2020 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 2020 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 16 March 2021 at 09:29 AM by Brendan Stewart (Principal)

The 2020 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 23 March 2021 at 10:00 AM by Trinity Mawson (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *'Victorian Curriculum'*?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 2020 our student enrollment numbers were 19. The School had 2.0 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. This year we started a 2 year Commonwealth Government National Schools' Chaplaincy Program with Scripture Union Victoria. Regular specialist programs are provided in Visual Arts, Music, Coding/Robotics, Life Education (both face to face and online) and Mobile 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)

The 2020 school year threw challenges at students, parents and teachers in ways that were never contemplated. Almost one third of the school year was undertaken under flexible and remote learning conditions with no face to face contact between students and teachers during this time. The role of the parents was crucial during this phase and the connection between home and school became stronger as a result. Parent satisfaction data which indicated positive responses was at 94% during 2020 which was almost 15% above statewide average. The Key Improvement Strategies contained in the 2020 AIP always remained a focus regardless of the situation the school faced. Elphinstone Primary succeeded where many schools failed in continuing the teaching and learning and keeping students engaged and attending on line classes at rates higher than expected. There were no interruptions during the two transitions and many improvements were made as a result of student and parent feedback after Lockdown 1.0 and moving into the extended Lockdown 2.0. We did this by continuing to harness the virtual learning experiences on offer to enhance the program of classroom teachers, such as developing inquiry based topics using live cameras viewing peregrine falcons and fairy penguins and newly developed online resources were eagerly adopted such as the Life Education and Life Skills Go platforms. The teaching staff developed curriculum around the virtual world and utilised resources that were accessible and engaging to students. The timetable and curriculum continued to be followed albeit in a modified way and small differentiated classes rotated throughout the day in key learning areas of literacy and numeracy.

Datawise protocols were incorporated into meeting structures and provided for more efficient meetings and allowed for a deeper level of conversation around the topic of discussion. Teachers continued to embed the use of Fountas and Pinnell to monitor students reading and to give direction for the next area for focused teaching, regardless of where the students were, at home or school. F & P was instrumental at the end of the year to identify and develop support programs for students who did not make expected learning gains throughout the year.

Achievement

Without NAPLAN in 2020, many achievement targets were based around teacher judgments. With English achievement data, 94.7% of student at Elphinstone Primary School were at or above age expected standards which was almost 10% higher than both similar school and state average. Mathematics recorded 89.5 % students at or above expected standards which was approximately 4% above similar and state means. This school managed the two extended periods of remote and flexible learning extremely well and had systems and infrastructure already in place which led to very little disruption to learning. Students had online small group and 1:1 classes in both Literacy and Numeracy from the first day onwards. Students were already comfortable with the Google suite of school applications and teachers were already using Google Classrooms for sharing content and providing feedback to students and parents. Elphinstone Primary had the capacity to provide each student, regardless of age, a device to use and learn from at home. During the two periods of remote learning the school harnessed the use of virtual learning experiences to enhance the learning program for the students. A key learning resulting from student and parent feedback from their lockdown experience was the opportunity to continue online teaching when students returned to the classroom. An example of this was the online live science lessons facilitated by the Discovery Science Centre in Bendigo catering for small schools such as ours. We look forward to continuing this type of learning into the 2021 school year.

Engagement

The switch to the two extended remote learning periods enhanced the communication with families as they became key partners in the teaching and learning of their children. Students continued to have their learning data shared during this time which allowed them to set goals in reading and writing whilst working from home. Parents became key players in this process, and parent teacher interviews were conducted online instead of traditional face to face contact. We continued our development of our Junior School Council which resulted in a major achievement by collectively identifying that the toilet block was, in their eyes, in need of upgrading. Following this, the school secured significant funding of $50K for its refurbishment which will be undertaken in 2021.
Student Attendance for both phases of learning (School and Home) was well above state and similar school data with an average of 8.1 absent days per year (Similar schools 13.0 and Statewide 13.8 days). It was also significant that student attendance online was almost 100% for both home learning phases and any absence was followed up and an explanation given and recorded.
Schools were expecting some difficulty for both students and parents transitioning back into the classroom after two extended periods of students learning from home. To support student engagement during the transition back to onsite learning our school modified and added additional break times and created more flexibility in the classroom including the popular 'Fun Friday', where students could choose their learning topics and activities, including 'coding club' during lunchtime. Online learning continued for subjects such as science and history utilising the knowledge and expertise gained form Flexible and Remote Learning and the various organisations that provided it such as the Melbourne Museum and Science and Discovery Centre in Bendigo.

