2023 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 (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 07 March 2024 at 01:14 PM by Aaron Taylor (Principal)

- This 2023 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 29 April 2024 at 02:07 PM by Kylie Gardam (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program 'Results and Reports' page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2023 we had a full-time student enrolment of 30 students. Our class structures included a Year Prep-2, 3/4 and a Year 5/6 class. Weekly Indonesian, Physical Education and Music sessions were taken as well as fortnightly MAAC van (Art) and MARC van (Library). Elmore Primary School has a Student Family Occupation and Education rating of 0.4767. 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.
During 2023, our school buildings benefited from a $1,198,000 upgrade, with a Capital works project being completed in September. This has resulted in the refurbishment of all existing spaces, the creation of new learning spaces and realignment of our schools administration spaces. We now proudly offer a modern and engaging learning environment complete with all new furnishings for our learners to thrive in.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 saw change in classroom structures at EPS, with the introduction of a third classroom. This resulted in the onboarding on new staff. Staff collaboration was guided by the structures provided through Professional Learning Communities and collaborative planning were embedded in weekly structures. These sessions saw teachers analysing whole school data and planning for improvement in student learning.
According to teacher judgements in English (83.3%) and Mathematics (89.3%), of our students are achieving at or above expected levels. Further teacher judgement data, which is not included in this report, reflected a decline in students achieving 12 months learning growth across the 2023 school year in both English and Mathematics. Overall, there was a negative trend and movement away from our strategic plan goals in the teacher judgement area, after previously exceeding these in 2022. However, our 3-year average data in these identified areas indicate we have achieved our goal of 40% of students achieving above expected level in Reading. In Writing, 20% of students achieved above the expected level, our target was 25%. In Number and Algebra, Teacher Judgement indicated 28% of students achieved above the expected level, our target was 31%. This small discrepancy in percentages indicates one or less than one child.
Our cohort sizes and a change in the reporting data provided from NAPLAN make it difficult to make comparisons with our strategic focus. For 2023, there are Proficiency Levels – the new NAPLAN achievement measure. The limitations are there is only one year of data for this and there is no proficiency level equivalent to ‘top two bands. The number of students who participated in NAPLAN 2023 was low in each area, which further skews the data presented. Summarising our progress toward these goals would not be true reflection of student learning progression.

Wellbeing

The Student Attitudes to School Survey data showed that our school has moved to a renew (from influence) school in Stimulated Learning, Learning Confidence and Student Safety. This suggests that our student attitudes to school in these areas is static and perhaps marginally declining after previously experiencing very strong results in 2022. Maintaining those results can be challenging, particularly where the cohort sizes are small. Staff changes during the year and also year to year would have impacted this data. However, as you can see our student’s sense of connectedness remains very close to the state and similar school average. Our 4-year average in these areas exceeds the comparison data provided.

2023 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 promoted and monitored our values across the school, recognising and celebrating excellence in

student conduct through a weekly award. Through our mental health in school funding, a school social worker was engaged on a fortnightly basis to work with our staff and students. They were able to assist our students to build their emotional literacy and resilience through small group and 1:1 intervention.

Engagement

In 2023 EPS experienced an increase in the school's average absence attendance data, increasing to 23.6 days per student. Our 2023 percentage of students who had 20+ days of absence increased to 52%, This continued a rising trend in this data since 2021. Our school's attendance was impacted by the lingering influence of the pandemic affected years as well as family holidays occurring during the school term. Since 2021, the average number of absent days per student has increased by 11.6 days per year.
Class sizes were reduced, and our instructional model allowed students to have greater autonomy in their learning. Regular conferencing with teachers, and adjustment of learning goals occurred across the school. A comment linked to achievement in these conferences and classroom learning was communicated to parents each term. Learning Catch Up Conversations (Parent Teacher conference) were offered at the beginning of each term, allowing parents, teachers and students to collaborate on the future learning focus for each child.
Elmore Primary school continued to provide access to our school buildings for 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 2023 Elmore Primary school strengthened our involvement and participation in the Campaspe Cluster of small schools. This year we combined to offer shared experiences across our P-6 classrooms which included a whole school Cross County and a Science Day. Our Year 3-6 students were further involved in Athletics, Swimming, Summer Sports, Winter Sports, 3/4 Billabong Ranch Camp and 5/6 Canberra Camp.
Further extending our camps program, all Year 3-6 Elmore primary students attended an additional 3-day/ 2-night city camp in Melbourne. This event included all Elmore Primary Students attending Imax and the Melbourne Museum on day 1 of the trip.
Our school grounds benefited from reinstatement work following the departure of the portables used to house Rochester Primary School. This included planting of trees along our school boundary, installation of a connecting pathway from the school buildings to the bus stop and levelling and installation of turf to the play area.

