

2021 Annual Report to The School Community



School Name: Edgars Creek Primary School (5310)



- 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 27 April 2022 at 03:15 PM by Ann Turner-Calleri (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 05 May 2022 at 05:13 PM by Philip Ross (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

Edgars Creek Primary School (ECPS) is a new school located in Wollert, in the City of Whittlesea. The school opened in Term 1, 2021 providing for 392 students from Prep to Year 6 with a strong school vision, school motto of 'Learning Together for Success' and our 2021 School Mantra of 'Bringing Everyone Together'. The establishment of our school culture was a key focus for 2021 and continued despite the ongoing lockdowns and uncertainty of the year. Staff and families pivoted from onsite to remote learning, always focusing on the needs of our students and how we could best meet these, despite the challenging circumstances.

We aim to fully develop each young person academically, socially, emotionally and physically so they are well adjusted students who perform to the very best of their ability in all areas. We believe this can be best achieved in a happy, caring, safe and stimulating environment with the mutual commitment, support and cooperation of teachers, parents/carers, students and the wider school community. We begin with the end in mind: every child who attends ECPS will become an active learner on his or her way to becoming a successful adult.

The physical design of Edgars Creek Primary School supports the school's vision of a professional learning community. This ethos underpins the approach to teaching and learning and whole school operations. The design and intent of learning spaces facilitates a Professional Learning Community (PLC) approach enabling educators to collaborate, implement high-impact teaching strategies and reflect on the impact on learning in a continuous improvement culture. Learning Communities are designed around modifiable spaces that accommodate multiple learning approaches and can flexibly respond to the requirements of students and teachers, creating a sense of shared ownership, inclusion and everyday learning.

Our student population encompasses all levels of primary school, with larger student cohorts in Prep and Year 1. During the year our student numbers continued to grow to over 430 students and we recruited additional staff to work across our school, focusing on meeting the needs of our students and families. Our school community consists of a high percentage of EAL learners and embraces multiculturalism. The employment of an additional Tutor, English as an Additional Language (EAL) teacher and Multicultural Aides (Punjabi and Arabic) supported our immediate and future needs.

We sought to link with local services, including partnering with the City of Whittlesea on multiple projects. This included a targeted Art Program to support our Wellbeing Program. The impact of the pandemic and the frequent lockdowns impacted on our ability to implement this for the 2021 year. Plans have been made to do so in 2022.

Staffing profile: The Leadership Team consisted of a Principal, Assistant Principal, 2 x Learning Specialists, 1 x Leading Teacher (Wellbeing Leader) and our Business Manager. We concluded the year with 21 home group (classroom) teachers, 5.4 Specialist teachers, 5 Education Support Staff and 6 Administration Staff. The dedication of our staff to opening a new school, especially under the challenging circumstances of the global pandemic must be acknowledged. Their commitment to the students and living our values of "Students being at the centre of everything we do" was greatly appreciated.

International Students: Our local community has multiple families who have accessed our school for their child's education through the International Students program. These students have joined our educational program and participated in all our school events.

Framework for Improving Student Outcomes (FISO)

Edgars Creek Primary School focused on the establishment of a high-quality Learning program from Prep to Year 6 supported by a rigorous Wellbeing Program which focused on establishing a whole school positive learning culture. As every member of our school community was new, the need to establish consistent whole school processes was fundamental. This remained our focus even with the challenges of the global pandemic and the impact of multiple

lockdowns across the year. Some of the associated AIP actions and professional development plans were modified to suit the development and implementation of our remote learning program.

A consistent ECPS Instructional model was implemented across all learning areas and specialist programs. This was complemented by the introduction of an ECPS Literacy Approach built from the DET Literacy Toolkit and evidence based learning approaches. Write2Read, a phonics based literacy program, was researched, introduced and implemented complemented by staff training. An ECPS Numeracy Approach was introduced identifying expected teaching practices and resource provision of hands on materials across all learning communities. The development and implementation of an ECPS Inquiry Approach occurred, although implementation was significantly impacted by ongoing lockdowns. To support the consistent implementation of the ECPS Instructional Model, a Coaching Program was developed and implemented.

A BYOD iPad program was introduced to support student learning across all areas. This program was beneficial, especially during periods of lockdown. School based devices supported students without access to a BYO device.

