2020 Annual Report to The School Community

THE **EDUCATION STATE**

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 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 23 March 2021 at 10:16 PM by Nicole Richards (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 25 March 2021 at 11:24 PM by Andrew Gyopar (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

Elwood Primary School's vision and underpinning Mantras were developed through significant consultation with, and contribution from, the school community including students, families, staff and the broader community.
EPS Rationale:
Parents, students and school staff partner together to help shape the aspirations for children at Elwood PS.
The direction of the school reflects our school community.

EPS Beliefs:
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 personal learning journeys.
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.
Involving the community in the school, and the positive impact this has on learning, is a major focus.

EPS 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.
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.
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.
To engage our students in a rich and well-rounded educational experience that promotes creativity and an active healthy lifestyle.

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

Our Community Partnership Mantra:
Our school welcomes parents, carers and community members.
We work in partnership with the Elwood School Community to achieve shared goals.
The more adults involved in the school, the richer our community will be.
Members of our Elwood School Community are encouraged and supported to be active volunteers in classrooms from the start of the year.
We recognise, respect and value each other's expertise.

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.
Elwood Primary School have just completed a major scope of works to improve our oldest buildings, including unpinning of the Senior School, re-roofing the Junior School Hall and classrooms, re-plastering and painting refurbishment. Currently works are underway on two stages of our Grounds and Playscapes Masterplan.
We believe 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, strategies

and approaches 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. The inquiry approach to learning has been adopted in all grades with a focus on Developmental Curriculum in Prep to Grade 2 and further enhancing this Grade 3 to 6.

Our Teaching and Learning Mantra:
We aim to have all our students achieve success in literacy and numeracy and have the skills to engage in life-long learning.Relationships are the key to our school culture and community.
We personalise learning to ensure all students are engaged and achieve success.
Our school is a safe, positive and connected place where every child's social and emotional wellbeing is developed and nurtured.
Together we are building active and engaged global citizens who are aware of their influence on and contributions to the world around them.
Our students are empowered to take action & have ownership over their learning and their school.

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 Support and Indonesian. An Outside School Hours Care program and School Holiday programs are operated on the school site by TeamKids. We also partner with Visiting Teachers and services such as Speech Pathologists, Story Dogs, Occupational Therapists and School Counsellors.

Framework for Improving Student Outcomes (FISO)

Elwood Primary School focused on the following High Impact Improvement Initiatives:
Excellence in Teaching and Learning - Building practice excellence and Curriculum Planning and Assessment.
Professional Leadership - Building Leadership Teams.
Positive Climate for Learning - Empowering students and building school pride and Setting Expectations and promoting inclusion.
Community Engagement in Learning - Building Communities.

Elwood Primary School delivered on our Key Improvement Strategies in 2020, however, some of the associated actions, strategies and professional development plans were modified to suit the period of Remote Learning.
Elwood Primary School delivered a personalised and very successful Remote Learning Program through the use of one agreed tool - SeeSaw - across Prep to Grade 6. This saw all Teaching and Learning Teams sharing their learning and lesson plans, targeted Literacy and Numeracy tasks with both extension and support, ongoing feedback to both students and families and the delivery of explicit Professional Development for all staff to engage students throughout this period.

Achievement

Throughout the Remote Learning Period, Elwood Primary School continued to embed a strong Leadership structure with SIT Teams consisting of the Leadership Team, Coaches and 2ICs in each year level. Elwood Primary School also included an additional Acting Leader Role to ensure the large Specialist Team was included in all reflections, feedback and planning for Remote Learning.
We maintained our Professional Learning schedule which linked to the AIP and included Team as well as individual goals. The additional roles for Learning Specialists were identified and employed with close links to Maths growth and outcomes.
Elwood Primary School staff continued to build upon their understanding of Student Voice and Advocacy along with enhancing and developing student voice in all aspects of the school.
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.

Focus continues to be placed on students working both 12 months behind benchmark and 18 months ahead of benchmark in both Literacy and Numeracy.

