

2012 Annual Report to the School Community

Elwood Primary School
School Number: 3942



Elwood Primary School

We are an inner bayside school [located in the City of Port Phillip], established in 1916, with most 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, 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.

The school has grown from 551 in 2009 to 725 in 2012. The present school population of 764 students makes up 34 grades with a Prep enrolment of 122 this year. Our Prep enrolment has doubled since 2005

The school’s programs reflect our priority focus on 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.

We specifically focus on high quality programs with a clear commitment to student achievement in English and Mathematics as well as all other VELS areas. Professional learning is a key strategy for the school with a literacy & numeracy coaching model in place. The school is focussed on personalising its curriculum, to further meet student needs and abilities. In 2011 we commenced the implementation of the Australian Developmental Curriculum in Grades P-1 and this has extended to Grade 2 in 2012. The inquiry approach to learning has been adopted in all Grades, and will be further strengthened in the coming years.

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.

Specialist teaching areas include Music and Performing Arts, Visual Arts, Physical Education and Sport, Library, Reading Recovery and Indonesian. An Outside School Hours Care program, operated by Camp Australia, is located on the school site.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>The school will continue to focus on the further development of and implementation of best practice literacy, numeracy and personalised curriculum. Focusses for 2013 will be to:</p> <ul style="list-style-type: none"> • Continue to base school improvement around the model set out in “Creating Powerful Learning Relationships” • Continue to focus on a uniform approach to Literacy and Numeracy teaching and in particular common strategies that will be authentic, deep and engaging • Continue to work on writing skills, with a focus on genre, so that students are as competent here as they are in reading • Further develop strategies to teach each student at their point of need with particular focus on students who receive A and B grading • Monitor cohorts of students that perform above or below SFO comparisons • Continue to implement the Developmental/Inquiry Curriculum from P-6 • Continue to develop systematic student wellbeing approaches that monitor all students in the school • Continue to implement Individual Learning Plans for all students above and below the expected level • Implement the Learning and Teaching Policy as developed by the whole school community • Continue to make Professional Learning a priority for all staff • Implement a criteria for Speaking and Listening teacher judgements • Continue to embrace a coaching and mentoring model throughout the school • Continue to implement a personalised curriculum and work 	<p>While there has been considerable emphasis placed on enhancing the wellbeing, welfare and engagement of our students, enhancing and promoting positive student wellbeing continues to remain a focus for our work as a school. Focus areas for 2013 will be:</p> <ul style="list-style-type: none"> • To continue to make provision, through professional learning opportunities and time, for teachers and teaching teams to build their knowledge, skills and agreed best practice across all curriculum areas • To build the knowledge and capacity of teachers in identifying and meeting the needs of all their students • To continue to articulate high expectations for student participation and behaviour • To continue to access outside specialists through DEECD, OzChild, speech therapists and other specialists • Continue to develop the learning and teaching practices that teachers implement to engage students, identify and meet their needs and to personalise the learning for all <p>:</p> <ul style="list-style-type: none"> • Continued implementation of the Play POD • Continued implementation of the Enhanced Learning Program • Continued implementation of the Student Leadership Program • Continued implementation of parent involvement opportunities 	<p>In the context of continuous evaluation and improvement, forging stronger links with our local secondary school and local kindergartens, continuing to increase access and addressing social, cultural and academic issues, the following key strategies will continue to be explored:</p> <ul style="list-style-type: none"> • Continuing to use collaborative teaching and learning and team building for both primary and pre-school staff, enhanced through more continued, regular visits to/from kindergartens • Continued promotion of the Learning Hub (learning precinct) connecting with all three settings – kindergarten, primary and secondary schools - will assist in building, monitoring and emphasising the continuity of education opportunities in our immediate, local community. • Continuing to monitor, review, implement and fund our Prep transition program;” Ready Set Go” • Continuing with Orientation/Transition Days and providing information to new parents in our school community through Information Nights and Information Packs • Forging stronger links to the local kindergartens, particularly new establishments, to engage staff and families in the area • Providing the opportunity to link Community Learning Projects (Year 9) and Community Work Experience (Year 10) with our school. • Formulating a Parent Survey for new families to the school, either through Prep entry or new student enrolments, to gauge success of Transition to, from and through the school • Continuing cross age teaching and activities such as Grade 6 Buddies Program • Continuing to track student movement through the school, academically, socially and emotionally, through continued use of Individual Assessment Records, Student Profiles, moderation meetings and hand

with teachers to develop their strategies in this area

- Involve parents in the learning process and engage them in classroom learning programs.

over procedures

- Continued investigations into setting clear goals for expectations and hand over of information for through-school transition.
- Continue to foster community links through community groups
- Extending Orientation Programs into Elwood College for those students enrolled at the college
- Forging stronger Level 2 and 3 links from Early Years to Middle Years, through teachers linking and aligning curriculum more closely at the end of the year.

