

2021 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 2021 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 15 March 2022 at 10:14 AM by Aaron Taylor (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 04 April 2022 at 10:19 AM 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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 2021 we had a full-time student enrolment of 30 students. Our class structures included a Year Prep-2 and a Year 3-6 class. Weekly Indonesian and Music sessions were taken as well as fortnightly MAAC van (Art) and MARC van (Library). EPS maintained an FTE of 3.6 for teaching staff and 0.7 Educational Support Staff.

Elmore Primary School has a Student Family Occupation and Education rating of 0.5344

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.

Framework for Improving Student Outcomes (FISO)

Elmore Primary School embraced the 2021 DET priorities. Our Key Improvement strategies included 'Learning Catch Up and Extension', 'Happy, Active and Healthy Kids and 'Connected Schools' priority. We drew alignment between these areas and our current strategic focus. Excellence in teaching and learning and building practice excellence saw our staff actively participate in a series of whole school professional learning sessions focusing predominantly on Reading. Implementation of Professional Learning Communities in Semester Two, 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 Reading. A continued focus on curriculum planning and assessment saw us begin to review and refine our curriculum documentation in Literacy and Numeracy.

Due to the disturbance to our normal operations caused by the need for remote and flexible learning, it was difficult to act upon all our key actions. As a result, several will remain a key focus for 2022.

Achievement

Sitting within our 2021 priorities goal were the targets of achieving above the expected level according to Teacher judgements in Reading (30%), Writing (15%) and Number and Algebra (15%). We reached or exceeded these targets in each of the areas identified, achieving 34.4% in Reading, 15.6% in Writing and 25% in Number and Algebra. We did this by delivering on our key action of developing and embedding a consistent Instructional Model in Reading. Use of consistent standardised assessments ensured student needs were better identified and catered for. In Semester two, key staff introduced Professional Learning Community structures to our meetings, bringing a greater shared focus on student data.

Elmore Primary School had a low number of students completing NAPLAN testing in 2021. This was due to having no Year 5 students in the school. Pleasingly, from the tests that were completed, 100% of students achieved in the top 2 bands for all areas with the exception being Spelling, where all students achieved in the top or middle two bands. PAT testing in Reading, and Mathematics continued with student growth being monitored. This data provides nationally bench marked information to guide teaching and learning and is triangulated with NAPLAN, essential Assessments as

well as teacher assessed data to measure student progress over a twelve-month period
Our 2022 targets will include a focus on Numeracy as we intend to increase the number of students achieving at or above expected growth in Number and Algebra.

Engagement

In 2021 EPS experienced an increase in the school's average absence attendance data, increasing to 12 days per student compared with 8.5 days in 2020. The 2021 data remains well below the state average of 16.5 days. Our 2021 percentage of students who had 20+ days of absence was below our similar schools. During the repeated movement in and out of remote learning throughout 2021, some student's engagement with learning fluctuated. As a result, student wellbeing was monitored closely. This led in an increase in the number of students attending onsite for learning, because of being identified by the school as being 'at risk', compared with the previous year. This assisted with engagement and attendance

Student agency was supported through the introduction of the Tutor Learning Initiative. A cross section of students worked in small groups with our nominated tutor on a termly rotation. Several students were also connected with the Victorian High Abilities Program, engaging in weekly sessions, which extended their opportunities to learn. The instructional model implemented throughout our daily Reader's Workshop, allowed for greater student voice and agency in the learning tasks selected and completed by individual students.

Wellbeing

Our school is an Influence school in our students' attitudes to school which references students' responses in the areas of Stimulated Learning, Learning Confidence and Student Safety.

2021 saw the development of a School Wide Positive Behaviour Matrix which highlights our school values of Respect, Resilience, Citizenship and Integrity. Importantly it outlines for the students the desired actions they can take to display our values. This was developed collaboratively with students, staff and parents.

After the forced cancellation of many excursions and camps in 2020/21, we were very fortunate to finish our year with our Year 3-6 students attending a 3-day adventure Camp in Ovens, Victoria.