Students performing in the lower percentiles have been lifted and continue to be supported through school programs such as Literacy Enhancement and Boost groups on a daily basis and through ILPs being developed.

Students performing well above benchmark need to be a continued focus as the 12month plus growth data shows students not continuing their growth projections in some areas.

Elwood Primary School has a continued focus on Literacy growth for top band students with an increased focus on student conferences and goal setting.

A strong and dedicated focus on Numeracy growth for top band students, along with Learning Specialists focusing on Maths growth and mindset, continues to be embedded within the Teaching and Learning models.

Engagement

Elwood Primary School focused on creating a collective vision outlining EPS understanding and importance of empowering students and the contribution that Student Voice, Choice and Advocacy make to improved outcomes.

A Learner Agency Mantra was developed in consultation with all staff:

We work in partnership with our students to ensure they have the power, combined with the choices, to take meaningful action and see the results of those decisions.

Together we personalise learning to engage students in an environment that fosters learner agency.

We support students to be able to direct and take responsibility for their learning.

Staff endeavour to create learning environments that promote independence, self-motivation & build individual and school pride.

Our Success Indicators and evidence to support student engagement include:

Documented and articulated Student Empowerment vision for EPS.

Established resources and programs that empower students such as VicSRC, involvement of student representation in decision making such as School Council and/or sub-committees.

Establishment of Student Voice Team.

Developed and documented skills and competencies that assist students to set their own goals and direct their own learning.

A focus on Learner Agency as strengthened our whole school philosophy around student engagement and personalisation, enabling our students to articulate how and why they can drive their own learning.

The EPS Student Voice Sub Committee has also been formed and teachers leading this area have been identified and recognised. Explicit Professional Development and Networking as played a key role in developing and embedding practices across the school and a stronger understanding of Learner Agency.

Elwood Primary School supported student engagement in transitioning back to on-site learning through high levels of parent/family communication, access to a school employed psychologist and outside agencies for psychology, intensive speech therapy, parent forums and ILPs.

Wellbeing

Elwood Primary School has strengthened the social and emotional wellbeing of student through an ongoing whole-school approach. Elwood Primary School engages with students, parents/carers and community health specialists to plan, evaluate and improve health and wellbeing policies and programs.

Health and wellbeing supports such as engaging with Visiting Teacher Services, external experts and employing school staff directly linked to Health and Wellbeing were prioritised, particularly throughout the COVID period of Remote Learning and transitioning back to face to face school.

*Occupational Therapists engaged for "at need" and vulnerable students

*School-employed Speech Therapist to deliver both assessment and therapy for identified students

*Engagement with Clinical Psychotherapist to deliver both Parent and Staff web-based seminars and forum
*Engagement with school-employed Psychologist under the Mental Health Care Plan to support vulnerable families and students
*School-based Coaches supporting identified families and students, ongoing communication and delivery of support

Elwood Primary School prioritise the implementation of Respectful Relationships to ensure social and emotional health are taught explicitly and integrated across the curriculum from Prep to Grade 6.

Elwood Primary School uses a range of data, including student and parent feedback, to regularly review the effectiveness of student wellbeing programs.

Attendance data continues to improve averaging fewer absences in 2019 on the school comparison measure with similar schools and Network. Far fewer absences in the average absent days per student (1.2) in 2019 as compared to 14.3 in 2018 has been recorded.

Elwood Primary school continues to build community partnerships by strengthening high levels of student advocacy. This continued focus has lead to higher student achievement and engagement. We have also maintained our strong relationship with Bayside Council Youth Services and the annual collection of resilience data which informs our efforts to embed programs and strategies to empower our students and build student agency and student voice. A key focus is the continued Year 5 and 6 explicit leadership program, this enabled students to explore particular passion projects such as sustainability and develop our School Grounds Masterplan in consultation with Play Consultant, Marc Armitage and Playgrround Architects, Jeavons.
In the Attitudes to School Survey 67% of our students indicated a positive response to the sense of student agency they have at Elwood Primary School.