Achievement

A key achievement for the school in its inaugural year was the implementation of Professional Learning Communities (PLCs) at all levels. Teachers in each PLC worked collaboratively to implement a teaching program that included fluid groupings, targeting the specific needs of all students in their cohort, where all teachers have collective responsibility for the students in their Learning Community. Progressive Reports were introduced, providing families with regular updates about student progress in literacy and numeracy. These Progressive Reports are published twice each term and they complement student Semester Reports.

A remote learning program was developed and introduced for periods of lockdown. This remote learning program was continually strengthened throughout the year from its initial limited one-way communication (Compass) to a well developed, interactive platform (Class Dojo) supporting students academically and emotionally. The school worked with families during these difficult times to maximise student learning and support the wellbeing of students, families and staff.

Engagement

In living our school mantra of 'Bringing Everyone Together', we fostered a sense of inclusion and began to build positive partnership through events, such as our official school opening, Harmony Day celebrations, including an indigenous smoking ceremony conducted by an elder. Regular feedback was collected from students to gauge their school connectedness, This data was used to create goals and inform wellbeing lessons to target student needs across the school.

To support student engagement in the return to school after periods of remote learning, we focused on reconnecting our students to their school and with each other. This was achieved by re-establishing consistent expectations and practices, and developing a sense of belonging and trust.

Student attendance data was monitored and the promotion of positive student attendance onsite and during remote learning was encouraged through student awards, year level assemblies and communication with families. Where attendance concerns for students were identified, the school implemented a variety of strategies, including the home delivery of hard copy learning packs, the provision of devices to support remote learning, home visits and regular communication.

To support the needs of students, families and staff we adapted our educational philosophy and fluid grouping approach during remote learning and when students returned to onsite learning in Term 4. This supported students in re-developing connections with their teachers and peers by staying in their Home Groups for the majority of their lessons.

Wellbeing

Our Wellbeing program focused on bringing students, staff and families together to commit to a whole school focus and consistent programs supporting the wellbeing and emotional learning of our new school community. We committed to our ECPS School Values: Respect, Responsibility, Curiosity and Courage. Our behaviour expectations are based on the Right to be Safe and the Right to Learn as much as possible. These are supported by our personal and Communal Responsibility to do our best and encourage others to do their best.

Staff and students worked together to create and implement our School Wide Positive Behaviour Support (SWPBS) program, based on the behaviour expectations of 'be safe', 'be respectful' and 'be a learner'. Consistency of practice and clear expectations formed the basis of this and was evident across all learning spaces throughout the school. To support this work teachers and support staff were trained in the Zones of Regulation emotional learning program. With this common approach implemented across the school, students were taught the vocabulary, triggers and strategies to manage their emotional regulation. This was used most effectively with students and staff when in lockdown, providing staff with key information from which to plan and support students and families.

Students with additional needs were supported with a variety of strategies, including Integration Aides, access to a School Chaplain, specific programs and the support of allied health professionals. Families in need were provided access to a range of support services, including virtual access when in lockdown.

Finance performance and position

A small surplus within our SRP budget resulted at the end of 2021, primarily due to the postponement of start dates for additional staff when the school was in lockdown.

Our school cash budget was well supported by the payment of Parent Contributions (96%). Our cash surplus was larger than expected due to the periods of lockdown which impacted the purchase of school resources and reduced the need for Casual Relief Teachers.

Purchasing of resources was a major priority for 2021. This included an emphasis on literacy and numeracy resources, establishment of learning spaces (classrooms), establishment of specialist programs in PE, Science, Visual Arts and Performing Arts. Significant funds were allocated to the purchase of school based iPads to support students unable to participate in our BYOD program.

English As an Additional Language (EAL) Supplementary funding enabled us to employ an EAL teacher and Multicultural Aides to support our Punjabi and Arabic school community members. An EAL program was established although this was postponed due to an extended lockdown period. This funding also supported the creation of an additional home group (grade) of students in the Year 1/2 Learning Community, allowing greater access to the teacher for the large number of EAL students, within this cohort.

Federal funding for our School Chaplaincy program was topped up by school resources to allow a School Chaplain to work at the school two days per week. This included the provision of virtual services when in lockdown and supported our school community through these challenging times.

