

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 21 March 2024 at 04:53 PM by Ann Turner-Calleri (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2024 at 09:11 AM by Philip Ross (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school 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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

*Edgars Creek Primary School (ECPS) is located in Wollert, within the City of Whittlesea. 2023 was our third year of operation. We had a very successful year, focusing on the learning and wellbeing needs of students with differentiated programs and targeted support for students with additional needs. Our school vision of 'Empowering all students to strive for excellence and independent lifelong learners', continued to guide our daily work. Our Mantra for 2023 was "Unity Strengthens Community" as we facilitated a variety of opportunities for families to engage with the school community and support their child/ren's education. Our school values of Respect, Responsibility, Courage and Curiosity continued to be reflected in our daily work.*

*Our student population grew to 684 students by the end of 2023 and 33 home groups. We employed 2 additional Assistant Principals, providing an Executive Team of 5 (Principal, 4 x APs and Business Manager). Our PLCs (Professional Learning Communities) continued to develop their capacity to cater for a myriad of learning needs, including our large EAL (English as an Additional Language) population. Our specialist programs grew with the introduction of our Spanish Languages Program. All students participated in a weekly Spanish lesson. This complemented our Visual Arts, Performing Arts, Science, Physical Education and Digital Technologies programs.*

*We received an additional 4 classrooms as 2 single storey portables were installed. This enabled a Senior Learning Precinct to be established on the oval.*

*2023 saw the consolidation of our learning programs and the refinement of staff skills to successfully cater for our diverse and growing community. We acknowledge the work of our dedicated staff, who live and breathe their students being at the centre of everything we do, and we want to thank our families for their ongoing support and commitment to making ECPS a great place to have fun and learn.*

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Throughout 2023, our school continued to strengthen our implementation of Professional Learning Communities (PLCs) across all year levels, including our Specialist Teaching Team. A number of staff participated in Core Professional Learning, provided by the Department of Education and Training (DET), that focused on the implementation of PLCs. This supported our school in identifying our strengths in this area as well as focuses for future development.

Our 2023 Annual Implementation Plan (AIP) learning targets were:

- for all students to show growth in Number & Algebra throughout 2023
- 95% of students to demonstrate at least 12 months growth in Number & Algebra
- 15% of students to be assessed above the expected level in Number & Algebra

When reflecting on our progress towards our 2023 AIP, we noted that the analysis of student achievement data in numeracy is occurring regularly in PLCs. Whole school data had been analysed, but there is scope for this to be shared on a wider scale, for example, identifying trends across the school and year level trends that are then shared with all staff. Student Essential Learnings are being monitored to inform the teaching of future maths units. There has been a refinement of our scope and sequence at each year level. Professional learning and a number of resources were developed and implemented to support the implementation of Common Assessment Tasks, rich learning tasks and maths fluency activities.

Our school introduced the new Mathematics 2.0 curriculum to staff through whole school Professional Learning. Prep to Year 4 counting goals have been established and regularly monitored. These students can articulate their goal, recognise when they have achieved it, celebrate their success and identify future goals as next steps in their learning. The impact of our Learning Specialists, Leading Teacher and Assistant Principals having to fulfil classroom teacher roles due to the teacher shortage, resulted in our coaching and mentoring programs not being implemented as planned.

Our school's 2023 Performance Report identifies that:

- 88.9% of students at or above expected level in English (this is higher than both Similar Schools and State averages)
- 80.6% of students at or above expected level in Mathematics

Teacher Judgement Growth (Sem 2 2022 - Sem 2 2023):

- 82% of students Years 1-6 demonstrated expected or above expected growth in Reading (English curriculum)
- 71% of students Years 1-6 demonstrated expected or above expected growth in Writing (English curriculum)
- 77% of students Years 1-6 demonstrated expected or above expected growth in Number & Algebra (Maths curriculum)

Year 3 NAPLAN Data

- 64.9% Strong or Exceeding in Reading
- 54.5% Strong or Exceeding in Numeracy

#### Year 5 NAPLAN Data

- 75% Strong or Exceeding in Reading (higher than Similar Schools average)
- 51.2% Strong or Exceeding in Numeracy

## Wellbeing

Our ECPS Wellbeing Programs were enhanced during 2023 and provided support to individuals and the school community across a myriad of wellbeing areas. Survey results from the Department of Education's annual Student, Parent and Staff Surveys, indicated improved satisfaction from all stakeholders over the breadth of domains measured. The data was very significant as we were above Similar Schools, Network Schools and the State average for all domains in the Student and Staff survey. This is an outstanding achievement. The Parent survey received minimal responses with only 18 families completing the survey which was provided to all school families. In 2024 the school will focus on accessing this feedback from families in multiple ways.

