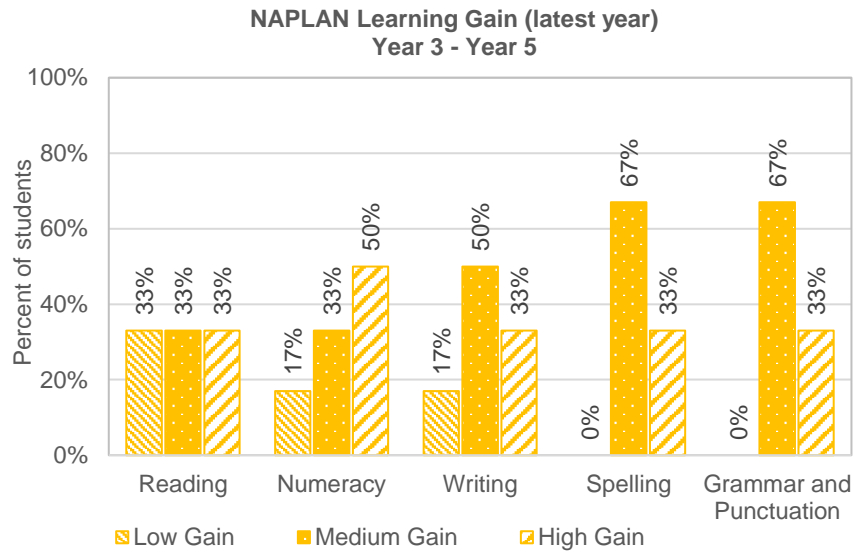
ACHIEVEMENT (continued)

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:	33%	33%	33%	26%
Numeracy:	17%	33%	50%	24%
Writing:	17%	50%	33%	22%
Spelling:	0%	67%	33%	23%
Grammar and Punctuation:	0%	67%	33%	26%



ENGAGEMENT

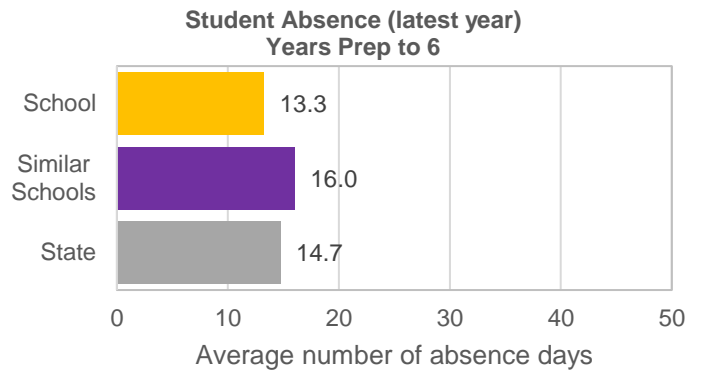
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.3	15.2
Similar Schools average:	16.0	15.9
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):	91%	94%	92%	96%	95%	97%	89%

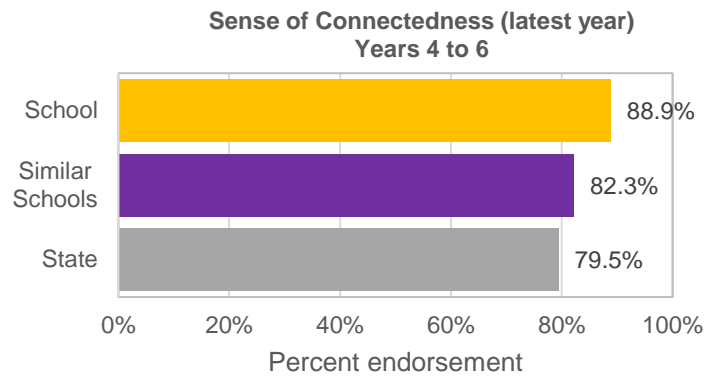
WELLBEING

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:	88.9%	81.9%
Similar Schools average:	82.3%	81.8%
State average:	79.5%	80.4%

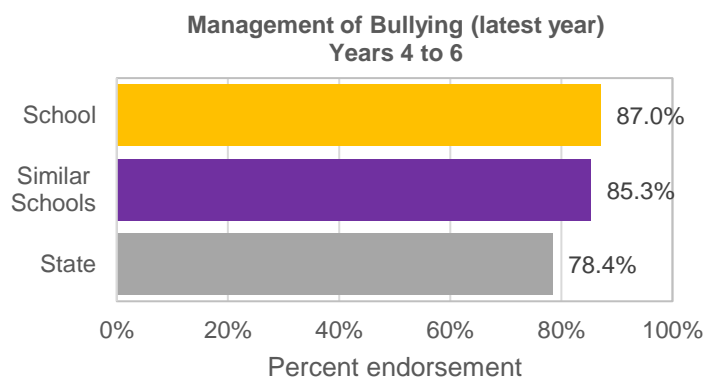


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	87.0%	86.5%
Similar Schools average:	85.3%	83.9%
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	\$711,620
Government Provided DET Grants	\$176,283
Government Grants Commonwealth	\$6,810
Government Grants State	\$0
Revenue Other	\$5,942
Locally Raised Funds	\$34,339
Capital Grants	\$0
Total Operating Revenue	\$934,993

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$679,063
Adjustments	\$0
Books & Publications	\$1,519
Camps/Excursions/Activities	\$4,057
Communication Costs	\$1,764
Consumables	\$15,686
Miscellaneous Expense ³	\$7,939
Professional Development	\$4,233
Equipment/Maintenance/Hire	\$17,205
Property Services	\$48,130
Salaries & Allowances ⁴	\$40,507
Support Services	\$0
Trading & Fundraising	\$30,058
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$4,914
Total Operating Expenditure	\$855,075
Net Operating Surplus/-Deficit	\$79,918
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

Funds available	Actual
High Yield Investment Account	\$172,294
Official Account	\$18,851
Other Accounts	\$0
Total Funds Available	\$191,145

Financial Commitments	Actual
Operating Reserve	\$25,220
Other Recurrent Expenditure	(\$724)
Provision Accounts	\$0
Funds Received in Advance	\$40,894
School Based Programs	\$29,875
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,880
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$81,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$191,145

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.