Equity funding: Teacher and support staff were employed to support students with small group learning programs
Tutor Learning Initiative (TLI) funding: A teacher was employed to work with targeted students to 'catch up' as a result of the ongoing periods of remote learning from 2020.
Student Excellence Program: A teacher was provided time to facilitate a writing extension group for targeted senior school students. Time was also provided to support selected students in the High Abilities program.
Our Transforming the First Years of the Teaching Career (Graduate) Program supported our 8 first year graduates, allowing them to participate in extensive professional learning, on the job training and mentor support sessions.
Swimming funding was provided within the SRP but due to the ongoing periods of lockdown a swimming program was not provided. This money has been carried forward to 2022 to support our inaugural swimming program.

Fundraising was significantly impacted by ongoing lockdowns. Were able to raise \$2273.31 through raffles and other small fundraisers.

School Council Contracts:

Out of School Hours Care - Big Childcare partnership
Primary School Wear (PSW) - School Uniform providers
School Pix Photos - school photo service
School multi-function photocopiers - Kyocera
Waste management - Veolia
Pest Control exterminators - Perkins
iPad Leases - Melbourne Finance
Chaplaincy - Korus Connect
Hire of School Gym (revenue) - Whittlesea City Basketball Association

The school was successful in receiving grants from multiple organisations, including:

Sporting Schools - provide sporting programs and resources to students.
AV Jennings Lyndarum Community Grant - for provision of outdoor games for student use at play times.
DET Grants: Soundfield system for hearing impaired students, bin lifter for Occupational Health and Safety (OHS) procedures.

As a new school, Edgars Creek Primary School will continue to extend the learning resources available to students and staff and build upon its ability to support our school families and the local community.

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

<https://edgarscreekps.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 392 students were enrolled at this school in 2021, 186 female and 206 male.

78 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).

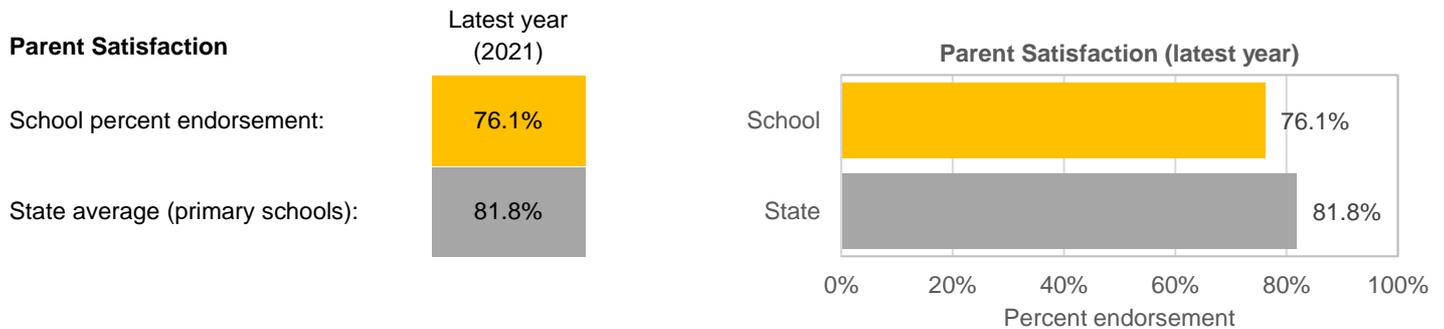
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: NDA

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.

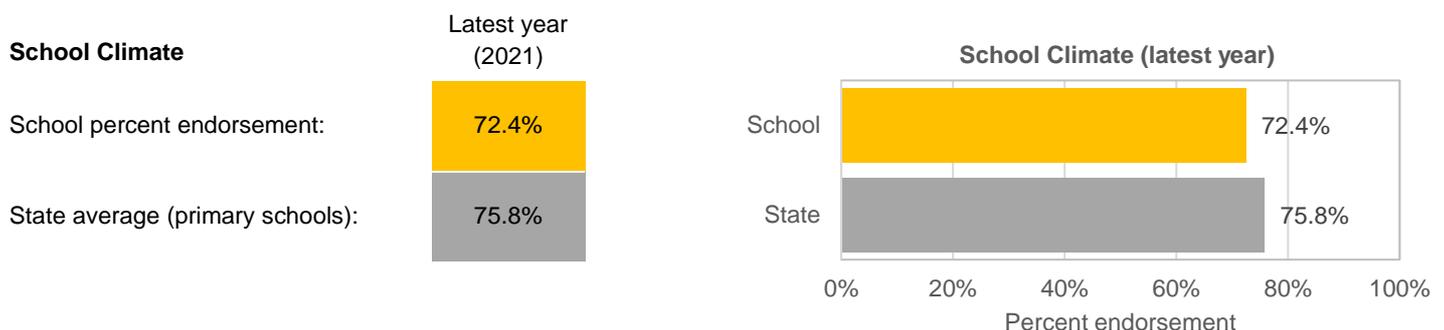


School Staff Survey

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:

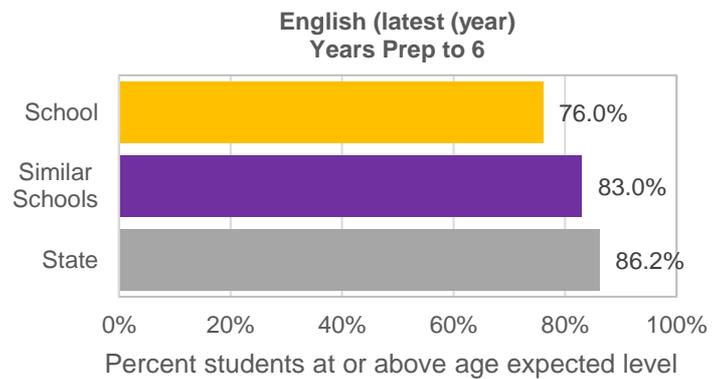
76.0%

Similar Schools average:

83.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

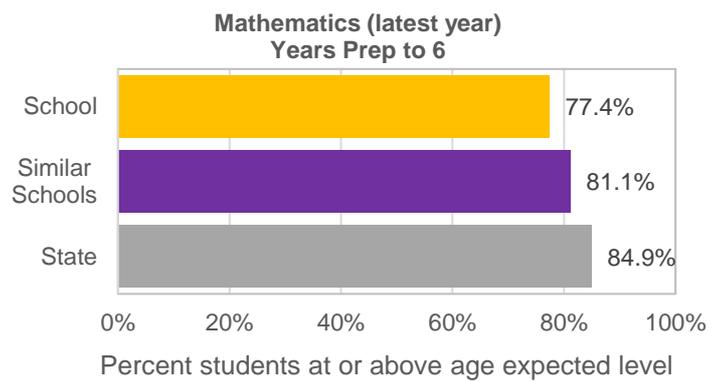
77.4%

Similar Schools average:

81.1%

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.

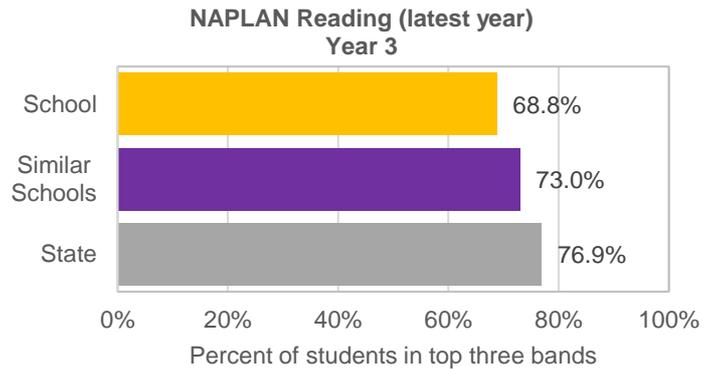
NAPLAN

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.

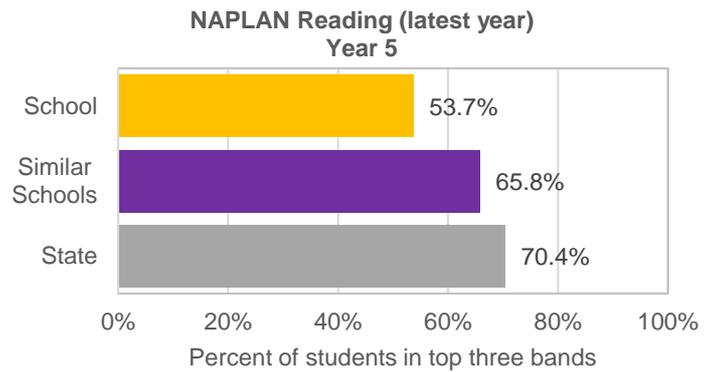
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.8%	68.8%
Similar Schools average:	73.0%	72.6%
State average:	76.9%	76.5%