In particular, our 'sense of connectedness' increased from below similar schools and the State average in 2022, to above both in 2023, with an 11% improvement. The school's strategies to 'managing bullying' as perceived by our Year 4 to 6 students has continued to improve and maintain results above similar school and the State average.

Our ECPS Wellbeing Scope and Sequence document outlines our program to be implemented across Years Prep to 6. This encompasses various aspects of wellbeing and social and emotional development such as 'Being Respectful', 'Being Safe' and 'Being a Learner'. Whole school programs such as Zones of Regulation and our Class Dojo Reward system underpin this learning. New programs such as Canine Comprehension and the Berry Street Education Model commenced in 2023 and support individual, group and whole school wellbeing.

## Engagement

Student Attendance processes were formalised and enhanced during 2023. Procedures were implemented to follow up on unapproved absences and messaging provided regularly to the school community on the importance of school attendance for every student. Multiple families chose to travel overseas during the school term and these long term absences impact our overall student attendance data.

Whole school programs such as our Breakfast Club and whole school events like our Colour Run, Harmony Day and Anti-bullying Day continue to promote student and family engagement with the school. Student Clubs increased throughout the year with a wide range of options available during recess and lunch breaks. Our partnership with Whittlesea Community Connections saw the establishment of our ECPS Homework Club.

The trialing of student goal setting, providing greater input for students in their own learning, enhanced students connections with their day to day learning. This was particularly relevant in mathematics with counting goals a focus for our younger students and inquiry investigations very popular with our senior students. This learning was showcased in Inquiry Expos and Open Classroom sessions where parents could visit the learning spaces and engage with their child's learning.

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## Other highlights from the school year

During 2023 our school underwent its first School Review process. This was a very successful process and recognised many successes for the school. In particular, the positive school culture and the consistency of practice across Learning Communities. A focus for the future is to develop our student voice and agency.

We received recognition from the Department of Education for our implementation of PLCs and our school phonics program, based on Write 2 Read. ECPS partnered with the University of Melbourne and subsequently a number of staff were recorded as an example of best practice in these two facets of our school approaches. These videos are now included in the DET Literacy Toolkit, a professional learning resource available for all schools in Victoria.

Our school community were able to come together for the very first time at our whole school Family Picnic to celebrate Harmony Day. This was a very successful event, despite challenging weather, and enabled families to meet face to face for the first time. We continued to enhance our relationship with our school families across the year. The Class Dojo App, Facebook posts and celebrations of learning allowed families to see what was happening in our classrooms. Extra curricular activities were offered with a variety of Lunchtime Clubs, and special events such as Edgars Creek's Got Talent and our inaugural ECPS Fun Run were very popular.

Our Student Excellence Program expanded, offering more students the opportunity to work on special projects and participate in the Melbourne Writers festival, Author Visits and an excursion to the Story Studio to enhance their narrative writing skills. More students in Year 5 and Year 6 were able to access the Victorian High Ability programs in reading and mathematics.

To support our ECPS School Values and Expectations, the ECPS Class Dojo Shop was introduced and quickly motivated students to collect Dojo points from staff for demonstrating our school expectations including 'doing the right thing' and 'being kind'. Students then traded their points for a variety of prizes such as rubbers, pencils and special treats including Lunch with the Principal.

The Principal represented ECPS in the Women In School Leadership Program which included ongoing professional learning with Principals in India and an immersion trip to India in October to observe the Indian Education System first hand. This has enhanced the school's ongoing relationships with our Indian community and provided greater understanding of our biggest cultural group within our school population.

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## Financial performance

Our school is in a solid position financially receiving funds from multiple sources, enabling the further development of our infrastructure, additional learning resources and programs. Through funds raised locally, which includes parent voluntary payments, fundraising profits, community grants and the hire of facilities, we have been able to complete a number of projects, including the expansion of our Breakfast Program; development of our infrastructure to include our Indigenous Garden, Chicken Coup and Shade Sails. Grants have also provided for additional furniture, learning equipment and community resources including our Indigenous Library and Sustainability Program. School fundraising profits from 2022 paid for an additional playground for students.

