

2022 Annual Report to the School Community

School Name: Elmore Primary School (1515)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year 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 21 March 2023 at 01:13 PM by Aaron Taylor (Principal)

- This 2022 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 23 March 2023 at 01:01 PM by Cameron Renshaw (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Elmore Primary School provides a safe and supportive learning environment where high expectations and meaningful partnerships are prioritised and valued. Learning is extended through the provision of a wide range of individualised opportunities that support students to become inquisitive, socially responsible, and resilient lifelong learners. Our school Values underpin all our work and form the basis of our staff, student, and parent conversations. Our values are: Respect, Resilience, Integrity and Citizenship. Elmore Primary School was established in 1875 and is in the rural township of Elmore, 47 kms north-east of Bendigo. In 2022 we had a full-time student enrolment of 26 students. Our class structures included a Year Prep-2 and a Year 3-6 class. Weekly Indonesian, Physical Education and Music sessions were taken as well as fortnightly MAAC van (Art) and MARC van (Library). Elmore Primary School maintained an FTE of 3.5 for teaching staff and 0.4 Educational Support Staff. Elmore Primary School has a Student Family Occupation and Education rating of 0.4967. Elmore Primary School is an active member of the Campaspe Cluster. We work with these schools to provide a greater diversity of educational options for our students as our small schools come together for camps, excursions, and targeted cluster days throughout the year.

Progress towards strategic goals, student outcomes and student engagement

Learning

Elmore Primary School embraced the 2022 Priorities Goal. We recognised that some of our students had thrived in the remote learning environment of previous years, others had maintained their learning progress, and some needed extra learning and wellbeing support, despite the best efforts of their teachers and families. Elmore Primary drew alignment between this goal and that of our previous strategic focus, and in addition to the 2022 Priorities goal, we activated our goals to improve growth and achievement for all students in Literacy and Numeracy.

This resulted in all of our staff actively participating in a series of whole school professional learning sessions, focusing on building our pedagogical knowledge in Writing. Instructional practices were reviewed and a whole school approach to the teaching of Writing was developed and documented. This was informed by the work previously completed implementing the workshop model in Reading.

Our school continues to make pleasing progress toward achieving the 4-year strategic targets regarding student achievement in Literacy and Numeracy. Teacher judgements indicate that we are currently exceeding our 4-year target for Reading and Number and Algebra, with Writing nearing our set target. Our small cohort sizes make it difficult to make comparisons with our NAPLAN data to state and similar school averages. However, this data does indicate that Numeracy should remain a teaching and learning focus. Staff collaboration was guided by the structures provided through Professional Learning Communities. This saw teachers analysing whole school data and planning for improvement in student learning. Elmore Primary School delivered on our key action to develop and embed an instructional model in Writing. A continued focus on curriculum planning and assessment saw us begin to review and refine our curriculum documentation in Literacy and Numeracy.

Wellbeing

The Student Attitudes to School Survey data showed that our school remained an influence school, particularly in the areas of Stimulated Learning, Learning Confidence and Student Safety.

2022 saw the continued implementation of our School Wide Positive Behaviour Matrix which highlights our school values of Respect, Resilience, Citizenship and Integrity. Importantly, it outlines the desired actions that students can take to display our values. A Student Values leader position was created, which enabled students to recognise and celebrate excellence in student conduct through a weekly award.

Our school engaged with and built a connection with the PAWS in Schools Program. This program introduced professional handlers and their therapy animals into our school twice per term. The program aimed to build our students emotional literacy and self-awareness.

Engagement

In 2022 EPS experienced an increase in the school's average absence attendance data, increasing to 20.3 days per student compared with 12 days in 2021. The 2022 data remains below the state average of 16.5 days. Our 2022 percentage of students who had 20+ days of absence increased to 39%, however this figure remained below state and similar school averages. Our school's attendance, like many others, was impacted by the lingering influence and caution of the previous pandemic affected years.

