**2020 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 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 18 March 2021 at 02:39 PM by Aaron Taylor (Principal) |

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| 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 28 April 2021 at 10:36 AM by Cameron Renshaw (School Council President) |

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How to read the Annual Report

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.

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.

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)

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. 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.

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**

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| 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. Elmore Primary School was established in 1875 and is located in the rural township of Elmore, 47 kms north-east of Bendigo. We had a full time student enrolment of 32 students, with one student identifying as koori. In 2020 our class structures included a Year Prep-2 and a Year 3-6 class with a fulltime classroom teacher in the junior class and 2 staff sharing the teaching responsibilities in the senior classroom. Despite having no student on the program for students with disabilities, an Education Support worker was employed to assist the learning program within the junior classroom. Weekly Indonesian and music sessions were taken as well as fortnightly MAAC van (Art) and MARC van (Library). We maintained a FTE of 2.9 for teaching staff, as well as a teaching pricipal. In addtion, a business manager was employed 2 days per week as well as an aditional ES staff member (0.6) 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 conversations. Our values are: Respect, Resilience, Integrity and Citizenship. 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) |
| 2020 saw the completion of our whole school review. This process was initially set for completion in Term 4 2019, however it was rescheduled for April 2020. A second rescheduling enforced by Covid 19 restrictions saw the completion in August 2020. This process delayed the development of our school Annual Implementation Plan.  Our FISO focus for the remainder of the 2020 school year became improving excellence in teaching and learning through building teacher understanding of the Victorian Curriculum in English and Mathematics and embedding this in our planning. Whole staff professional learning was planned and a curriculum day allowed staff to work collaboratively with our regions Educational Improvement Leaders to unpack and construct scope and sequence documentation in Reading and Number and Algebra. Weekly collaborative planning sessions ensured this documentation was then used to inform the planning for weekly teaching and learning in classrooms. |
| Achievement |
| Our 2020 goal was to increase the children across the school achieving above expected level according to teacher judgments in Reading (25%), Writing (15%) and Number and Algebra (10%).  Despite the multiple challenges in maintaining continuity in student learning throughout 2020 which included staff changes as well as the enforcement of both remote and flexible learning periods, this goal was met.  According to teacher judgements, 25% of students achieved above the expected level in Reading with an increase from 24% in 2019. Teacher judgments in Writing indicated 25% of students achieving above the expected level which was an increase from 13% in 2019. 28% of students achieved above the expected level in Number and Algebra which was an increase from 3% in 2019.  To maintain and improve this growth a key focus in 2021 will be to ensure we have consistent instructional practices across our classrooms where learning is differentiated and informed by student achievement data. Continuing to update and refine our school curriculum planning documentation will help to embed these practices in our school culture. |
| Engagement |
| Student attendance data for Elmore Primary across 2020 was very strong, with an average 8.5 absence days per student. Averages across similar schools and the state were closer to 14 days per student. This is nearly a 30% reduction on previous years.  Our students engaged well during remote learning with many responding positively to the increased agency in their learning. As a result our planning for instruction for 2021 increases the scope and opportunity for student agency in learning.  In 2020, engaging students in the learning program was challenged by our 2 periods of remote and flexible learning. Elmore Primary School provided live daily video conferencing, conducted by classroom teachers as means of checking in with learners and introducing daily tasks. Learning packs were sent home each week with hard copies of the tasks and teaching videos supplied through online classrooms.  According to the parent opinion survey (POS) results for parent satisfaction and school endorsement, 80.9% of parents responded positively. The POS highlighted the schools need to improve our ability to effectively comunicate with families about their child's progross. As a result, built into the the school's 2021 AIP, will be the introduction of a whole school communication sysytem. |
| Wellbeing |
| As part of the development of our 2020 - 2024 Strategic Plan, the entire school community participated in providing feedback and redesigning our schools vison and values. Whilst our school values of Respect, Resilience, Integrity and Citizenship remain the same, as school vision has evolved to: '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'. Students remain happy and feel a part of our school. This is evidenced by our student’s attitude to school survey results which included a 94.5% endorsement in Sense of Connectedness to our school. Students also responded 93.9% confidence in the schools management of bullying.  During our remote and flexible learning period, students were supported through daily interaction with their class via video conferencing. Staff closely monitored and identified individuals who were offered additional support.  In our endevour for ongoing improvement, in 2021 our school will be participating in ‘The Resilience Project’ to help support the wellbeing of our students. |
| Financial performance and position |
| Elmore Primary School recorded a net operating surplus of $94,797. This figure includes maintenance blitz funding which is being held over until the completion of building works. The remaining funds remain committed to the achievement of future education outcomes. Locally raised funds were severely impacted due to the onset of the Covid-19 restrictions. This resulted in no funds being received from our key fundraiser the Elmore Field Days.  Equity funds were used to employ additional staff to support the continuity of our teaching and learning program. This included an additional classroom teacher (0.2) as well as an educational support worker (0.6) employed from Term 2 – 4. |
| **For more detailed information regarding our school please visit our website at** [**www.elmoreps.vic.edu.au**](file:///C:\Users\08637121\Downloads\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.

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 33 students were enrolled at this school in 2020, 10 female and 23 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) 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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 80.9% |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 93.8% |
| State average: | 77.8% |

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.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 93.8% |
| Similar Schools average: | 80.1% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 97.9% |
| Similar Schools average: | 81.6% |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 8.5 | 12.7 |
| Similar Schools average: | 14.0 | 16.2 |
| State average: | 13.8 | 15.3 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 95% | 97% | NDP | 93% | NDA | 97% | 94% |

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.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 94.5% | 96.8% |
| Similar Schools average: | 85.8% | 80.9% |
| 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.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 93.9% | 94.6% |
| Similar Schools average: | 86.8% | 82.3% |
| 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 | $437,992 |
| Government Provided DET Grants | $109,410 |
| Government Grants Commonwealth | $5,550 |
| Government Grants State | NDA |
| Revenue Other | $19,342 |
| Locally Raised Funds | $698 |
| Capital Grants | NDA |
| Total Operating Revenue | **$572,992** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $31,825 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$31,825** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $400,874 |
| Adjustments | NDA |
| Books & Publications | $3,038 |
| Camps/Excursions/Activities | $2,781 |
| Communication Costs | $2,010 |
| Consumables | $10,029 |
| Miscellaneous Expense 3 | $6,112 |
| Professional Development | $1,883 |
| Equipment/Maintenance/Hire | $9,971 |
| Property Services | $14,631 |
| Salaries & Allowances 4 | $9,559 |
| Support Services | $2,894 |
| Trading & Fundraising | $4,301 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $10,112 |
| Total Operating Expenditure | **$478,194** |
| Net Operating Surplus/-Deficit | **$94,797** |
| Asset Acquisitions | **NDA** |

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

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $76,454 |
| Official Account | $10,934 |
| Other Accounts | NDA |
| Total Funds Available | **$87,388** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $12,668 |
| Other Recurrent Expenditure | $6,434 |
| Provision Accounts | NDA |
| Funds Received in Advance | NDA |
| School Based Programs | $101,025 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | NDA |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$120,127** |

*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.*