2024 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 18 March 2025 at 03:28 PM by Aaron Taylor (Principal)

- As executive officer of the school council, I attest that this 2024 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 18 March 2025 at 03:28 PM by Aaron Taylor (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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 2024 we had a full-time student enrolment of 26 students. Our class structures included a Year Prep-2 and 3-6 class. Weekly AUSLAN, Physical Education and Performing Arts 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 0.4679. Elmore Primary School is an active member of the Campaspe Cluster. We work with these schools to provide a greater diversity of educational options for our students as our small schools come together for camps, excursions, and targeted cluster days throughout the year.

Progress towards strategic goals, student outcomes and student engagement

Learning

Following our completed 2024 school review, learning growth targets were set within our new strategic plan which targeted monitoring learning growth. According to teacher judgements, across the 12 months of 2024, 75% of students achieved at or above 12 months learning growth in Reading. In Writing 70% achieved 12 or more months of learning growth. In Mathematics, Number and Algebra 80% of students achieved 12 or more months of learning growth. Pleasingly, 100% of our students are achieving at or above age expected levels in Number according to teacher judgments. However, the teacher judgements for Reading indicate only 62% of students are achieving at or above the expected level. This also sits below our similar school's comparison. In Writing, 71% of students are achieving at or above the expected level, which is comparable or slightly above our similar school comparison.

Our current strategic plan does not yet contain any NAPLAN targets.

Wellbeing

Elmore Primary School is proud to continue to provide its students with a positive, caring, calm

and orderly learning environment that promotes student wellbeing and where all students can achieve their full potential. Our School's new strategic focus aims to improve student wellbeing outcomes. Key improvements strategies were identified through the development of an AIP in July of 2024. No data measures are yet available to measure the impact of the strategies due to the AToSS data being taken in Term 2. From the earlier data Students responses in 'sense of connectedness' and 'management of bullying' is slightly below our schools 4-year average and slightly below our matched similar schools.

Our school continued to implement the ACTIVE school's framework. This program promoted participation in a range of school and community events. A highlight of this saw children from the three education settings in Elmore (Elmore PS, Our Lady of Sacred Heart and Elmore Kinder) come together to share in a 'colour run' event. This event was well attended by families increasing social connectedness across our entire community. We also utilised the Mental Health funding to provide a 10-week songroom program during term 4. This culminated in a whole school performance which highlighted our student's musical prowess in front of an audience of our whole school community.

Engagement

In 2024, the school implemented an attendance incentive program, which promoted and rewarded regular school attendance. This program, along with other targeted strategies, helped to have an impact in reducing the number of students with 20+ days absence to 33%, which is a 19% reduction on 2023 data. Average days of absence also reduced by 3.1 days per student. This reduction in absence data is the first since 2021.

Teachers maintained regular home school communication. This included delivering a termly achievement comment linked to student progress in Reading, Writing and Mathematics. 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.

Our school breakfast program was supported by local volunteers who visited to assist with the program delivery, once a week.

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 run and coordinated by a third-party provider, OSHCLUB.

Other highlights from the school year

In 2024 Elmore Primary School continued to focus on the ongoing improvement of the learning spaces available to our learners. The major achievement was the resurfacing of the school basketball court and surrounds. The area is now covered in a synthetic surface, complete with sport court line markings. this provides aa safe and enjoyable space for children to play as well as adding to the overall appeal of the school facility.

In 2024 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 Kookaburra Camp and 5/6 Anglesea Surf Camp.

Financial performance

Elmore Primary School continues to be in a stable financial position despite recording an operating deficit of $27,076 in 2024. Planned asset acquisition works, relating to our basketball court resurfacing, contributed to this figure.