Elmore Primary school commenced offering an after-school care program for all school aged children in Elmore from 3:20 - 6pm each school day. This is solely run and coordinated by a third-party provider, OSHCLUB.

Other highlights from the school year

In 2022 Elmore Primary school was able to re-engage with our Campaspe Cluster schools to deliver a camps and excursions program for our students. All year 3/4 and 5/6 students were offered the opportunity to attend separate 3-day/ 2-night camps to Corop and Anglesea, respectively. The cluster of schools also re-joined to participate in whole day events for Swimming, Winter and Summer Sports, Science and Athletics days. All year 3-6 Elmore primary students also attended an additional 3-day/ 2-night camp to Beechworth.

As a result of flooding in our region, Elmore Primary hosted Rochester Primary School on our school site for 4 weeks in November and December. This involved installing 12 relocatable buildings on our school oval for the duration of their stay.

Community fundraising and successful grant applications led to the construction and fit out of a new outdoor learning space, with seating for all students. In addition, we saw the installation of new play equipment (Gaga Pit) for students to enjoy.

In September of 2022, construction began on our \$1.98 million dollar Capital Building Works project, which will see the modernisation and upgrade of our school buildings. Work is expected to be completed by mid-2023.

Financial performance

Elmore Primary School continues to be in a strong and stable financial position. In 2022, the school recorded a net operating surplus of \$139,816.

The government provided DET grants figure reflects our successful application to subsidise a third-party provider to coordinate an after-school care program on our school site. This is a 3-year commitment.

In 2022, EPS received \$45,936 in equity funding. This resulted in additional resources being allocated in the teaching and learning programs across P-6 levels, further improving teacher to student ratios and improving student learning conditions.

Funds held in reserve will support the school to continue to deliver a reduced teacher to student ratio, as well as provide additional educational supports.

With a planned Capital Building Works project continuing into 2023, funds have been reserved to ensure that Elmore Primary School is able to contribute to the completion of this project.

For more detailed information regarding our school please visit our website at
www.elmoreps.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 26 students were enrolled at this school in 2022, 8 female and 18 male.

0 percent of students had English as an additional language and NDP 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).

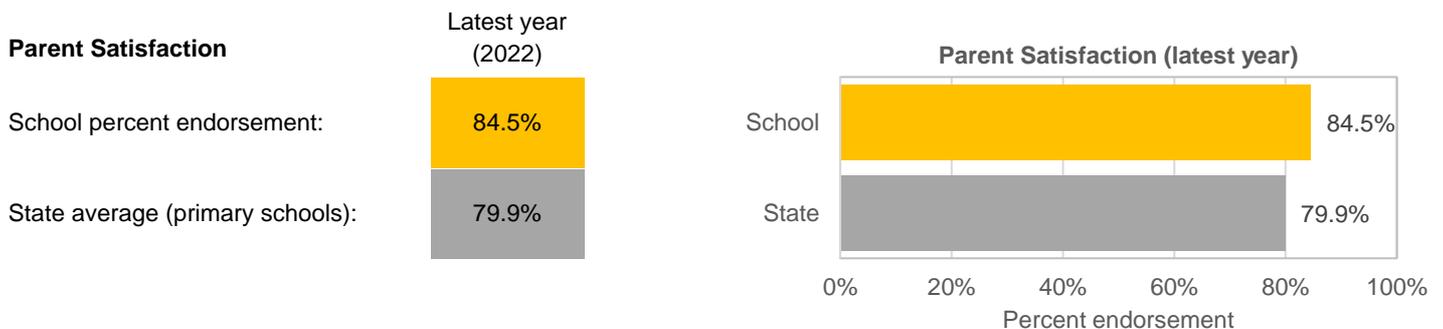
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

