

2016 Annual Report to the School Community

School Name: Elmore Primary School

School Number: 1515



Name of School Principal:	Michelle Griffiths
Name of School Council President:	Tim Giffin
Date of Endorsement:	07/03/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Elmore Primary School 1515 was opened in 1875. It is approximately 40 kms north-east of Bendigo. At the end of 2016 it had a population of 22 students with two teaching staff 1.0, one Principal and one business manager 0.4. The school offers Art sessions each fortnight via the MARC van (mobile Art resource van), weekly Library, Indonesian and Music sessions with specialists and optional Rock School and guitar. There are no ESL, D&I funded, Koorie or TSI students. The SFO index has consistently risen since 2013 from 0.35 to 0.54. The school is an active member of the Campaspe Camps Cluster of small schools who work together to provide camping and sporting opportunities such as Cluster Athletics, Swimming, Cross Country and so on. We are also members of the White Hills and Rochester clusters which come together to organise year 6-7 transition. We work closely with the Elmore Pre-school around prep transition and offer weekly Early learners (pre-prep) sessions throughout terms three and four. The school provides new notebook computers and iPads for student use at no cost to families. We are currently in our second year of the review cycle.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning

- **Building practice excellence:** Key Improvement Strategies –
- Build teacher capacity to deliver consistent, high quality teaching, learning, assessment and reporting aligned with whole school expectations
- Build and document the guaranteed and viable curriculum
- Build a safe, focused and stimulating environment
- Strategically monitor and evaluate the effectiveness of resource allocation to priority areas.

Community Engagement in Learning

- **Building Communities:** Plan, document and communicate whole school strategies to engage students, parents and the community as authentic partners in learning

Achievement

Our 12 month targets have all been met, with all students having achieved a minimum growth of AUSVELs score 1.0 over the academic year, 14% of students above expected standard and 86% at or above expected standard for reading. Equally good in Numeracy results with 14% of students above expected level and 82% at or above expected level. These results have exceeded our targets for 2016. They are supported by On Demand testing completed once per term in Grades 2 – 6, and triangulated against other data collected to ensure consistency and accuracy. NAPLAN is difficult for us to analyse given the very low number of students sitting each year level, so we supplement that data with On Demand data. Note that in some categories of the performance Summary there is no data due to low numbers.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The Student Attitude to School Survey showed growth in all areas targeted with the single exception being the area of Student Motivation. In learning Confidence, School Connectedness, Stimulating Learning, Teacher Effectiveness and Teacher Empathy the results all exceeded not just our 2016 targets but our 2019 ones too. The C.A.R.E and Learners for Life initiatives which focus on student wellbeing, school values and student rights and responsibilities has been very successful and helped in embedding a culture of openness and respect. The Rights and Responsibilities Handbook has been shared with all students and is backed up by the Behavior Management Matrix, providing clarity around expectations and consequences. The school has developed and implemented an ICT Planner which has supported students in increasing their capacity as Information and Technology users. Personal learning Goals (PLGs) are set for every student each term as per our goals. This has provided clarity and purpose to students and supported staff in addressing their individual needs. Student data has been placed in their hands so that they are able to take responsibility for their own growth. After consultation with the school community, the school's profile has been raised through an ongoing Sponsorship program designed by our Parents and Friends sub-committee. This has also been achieved through a strong social media and print media presence in the Greater Bendigo and Elmore communities with extremely positive feedback. The school's website has also been upgraded. Our 2016 goal of achieving three sponsors has been surpassed, with a total of five sponsors at the end of the 2016 school year.



Wellbeing

Data regarding Student Relationships and Wellbeing on the Student Attitude to School Survey showed a significant improvement and surpassed our 2019 goals in all areas but one.

Student Attendance data also showed improvement, particularly in the Unexplained category.

The Parent Opinion Survey showed particular growth across all areas. This was the highest response rate for a long time with 14 respondents out of a possible total of 19. Parents have told us that they find us to be highly approachable (6.57) and feel they have high levels of input (6.33). They also feel that their children are connected to their peers (6.36), are safe (5.43) and are learning great social skills (6.21).

