

2019 Annual Report to The School Community



School Name: Elphinstone Primary School (0220)



- 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 2019 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 19 March 2020 at 04:48 PM by Brendan Stewart (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 March 2020 at 07:08 PM by Sara Eagle (School Council President)

About Our School

School context

SCHOOL PURPOSE:

At Elphinstone Primary we aim to inspire our students with a love of learning in a nurturing environment. We will provide an education catering for each student's academic, social, emotional and physical needs so that they can reach their full potential. Our school values revolve around the three pillars of integrity, responsibility and respect. Our school is in a hub of a small active rural community situated 45 kilometres south of Bendigo adjacent to the Calder Freeway. In 2019 our student enrollment numbers were 17. The School had 1.6 full time teaching staff component and a 0.2 Education Support Officer (Business Manager) and 0.79 Education Support (Teacher Aide).

Our school is committed to teaching and learning and view this as a partnership between students, teachers, families and the community. The school values and encourages a strong parent and broader community relationship as a means of developing the students' connection to school. Elphinstone Primary School offers a diverse range of curriculum opportunities for all students with a strong emphasis on Literacy and Numeracy. Regular specialist programs are provided in Science, Visual Arts, Music, Coding/Robotics and Library at all year levels.

A feature of the school is the on-going development of an environment that is appealing, stimulating and safe. At Elphinstone Primary School we promote and celebrate success and give all students the opportunity to reach their potential in a caring, supportive and positive environment.

Our students are confident, independent and engaged learners. There is a strong partnership between parents, staff and the wider community with a high level of parent engagement and participation across our school.

SCHOOL VALUES:

Our purpose is underpinned by our three values which are evident in celebrating student achievement, student recognition and everyday classroom protocols :

Integrity

All members of the school community - students, staff, parents and carers - should strive to be of good character, to be honest and truthful, to care for each other and have pride in what we do.

Responsibility

Each and every member of our school community should be accountable for their actions, effort and behaviour.

Respect

Aim for inclusiveness and to show consideration, empathy, attentiveness and courtesy to others.

Framework for Improving Student Outcomes (FISO)

Elphinstone Primary School's Strategic plan goals are as follows:

- Develop self-motivated learners with strong, core academic skills in literacy and numeracy to maximise student learning growth and ensure each student makes or exceeds expected progress.
- Establish a rich relevant, challenging and stimulating learning environment that engenders consistently high levels of student and parent connectedness.
- Foster a vibrant, school community that enhances student resilience, supports every student, and builds positive, emotional and mental health and well-being
- Strategically align available resources [human, financial, time, space and materials] with school goals, to maximise student learning outcomes.

Our FISO priorities and initiatives are

Excellence in teaching and learning - Building practice excellence and Curriculum planning and assessment:

Throughout 2019 the principal and classroom teacher continued to enhance and build on the school's Literacy program following on from the Leading Literacy courses undertaken the previous year. The teaching of best practice literacy is be embedded throughout the school following an agreed teaching model in reading writing and numeracy.

Community engagement in learning - Building communities:

The school has continued to emphasise and build upon working with the local community. A major highlight for the

year was the formation of the Junior School Council and the development of a community library which will be completed in 2020.

Achievement

Elphinstone Primary School is achieving results that are similar to those achieved in other government schools on adjusted school performance.

In 2019 the percentage of students working at or above expected standards in English was higher than similar schools throughout the state.

Four year average for both reading and numeracy are significantly higher than the median of all government schools

Key strategies to support continued improvement include:

- School principal working closely with teachers to develop improved classroom teaching practice, with a particular focus on writing.
- Resourcing of intervention programs for students requiring support.
- Focus on data to inform planning and teaching.
- Use of information technology to support student learning including Google Docs and Google Classroom
- Implementation of school and regional Literacy and Numeracy Strategy Plans.

In 2020 we will continue to focus on providing a consistent approach to explicit teaching of literacy and numeracy skills so that all students experience success and are developed to their full potential.

Engagement

Our focus in 2019 was continuing to improve student perception of the importance of education in their lives. Our attendance figures over 2019 were above a similar school comparison we continue to place a significant emphasis on communications about the importance of regular attendance.

The Year 4-6 Student Attitude to School survey data which measured student's sense of connectedness and management of bullying indicates outcomes that were below other school when compared against adjusted measures.

Key strategies that further supported student engagement and attendance in 2019 included:

- The formation of a student school council, who meet twice per term with parents and teaching staff.
- Continued participation in the 'Learn for Life' problem solving and life skills program and the introduction of the web based 'Life Skills' enhanced the teaching of student wellbeing in 2019.