Finance performance and position

Elmore Primary School continues to be in a strong and stable financial position. Despite a slight reduction in enrolments, our full time equivalent (FTE) teaching and ES staff increased in 2021. This was a result of the additional funding received through the Tutor learning Initiative (\$15,000) and Disability inclusion Funding (Tier 2) \$20,882.52. This resulted in additional resources being allocated in the teaching and learning programs across P-6 levels. Funds held in reserve will allow for the continuation of this staffing profile

Elmore Primary School recorded a net operating surplus of \$116,500.

With a planned Capital Building works project beginning in 2022, funds have been reserved to ensure that Elmore Primary School is able to contribute to the modern facilities being delivered.

For more detailed information regarding our school please visit our website at
<http://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 30 students were enrolled at this school in 2021, 7 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).

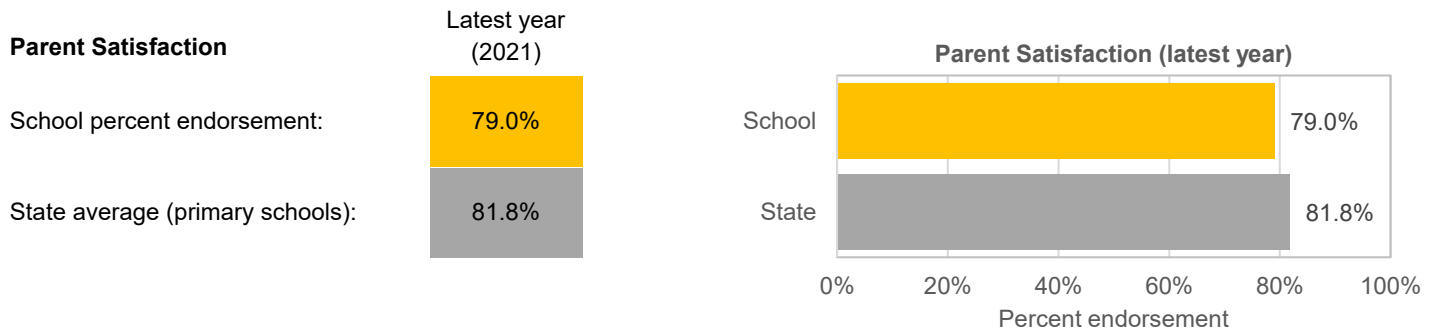
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

