

2018 Annual Report to The School Community



School Name: Elwood Primary School (3942)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 April 2019 at 04:58 PM by Nicole Richards
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 May 2019 at 09:11 AM by Ralf Huempel (School
Council President)

About Our School

School context

We are an inner bayside school located in the City of Port Phillip, established in 1917 with students drawn from within our neighbourhood boundary. 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 the Elwood Learning Hub, an education precinct which includes Poets Grove Maternal Health, Childcare and Kindergarten Centre, Elwood Primary School and Elwood College.

The school population reflects the diversity of Elwood and one of our strengths is the value placed on community. Parents and staff work in partnership to support each child's learning journey and parental involvement in the many aspects of school life is highly valued.

Our school Community Markets held each month, provide a strong sense of connectedness and are a major source of fundraising for our school. The mix of creative and performing artists in the community also supports and enhances the school's learning and teaching programs.

The school has grown considerably and presently has a student population of approximately 790. There are 35 classes including 136 Preps in six Prep grades this year.

There has been significant development of the school's internal and external facilities recently with a brand new Junior School Building housing three prep and four Grade two classes along with a central space, toilet facilities and a meeting room. We enjoy spacious playgrounds including a park, half soccer pitch, cricket pitches and nets, asphalted basketball, volleyball and bat tennis courts, creative play areas, a Play Pod and sandpits. Classrooms have all been modernised and refurbished with information and communication technology integrated into all learning and teaching programs.

At Elwood PS we are committed to the educational, social and emotional development of young people and all members of the school community.

Our focus is about the growth of the whole child and all aspects of their learning journey.

We value a personalised curriculum that places the child at the centre of learning and teaching.

We respect the experiences that the child and their family bring to the classroom and involving the community in the school and the positive impact this has on learning, is a major focus.

Elwood Primary School aims to implement a curriculum that ensures our students are highly literate and numerate, critical thinkers and problem solvers, who are creative and have a love of learning. We aim to ensure that our students develop a positive sense of self-worth, confidence and wellbeing through a focus on the values of resilience, respect, empathy, integrity and responsibility, and that they develop the lifelong skills to make friends and be happy.

We aim for our students to be active citizens who are globally aware, who understand, value and care for the environment and society we live in and embrace the cultural diversity that makes up modern Australia. Elwood PS aims to engage our students in a rich and well-rounded educational experience that promotes creativity and an active healthy lifestyle.

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 Victorian Curriculum areas. Professional learning is a key strategy for the school with a Teaching and Learning Coaching Model in place. The school is focused on personalising its curriculum to further meet student needs and abilities. A Developmental Curriculum through Investigations is strong in Prep to Grade 2 with our inquiry approach to learning through Educational Research Projects is adopted in all grades three to six.

The Stephanie Alexander Kitchen Garden Program encourages pleasurable food education. Students in Grades 3 and 4 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/ICT, Literacy Enhancement Programs and Indonesian. A before and after Outside School Hours Care program and School Holiday program are operated on the school site by Team Kids.

Framework for Improving Student Outcomes (FISO)

Our FISO improvement initiatives were Excellence in Teaching and Learning through Building practice excellence and Curriculum planning and assessment, along with Positive Climate for Learning with Empowering students and building school pride and Setting expectations and promoting inclusion as our foci. In 2018 EPS staff worked on their understanding of Student Voice and Advocacy along with enhancing and developing student voice in all aspects of the school as well as further developing the Whole School Assessment Schedule.

The Whole School Assessment Schedule will need to be a continued focus for 2019, as an analysis of the document was started, but findings to be looked at and actions made.

The capacity of the teaching staff to be able to collect and analyse student's writing data to directly inform point of need planning and teaching to enable all students to achieve a minimum of 12 months growth was most successful with the Leadership Team accessing rich professional development to move forward with their teams and build collective understanding and implementation of Data Literacy. Again, this will be an ongoing focus for both the Leadership Team and all staff develop teacher capacity to use data analysis to implement point of need teaching strategies and approaches.

Achievement

Elwood Primary School's Literacy and Numeracy results in 2018 were very pleasing and continued to demonstrate the significant, ongoing work by all teachers and teams to further embed the agreed strategies and approaches in both Literacy and Numeracy.

Teacher Judgement of student achievement shows the percentage of students in year levels Prep to 6 working at or above age expected standards in English is at 95.3 percent, similar to our similar schools. In Mathematics, teacher judgements at or above age expected standards were at 96.7 percent, similar to school comparison.

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5 for Reading was 87.9 and 79.8 percent, both similar to comparison schools.

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5 for Numeracy was 86.3 percent and 74.7 percent, similar to comparison schools in Year 3 and lower than school comparison in Grade 5. However, the average across 4 years was similar to comparison schools in all areas for both Years 3 and 5.

Most successful was the High Growth made in the areas of Writing, Spelling and Grammar and Punctuation with a 32.5% high growth in writing, 30.1% high growth in Spelling and 37.3% high growth in the area of Grammar and Punctuation, highlighting the continued focus and improvement of VCOP, Big Write and the Writer's Workshop agreed approaches throughout the school in Literacy.

