

2023 Annual Report to the School Community

School Name: Eastbourne Primary School (5133)



- 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 22 March 2024 at 09:41 AM by Jamie Mayhew-sharp (Acting 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 26 April 2024 at 01:13 PM by Jane Webb (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

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').

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

School context

Eastbourne Primary School exists to support the students and families of our community to build prosperous, socially engaged, happy and healthy lives. We do this by enhancing learning and development, embracing diversity, by strengthening families and helping people to gain the skills and knowledge they need to thrive and participate in a complex and challenging economy and society. We value, learning, community, collaboration and community.

Eastbourne Primary School is located in Capel Sound on the Mornington Peninsula. In 2023 there were 274 fulltime students. The enrolment across the school has experienced a steady decline in recent years. The school uses a collaborative approach to teaching and learning through the Professional Learning Community structure. Our NAPLAN results showed that our Year 3 and 5 students were at or above the state in 7 out of 10 assessments areas in the exceeding or strong proficiency range and above our network schools across 9 out of 10 of these same measures.

The school has sound wellbeing services and supports to cater for students identified with Disability and Inclusion funding and Program for Students with Disabilities.

Staffing profile of the school was a principal, an assistant principal, a learning specialist, a leading teacher, 18 teaching staff (including tutors) and 27 ES staff in a mixture of full time and part time roles. The school has a collaborative approach to learning and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Annual Implementation Plan focussed on student learning with an increased focus on numeracy. Some of the targets were no longer achievable with the change to the NAPLAN proficiency scales. All the goals set out in the Staff Survey were achieved with Academic emphasis (66%), Collective efficacy (85%), Teacher collaboration (82%) and the Use pedagogical model (84%) all increasing as positive endorsements. A numeracy instructional model was developed with supporting documentation to assist with the planning, delivery and assessment of content. Our teacher judgement growth data indicated inconsistency by year's end as the approach is not yet an embedded practice. A change of focus to the Science of Reading during the year, may have contributed to these results.

The goals outlined in the AIP for the students did not increase. Stimulated Learning (74%), Differentiated learning tasks (83%) and Student Voice and Agency (70%) all dropped during 2023 for positive endorsement by the Year 4-6 students. This may be attributed to the change in direction in the second semester.

The change to the Science of Reading saw significant growth from our mid year to end of year DIBELS assessments. Moving the average across Foundation to Year 2 from 1 in 3 students, at minimal to no risk in their results to 2 in 3 students. This data was pleasing given the Initialit program commenced in Term 4.

Wellbeing

The focus for 2023 was to effectively mobilise resources to support student wellbeing. This was to improve 'whole service' systems to ensure our students obtain the appropriate supports to help them grow. Our school now has a comprehensive suite of occupational and speech therapists, paediatricians and external services utilising our wellbeing hub. This is linked well with our students we have tracked with the school's wellbeing team.

Identified goals in our 2023 AIP included professional development for all staff in creating effective IEPs which document the impact of adjustments and evidence required. All students who require an IEP have now consistent format and document all adjustments made to support the student. The school engaged Employee Safety, Wellbeing and Inclusion Division to build capacity around staff wellbeing and individualised student behaviours for Tier 2 and 3 supports. This enabled a targeted approach to assisting students requiring extensive needs.

During Semester 1 an Outreach Inclusion Coach worked with the school with a focus on the junior school to assist in the development of Tier 1 support.

The wellbeing operations of the school changed internally with a larger team employed to assist with supports that were offered. This helped to have an improved link with SSS and DET wellbeing services, an opportunity to upskill ES staff through targeted professional development and improved family links to keep students engaged with school. Our target to improve student attendance by Year 6 students in the 10-19.5 days absent bracket was not met. Though engaging activities were provided to students in the form of camps, sleepovers, district events and Year 6 specific 'fun' days.

Engagement

During 2023, our overall student attendance rate improved with an average of 24.2 days absent per student. This was a reduction from 27.0 in 2022 and 28.8 days absent per student in 2021. We saw a large improvement with our junior years, with our Foundation to Year 3 cohort averaging 22.0 days absent, whilst Year 4-6 averaged 27.0 days.

The school ceased its canteen service by the end of Term 2. This was substituted with special lunch order activities that were run in conjunction with the Parents and Friends committee. Students were provided a range of activities to help with their engagement. Among these activities were a day at the bay, camps, whole school event days, school concerts, graduations, art exhibitions and sporting opportunities. Our Attitude to School Survey data indicated that our students responses had a higher average percentage than the state in categories of Sense of Inclusion, Sense of Connectedness and School transitions, however all of these categories were down on previous years. This includes a drop in Student Voice and Agency.