In 2024, the school's Strategic Plan and Annual Implementation Plan continued to provide the framework for the allocations of funds to support school priorities. Major revenue and expenditure items to support student learning, engagement and wellbeing through the Student Resource Package included:
• $28,872.55 of Tier 2 disability funding through cash and credit allocations, which was used to employ education support staff for students requiring additional support.
• $38,416 of Equity Funding was directed towards staffing to reduce the teacher: student ratio to deliver more point of need learning.
• A credit allocation of $26,500 to employ a tutor/s to implement the Tutor Learning Initiative

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.

For more detailed information regarding our school please visit our website at www.elmoreps.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 26 students were enrolled at this school in 2024, 6 female and 20 male.

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

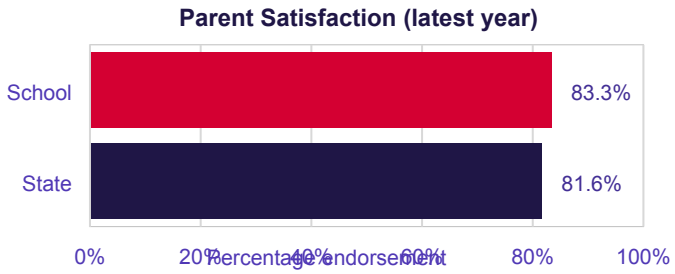
This school's SFOE band value is: **Medium**

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 (2024)
School percentage endorsement:	83.3%
State average (primary schools):	81.6%



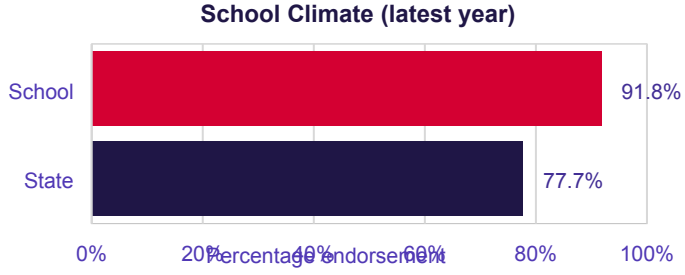
School Staff Survey

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 (2024)
School percentage endorsement:	91.8%
State average (primary schools):	77.7%



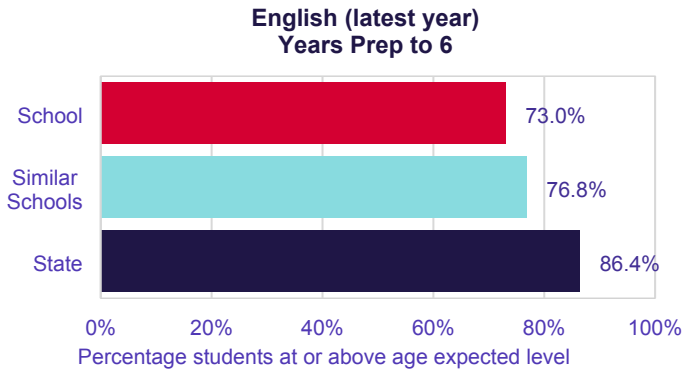
LEARNING

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.***

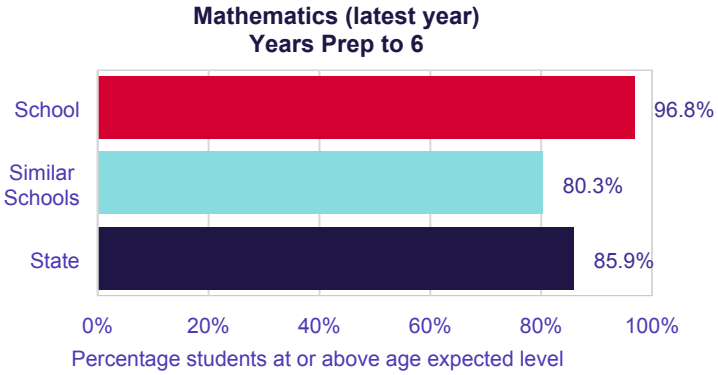
Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	73.0%
Similar Schools average:	76.8%
State average:	86.4%



Mathematics **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	96.8%
Similar Schools average:	80.3%
State average:	85.9%