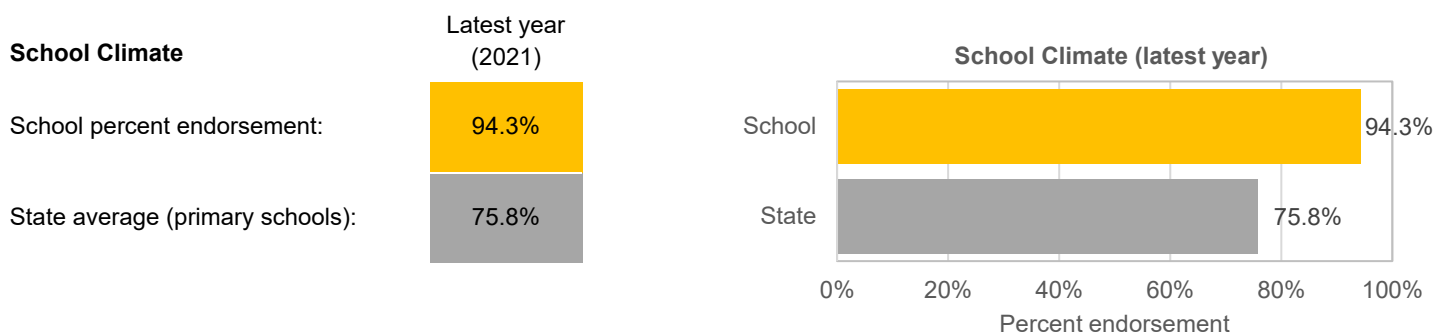


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

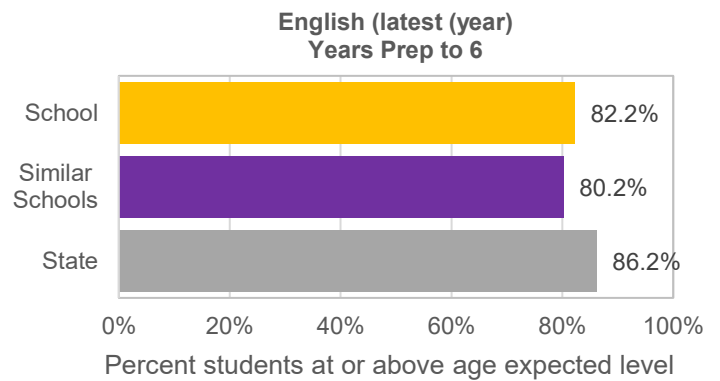
82.2%

Similar Schools average:

80.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

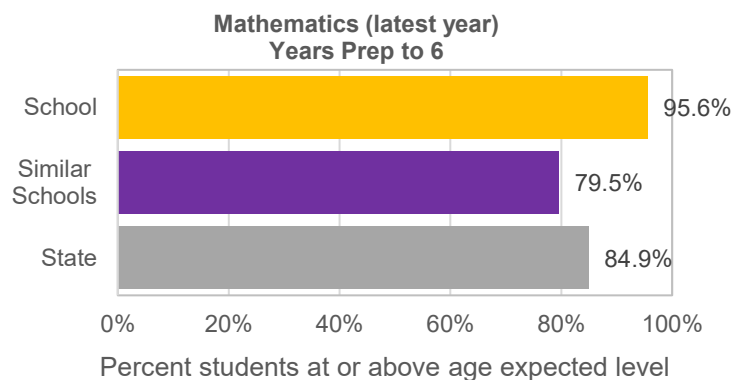
95.6%

Similar Schools average:

79.5%

State average:

84.9%



ACHIEVEMENT (continued)

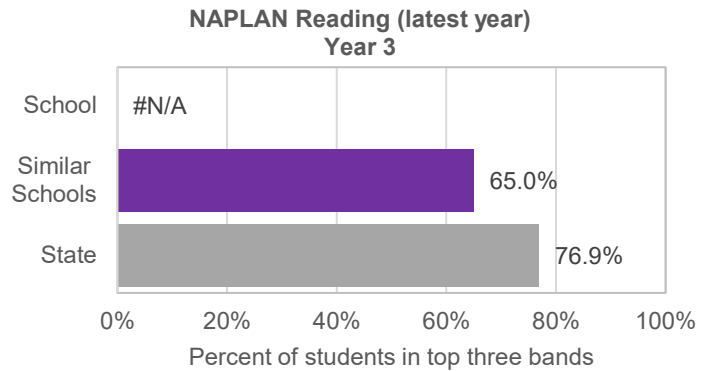
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

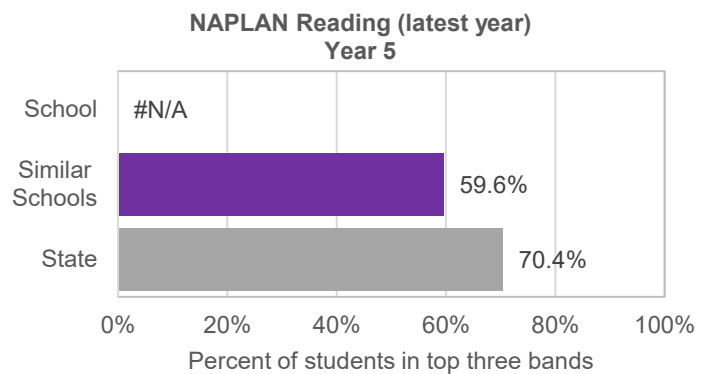
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