Other highlights from the school year

In Semester 2, there was a change in principal. During this period there were three building works projects occurring. Significant interruptions to classroom arrangements were made to cater for the roofing works. Students, staff and the community adapted to these changes well. The completed roofing works and toilets have enhanced facilities that required a much needed upgrade.

Financial performance

Eastbourne Primary School continues to demonstrate the necessary financial management to ensure that our student and our school community needs are addressed. At the end of 2023, the school carried a surplus of \$89,892.00. This funding, along with the \$284,148.00 in Equity funding was used in 2023 to support numerous intervention programs; onsite Psychologist, Expressive Therapies, Intervention, Integration staff for unfunded challenging students and Tutoring, as well as provide additional local Speech Therapy and Occupational Therapy Services, invest in extending our Reading, Vocabulary, Spelling and Listening focus (based around the Science of Learning) and providing experiences, uniforms and access to camps/swimming and excursions for students at a subsidised rate. The school received a \$25,000 grant to install a new shade structure, this was installed in Term 3 and has been a valuable asset to our facilities.

\$45,000 of funding was provided by the Mornington Peninsula Foundation, these funds were used to provide professional learning, time release via CRT's and resources to support our Science of Reading Program. Parents and Friends again raised significant local funds through several fundraising events including the colour run. These funds were used to improve facilities and support access to high-quality early learning in our local community. Once again, we were able to access funds from the Sporting Schools program to upgrade our sporting equipment and provide students with specialised sporting programs. The \$360 000 DET toilet upgrade was completed this year, and we were also successful in receiving funding for a \$1 million dollar upgrade of the roof structure for the entire school. This project was also completed in the 2023 school year, staff and students were very resilient dealing with the movement around the school while both projects were completed over a number of months.

For more detailed information regarding our school please visit our website at
www.eastbourne.vic.gov.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 280 students were enrolled at this school in 2023, 135 female and 144 male.

3 percent of students had English as an additional language and 8 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

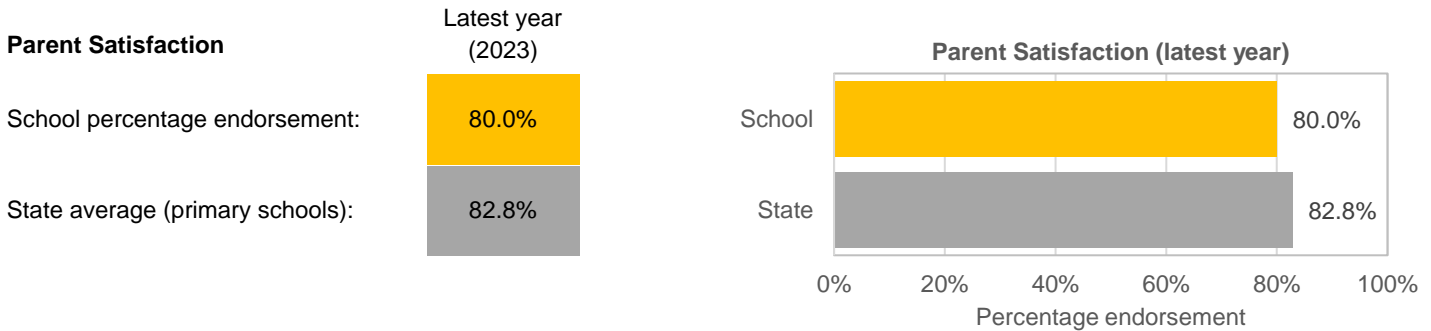
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

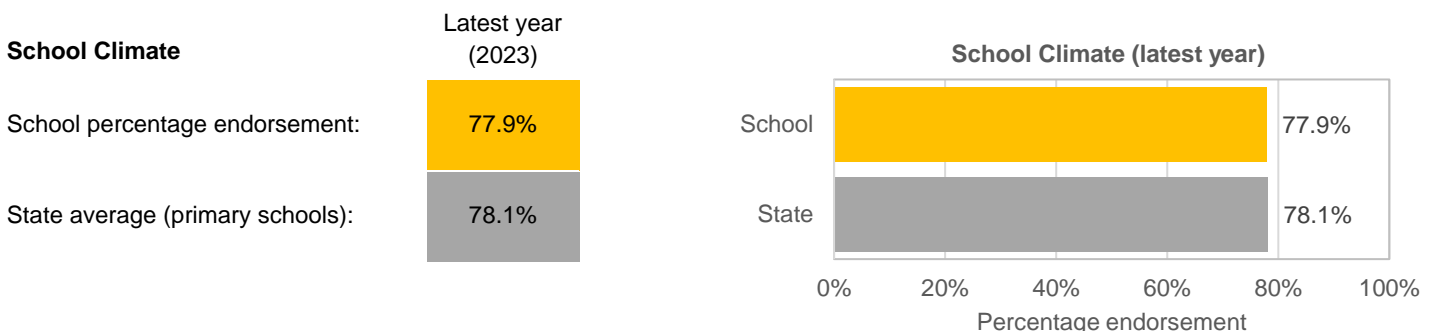


School Staff Survey

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:

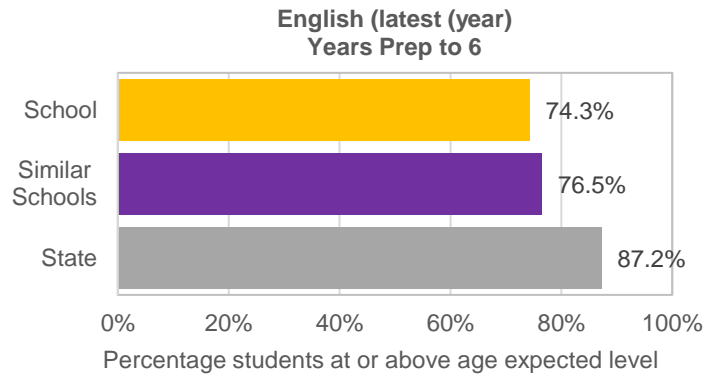
74.3%

Similar Schools average:

76.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

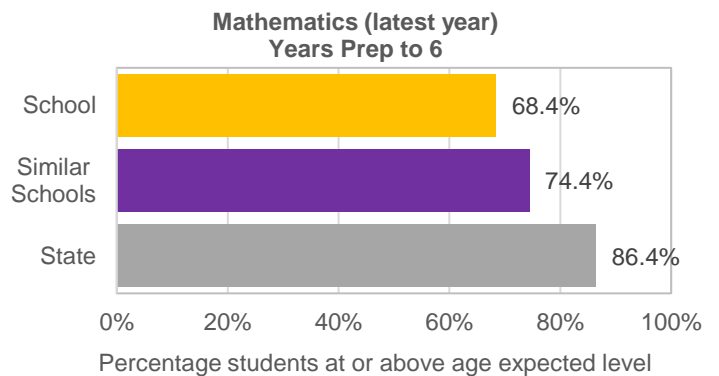
68.4%

Similar Schools average:

74.4%

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:

78.3%

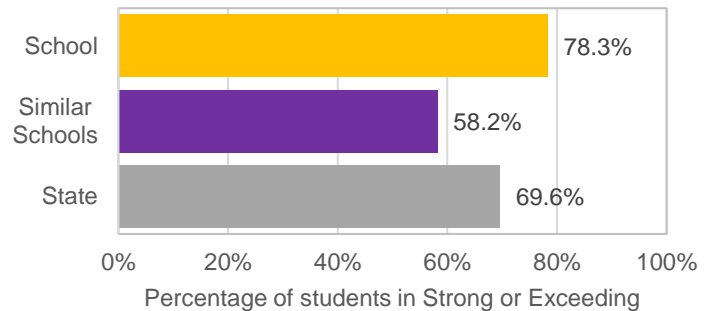
Similar Schools average:

58.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.0%

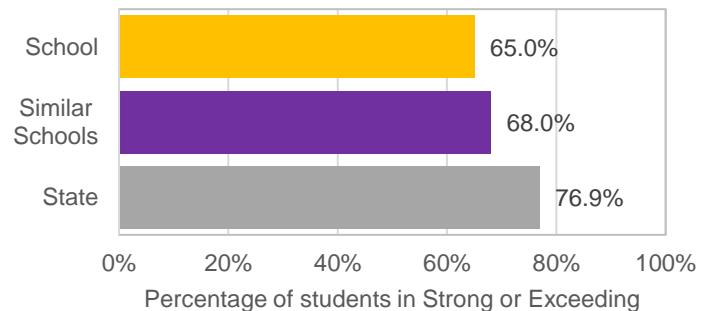
Similar Schools average:

68.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.6%

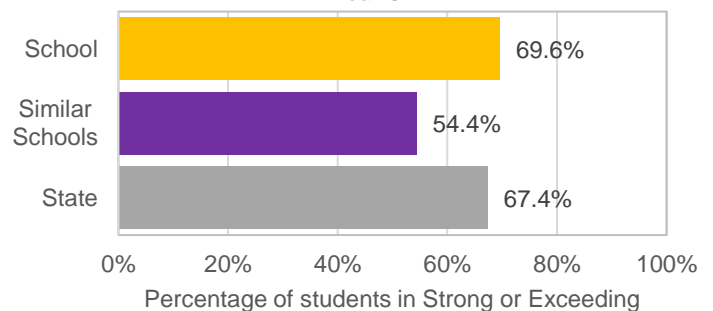
Similar Schools average:

54.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.8%

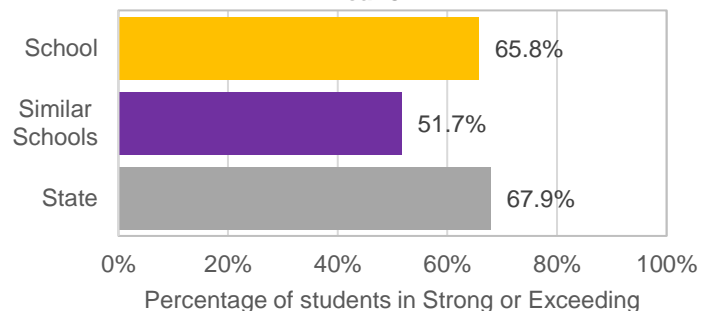
Similar Schools average:

51.7%

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:

63.2%

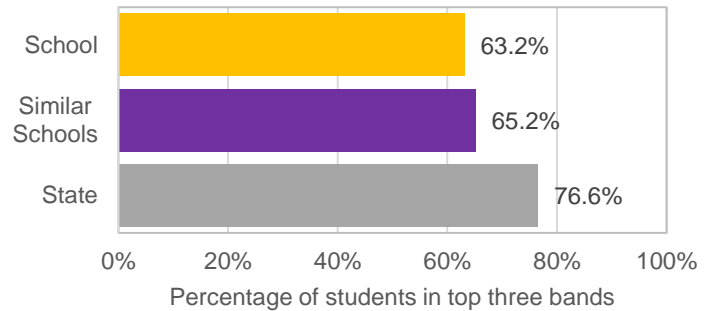
Similar Schools average:

65.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

63.6%

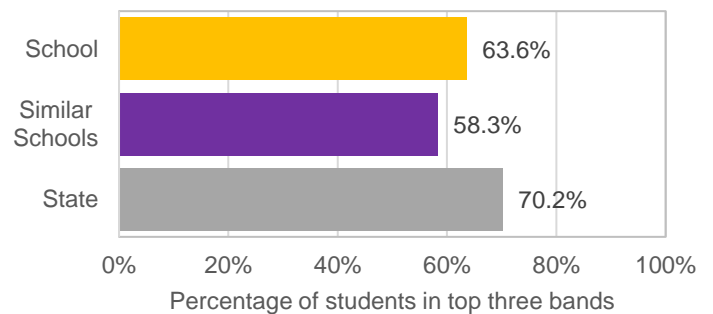
Similar Schools average:

58.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

44.4%

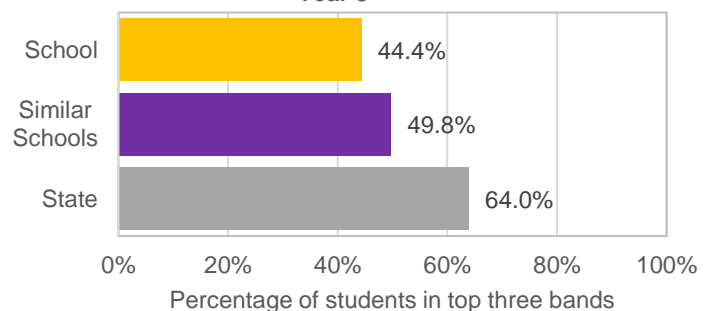
Similar Schools average:

49.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

26.2%

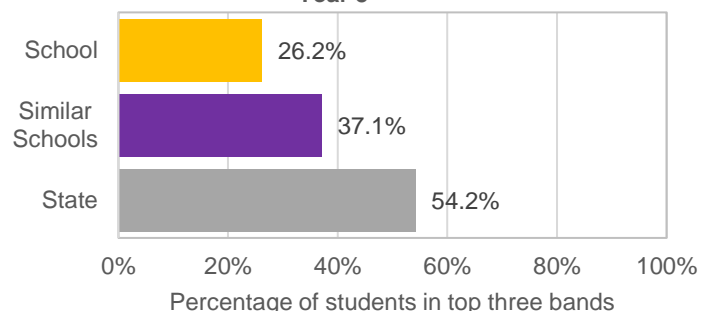
Similar Schools average:

37.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

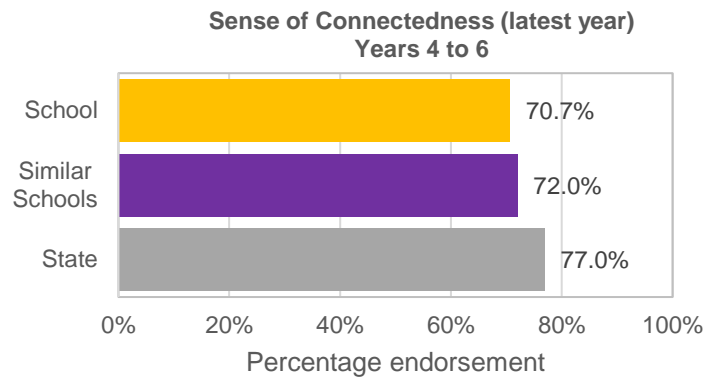
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	70.7%	79.3%
Similar Schools average:	72.0%	74.3%
State average:	77.0%	78.5%

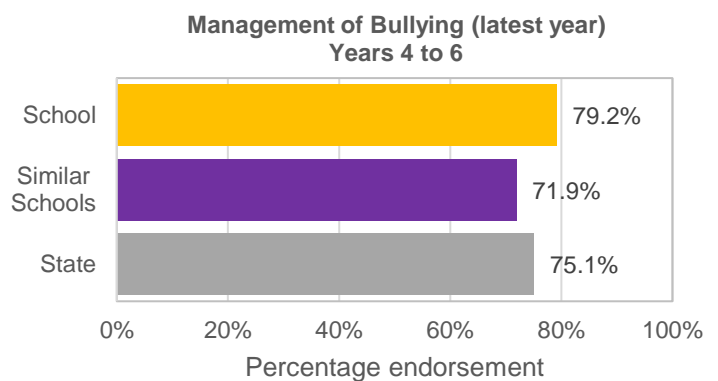


Student Attitudes to School – Management of Bullying

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:	79.2%	81.1%
Similar Schools average:	71.9%	74.3%
State average:	75.1%	76.9%



ENGAGEMENT

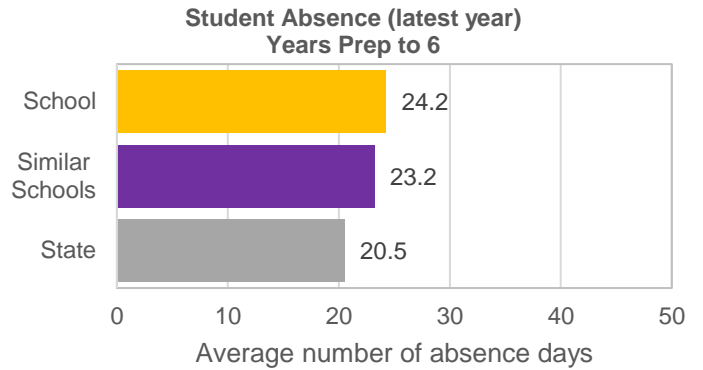
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.2	25.8
Similar Schools average:	23.2	21.5
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):	87%	90%	90%	89%	87%	87%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,937,856
Government Provided DET Grants	\$528,562
Government Grants Commonwealth	\$123,390
Government Grants State	\$6,900
Revenue Other	\$27,866
Locally Raised Funds	\$259,807
Capital Grants	\$0
Total Operating Revenue	\$4,884,382

Equity ¹	Actual
Equity (Social Disadvantage)	\$559,017
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$559,017

Expenditure	Actual
Student Resource Package ²	\$3,863,892
Adjustments	\$0
Books & Publications	\$994
Camps/Excursions/Activities	\$103,053
Communication Costs	\$4,533
Consumables	\$101,890
Miscellaneous Expense ³	\$14,331
Professional Development	\$10,126
Equipment/Maintenance/Hire	\$25,782
Property Services	\$47,135
Salaries & Allowances ⁴	\$428,462
Support Services	\$110,884
Trading & Fundraising	\$28,160
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,679
Total Operating Expenditure	\$4,769,921
Net Operating Surplus/-Deficit	\$114,461
Asset Acquisitions	\$20,139

- (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

Funds available	Actual
High Yield Investment Account	\$301,212
Official Account	\$52,173
Other Accounts	\$0
Total Funds Available	\$353,385

Financial Commitments	Actual
Operating Reserve	\$144,619
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$33,000
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$60,000
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	\$257,619

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.