A continued emphasis on encouraging and rewarding positive student behaviour, student achievement and attendance occurred throughout the year.

Wellbeing

Elphinstone Primary School has in place programs to support the various transitions our students make in their school life.

- Small school cluster activities, including overnight camps, sporting activities and incursions provide students with opportunities to build social networks and develop self-confidence.
- Pre-school to Primary School, links are made with local pre-schools to increase school readiness.
- During Term 4 our school conducts an inclusive program to provide parents and new prep students with the opportunity to participate in school and classroom familiarisation activities.
- An information handbook is issued to all parents of newly enrolled students.
- Transition from Year 2 to 3 within the school is supported through a Buddy Program which operates weekly to develop social confidence.
- The Year 6 to 7 transition program, developed by teachers, supports our students, a majority of which transfer to Castlemaine Secondary College.

Financial performance and position

Elphinstone Primary School for 2019 has a surplus of \$15,960, this was a result of carefully planning a consistent ratio of teachers/support staff to students.

In 2019 the school received and spent funding in addition to the Student Resource Package which included: Sporting Schools Grants of \$2,500 used for students to participate in gymnastics, basketball and the annual swimming program. Bushfire Preparedness Program of \$12,000 used for grounds maintenance and improvements. Fundraising of \$2,000 from parents organising BBQs, Pasta Night, Christmas Raffle and regular Lunches for students, staff and families. Students participated in extracurricular activities including camps at Somers, Anglesea and Swan Hill plus inter school sports and excursions to Castlemaine State Festival, Metcalfe Senior Citizens and end of year to Bendigo.




For more detailed information regarding our school please visit our website at
<https://www.elphinstoneps.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	
<p>Enrolment Profile</p> <p>A total of 17 students were enrolled at this school in 2019, 7 female and 10 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	<p>No Data Available</p>

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Similar </p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools:		Similar School Comparison	
Results for this school: Median of all Victorian Government Primary Schools:		Above	Similar Below
Achievement	Student Outcomes	Similar 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>	No Data Available	
<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>	No Data Available	

Performance Summary

Achievement	Student Outcomes	Similar 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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>96 %</td> <td>98 %</td> <td>92 %</td> <td>95 %</td> <td>97 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	96 %	98 %	92 %	95 %	97 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	96 %	98 %	92 %	95 %	97 %	93 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$293,629	High Yield Investment Account	\$21,672
Government Provided DET Grants	\$59,214	Official Account	\$5,427
Government Grants Commonwealth	\$2,500	Total Funds Available	\$27,098
Revenue Other	\$2,682		
Locally Raised Funds	\$11,222		
Total Operating Revenue	\$369,247		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$277,909	Operating Reserve	\$10,000
Communication Costs	\$1,728	Other Recurrent Expenditure	\$1,007
Consumables	\$5,695	Funds for Committees/Shared Arrangements	\$1,609
Miscellaneous Expense ³	\$18,746	Maintenance - Buildings/Grounds < 12 months	\$10,807
Professional Development	\$1,229	Total Financial Commitments	\$23,423
Property and Equipment Services	\$27,228		
Salaries & Allowances ⁴	\$11,340		
Trading & Fundraising	\$1,352		
Travel & Subsistence	\$499		
Utilities	\$3,518		
Total Operating Expenditure	\$349,244		
Net Operating Surplus/-Deficit	\$20,003		
Asset Acquisitions	\$0		

(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 26 February 2020 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)

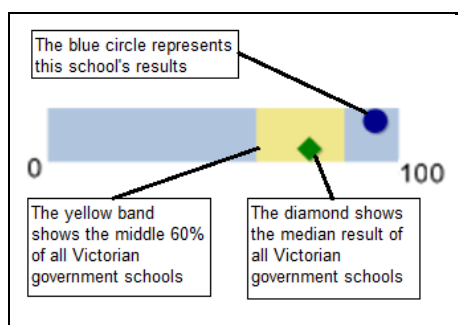
Engagement

- 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).

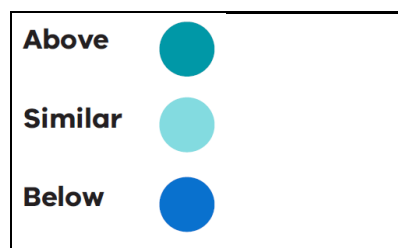


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').