Our fortnightly Whole School Assemblies remain a much-loved forum for student voice with Grade 6 student leaders taking an active role in hosting these. During the COVID period, Grade 6 students used online platforms to deliver the assembly remotely to all classrooms and to families at home.
Additional programs such as the 'buddies' in Prep and Year 6, Story Dogs and outside providers such as Young Engineers, Science Club and Mini Picasso Art Club remain a highlight of the Wellbeing Programs offered.

Financial performance and position

Elwood Primary School maintained a sound financial position throughout 2019. The School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.
The Financial Performance and Position report shows an end of year surplus of $177,019. A portion of this surplus was planned, set aside to support the Facilities Evaluation upgrade
to our learning spaces, in particular, the underpinning of the 103 year old buildings in the Senior School and the Junior School Hall in addition to a new roof. The Building Works also included extensive restoration to these buildings, mould removal, creating more inviting and safe workplaces and classrooms.
A major painting restoration and upgrade was funded through the Buildings Funds.
Elwood Primary school has been committed to the Facilities Evaluation Program and Building Works, as we have had to rely on our own ability to garner funds to manage to do these necessary works spread out over a number of years.

The AIP Curriculum learning goals were met through the planned budget allocations, along with additional funds to provide two Learning Specialists in Maths and the ongoing support of two Teaching and Learning Coaches.

The Program for Students with Disability (PSD), along with additional funds committed by the school enabled us to provide an inclusive and equitable learning program.

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

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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 771 students were enrolled at this school in 2020, 354 female and 417 male.

4 percent of students had English as an additional language and NDP 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.
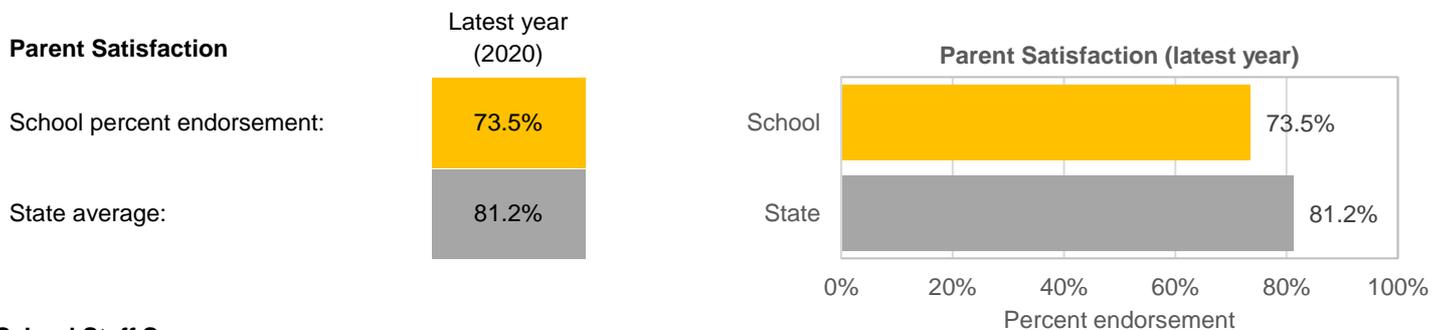
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.
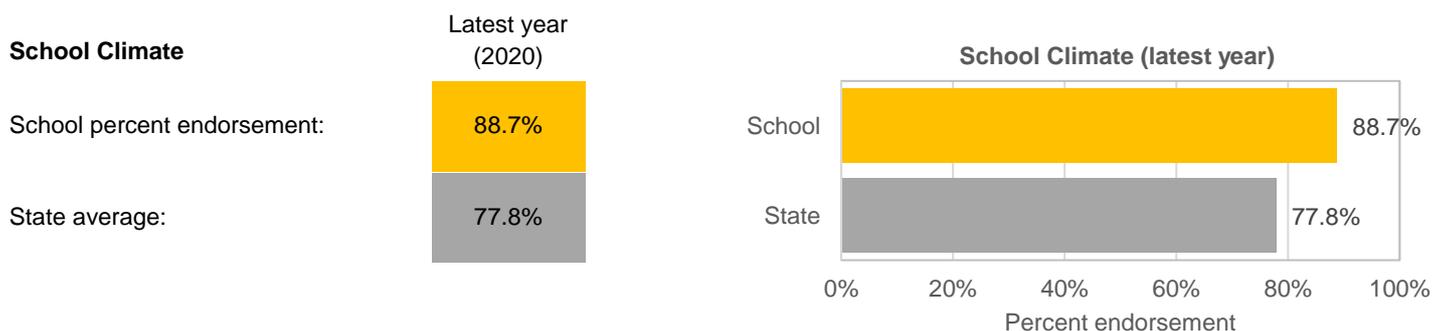
Parent Satisfaction	Latest year (2020)
School percent endorsement:	73.5%
State average:	81.2%

