

# 2020 Annual Report to The School Community



School Name: Epsom Primary School (2367)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2020 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 2021 at 01:54 PM by Lyn Coulter (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 25 May 2021 at 02:31 PM by Scott Jefferis (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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

At Epsom Primary School our vision is

Building excellence and opportunity together is at the heart of every action and decision we make for students and staff.

Our Philosophy is to ensure that at Epsom Primary School, our students learn in a supportive and caring environment. We are committed to developing the whole child, that includes their academic, social, physical and emotional learning. We provide opportunities for our students and staff that motivate individuals to succeed, through our partnerships with students and parents and alongside excellence in teaching and learning.

Epsom Primary School was originally a rural school established to cater for outlying farming communities. Its location now places it in the northern growth corridor of Bendigo. It has grown from approximately 180 in 2013 to 370 students in 2020. . The family SFO has continues to rise slowly and is currently at 0.59

Our purpose is to:

1. Improve student achievement in Reading, Writing and Numeracy
2. Improve student engagement in learning by improving student voice and agency for all students

The way to achieve our purpose will be to:

1. Improve literacy and numeracy outcomes for all students by
  - Developing whole school curriculum and agreed pedagogy
  - Developing and agreed and evidence based whole school approach to team teaching, planning and collaboration
  - Building teacher capacity to deliver a differentiated curriculum
  - Building teacher capacity in data literacy
  - Developing an organisational structure to support strong PLC's
2. Improve engagement in learning for all student by:
  - Developing a whole school approach to improve student voice and agency
  - Developing a framework that leverages school partnerships with the intent to improve student learning, wellbeing and attendance
  - Developing a school organisation design to drive effective instructional leadership

In 2020 our workforce consisted of:

Principal Class 1.00

Assistant Principal Class - 1.00

Classroom Teacher 2 - 10.90

Learning Specialist - 1.80

Classroom Teacher 1 - 6.07

Para Professionals - 0.20

Teaching Support Staff - 8.22

Integration Teacher Aides 0.79

Total Budget EFT employees 29.98

Total Cost \$2,633,306.02

### Framework for Improving Student Outcomes (FISO)

Epsom delivered on our KIS of improving student achievement outcomes with the research and development of a new delivery of teaching reading across the school. However, some of the associated AIP actions and professionals, class observations and pivot surveys were not feasible or were modified to accommodate remote learning.

The school has prioritised the data wall with accessible to all staff. This wall has been modified and simplified so that staff can identify student growth. The teachers have had robust discussions in relation to the data wall, talking about student achievement or lack of progress. The teachers are more readily using essential assessments to complete pre and post tests as well as creating ways to triangulate the data. In relation to student goal setting, while COVID has had a significant on this, the staff have looked at goal setting in a different way. They have done this through focus groups and targeted teaching, identifying like needs within a class for a given topic. The assessment schedule had to be

modified in relation to COVID, however, significant assessments have still taken place to ensure that data wall etc can happen.  
 The Engagement AIP team has closely looked at PIVOT in terms of looking for a way forward and to be able to utilise this data for peer observations.  
 Staff are beginning to look at the bigger picture and understanding the continuum of learning.

**Achievement**

All staff worked hard to deliver a learning program which was robust and accessible for all families during remote learning. Families responded well to learning on line however, they did experience fatigue and stress during the last lock down which resulted in lower engagement and more families becoming vulnerable and needing to come back on site. It was pleasing to see that a number of other schools were accessing our remote learning on which to model their own planning and delivery.

There has been a change in culture across the school. The teachers have begun to own the PLC cycle and the data. Teacher are starting to see the bigger picture and are starting to discuss whole school data and their impact on the whole school data. For example what happens in the Preps reflects what happens in NAPLAN. Remote learning 2.0 saw the teams continue their PLC's remotely and with just minor modifications to ensure that it could still go ahead. Learning Specialists modelled and drove PLC Meetings by providing scaffolding that provided the PLC leaders an opportunity to run their PLCs. This scaffolding included effective protocols, guiding and clarifying questions. The staff culture, accountability has been positively impacted. The staff reflections indicated that staff liked the collegiality of working in the same room. Teams would share and then time provided to challenge one another in a professional manner. This provided a more robust PLC cycle.

There is still more work on understanding how to unpack the data and being more reflective on teaching practice and how that will impact achievement.