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

Elwood Primary School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:

School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.**

1 7
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.**

1 5
- Overall socio-economic profile**

low low-mid mid mid-high high

Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language**

low low-mid mid mid-high high
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).**
- 725 students (364 female, 361 male) were enrolled at this school in 2012.**

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2011



Results: English and Mathematics 2008 - 2011 (4-year average)



Results: All other subjects 2011



Results: All other subjects 2008 - 2011 (4-year average)



School Comparison



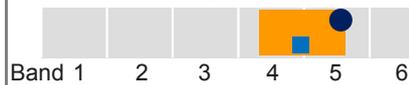
4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

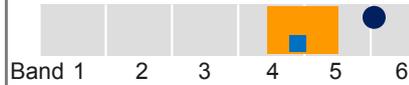
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2012



Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (4-year average)



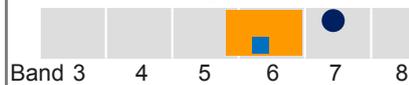
5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

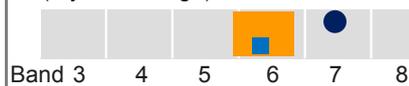
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

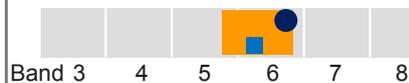
Results: Reading 2012



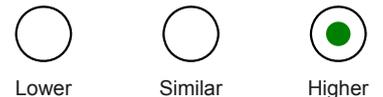
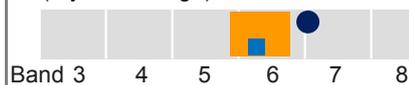
Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (4-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Engagement and Wellbeing

Student Outcomes

School Comparison

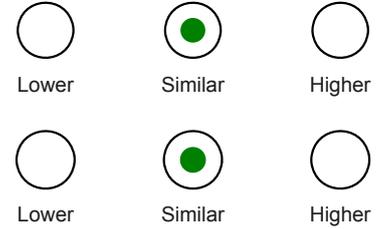
6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.



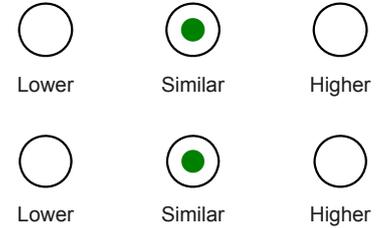
Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94%	94%	94%	94%	93%	94%	93%



7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



How to read the Government School Performance Summary 2012

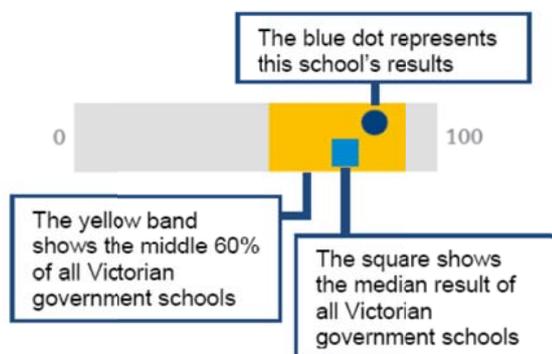
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$619,999
Commonwealth Government Grants	\$10,408
State Government Grants	\$6,353
Other	\$22,102
Locally Raised Funds	\$730,022
Total Operating Revenue	\$1,388,884

Expenditure

Salaries and Allowances	\$251,254
Bank Charges	\$6,036
Consumables	\$176,641
Books and Publications	\$0
Communication Costs	\$9,925
Furniture and Equipment	\$159,976
Utilities	\$48,096
Property Services	\$194,669
Travel and Subsistence	\$0
Motor Vehicle Expenses	\$0
Administration	\$12,217
Health and Personal Development	\$2,838
Professional Development	\$36,250
Entertainment and Hospitality	\$1,803
Trading and Fundraising	\$139,277
Support / Service	\$135,223
Miscellaneous	\$177,143
Total Operating Expenditure	\$1,351,348

Net Operating Surplus/-Deficit **\$37,536**

Capital Expenditure **\$**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$246
Official Account	\$47,534
Other Bank Accounts (listed individually)	
Building Fund	\$25,144
Library Fund	\$13,784
Term Deposit Building Fund	\$41,767
Term deposit Library Fund	\$24,003
Elwood PS Market	\$16,153
Total Funds Available	\$168,631

Financial Commitments

Financial Commitments	2012 Actual
School Operating Reserve	\$72,780
Assets or Equipment Replacement <12 months	\$
Capital – Building/Grounds including SMS <12 months	\$0
Maintenance – Building/Grounds including SMS <12 months	\$0
Beneficiary / Memorial Accounts	\$0
Co-operative Bank Account	\$0
Revenue Received in Advance	\$0
School based programs	\$0
Region / Network / Cluster Funds	\$0
Provision Accounts	\$0
Repayable to DEECD	\$0
Other Recurrent Expenditure (Accounts Payable)	\$0
Assets or Equipment Replacement >12 months	\$0
Capital - Building / Grounds including SMS >12 months	\$0
Maintenance - Building / Grounds including SMS >12 months	\$0
Total Financial Commitments	\$72,780

Financial performance and position commentary