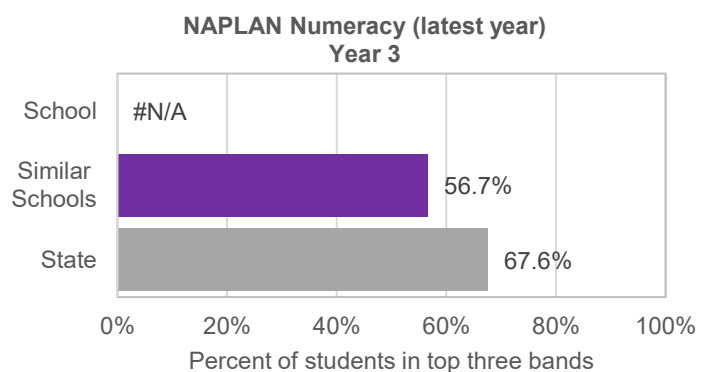
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	80.0%
Similar Schools average:	65.0%	64.8%
State average:	76.9%	76.5%



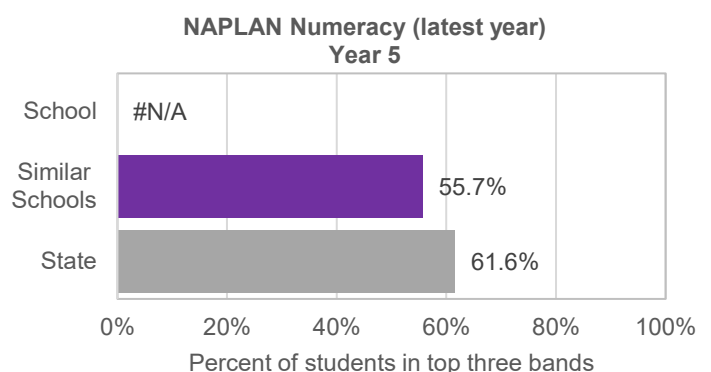
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	66.7%
Similar Schools average:	59.6%	59.7%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	63.6%
Similar Schools average:	56.7%	60.4%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	20.0%
Similar Schools average:	55.7%	49.5%
State average:	61.6%	60.0%



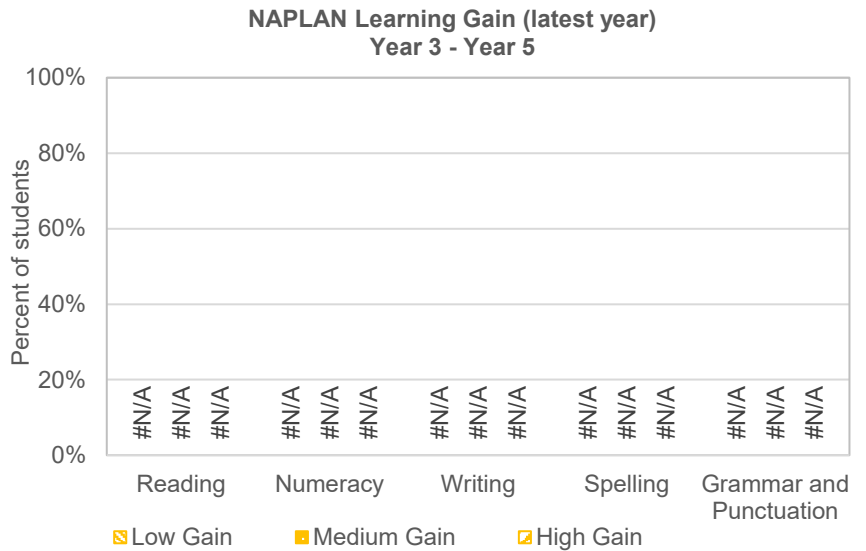
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDA	NDA	NDA	27%
Numeracy:	NDA	NDA	NDA	23%
Writing:	NDA	NDA	NDA	15%
Spelling:	NDA	NDA	NDA	18%
Grammar and Punctuation:	NDA	NDA	NDA	17%



