**2019 Annual Report to**

**The School Community

School Name: Elmore Primary School (1515)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2019 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 06 August 2020 at 02:27 PM by Aaron Taylor (Principal) |

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| The 2019 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.
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| Attested on 31 August 2020 at 12:38 PM by Cameron Renshaw (School Council President) |

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**About Our School**

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| School context |
| Elmore Primary School was established in 1875 and is located in the rural township of Elmore, 47 kms north-east of Bendigo. The school offers varied programs and has excellent facilities. Elmore Primary School had a full time student enrolment of 28 students. . The school fosters close links to parents and the community and strives to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially. Our school’s vision is to provide quality education that establishes foundations for successful life-long learning.Elmore Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn. Our school Values underpin all our work and form the basis of our staff, student and parent codes of conduct. Our values are: Respect, Resilience, Integrity and Citizenship.In 2019 our class structures included a Year Prep-2 and a Year 3-6 class with a fulltime classroom teacher in the junior class and the principal sharing the teaching duties in the senior classroom. Weekly Indonesian and music sessions are taken as well as fortnightly MAAC van (Art) and MARC van (Library). We have no students on the Disabilities program and one identified Koori student. Several students travel to the school each day by bus.Elmore Primary School is an active member of the Campaspe Cluster and the wider Bendigo Cluster of schools. We work with these schools to provide a greater diversity of educational options for our students and small schools come together for camps, excursions and targeted cluster days throughout the year.  |
| Framework for Improving Student Outcomes (FISO) |
| The Framework for Improving Student Outcomes focus for 2019 was 'Excellence in Teaching and Learning' and 'Building Practice Excellence'. The key action identified within the Annual Implementation Plan was to trial a new Numeracy instructional model within classrooms and refine this model to suit the classroom structures. Peer observations were highlighted as a means of developing teacher capacity to implement a consistent model. However, due to instability in the staffing profile throughout the later stages of the year, this work was not completed. Refinement of the documentation and the instructional model to suit the classroom structure at Elmore PS did therefore not occur. This work will remain a focus for staff throughout 2020.  |
| Achievement |
| Our 2019 focus was to continue to improve the learning growth and achievement of every student in literacy and numeracy. The Naplan Reading data shows we are achieving similar results to our comparison schools, however we remain slightly below the median of all Victorian Government schools. Our Year 3 and 5 Naplan data for Numeracy indicates we are achieving below our similar comparison schools across our 4 year average. The learning gain data for our matched cohort of students from Year 3 to 5 Naplan results indicates an imbalance in the number of students achieving low growth compared with those achieving high growth. Our Literacy data remains slightly weaker. It is worth noting that this data is reflective of only 5 students and that due to the small size of our cohorts, our data is subject to large fluxuations. .  |
| Engagement |
| The 2019 focus for student engagement was to provide a student centred, stimulating environment that engages and motivates students in their learning and fosters authentic relationships. This has previously been an area of strength for the school, as indicated by the 3 year average, and this pattern has continued in 2019. Students Attitude to Schools results in the area of connectedness shows we are achieving above our similar schools. These results are repeated in our students attitudes towards the management of bullying, with our 2019 results and 3 year average both well exceeding our similar schools comparison.Student attendance data was positive, with our data indicating that our students attend school more regularly than those in similar schools.  |
| Wellbeing |
| The 2019 student wellbeing goal was to ensure support for every student and to build positive emotional health, mental health and wellbeing. Our student attitudes to school survey responses were used to measure our achievement in this area. Across the board, student responses were very positive, with responses well into the fourth quartile for 'Effective Teacher Practices' and 'Teacher-Student Relationships'. This positive response data continued in the areas of 'Student Safety', 'Social Engagement' and 'Learner Characteristics and Disposition'. The lowest students’ response rate was for 'resilience' which was within the 'Learner Characteristics and disposition' domain, indicating a future area of focus for our teachers. Overall this data has been steady albeit with a slight decline on the 2018 and 2017 student responses.  |
| Financial performance and position |
| In 2019, Elmore Primary School recorded a net operating deficit of $18,908. A contributing factor to this deficit was the unexpected spending in salaries and allowances. There was also minor capital works completed by school council with the resurfacing of the undercover decking area. The increase in the locally raised funds and miscellaneous expenses was a result of EPS being the coordinating school for the Campaspe Cluster 5/6 Canberra Camp and processing all payments for the 5 schools that attended the camp. This figure also includes our school P&F fundraising activities including the Elmore Filed Days and B&S ball contributions. Our equity funding continued to support our specialist programs including delivering a music and Indonesian program for all P-6 students. |
| **For more detailed information regarding our school please visit our website at** [**https://www.elmoreps.vic.edu.au**](https://www.elmoreps.vic.edu.au) |