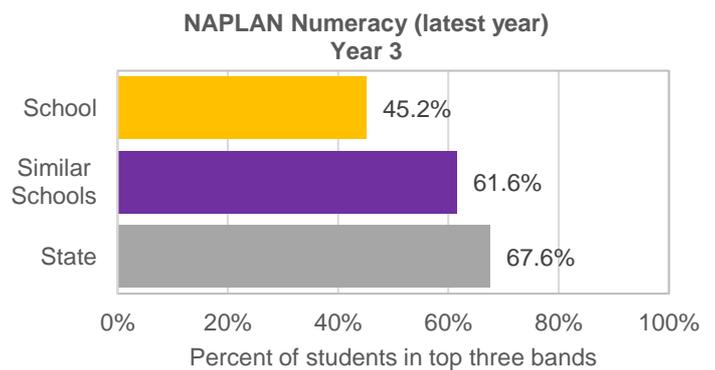
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.7%	53.7%
Similar Schools average:	65.8%	63.1%
State average:	70.4%	67.7%



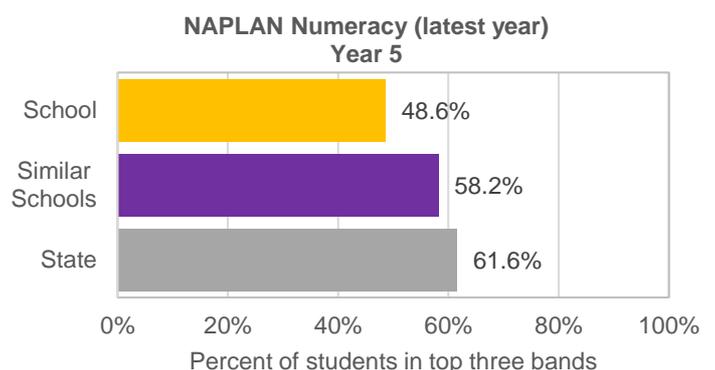
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.2%	45.2%
Similar Schools average:	61.6%	62.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.6%	48.6%
Similar Schools average:	58.2%	56.9%
State average:	61.6%	60.0%



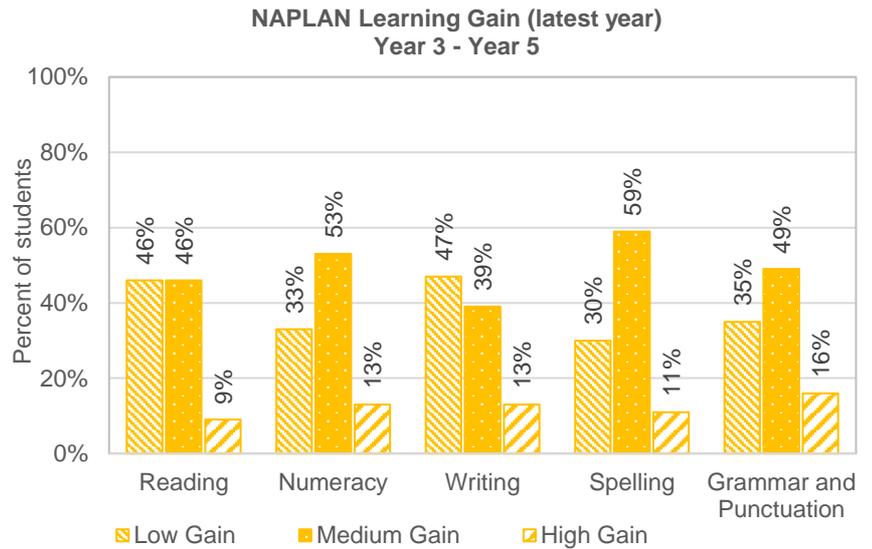
ACHIEVEMENT (continued)

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:	46%	46%	9%	24%
Numeracy:	33%	53%	13%	29%
Writing:	47%	39%	13%	25%
Spelling:	30%	59%	11%	29%
Grammar and Punctuation:	35%	49%	16%	29%