LEARNING (continued)

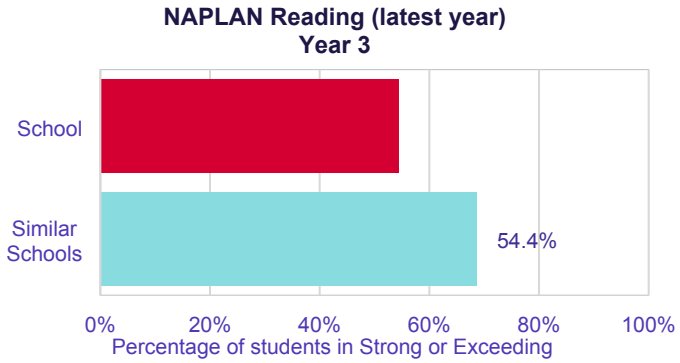
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

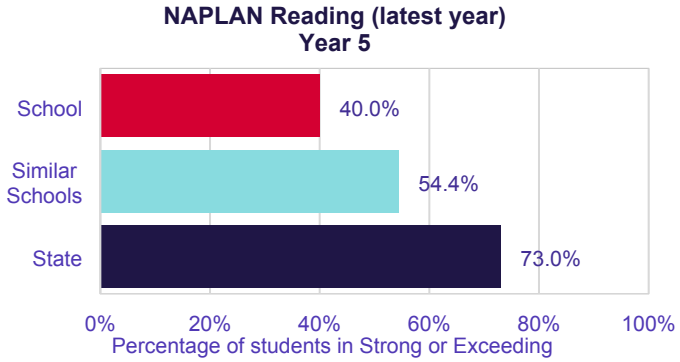
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

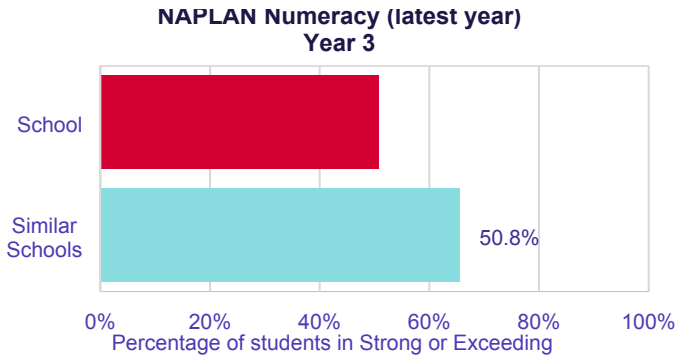
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	75.0%
Similar Schools average:	54.4%	56.7%
State average:	68.7%	69.2%



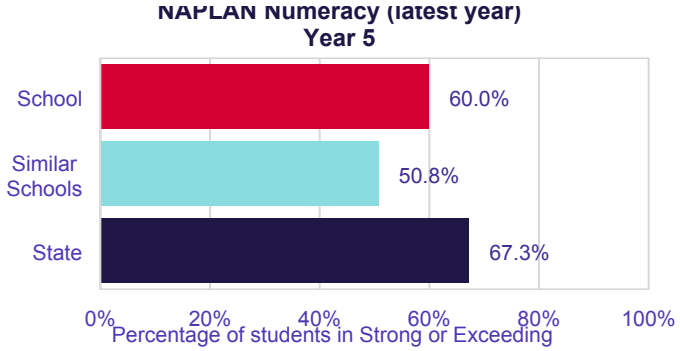
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.0%	57.1%
Similar Schools average:	54.4%	63.4%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	100.0%
Similar Schools average:	50.8%	59.6%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	62.5%
Similar Schools average:	50.8%	54.1%
State average:	67.3%	67.6%



