

2017 Annual Report to the School Community



School Name: Elwood Primary School

School Number: 3942





About Our School

School Context

We are an inner bayside school [located in the City of Port Phillip], established in 1917, with the majority of our students drawn from nearby areas with the school enforcing a neighbourhood boundary in 2010. The school is in a quiet, residential area close to other facilities such as public transport, beaches and shopping villages. The school forms part of an education precinct, (The HUB) including the Poets Grove Maternal Health, Childcare and Kindergarten Centre, Elwood Primary School and Elwood College.

The school population reflects the characteristics of the Elwood community with its diversity of socio – economic and cultural backgrounds. A strength of the school is the value placed on ‘community’. Parents and teachers work in an educational partnership to support each child’s learning journey. Parental involvement in the many aspects of school life is highly valued, including the school markets which provide a strong sense of connectedness, and a major source of school fundraising. Many parents have flexible work arrangements that allow them to contribute during school hours, and in particular, the mix of creative and performing artists in the community supports and enhances the school’s learning and teaching programs. All buildings and learning spaces have been modernised to create positive classroom environments that seek to create flexible spaces that meet the needs of all learners in a variety of situations.

The school has grown from 551 in 2009 to 807 in 2017. Our Prep enrolment has doubled since 2005 and was 135 in 2017.

The school’s programs reflect our priority focus on the foundations of learning as well as the wellbeing of students, and are designed to assist in developing skills for life-long learning. The values which form the basis of the school’s actions are: empathy, resilience, respect, integrity and responsibility. They include the YCDI Foundations of organisation, persistence, getting along and confidence, all of which promote resilience in students. Programs are based on the belief that students have the ability and the right to learn and we ensure that the environment is friendly, calm and orderly, safe, and responsive to the community’s diversity. We celebrate success in all areas of student achievement.

In 2017 we celebrated our 100th birthday culminating in an open day with many past staff, parents and students in attendance.

We specifically focus on high quality programs with a clear commitment to student achievement in English and Mathematics as well as all other Victorian Curriculum areas. Key literacy programs include VCOP & Big Write, Reader’s Notebook and Writer’s Workshop. Professional learning is a key strategy for the school with a Teaching and Learning coaching model in place concentrating on best practice for all teachers in the area of Literacy and Numeracy. The school is focused on personalising its curriculum, to further meet student needs and abilities. The Australian Developmental Curriculum is implemented in Grades P-2 with grades 3-6 having a major focus on Educational Research Projects.

The Stephanie Alexander Kitchen Garden Program is conducted with all students in Grades 3 and 4. The aim of the Kitchen Garden Program is pleasurable food education. Students experience first-hand the links between growing, harvesting, preparing and sharing fresh, seasonal produce. This program is a key driver in the ethos of the school and helps facilitate our strong community links.

Framework for Improving Student Outcomes (FISO)

FISO initiatives being implemented in 2017 further build on the dedicated work already in progress by our staff, parents and School Council

- Our teaching teams continue to use evaluative skills and continually improve their practice through research, mentoring and observation. They give each other feedback, documenting the impact of new approaches and planning further improvements.
- Our school systematically incorporates evaluative practices and continuous improvement into position descriptions, performance appraisal and professional learning strategies.
- Our school continually reviews their impact on students’ progress and development and incorporates findings into school improvement plans.
- Our school has a whole school curriculum plan that ensures horizontal alignment across learning areas, a clear vertical progression of skills and knowledge in each learning area and an extra-curricular program integrated with the school’s classroom-based teaching and learning program. This includes the explicit teaching of metacognitive skills, where students are taught to be reflective and self-monitor their learning.
- Our school uses sophisticated diagnostic assessment aligned to the curriculum. Teachers make in-the-moment adjustments, give targeted feedback and help students evaluate their own progress.
- Teaching teams use assessment evidence to challenge each other about the impact of curriculum plans and content-specific teaching strategies in continuous cycles of research and review.



Achievement

Literacy and Mathematics results in 2017 were very pleasing with growth in all areas according to teacher judgements and NAPLAN.

Significant work by all teachers to embed our learning strategies and approaches across all key learning areas has led to a significant lift in scores with very good growth from Grade 3 to 5 according to NAPLAN. Teacher judgements reported on our school student reports show similar outcomes to our Victorian similar schools and well above the state mean in Literacy and Numeracy.