ENGAGEMENT

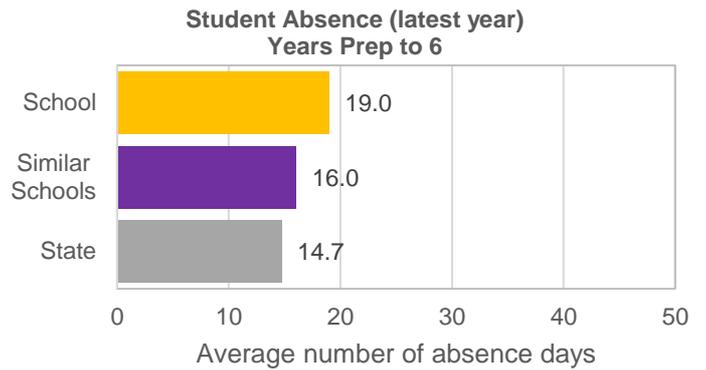
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.0	19.0
Similar Schools average:	16.0	16.7
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):	90%	90%	91%	91%	92%	91%	88%

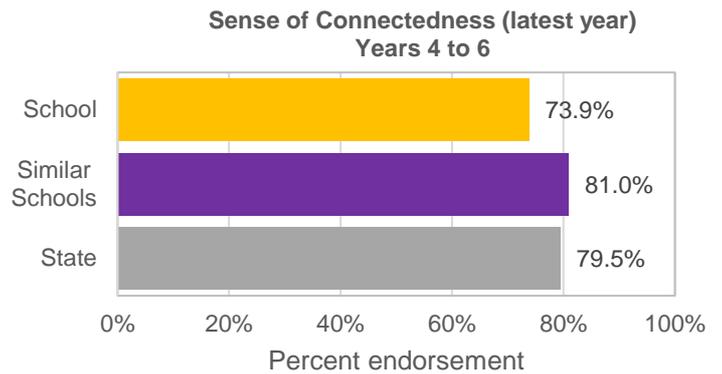
WELLBEING

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:	73.9%	73.9%
Similar Schools average:	81.0%	82.0%
State average:	79.5%	80.4%

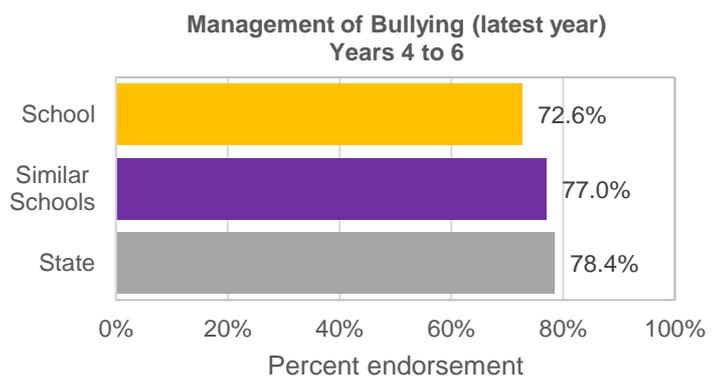


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	72.6%	72.6%
Similar Schools average:	77.0%	79.0%
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	\$3,335,669
Government Provided DET Grants	\$293,648
Government Grants Commonwealth	\$11,213
Government Grants State	\$369,785
Revenue Other	\$23,829
Locally Raised Funds	\$156,417
Capital Grants	\$0
Total Operating Revenue	\$4,190,561

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	\$3,275,180
Adjustments	\$0
Books & Publications	\$54,272
Camps/Excursions/Activities	\$2,434
Communication Costs	\$2,157
Consumables	\$140,378
Miscellaneous Expense ³	\$9,467
Professional Development	\$10,294
Equipment/Maintenance/Hire	\$123,770
Property Services	\$17,823
Salaries & Allowances ⁴	\$61,746
Support Services	\$61,944
Trading & Fundraising	\$7,019
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,239
Total Operating Expenditure	\$3,802,722
Net Operating Surplus/-Deficit	\$387,839
Asset Acquisitions	\$51,936

- (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	\$257,788
Official Account	\$10,178
Other Accounts	\$26,055
Total Funds Available	\$294,021

Financial Commitments	Actual
Operating Reserve	\$86,847
Other Recurrent Expenditure	\$917
Provision Accounts	\$0
Funds Received in Advance	\$29,176
School Based Programs	\$9,337
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$82,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$208,277

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.