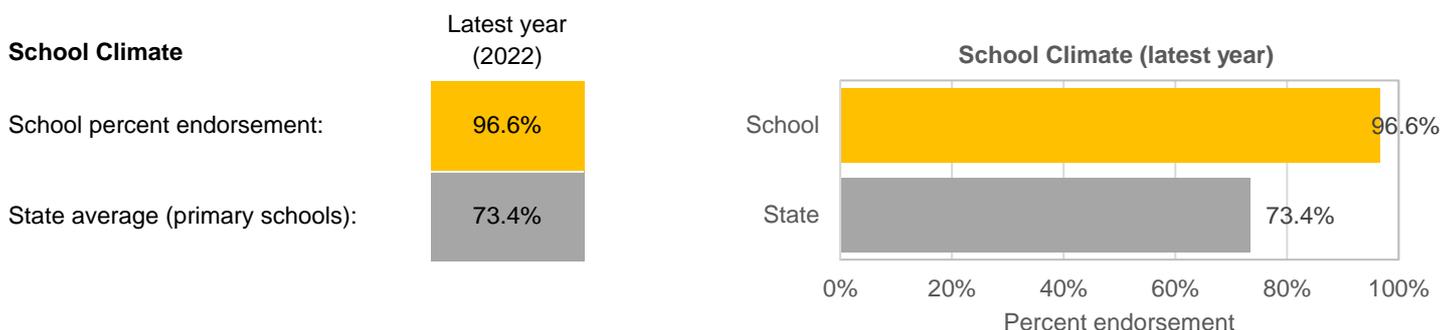


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

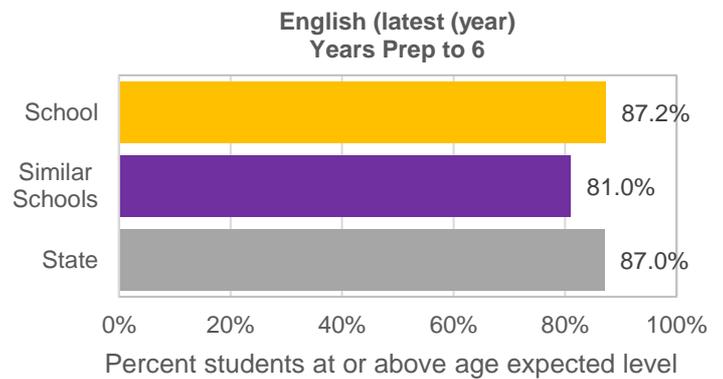
87.2%

Similar Schools average:

81.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

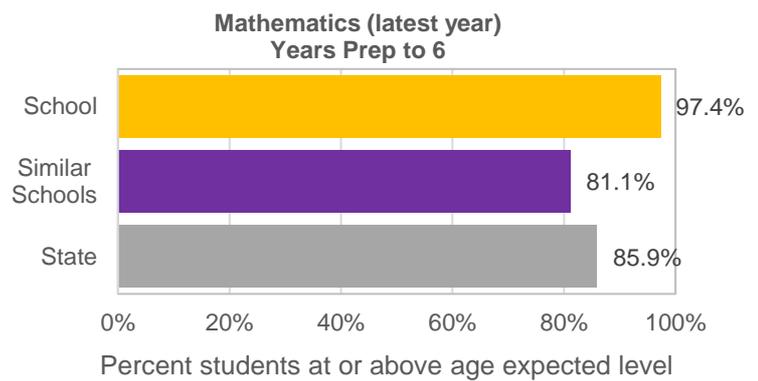
97.4%

Similar Schools average:

81.1%

State average:

85.9%



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.

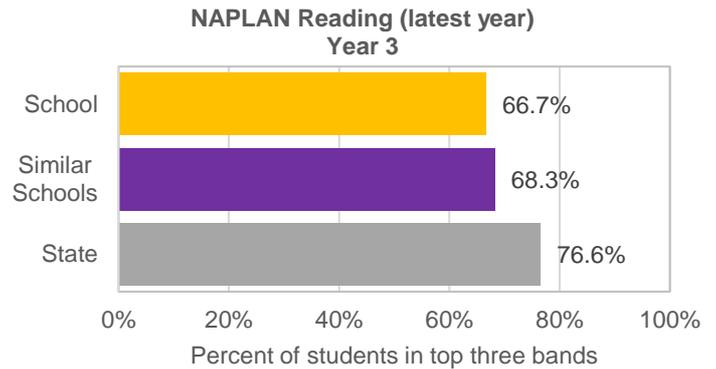
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