To provide consistency and stability in uncertain times, a deliberate choice was made to ensure that PLC's had the focus on Mathematics the whole year.

The school has worked on developing staff knowledge and capacity in Literacy through PD on The Science of Reading. This will be a major focus for future years as we embark on the SOLAR project with LaTrobe University and Pamela Snow in 2021. This focus has been a Leadership PLC inquiry cycle during the last year to lead us to the Science of Reading.

**Engagement**

As attendance was a the major focus, the impact of Covid 19 has altered our focus. Our staff connected to our families a lot more, with regular phone calls and emails each week. These are all documented in the SMS - Sentral. Staff were contacting families to check in and support. Our office staff sent regular emails to staff with children they needed to check on, and children not engaging at all were referred to our Chaplain and Principal for further follow up. Our Chaplain often made house visits to check in, often with food hampers to families at risk.

We commenced a major focus on Indigenous culture throughout our school. We have purchased a lot of mentor texts for classroom use, every classroom has an indigenous rug, has the Torres Strait Islander, Aboriginal and Australian flag and a welcome to country poster. We have a passionate teacher leading this throughout our school with a plan for the future at our school to embed the culture in all aspects of our school.

Returning to school in term 4, attendance was still of concern, with the first week back being an exception. Evidence indicates illness at the main cause, due to Covid 19.

**Wellbeing**

In 2020 terms 2 and 3 were challenging in our capacity to support families during remote learning. The wellbeing team and classroom teachers spent much of their time contacting families and students to ensure they kept a sense of connectedness to the school and their peers. We delivered increased health and wellbeing supports to our families as they returned to on site learning. This included increasing the number of hours for our school chaplain, engaging regional wellbeing staff to work with families on attendance and friendships.

The wellbeing of staff was also prioritized with individual referrals and counselling being provided through EAP and on site.

As attendance was a the major focus, the impact of Covid 19 has altered our focus. Our staff connected to our families a lot more, with regular phonecalls and emails each week. These are all documented in Sentral. If children did not mark their attendance on our online platform, our staff were contacting families to check in and ask how they can assist. Our office staff sent regular emails to staff with children they needed to check on, and children not engaging at all were referred to our Chaplain and Principal for further follow up. Our Chaplain often made house visits to check in, often with food hampers to families at risk.

We have also started our major focus on Indigenous culture throughout our school. We have purchased a lot of mentor texts for classroom use, every classroom has an indigenous rug, has the Torres Strait Islander, Aboriginal and Australian flag and a welcome to country poster. We have a passionate teacher leading this throughout our school with a plan for the future at our school to embed the culture in all aspects of our school. Please see uploaded documents.

### **Financial performance and position**

At reconciliation for the end of 2020 we finished with a surplus of \$480,000 in our credit account. This money has been strategically planned to cover the anticipated deficit in our staffing budget in 2021/22 for the implementation of our new literacy and numeracy strategies as outlined in SSP.

We also received addition revenue to cover covid cleaning during terms 1 and 4.

Equity funding which is based on our SFO increased significantly in 2020 to \$314,000. This money was expended on staffing, professional learning and student support.

We also held \$118,000 as the EAL cluster coordinating school. These funds were expended in the employment of an EAL teacher working across all cluster schools.

**For more detailed information regarding our school please visit our website at**  
[www.epsomps.vic.edu.au](http://www.epsomps.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 371 students were enrolled at this school in 2020, 184 female and 187 male.

6 percent of students had English as an additional language and 5 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) which takes into account parents' occupations and education.

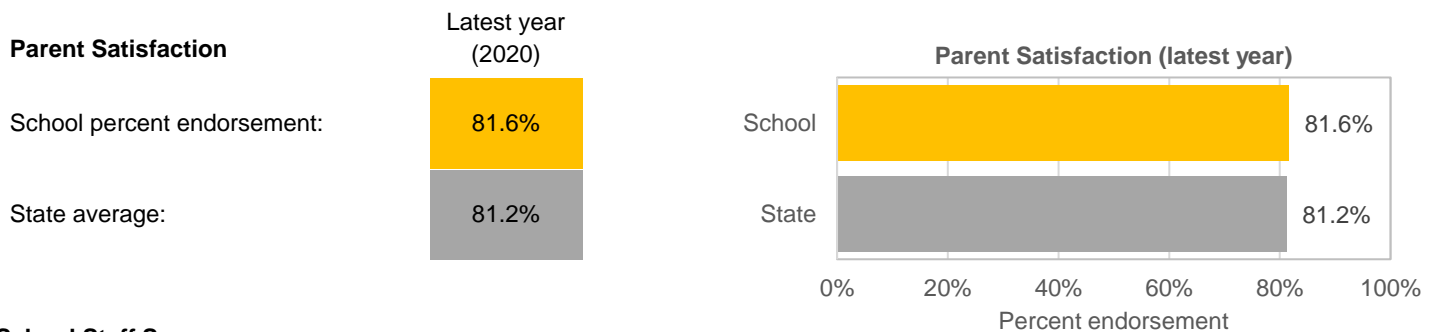
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### 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.