Parent Satisfaction (latest year)

School — 73.5%
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:	88.7%
State average:	77.8%

School Climate (latest year)

School — 88.7%
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:	94.8%
Similar Schools average:	95.3%
State average:	86.3%

English (latest (year)
Years Prep to 6

School — 94.8%
Similar Schools — 95.3%
State — 86.3%

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

Percent students at or above age expected level
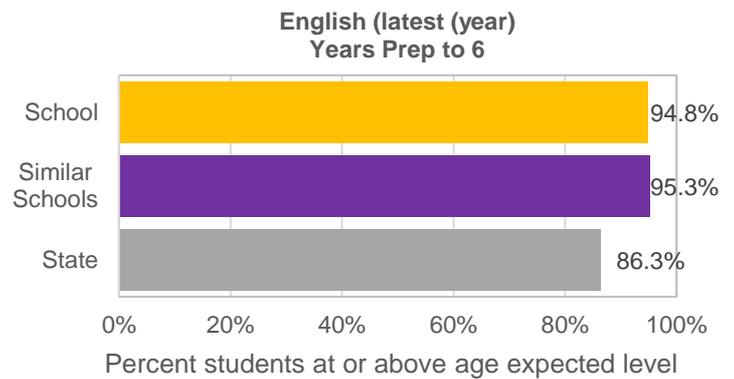
Mathematics
Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:	96.6%
Similar Schools average:	95.4%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School — 96.6%
Similar Schools — 95.4%
State — 85.2%

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

Percent students at or above age expected level
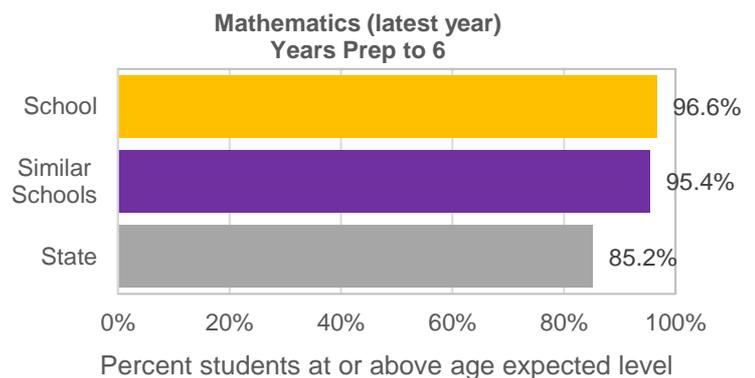
NAPLAN

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).
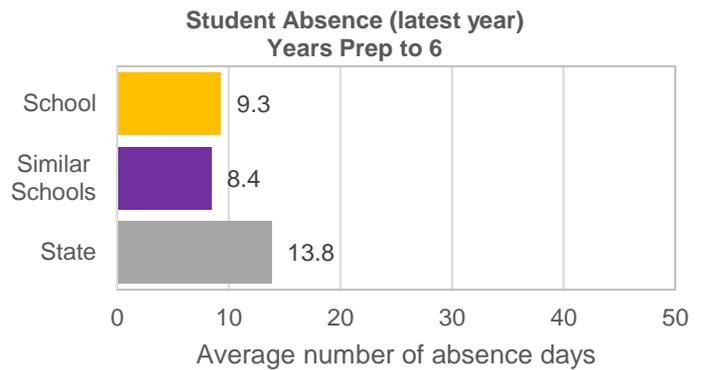
NAPLAN tests were not conducted in 2020.