Financial performance

Elmore Primary School continues to be in a strong and stable financial position. In 2023, the school recorded a net operating surplus of $144,032. The government provided DET grants includes funding provided to our school to subsides a third-party provider to coordinate an after-school care program on our school site and included funds required to maintain our financial obligations with this provider up until the conclusion of the 2024 school year. The increase in our expenditure in the equipment/maintenance and hire category included school council funds spent on new classroom furniture and furnishings to complement our upgraded learning spaces.
In 2023, EPS received $36,294 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 be used to meet our outstanding contractual obligations and to complete the resurfacing of the school basketball court, with preferred contractors set to commence work in Term 1, 2024.

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 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 30 students were enrolled at this school in 2023, 10 female and 20 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.

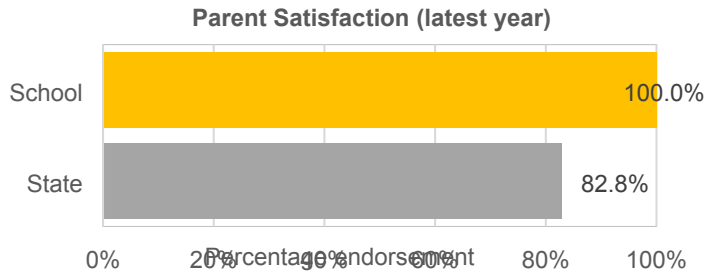
This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	100.0%
State average (primary schools):	82.8%



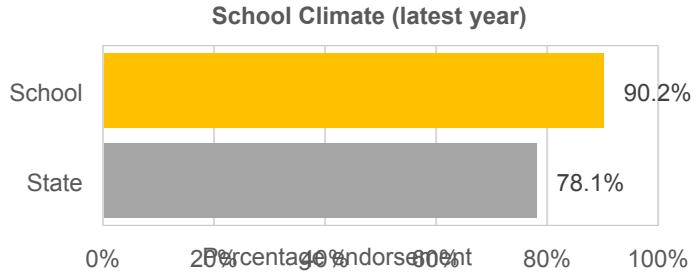
School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	90.2%
State average (primary schools):	78.1%



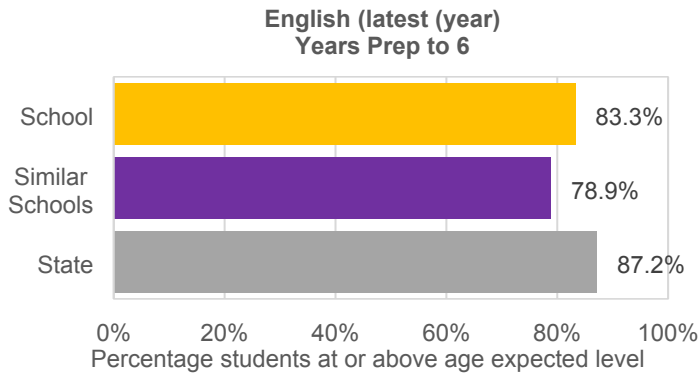
LEARNING

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.***

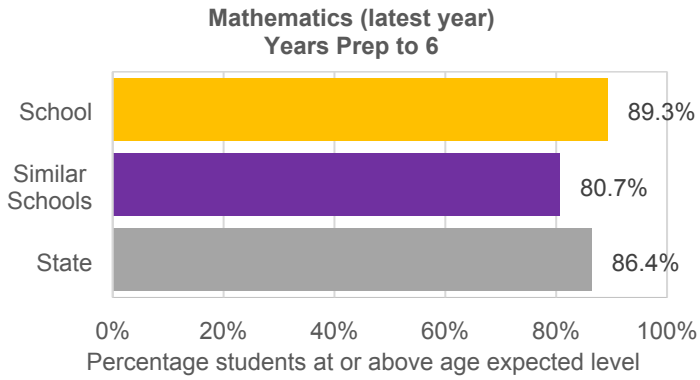
Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years Prep to 6**	Latest year (2023)
School percentage of students at or above age expected standards:	83.3%
Similar Schools average:	78.9%
State average:	87.2%



