

2018 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 2018 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 25 March 2019 at 12:08 PM by Michelle Griffiths
(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 2018 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 30 April 2019 at 02:11 PM by Timothy Giffin (School
Council President)

About Our School

School context

Elmore Primary School was established in 1875 and is located in the rural township of Elmore, 47kms north-east of Bendigo. In 2018 the school had an enrolment of 26 students, 19 families and 3.3 staff EFT. There are no Koorie or ESL students or students funded under Disability and Impairment. Elmore PS is an active member of the Campaspe Small Schools Cluster which brings together five small schools to organise annual camps, sporting events and a Science day. The remodelling and refurbishment of the school buildings in 2009 provided a set of flexible learning spaces as well as new administrative and staff facilities. The following values underpin all of our work: Respect, Resilience, Citizenship and Integrity. The school fosters close links to parents and the broader school community.

Framework for Improving Student Outcomes (FISO)

Goal 1: Excellence in Teaching and Learning - Building Practice Excellence: KIS 1: Build Teacher capacity to deliver consistent high quality teaching, learning, assessment and reporting practices, aligned with agreed whole school expectations; to use data to effectively track student achievement and inform teacher planning. KIS 2: Build and document the guaranteed and viable curriculum: An effective whole school Literacy curriculum that informs consistent pedagogy and assessment practices school wide, and the triangulation of data to provide an accurate picture of individual achievement.

Goal 2: Community Engagement in Learning - Building Communities: KIS 1: Build a safe, focussed and stimulating environment and develop meaningful home/school partnerships.

Achievement

Achievement Goal: To improve the learning growth and achievement of every student in literacy and numeracy. New staff were introduced to the Literacy Instructional Model and assisted with the development of the Numeracy model. A Community of Practice was developed with a focus on principles 7.2 and 7.4 which was largely about peer observation and holding each other to account. Student data was shared at staff meetings and challenges / next steps discussed. A new system of data tracking was introduced and a new reporting package was purchased and trialled at the end of the year. The High Impact Teaching Strategies (HITS) were built into teacher practice with an initial focus on Multiple Exposures. Staff participated in coaching, team teaching and moderation sessions. A change of staffing in the senior grade has led to a different perspective of what 'at expected level' looks like, resulting in lower teacher judgement results this year. Parent Opinion survey shows growth in all eleven target areas over 90% bar one, and that one has improved from 45.5% to 85%. NAPLAN data continues to be a challenge with low numbers and no Grade 3 students in 2019, further emphasising the importance of ensuring multiple sources of data.

Engagement

Engagement Goal: To provide a student centred, stimulating environment that engages and motivates students in their learning and fosters authentic relationships.

Through the Student Attitude to School Survey, students tell us that they are very happy with their school. Much of the data exceeds the goals set in the 2016 Strategic Plan:

Sense of Confidence 90%

Sense of Connectedness 98%

Stimulating Learning 95%

Student Motivation Motivation and Interest 100%

Effective Teaching Time 96%

Teacher Concern 98%

Future goals include increased student voice in learning choices.

Wellbeing

To ensure support for every student and to build positive emotional health, mental health and wellbeing. Student attendance data has improved significantly since the implementation of a revised system of tracking and communication with parents and the communication of the 'Same Day Notification' expectation from DET. 'Attitudes to attendance' factor on the Parent Opinion Survey jumping from 45.5% in 2017 to 85% in 2018. The targeted areas in the Parent Opinion Survey show significant improvements with the overall result % positive showing growth in all areas. Surveys of families to ask for feedback around preferred communication options and regular communication via weekly text message, weekly Newsletter and local newspaper EPA have led to improved communication with families. The Resilience, Rights and Respectful Relationships SEL program has been implemented on a regular basis and has also had a positive impact on student wellbeing, providing valuable opportunities to discuss potential student concerns.

Financial performance and position

The school has maintained a strong financial position with locally raised funds making a significant contribution to this total. Successful applications were made for grants which were used for the Environment Projects and technology updates. The School Sponsorship program has also brought in additional locally raised funds which have been allocated towards supporting program delivery including the MACC and MARC vans. The Parents and Friends sub-committee of school council have held several fund raising activities and both staff and families volunteer at the local B&S Summer Send-off Ball and Elmore Field Days, raising additional funds for the school. These funds have been held against the laptop program and the major fundraiser for resurfacing the undercover area. Equity funding has been channelled into providing specialist programs including Languages, PE and Music.




For more detailed information regarding our school please visit our website at
<https://www.elmoreps.vic.edu.au>

Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 26 students were enrolled at this school in 2018, 8 female and 18 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

















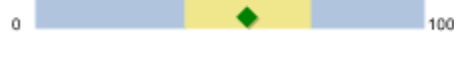
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>









Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>96 %</td><td>86 %</td><td>NA</td><td>97 %</td><td>92 %</td><td>92 %</td><td>94 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	86 %	NA	97 %	92 %	92 %	94 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	86 %	NA	97 %	92 %	92 %	94 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Higher</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$349,309
Government Provided DET Grants	\$82,109
Government Grants Commonwealth	\$1,871
Revenue Other	\$2,509
Locally Raised Funds	\$30,722
Total Operating Revenue	\$466,520

Equity ¹	
Equity (Social Disadvantage)	\$40,925
Equity Total	\$40,925

Expenditure	
Student Resource Package ²	\$354,799
Books & Publications	\$30
Communication Costs	\$3,091
Consumables	\$9,390
Miscellaneous Expense ³	\$13,463
Professional Development	\$6,283
Property and Equipment Services	\$29,801
Salaries & Allowances ⁴	\$17,268
Trading & Fundraising	\$7,224
Utilities	\$10,331
Total Operating Expenditure	\$451,680
Net Operating Surplus/-Deficit	\$14,839
Asset Acquisitions	\$0

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$30,163
Official Account	\$13,961
Total Funds Available	\$44,124

Financial Commitments	
Operating Reserve	\$14,472
Total Financial Commitments	\$14,472

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

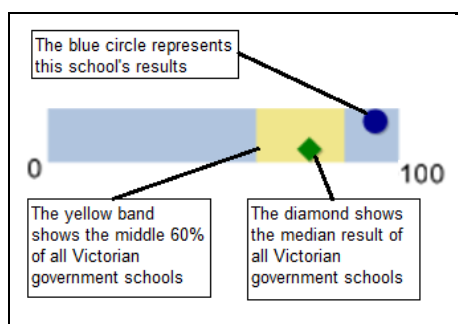
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

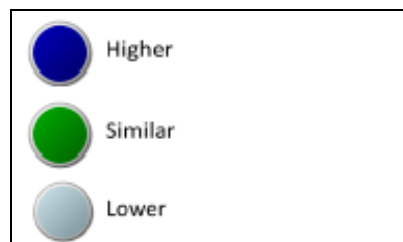


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').