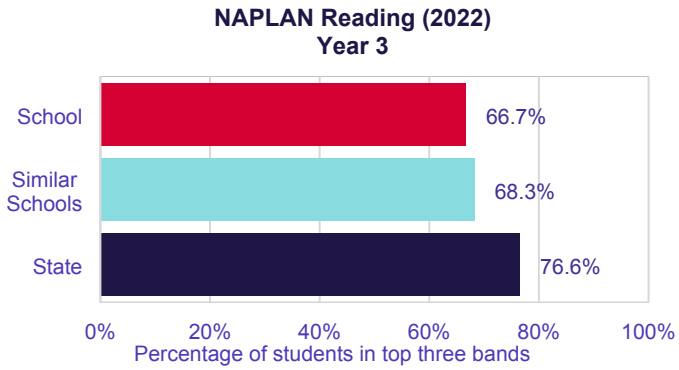
LEARNING (continued)

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.***

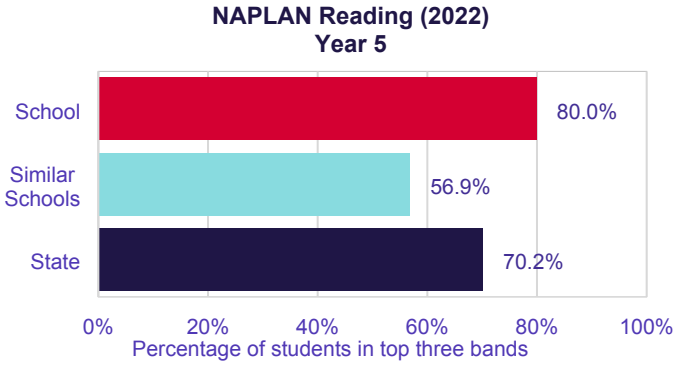
NAPLAN 2022

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

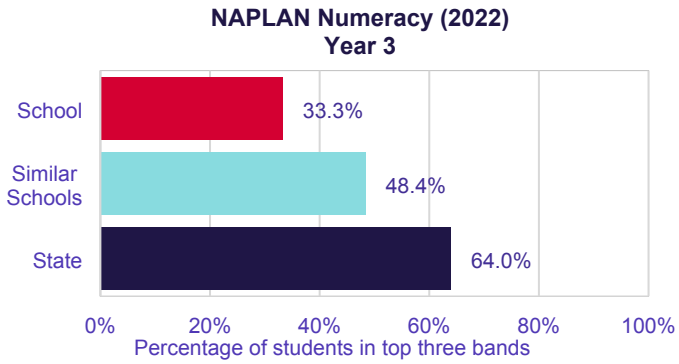
Reading Year 3	(2022)
School percentage of students in the top three bands:	66.7%
Similar Schools average:	68.3%
State average:	76.6%



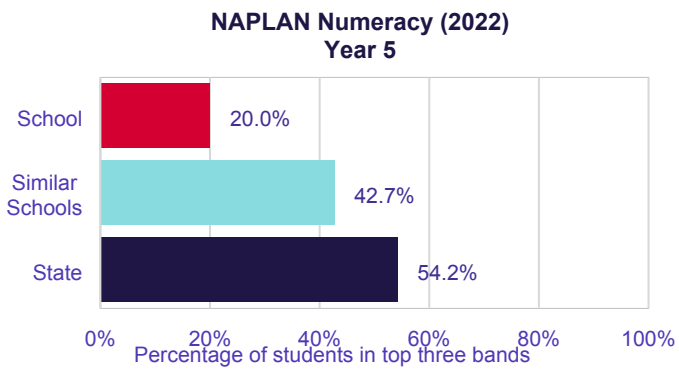
Reading Year 5	(2022)
School percentage of students in the top three bands:	80.0%
Similar Schools average:	56.9%
State average:	70.2%



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



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



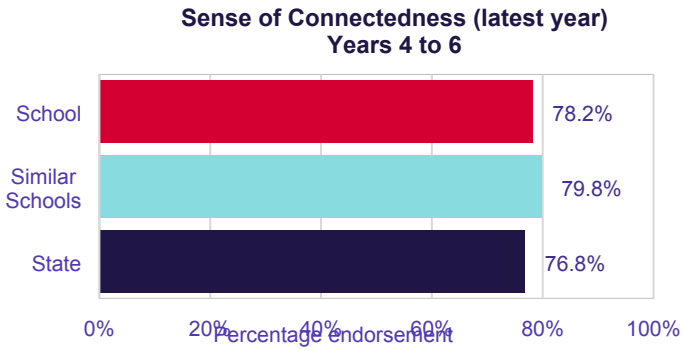
WELLBEING

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).