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:	9.3	9.9
Similar Schools average:	8.4	12.4
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	9.3
Similar Schools	8.4
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	96%	94%	95%	95%	96%	94%

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:	73.6%	78.6%
Similar Schools average:	79.7%	79.9%
State average:	79.2%	81.0%
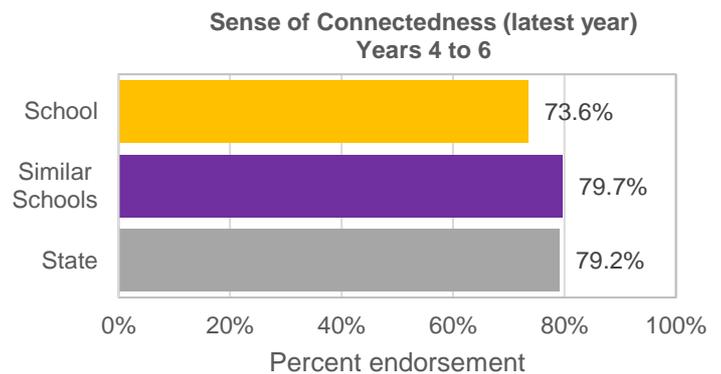
Sense of Connectedness (latest year) Years 4 to 6

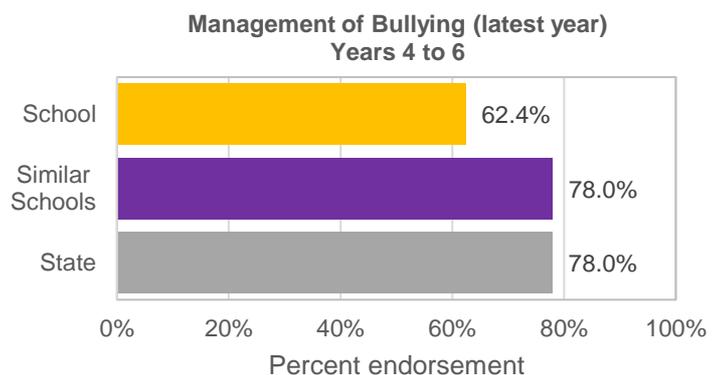|	
School	73.6%
Similar Schools	79.7%
State	79.2%

Percent endorsement

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.

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:	62.4%	74.2%
Similar Schools average:	78.0%	79.9%
State average:	78.0%	80.4%

Management of Bullying (latest year) Years 4 to 6

School	62.4%
Similar Schools	78.0%
State	78.0%

Percent endorsement

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.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$5,643,544
Government Provided DET Grants	$542,565
Government Grants Commonwealth	$25,694
Government Grants State	NDA
Revenue Other	$27,041
Locally Raised Funds	$464,415
Capital Grants	NDA
Total Operating Revenue	**$6,703,259**

Equity [1]	Actual
Equity (Social Disadvantage)	$17,104
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$17,104**

Expenditure	Actual
Student Resource Package [2]	$5,671,246
Adjustments	NDA
Books & Publications	$5,171
Camps/Excursions/Activities	$38,144
Communication Costs	$13,375
Consumables	$104,212
Miscellaneous Expense [3]	$19,229
Professional Development	$6,463
Equipment/Maintenance/Hire	$102,035
Property Services	$86,095
Salaries & Allowances [4]	$221,151
Support Services	$186,173
Trading & Fundraising	$22,949
Motor Vehicle Expenses	NDA
Travel & Subsistence	$1,790
Utilities	$48,207
Total Operating Expenditure	**$6,526,240**
Net Operating Surplus/-Deficit	**$177,019**
Asset Acquisitions	**$10,535**

(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	$381,996
Official Account	$35,559
Other Accounts	$112,555
Total Funds Available	**$530,110**

Financial Commitments	Actual
Operating Reserve	$129,677
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	$49,964
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$32,586
Capital - Buildings/Grounds < 12 months	$169,692
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$381,920**

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.