ENGAGEMENT

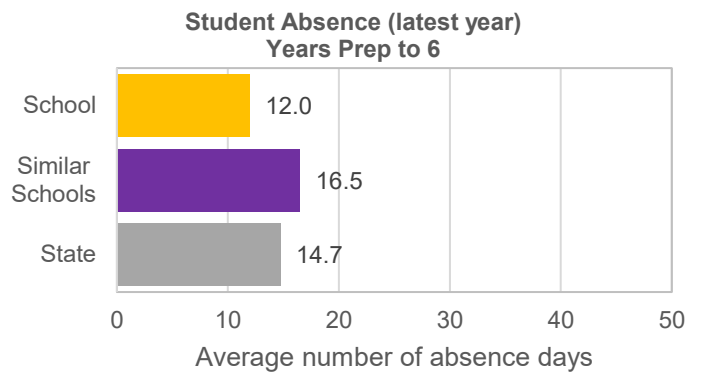
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	12.0	12.1
Similar Schools average:	16.5	16.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDP	94%	95%	NDP	89%	NDA	94%

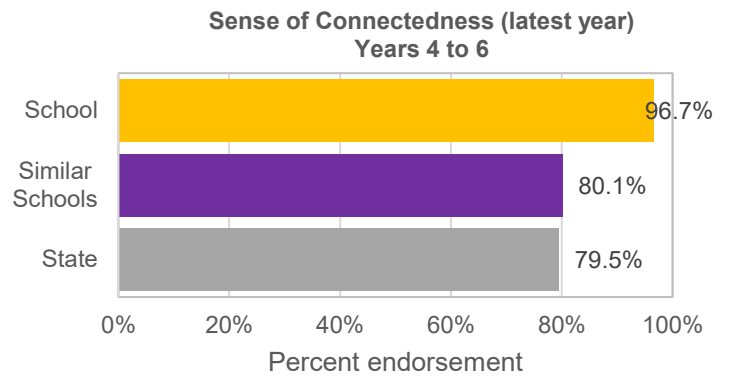
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	96.7%	96.3%
Similar Schools average:	80.1%	80.7%
State average:	79.5%	80.4%

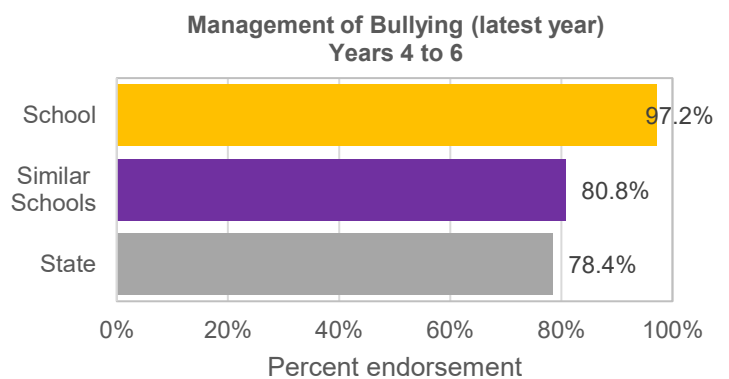


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	97.2%	94.6%
Similar Schools average:	80.8%	82.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$518,925
Government Provided DET Grants	\$131,818
Government Grants Commonwealth	\$2,950
Government Grants State	\$0
Revenue Other	\$6,295
Locally Raised Funds	\$20,164
Capital Grants	\$0
Total Operating Revenue	\$680,151

Equity ¹	Actual
Equity (Social Disadvantage)	\$51,621
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$51,621

Expenditure	Actual
Student Resource Package ²	\$432,347
Adjustments	\$0
Books & Publications	\$659
Camps/Excursions/Activities	\$7,991
Communication Costs	\$1,308
Consumables	\$26,202
Miscellaneous Expense ³	\$8,050
Professional Development	\$3,520
Equipment/Maintenance/Hire	\$5,554
Property Services	\$26,890
Salaries & Allowances ⁴	\$24,349
Support Services	\$6,978
Trading & Fundraising	\$7,312
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,400
Total Operating Expenditure	\$563,561
Net Operating Surplus/-Deficit	\$116,590
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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$94,216
Official Account	\$11,240
Other Accounts	\$0
Total Funds Available	\$105,455

Financial Commitments	Actual
Operating Reserve	\$19,955
Other Recurrent Expenditure	\$3,058
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$217,331
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	\$240,344

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.