Mathematics **Years Prep to 6**	Latest year (2023)
School percentage of students at or above age expected standards:	89.3%
Similar Schools average:	80.7%
State average:	86.4%



LEARNING (continued)

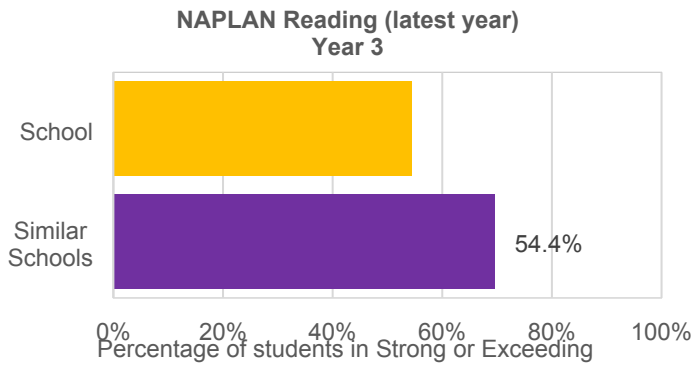
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

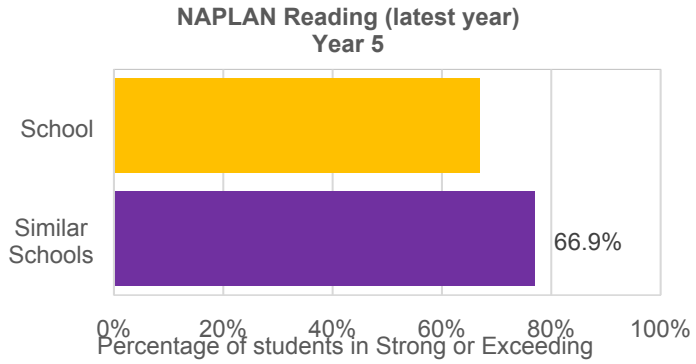
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

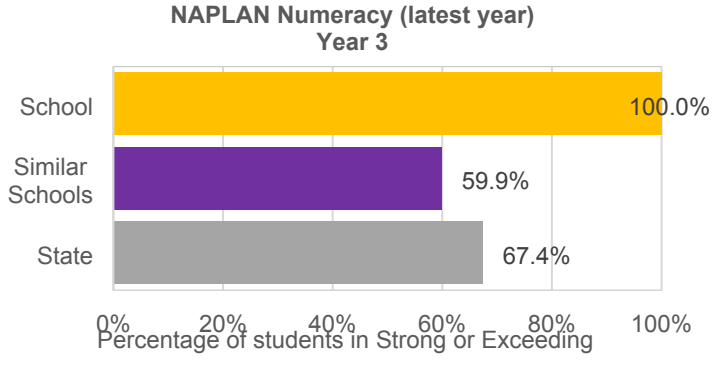
Reading Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	NDP
Similar Schools average:	54.4%
State average:	69.6%



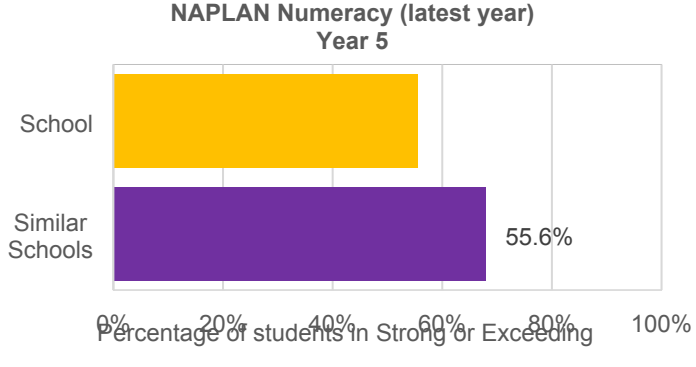
Reading Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	NDP
Similar Schools average:	66.9%
State average:	76.9%



Numeracy Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	100.0%
Similar Schools average:	59.9%
State average:	67.4%