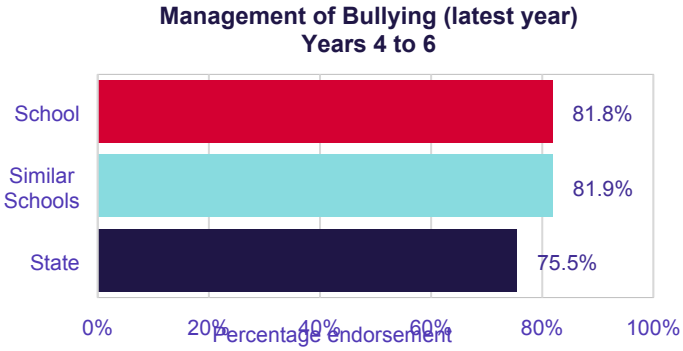
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	78.2%	85.3%
Similar Schools average:	79.8%	81.1%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	81.8%	87.0%
Similar Schools average:	81.9%	82.5%
State average:	75.5%	76.3%



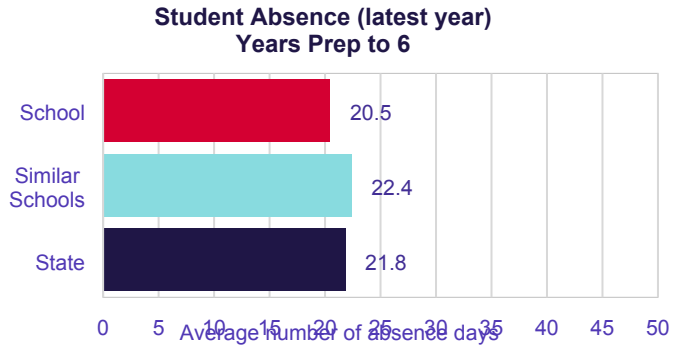
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6	Latest year (2024)	4-year average
School average number of absence days:	20.5	19.0
Similar Schools average:	22.4	21.2
State average:	21.8	20.1



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 (2024):	91%	89%	NDP	NDP	86%	92%	NDP

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	$502,352
Government Provided DET Grants	$190,966
Government Grants Commonwealth	$3,250
Government Grants State	$0
Revenue Other	$38,451
Locally Raised Funds	$24,693
Capital Grants	$0
Total Operating Revenue	**$759,713**

Equity [1]	Actual
Equity (Social Disadvantage)	$38,416
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$38,416**

Expenditure	Actual
Student Resource Package [2]	$557,626
Adjustments	$0
Books & Publications	$463
Camps/Excursions/Activities	$16,190
Communication Costs	$1,789
Consumables	$17,102
Miscellaneous Expense [3]	$17,747
Professional Development	$5,640
Equipment/Maintenance/Hire	$11,975
Property Services	$40,718
Salaries & Allowances [4]	$23,759
Support Services	$76,272
Trading & Fundraising	$4,425
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$13,083
Total Operating Expenditure	**$786,789**
Net Operating Surplus/-Deficit	**($27,076)**
Asset Acquisitions	**$70,459**

(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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	$131,786
Official Account	$16,093
Other Accounts	$0
Total Funds Available	**$147,879**

Financial Commitments	Actual
Operating Reserve	$38,194
Other Recurrent Expenditure	$2,100
Provision Accounts	$0
Funds Received in Advance	$16,941
School Based Programs	$27,550
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	**$84,784**

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.