Considerable funds have been allocated for further development of the school in 2024, including additional shade sails, extensions to our playground and the development of the grassed area bordered by the portables.

Our equity funding enabled us to employ a part time Speech Pathologist and Psychologist to work with students with additional needs across the school. This enabled individual and group sessions to be held and provided essential expertise and support for staff.

**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 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 695 students were enrolled at this school in 2023, 330 female and 365 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).

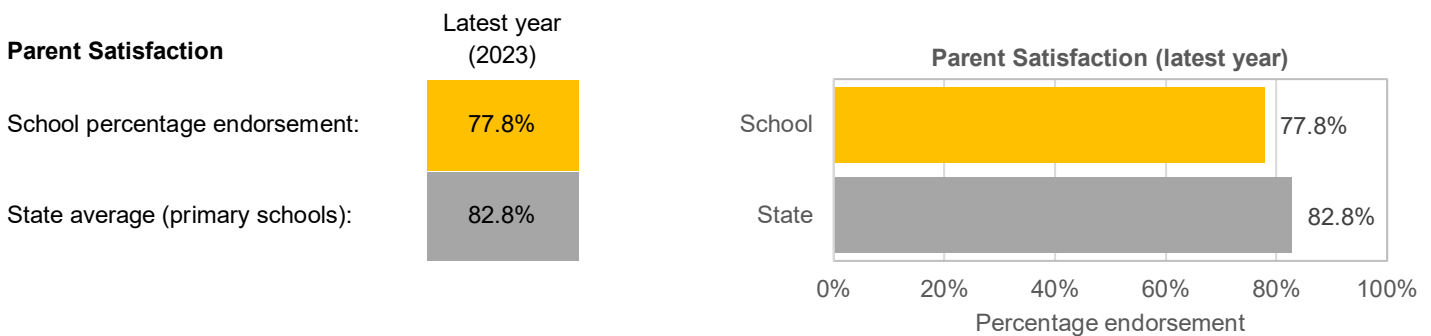
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

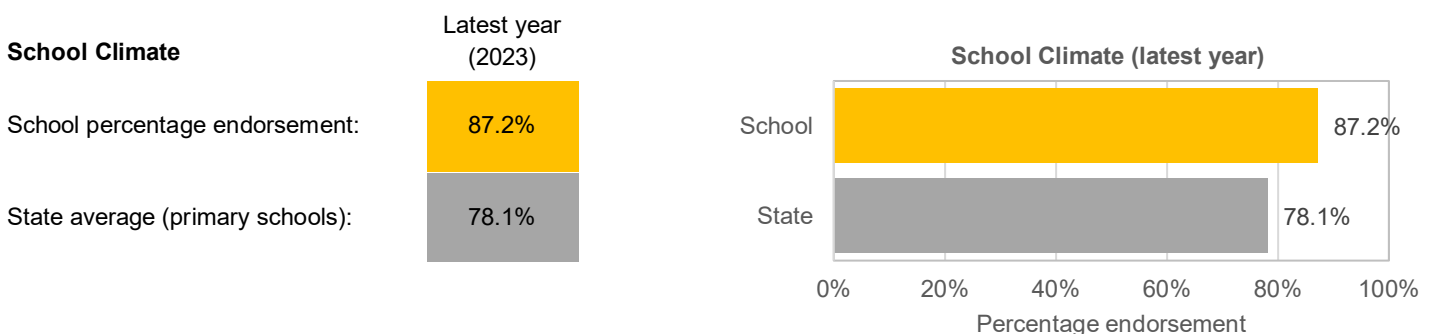


### School Staff Survey

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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