Numeracy Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	NDP
Similar Schools average:	55.6%
State average:	67.9%



LEARNING (continued)

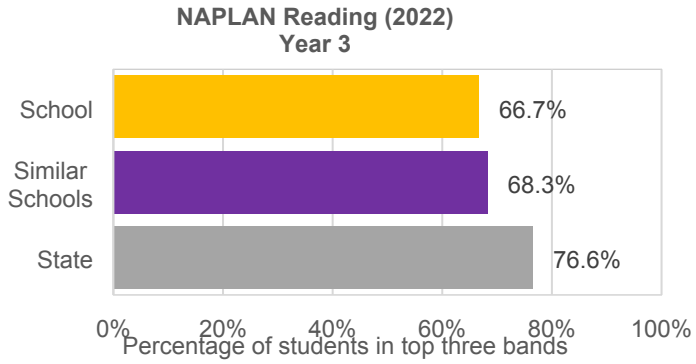
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN 2022

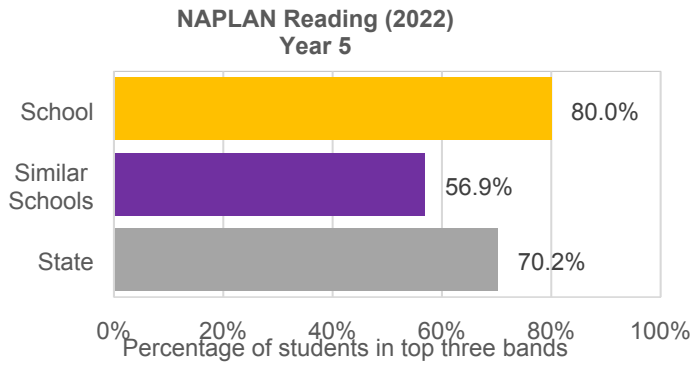
Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

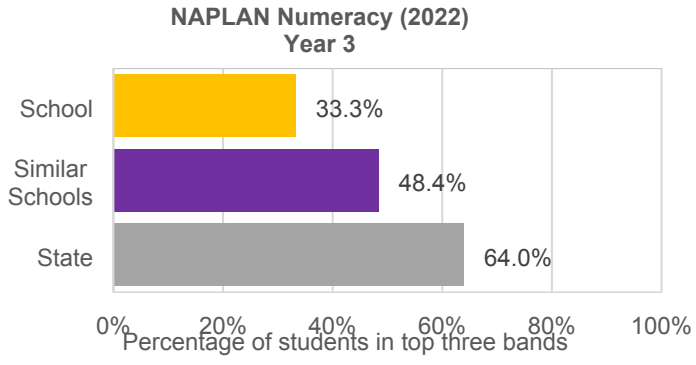
Reading Year 3	Latest year (2022)
School percentage of students in the top three bands:	66.7%
Similar Schools average:	68.3%
State average:	76.6%



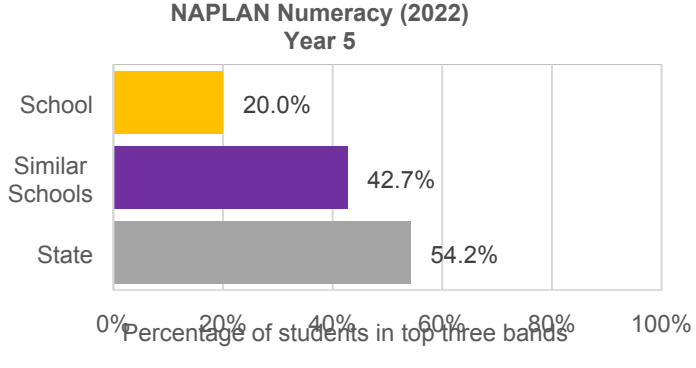
Reading Year 5	Latest year (2022)
School percentage of students in the top three bands:	80.0%
Similar Schools average:	56.9%
State average:	70.2%



Numeracy Year 3	Latest year (2022)
School percentage of students in the top three bands:	33.3%
Similar Schools average:	48.4%
State average:	64.0%



Numeracy Year 5	Latest year (2022)
School percentage of students in the top three bands:	20.0%
Similar Schools average:	42.7%
State average:	54.2%