Wellbeing

A strong approach to wellbeing was prioritised by staff, students and their families as they experienced remote and onsite learning in 2020. Our school significantly modified the delivery of health and wellbeing supports to students and their families in multiple ways. Our school has worked towards this through the whole school utilisation of Life Skills Go, an online platform that supported students and their wellbeing both online during remote learning, and upon returning to the school environment. During remote learning, students accessed Life Education; a service that traditionally provides in-person wellbeing information; through their online portal and then continued its usage once face-to-face learning reoccurred. Additionally, our school is actively involved in Respectful Relationships, and older students were able to experience Preparation for Puberty through mixed delivery. This continuity of learning across remote and face to face education promoted positive wellbeing consistently to students. The ATS results suggest that 73% of students

felt a 'sense of connectedness' and the abovementioned wellbeing initiatives will continue into 2021 in order to see an increase in this result; which was unsurprising due to the social constraints of remote learning. More positively, the ATS revealed a result of 96.3% relating to the management of bullying, which has been supported by the school's commitment to having wellbeing supports in place for students and families.

Financial performance and position

Elphinstone Primary School for 2020 has a surplus of $27,419 (including 2021 Tutor learning program contribution of $4,500) this was a result of carefully planning a consistent ratio of teachers/support staff to students.
In 2020 the school received and spent funding in addition to the Student Resource Package which included: Sporting Schools Grants of $1,650 used for students to participate in gymnastics and a modified swimming program. Bushfire Preparedness Program of $13,051 used for grounds maintenance and improvements. COVID-19 cleaning uplift of $8,775. Fundraising of $586 from parents organising a BBQs, this amount was reduced due to COVID-19. Students participating in extracurricular was put on hold due to COVID-19.

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

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 18 students were enrolled at this school in 2020, 9 female and 9 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) which takes into account parents' occupations and education.
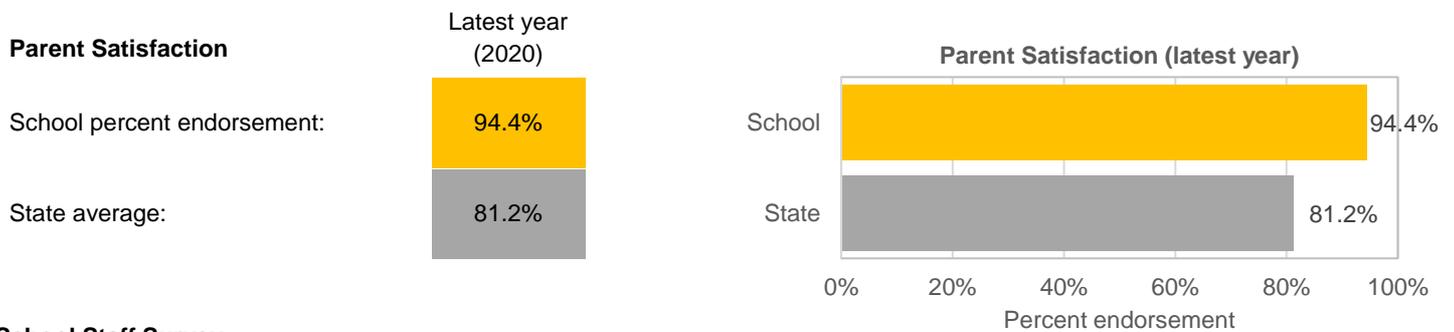
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
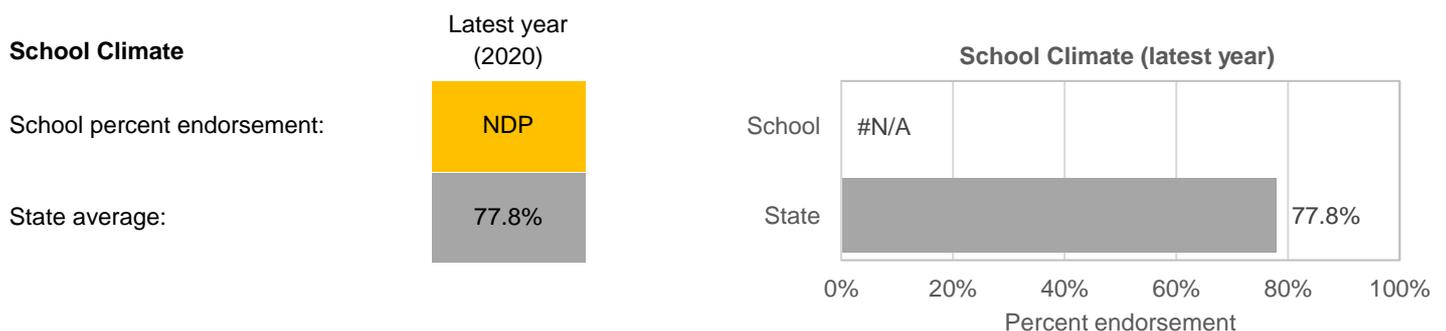
Parent Satisfaction	Latest year (2020)
School percent endorsement:	94.4%
State average:	81.2%