The Staff Climate Survey was also highly positive and further completes the picture of a highly successful team at work. This data well and truly exceeded the 2019 targets with several areas reaching 100%.

The data collected all tells the same story – that this school is a happy place with students who enjoy being here and are challenging themselves and growing, that staff feel fulfilled and love their work and that families feel respected and engaged with the school community. It has been a wonderfully successful year at Elmore Primary School which can only be attributed to the hard work, dedication and team approach of all stakeholders.

For more detailed information regarding our school please visit our website at elmoreps.vic.gov.au or our Instagram at [@elmoreprimary](https://www.instagram.com/elmoreprimary)



Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 26 students were enrolled at this school in 2016, 10 female and 16 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>● Similar</p> <p>No Data Available</p> <p>● Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Lower</p> <p>● Similar</p> <p>● Lower</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p style="text-align: center;">Reading</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> ■ 67 % Low </div> <div style="text-align: center;"> ■ 33 % Medium </div> </div> <hr style="width: 100%;"/> <p style="text-align: center;">Numeracy</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> ■ 33 % Low </div> <div style="text-align: center;"> ■ 67 % Medium </div> </div> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>97 %</td> <td>95 %</td> <td>90 %</td> <td>81 %</td> <td>94 %</td> <td>91 %</td> <td>NA</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	97 %	95 %	90 %	81 %	94 %	91 %	NA	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
97 %	95 %	90 %	81 %	94 %	91 %	NA										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

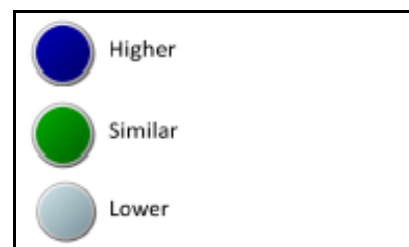
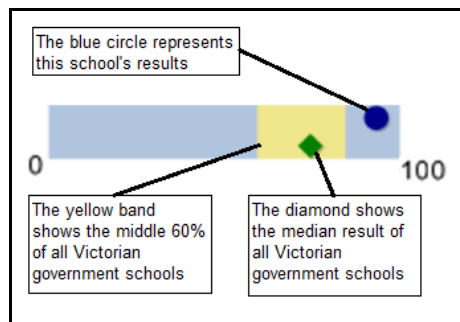
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

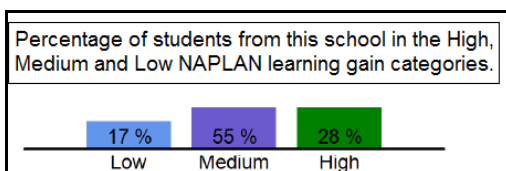
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

Financially, we have come a long way in a short time, recovering from the inherited deficit in 2011 to now find ourselves in a surplus position. This should improve after the reconciliation process, as there was money to be claimed back from a salary mischarge on a shared ledger. This amount will be known early in 2017.

Equity funding has been used to provide an Indonesian teacher and to pay for new 1:1 laptops.

I am satisfied that the funds received have been allocated equitably and appropriately for the benefit of all students.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$332,420
Government Provided DET Grants	\$65,728
Government Grants Commonwealth	\$5,113
Revenue Other	\$584
Locally Raised Funds	\$29,678
Total Operating Revenue	\$433,523

Expenditure	
Student Resource Package	\$322,146
Books & Publications	\$1,650
Communication Costs	\$4,847
Consumables	\$18,922
Miscellaneous Expense	\$20,242
Professional Development	\$669
Property and Equipment Services	\$30,771
Salaries & Allowances	\$16,350
Trading & Fundraising	\$3,437
Utilities	\$11,494
Total Operating Expenditure	\$430,526

Net Operating Surplus/-Deficit **\$2,996**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$6,929
Official Account	\$6,505
Total Funds Available	\$13,434

Financial Commitments
Total Financial Commitments

Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.