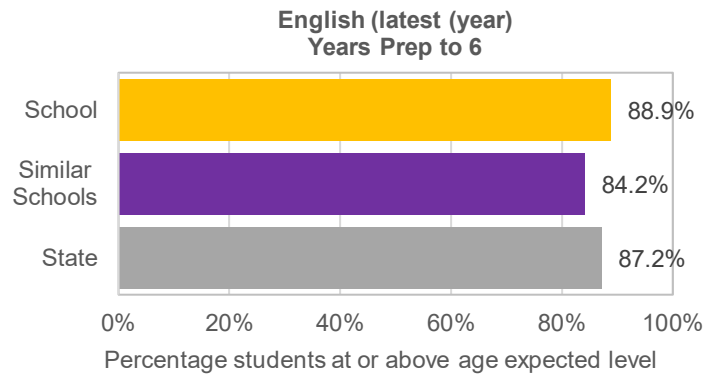
88.9%

Similar Schools average:

84.2%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

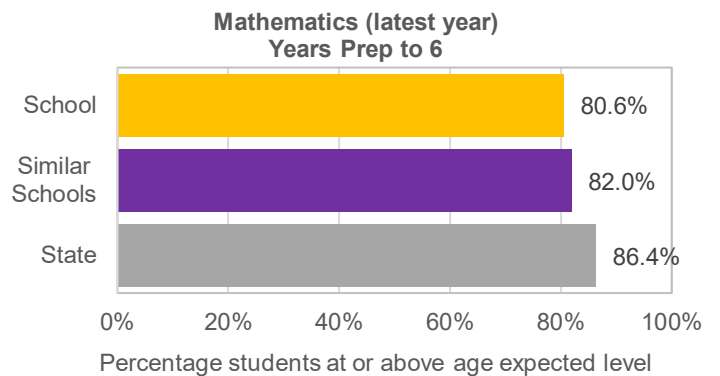
80.6%

Similar Schools average:

82.0%

State average:

86.4%





## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.9%

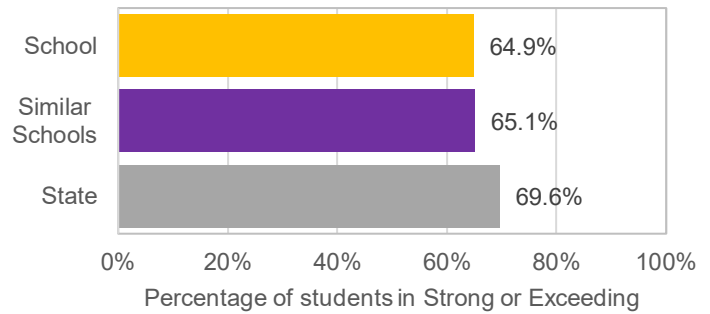
Similar Schools average:

65.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

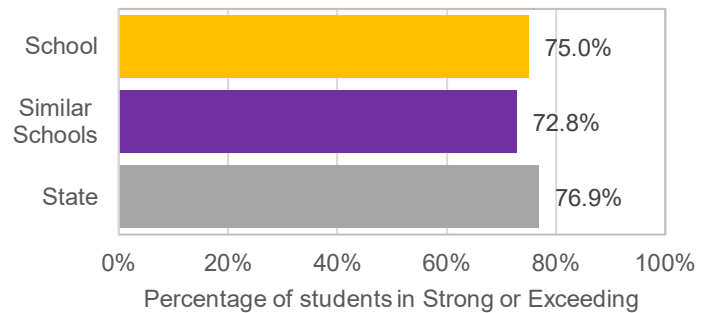
Similar Schools average:

72.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.5%

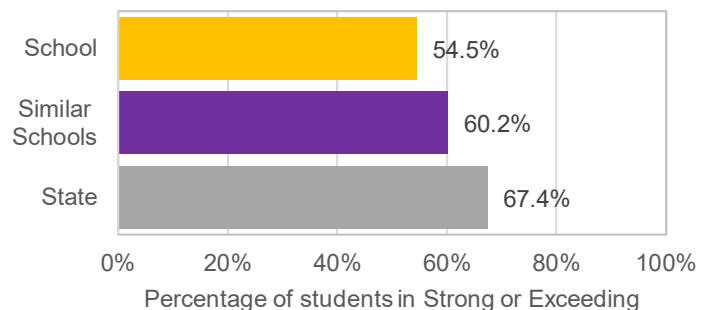
Similar Schools average:

60.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

51.2%

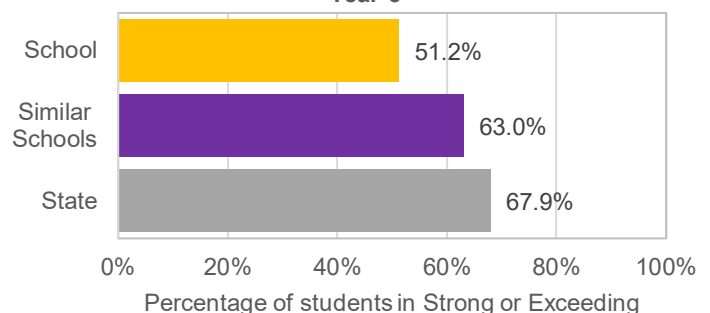
Similar Schools average:

63.0%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



## 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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

85.1%

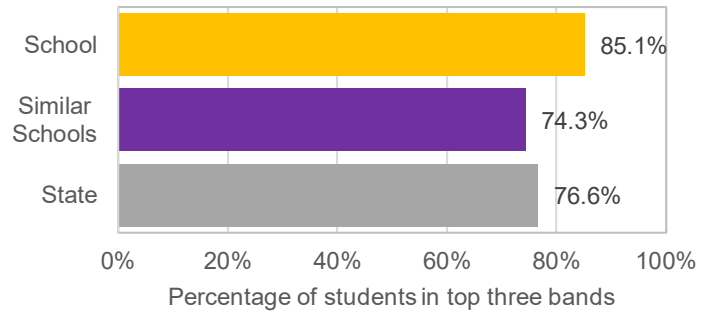
Similar Schools average:

74.3%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

68.8%

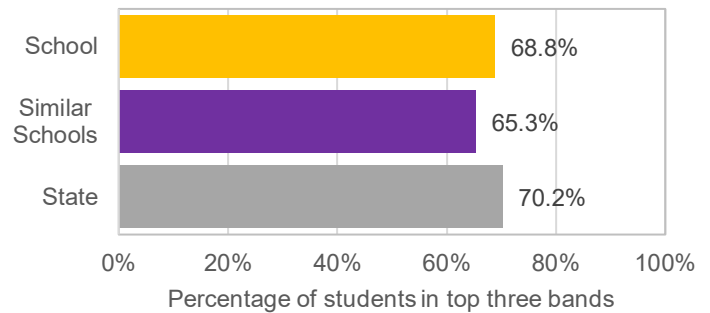
Similar Schools average:

65.3%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

53.9%

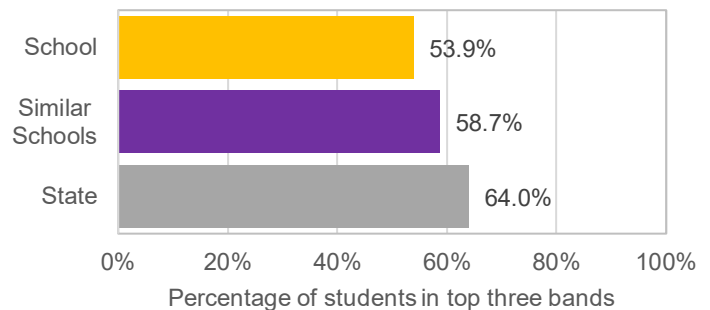
Similar Schools average:

58.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

44.6%

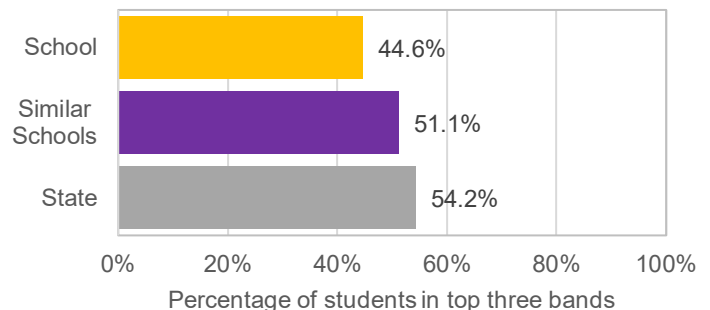
Similar Schools average:

51.1%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

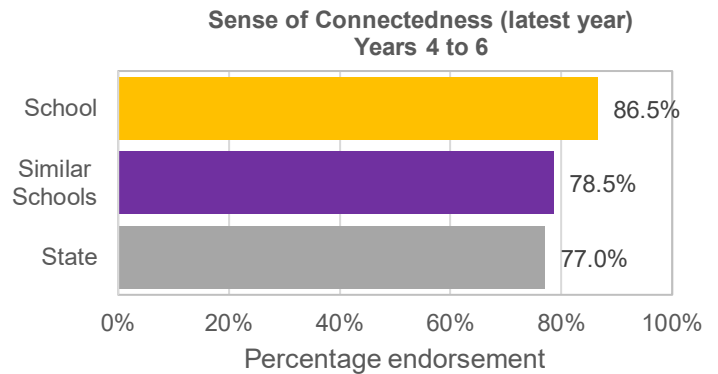
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	86.5%	80.2%
Similar Schools average:	78.5%	79.7%
State average:	77.0%	78.5%

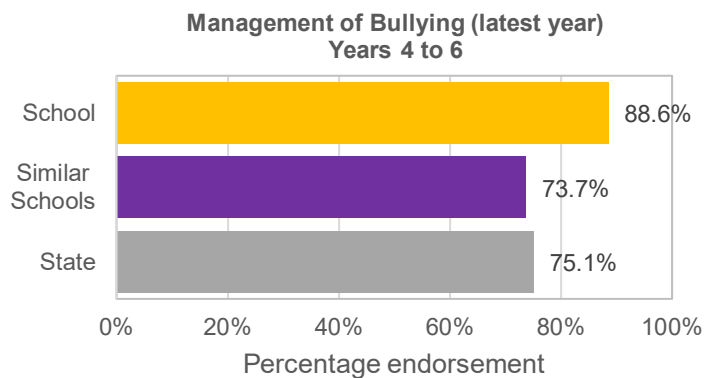


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	88.6%	82.5%
Similar Schools average:	73.7%	74.8%
State average:	75.1%	76.9%



## ENGAGEMENT

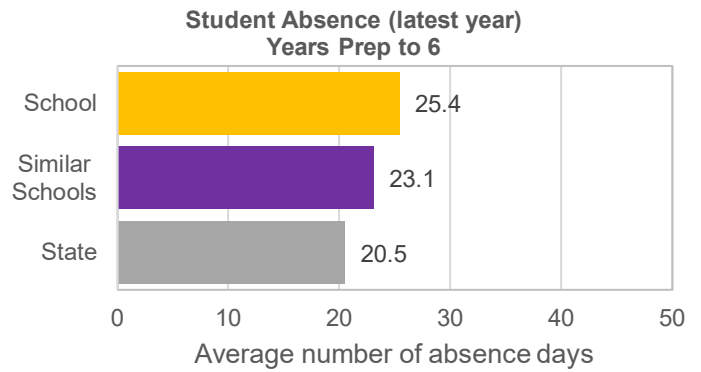
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2023)	4-year average
School average number of absence days:	25.4	25.2
Similar Schools average:	23.1	20.8
State average:	20.5	18.1



### 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 (2023):	86%	88%	86%	87%	87%	88%	90%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$7,575,508
Government Provided DET Grants	\$738,779
Government Grants Commonwealth	\$26,671
Government Grants State	\$0
Revenue Other	\$35,255
Locally Raised Funds	\$285,888
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,662,101</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$107,906
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$107,906</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,807,795
Adjustments	\$0
Books & Publications	\$5,892
Camps/Excursions/Activities	\$68,425
Communication Costs	\$8,111
Consumables	\$130,109
Miscellaneous Expense <sup>3</sup>	\$15,681
Professional Development	\$30,711
Equipment/Maintenance/Hire	\$176,122
Property Services	\$119,825
Salaries & Allowances <sup>4</sup>	\$195,774
Support Services	\$180,064
Trading & Fundraising	\$19,947
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$56,042
<b>Total Operating Expenditure</b>	<b>\$7,814,497</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$847,603</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$504,639
Official Account	\$17,152
Other Accounts	\$5,152
<b>Total Funds Available</b>	<b>\$526,943</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$155,013
Other Recurrent Expenditure	\$4,805
Provision Accounts	\$0
Funds Received in Advance	\$40,605
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$175,100
Capital - Buildings/Grounds < 12 months	\$96,500
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$497,023</b>

*All funds received from the Department of Education, 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.*