An analysis of data in the Annual Report shows the following:

Reading scores were similar to our Victorian similar schools in grade 3 and grade 5 in 2017 and are similar to our similar schools over the last 4 years. Student achievement in reading is very high and reflects the curriculum programs and parent support at Elwood PS.

Numeracy scores in 2017 were similar to our Victorian similar schools in 2017 and over the last 4 years.

Learning gain from Grades 3 -5 according to NAPLAN was extremely high in Writing, Spelling and Punctuation and Grammar with an average of 35% of our students showing high growth; which is exceptional.

Writing scores across the school and in NAPLAN showed significant growth in 2017. We believe the continued implementation and focus of VCOP and Big Write and Writers Notebook will contribute to further growth.

Engagement

Student absence data shows our absence rate to be similar to our school comparison group and lower than our similar schools over the last 4 years.

A summary of our Engagement strategies in 2017 are below:

- The continued implementation of a literacy intervention program targeting students just under benchmark from grades 1-6.
- Further implementation of a rigorous and challenging curriculum that has high levels of student choice and student led learning goals.
- The continued refinement and enhancement of transition programs from K- prep, grades 2 -3 and years 6 -7.
- A continued focus on “Point of Need” teaching through our school wide assessment schedule that informs teaching and reporting.
- The further implementation, reflection and refinement of the Developmental Curriculum through Investigations and Educational Research Projects.

Wellbeing

Attitudes to School Survey data shows our Grade 5 & 6 students view school connectedness to school and safety at a similar level to our similar schools and they are very connected to school, their peers and their learning.

A summary of our Wellbeing strategies in 2017 are below:

- The continued implementation of school wide programs such as “You Can Do It” and “Manners Matter”
- A continued focus and reinforcement of our school values in authentic learning experiences.
- The continuation of a school wide focus in all classrooms to maintain a positive focus on behaviour management.
- The continuation of a welfare team structure that tracks all at risk students.
- Access to specialised support for all students in need both academically, emotionally and socially.

For more detailed information regarding our school please visit our website at

<http://www.elwoodprimary.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 810 students were enrolled at this school in 2017, 388 female and 422 male.</p> <p>4 percent were EAL (English as an Additional Language) students and < 10 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>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>	



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> Similar</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> Similar</p> <p> Similar</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 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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>51%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>52%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>55%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>45%</td> <td>41%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	51%	24%	Numeracy	27%	52%	21%	Writing	14%	55%	31%	Spelling	20%	47%	33%	Grammar and Punctuation	14%	45%	41%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	92 %	93 %	93 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	92 %	93 %	93 %	90 %										



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: 2017</p>	Similar
<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: 2017</p>	Similar

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*' 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').

Financial Performance and Position

Financial performance and position commentary

The school finished 2017 in a healthy financial position. Equity funds were used to supplement our successful literacy intervention programs. The operating surplus was achieved through higher than anticipated student enrolments. Major projects such as our kitchen renovation and front garden and carpark park renovations were funded by the Building Fund (\$100,000) and the school market (\$50,000). Our bi annual trivia night (24,000) provided funding for the installation of 5 interactive whiteboards to complete this school wide project.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,208,448	High Yield Investment Account	\$86,657
Government Provided DET Grants	\$586,921	Official Account	\$35,456
Government Grants Commonwealth	\$86,232	Other Accounts	\$108,690
Revenue Other	\$24,341	Total Funds Available	\$230,803
Locally Raised Funds	\$890,441		
Total Operating Revenue	\$6,796,383		
Equity¹			
Equity (Social Disadvantage)	\$15,548		
Equity Total	\$15,548		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,166,798	Operating Reserve	\$229,171
Books & Publications	\$28,298	Maintenance -Buildings/Grounds incl SMS>12 months	\$1,633
Communication Costs	\$8,177	Total Financial Commitments	\$230,803
Consumables	\$172,652		
Miscellaneous Expense ³	\$274,270		
Professional Development	\$42,566		
Property and Equipment Services	\$510,901		
Salaries & Allowances ⁴	\$432,205		
Trading & Fundraising	\$95,827		
Utilities	\$42,212		
Total Operating Expenditure	\$6,773,906		
Net Operating Surplus/-Deficit	\$22,477		
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 05 March 2018 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.