Parent Satisfaction (latest year)

School 94.4%
State 81.2%

Percent endorsement

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 (2020)
School percent endorsement:	NDP
State average:	77.8%

School Climate (latest year)

School #N/A
State 77.8%

Percent endorsement

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	94.7%
Similar Schools average:	86.4%
State average:	86.3%

English (latest (year)
Years Prep to 6

School 94.7%
Similar Schools 86.4%
State 86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
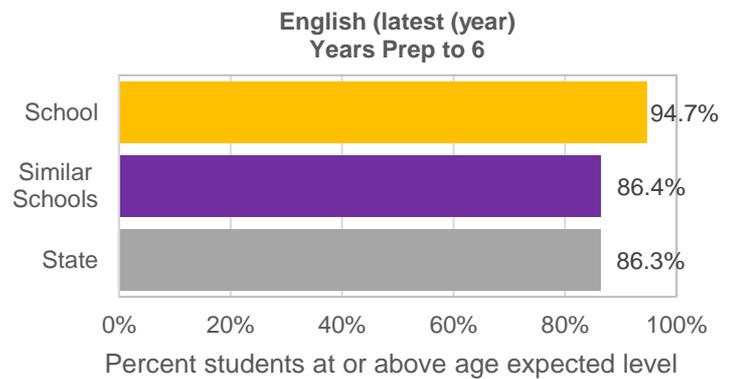
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	89.5%
Similar Schools average:	86.3%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School 89.5%
Similar Schools 86.3%
State 85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
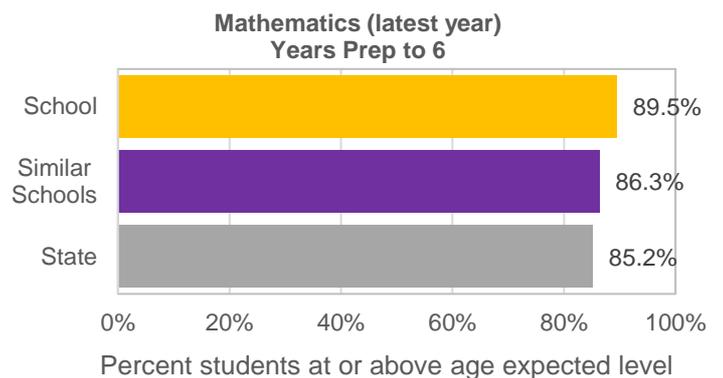
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

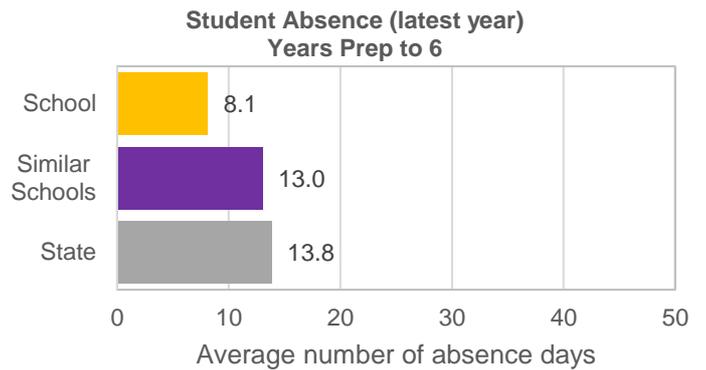NAPLAN tests were not conducted in 2020.