Continued implementation and focus on SMART spelling across Prep to Grade 6 will contribute to further growth, with renewed emphasis on Challenging Maths Tasks, enablers and extenders continuing to be a main focus for all staff in Numeracy.

Engagement

Student absence data shows our absence rate to be similar to our school comparison group for 2018 and for the 4 year average. The average 2018 attendance in all year levels is above 90%

Our foci and Engagement Strategies for 2018 included:

Increasing opportunities for higher levels of student voice through cognitive engagement, challenge, self-directed inquiry and deep thinking, including students setting learning goals and reflecting on learning.

Strengthening our whole school philosophy around student engagement and personalisation through Student

Voice, Agency and Advocacy.

Building community partnerships by strengthening the students going out into the community through Action Research Projects and the Grade 6 Leadership Program.

The continued implementation of intervention programs such as Literacy intervention targeting students just under benchmark in Reading and Writing from Grades 1 to Grade 6.

The development of programs such as Lego Therapy, Dyslexia groups and ASD support groups for students assessed and diagnosed run by our Teaching and Learning Coaches.

Continued refinement and adaptations of our rigorous and challenging curriculum with high levels of student choice and voice with students setting their own learning goals, reflecting on their learning and offering critical feedback.

A strong and highly successful Transition Program from Kinder to Prep, including the ongoing lead of the Kinder Network, Investigations Network and Ready Set Go, along with strong Grade 2 to Grade 3 and Grade 6 to Year 7 whole school transitions.

Wellbeing

The 2018 Student Survey shows our students in Grades 4-6 view connectedness to their school and sense of inclusion at 79% and 86%.

Wellbeing continues to be a strong focus for EPS, to include staffing structures such as two Assistant Principals and two Teaching and Learning Coaches situated in both the Junior and Senior Schools. The APs and Coaches are an integral part of the Welfare Committee along with the Principal and DET psychologist.

2018 Wellbeing strategies included programs such as Lego Therapy, the formulation of the Play Team, Art Club, Running Club, Chess Club and other in-school and after-school events and activities.

Continued implementation of school wide programs of You Can Do It and Manners Matter to reinforce our school values and a focus on positive behaviour management

Continued access to specialised programs for students at risk academically, socially and emotionally such as access to Speech Therapy, School Counselling, Literacy Boost Program, one on one intervention, tracking and monitoring through Welfare Group and Grade Expert, tracking and monitoring ILPs.

Financial performance and position

Elwood Primary School finished 2018 in a good financial position with a net operating surplus of around \$70,000. Equity funding of around \$15,000 was spent on implementing our successful Literacy Intervention Programs - Fountas and Pinell Intervention, Dyslexia Specialised tutoring and small, like-need Reading and Writing groups. Projects that have been targeted or completed which are funded by Building Fund and School Community Market include, completion of the Djambana Willam Building in the Junior School and extension and reinstatement of the Garden beds. Both Building Fund and Community Market money has been committed to a Grounds Masterplan.

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

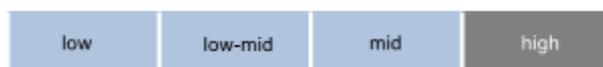
Enrolment Profile

A total of 796 students were enrolled at this school in 2018, 385 female and 411 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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

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



Performance Summary

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

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> 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> Lower</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>19%</td> <td>52%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>56%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>54%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>46%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>49%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	52%	29%	Numeracy	32%	56%	11%	Writing	14%	54%	33%	Spelling	24%	46%	30%	Grammar and Punctuation	13%	49%	37%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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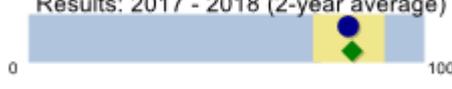
Performance Summary

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>94 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	93 %	93 %	93 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	93 %	93 %	93 %	91 %										

Performance Summary

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

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

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,385,004	High Yield Investment Account	\$136,186
Government Provided DET Grants	\$645,478	Official Account	\$83,317
Government Grants Commonwealth	\$91,352	Other Accounts	\$46,955
Government Grants State	\$2,332	Total Funds Available	\$266,458
Revenue Other	\$28,351		
Locally Raised Funds	\$862,858		
Total Operating Revenue	\$7,015,375		
Equity¹			
Equity (Social Disadvantage)	\$15,215		
Equity Total	\$15,215		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,336,291	Operating Reserve	\$253,588
Books & Publications	\$16,963	Asset/Equipment Replacement < 12 months	\$12,871
Communication Costs	\$7,113	Total Financial Commitments	\$266,458
Consumables	\$180,738		
Miscellaneous Expense ³	\$553,925		
Professional Development	\$42,273		
Property and Equipment Services	\$330,851		
Salaries & Allowances ⁴	\$342,508		
Trading & Fundraising	\$74,975		
Travel & Subsistence	\$695		
Utilities	\$49,298		
Total Operating Expenditure	\$6,935,630		
Net Operating Surplus/-Deficit	\$79,745		
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 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

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



What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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