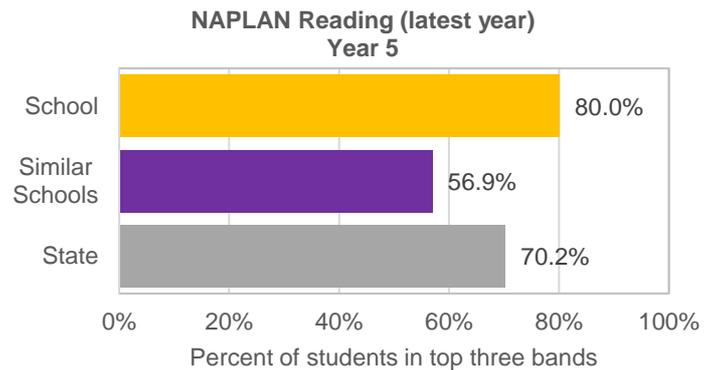
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	75.0%
Similar Schools average:	68.3%	64.2%
State average:	76.6%	76.6%



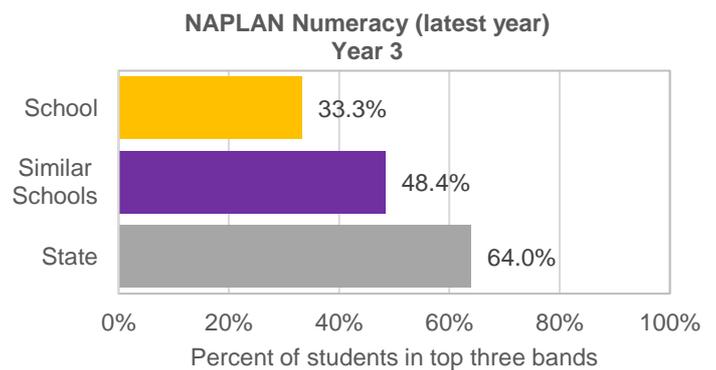
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	70.0%
Similar Schools average:	56.9%	56.7%
State average:	70.2%	69.5%



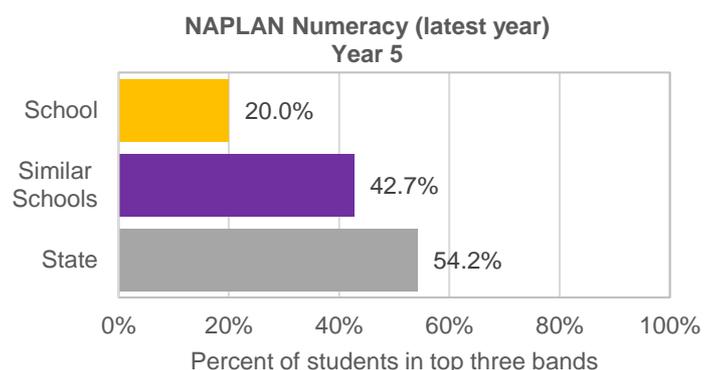
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	55.6%
Similar Schools average:	48.4%	54.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	20.0%	22.2%
Similar Schools average:	42.7%	45.6%
State average:	54.2%	58.8%



WELLBEING

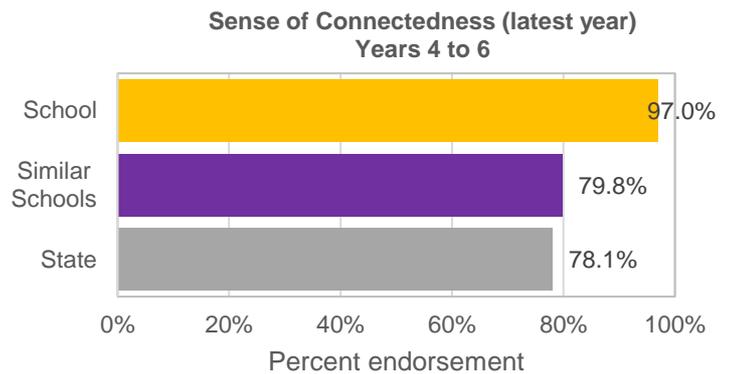
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	97.0%	95.6%
Similar Schools average:	79.8%	80.5%
State average:	78.1%	79.5%