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	8.1	11.5
Similar Schools average:	13.0	15.2
State average:	13.8	15.3

**Student Absence (latest year)
Years Prep to 6**

	Average number of absence days
School	8.1
Similar Schools	13.0
State	13.8

Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	NDP	NDP	NDP	93%	NDP	NDP

WELLBEING

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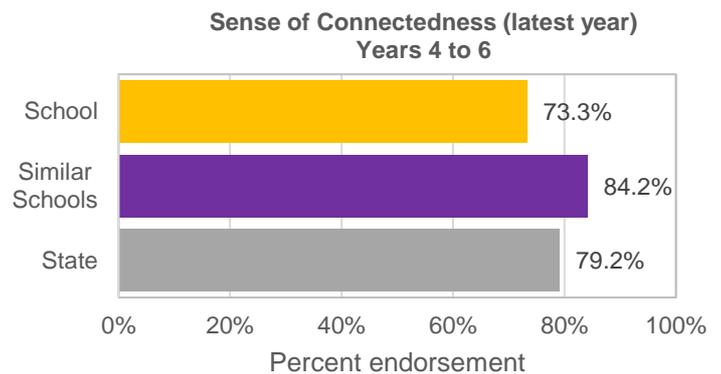
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	73.3%	77.6%
Similar Schools average:	84.2%	81.9%
State average:	79.2%	81.0%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

**Sense of Connectedness (latest year)
Years 4 to 6**

School 73.3%
Similar Schools 84.2%
State 79.2%

0% 20% 40% 60% 80% 100%
Percent endorsement

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	96.3%	79.7%
Similar Schools average:	86.5%	84.1%
State average:	78.0%	80.4%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.
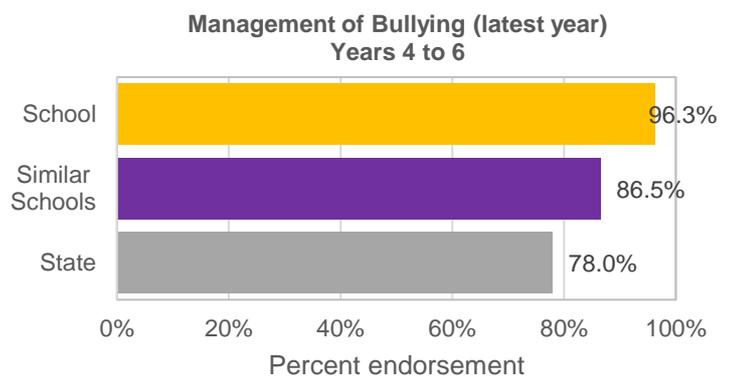
**Management of Bullying (latest year)
Years 4 to 6**

School 96.3%
Similar Schools 86.5%
State 78.0%

0% 20% 40% 60% 80% 100%
Percent endorsement

Financial Performance and Position

Revenue	Actual
Student Resource Package	$332,094
Government Provided DET Grants	$83,693
Government Grants Commonwealth	$2,980
Government Grants State	$545
Revenue Other	$870
Locally Raised Funds	$4,630
Capital Grants	NDA
Total Operating Revenue	**$424,813**

Equity [1]	Actual
Equity (Social Disadvantage)	$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$5,000**

Expenditure	Actual
Student Resource Package [2]	$304,675
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	$895
Communication Costs	$1,294
Consumables	$4,139
Miscellaneous Expense [3]	$3,948
Professional Development	$581
Equipment/Maintenance/Hire	$5,897
Property Services	$42,125
Salaries & Allowances [4]	$11,048
Support Services	$9,224
Trading & Fundraising	$2,026
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$2,833
Total Operating Expenditure	**$388,686**
Net Operating Surplus/-Deficit	**$36,128**
Asset Acquisitions	**NDA**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$26,388
Official Account	$8,865
Other Accounts	NDA
Total Funds Available	**$35,253**

Financial Commitments	Actual
Operating Reserve	$10,000
Other Recurrent Expenditure	$705
Provision Accounts	NDA
Funds Received in Advance	$417
School Based Programs	$500
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$2,208
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$1,450
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$15,280**

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.