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| **Performance Summary** |

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| 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.Members of the community can contact the school for an accessible version of these data tables if required. |

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| **School Profile** |

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| Enrolment ProfileA total of 28 students were enrolled at this school in 2019, 8 female and 20 male.0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| School Staff SurveyMeasures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| **Performance Summary** |

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| Student Outcomes |

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| Similar School Comparison |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| Similar School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.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 percent, their gain level is categorised as ‘High’. Middle 50 percent, is ‘Medium’. Bottom 25 percent, is ‘Low’. |

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| There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. |

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| Statewide Distribution of Learning Gain (all domains) |

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| **Performance Summary** |

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| Similar School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**Similar School Comparison**A similar school comparison rating of ‘Above’ indicates this school records ‘less’ absences than expected, relative to the similar schools group with similar characteristics. A rating of ‘Below’ indicates this school records ‘more’ absences than expected. |

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| Few absences <------> Many absences |

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| Few absences <------> Many absences |

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| Average 2019 attendance rate by year level: |

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| Similar school comparison not available |

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| **Performance Summary** |

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| Student Outcomes |

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| Similar School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| --- |
| **Financial Performance and Position** |

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| --- |
| *Commentary on the financial performance and position is included in the About Our School section at the start of this report* |

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|  |
| --- |
| Financial Performance - Operating StatementSummary for the year ending 31 December, 2019 |

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|  |
| --- |
| Financial Position as at 31 December, 2019 |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Revenue** |

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| --- |
| **Actual** |

 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $18,157 |
| Official Account | $5,700 |
| **Total Funds Available** | **$23,857** |

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|  |
| --- |
| Student Resource Package |

 |

|  |
| --- |
| $358,349 |

 |  |  |  |  |  |  |
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|  |  |
| --- | --- |
| Government Provided DET Grants | $102,173 |
| Government Grants Commonwealth | $5,849 |
| Revenue Other | $4,190 |
| Locally Raised Funds | $46,706 |

 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Total Operating Revenue** |

 |  |  |  |

|  |
| --- |
| **$517,267** |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity¹** |

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| --- |
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| --- | --- |
| Equity (Social Disadvantage) | $31,267 |

 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity Total** |

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|  |
| --- |
| **$31,267** |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Expenditure** |

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| --- |
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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $23,857 |
| Other Recurrent Expenditure | $1,743 |
| School Based Programs | $10,967 |
| **Total Financial Commitments** | **$36,567** |

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| Student Resource Package² |

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| $350,031 |

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| Books & Publications | $389 |
| Communication Costs | $4,700 |
| Consumables | $12,242 |
| Miscellaneous Expense³ | $41,497 |
| Professional Development | $2,121 |
| Property and Equipment Services | $60,069 |
| Salaries & Allowances⁴ | $47,033 |
| Trading & Fundraising | $4,795 |
| Travel & Subsistence | ($470) |
| Utilities | $13,768 |

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| **Total Operating Expenditure** |

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| **$536,175** |

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| **Net Operating Surplus/-Deficit** |

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| **($18,908)** |

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| **Asset Acquisitions** |

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| **$23** |

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| (1) The Equity funding reported above is a subset of overall revenue reported by the school(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.(4) Salaries and Allowances refers to school-level payroll. |

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| *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.* |

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| How to read the Annual Report |

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| **What does *School Comparison* referto?**TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.The comparison measure takes into account the school’s socio-economic background of students, the number of non-English speaking students and the size and location of the school.The Similar School Comparisonwill identify if a school’s result is ‘Similar’, ‘Above’, or ‘Below’ relative to the similar schools group with similar characteristics and is available for latest year data only. |

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| **What does ‘*Data not available’* or *'ND'* mean?**Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.New schools have only the latest year of data and no comparative data from previous years.The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.‘Levels A to D’ are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for ‘Levels A to D’). |

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| **What does the *About Our School* section refer to?**The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.                                         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 reports on data in three key areas:**Achievement** - student achievements in:- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)- English and Mathematics for teacher judgements against the curriculum- all subjects for Victorian Certificate of Education (VCE)  examinations (secondary schools)**Engagement** - student attendance and engagement at school- how many students leaving school go on to further  studies or full-time work (secondary, P-12 and  specialist schools)**Wellbeing** - Attitudes to School Survey (ATOSS)- Sense of connectedness- Management of BullyingResults are displayed for the latest year, as well as the average of the last four years (where available). |

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