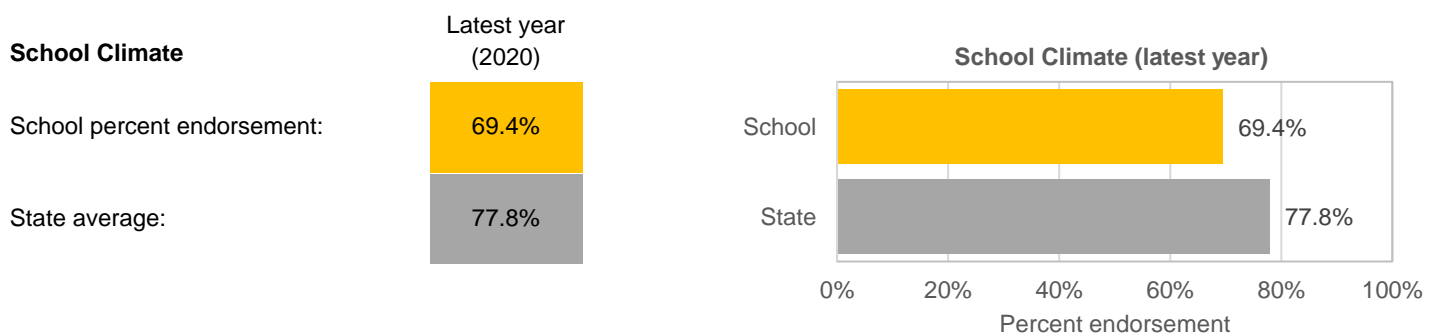


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

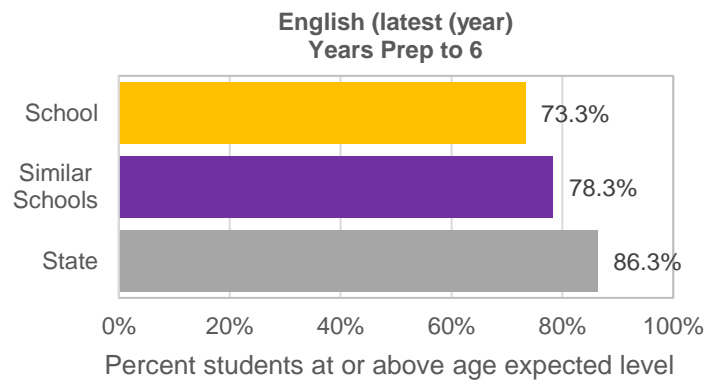
73.3%

Similar Schools average:

78.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

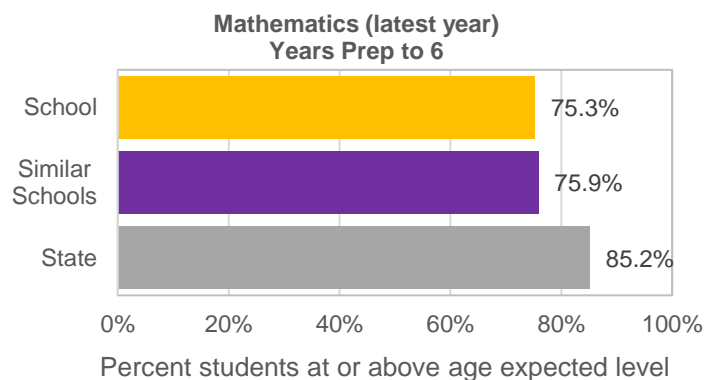
75.3%

Similar Schools average:

75.9%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

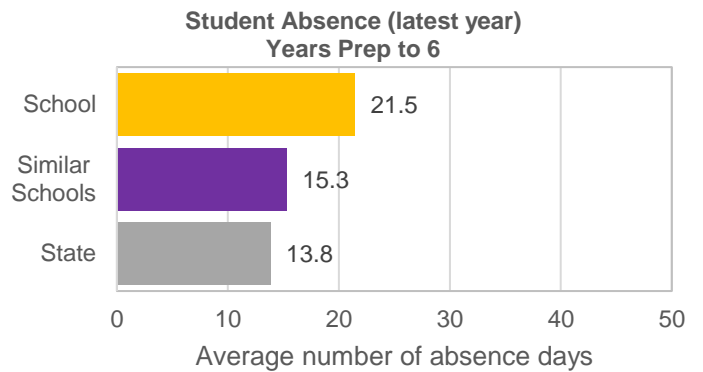
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	21.5	19.8
Similar Schools average:	15.3	16.6
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	88%	93%	86%	87%	89%	83%

## WELLBEING

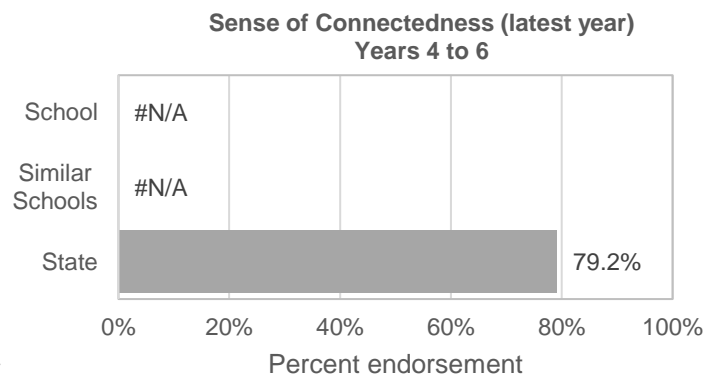
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	76.0%
Similar Schools average:	NDP	78.2%
State average:	79.2%	81.0%



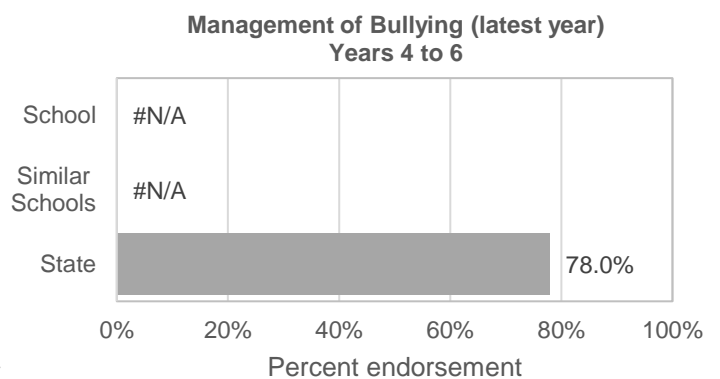
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	72.3%
Similar Schools average:	NDP	78.4%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$3,607,941
Government Provided DET Grants	\$703,366
Government Grants Commonwealth	\$48,972
Government Grants State	NDA
Revenue Other	\$13,424
Locally Raised Funds	\$101,251
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,474,955</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$322,141
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$322,141</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,170,003
Adjustments	NDA
Books & Publications	\$26,440
Camps/Excursions/Activities	\$31,782
Communication Costs	\$3,939
Consumables	\$85,219
Miscellaneous Expense <sup>3</sup>	\$5,511
Professional Development	\$34,128
Equipment/Maintenance/Hire	\$145,647
Property Services	\$242,142
Salaries & Allowances <sup>4</sup>	\$182,350
Support Services	\$58,002
Trading & Fundraising	\$15,515
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$794
Utilities	\$35,976
<b>Total Operating Expenditure</b>	<b>\$4,037,448</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$437,507</b>
<b>Asset Acquisitions</b>	<b>\$5,010</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 01 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$270,732
Official Account	\$29,260
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$299,992</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$116,199
Other Recurrent Expenditure	\$48,866
Provision Accounts	NDA
Funds Received in Advance	\$21,957
School Based Programs	\$34,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$18,000
Maintenance - Buildings/Grounds < 12 months	\$87,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$366,022</b>

*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.*