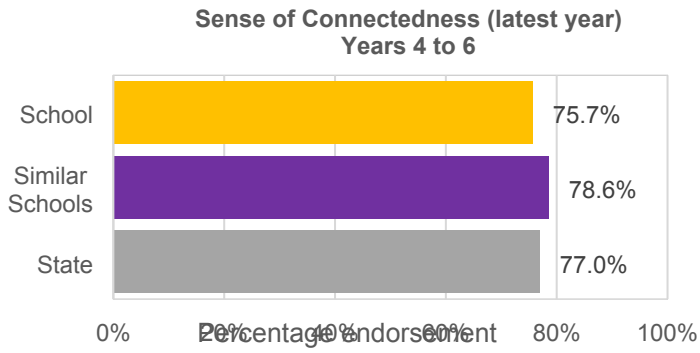
WELLBEING

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 percentage 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).

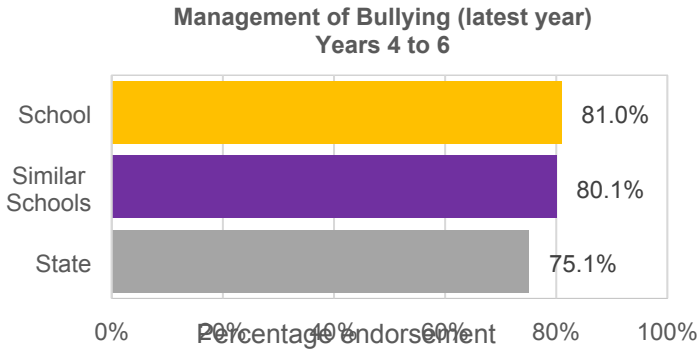
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	75.7%	89.4%
Similar Schools average:	78.6%	80.5%
State average:	77.0%	78.5%



Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	81.0%	90.1%
Similar Schools average:	80.1%	82.5%
State average:	75.1%	76.9%



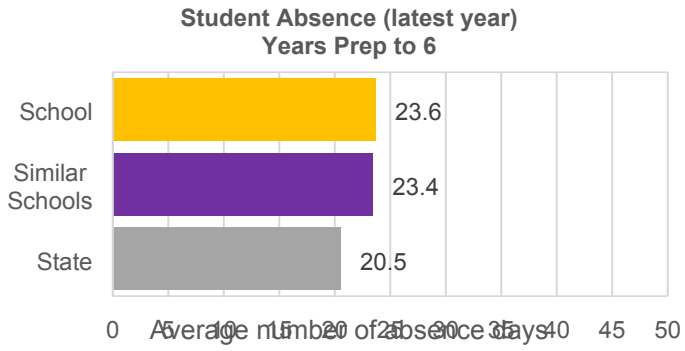
ENGAGEMENT

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 (2023)	4-year average
School average number of absence days:	23.6	15.8
Similar Schools average:	23.4	20.0
State average:	20.5	18.1



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 (2023):	92%	NDP	NDP	87%	87%	NDP	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	$655,716
Government Provided DET Grants	$221,788
Government Grants Commonwealth	$3,000
Government Grants State	$0
Revenue Other	$35,888
Locally Raised Funds	$28,765
Capital Grants	$0
Total Operating Revenue	**$945,156**

Equity [1]	Actual
Equity (Social Disadvantage)	$36,294
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$36,294**

Expenditure	Actual
Student Resource Package [2]	$527,903
Adjustments	$0
Books & Publications	$3,617
Camps/Excursions/Activities	$4,516
Communication Costs	$3,279
Consumables	$13,470
Miscellaneous Expense [3]	$13,878
Professional Development	$2,038
Equipment/Maintenance/Hire	$55,143
Property Services	$17,851
Salaries & Allowances [4]	$26,740
Support Services	$119,046
Trading & Fundraising	$4,905
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$8,736
Total Operating Expenditure	**$801,124**
Net Operating Surplus/-Deficit	**$144,032**
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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	$158,924
Official Account	$30,649
Other Accounts	$0
Total Funds Available	**$189,573**

Financial Commitments	Actual
Operating Reserve	$44,655
Other Recurrent Expenditure	$8,011
Provision Accounts	$0
Funds Received in Advance	$75,000
School Based Programs	$162,176
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	**$289,842**

All funds received from the Department of Education, 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.