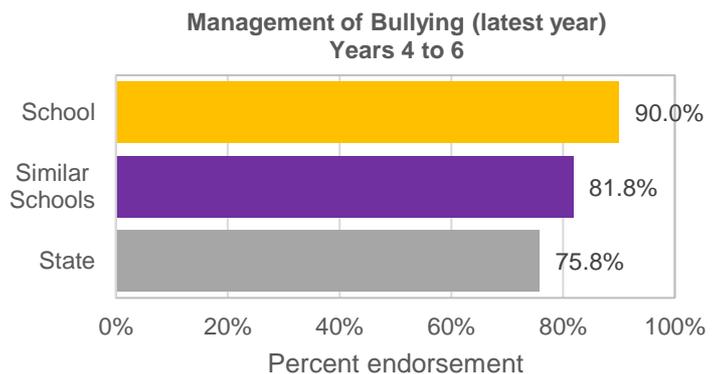


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	90.0%	94.3%
Similar Schools average:	81.8%	82.9%
State average:	75.8%	78.3%



ENGAGEMENT

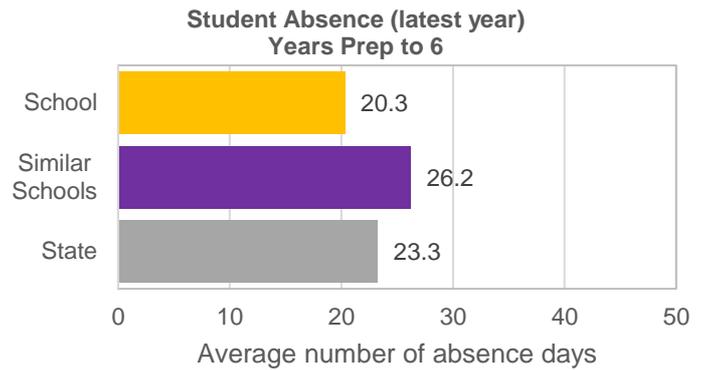
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	20.3	13.6
Similar Schools average:	26.2	18.7
State average:	23.3	17.0



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 (2022):	NDP	95%	86%	93%	NDP	89%	NDA

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$554,922
Government Provided DET Grants	\$262,626
Government Grants Commonwealth	\$3,750
Government Grants State	\$0
Revenue Other	\$6,683
Locally Raised Funds	\$15,659
Capital Grants	\$0
Total Operating Revenue	\$843,641

Equity ¹	Actual
Equity (Social Disadvantage)	\$45,936
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$45,936

Expenditure	Actual
Student Resource Package ²	\$470,265
Adjustments	\$0
Books & Publications	\$649
Camps/Excursions/Activities	\$7,703
Communication Costs	(\$770)
Consumables	\$11,136
Miscellaneous Expense ³	\$11,910
Professional Development	\$1,524
Equipment/Maintenance/Hire	\$11,907
Property Services	\$76,677
Salaries & Allowances ⁴	\$20,724
Support Services	\$73,243
Trading & Fundraising	\$5,803
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,055
Total Operating Expenditure	\$703,825
Net Operating Surplus/-Deficit	\$139,816
Asset Acquisitions	\$0

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$162,909
Official Account	\$9,806
Other Accounts	\$0
Total Funds Available	\$172,715

Financial Commitments	Actual
Operating Reserve	\$28,256
Other Recurrent Expenditure	\$7,539
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
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	\$35,795

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.