

# 2021 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](http://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 2021 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 14 March 2022 at 06:19 PM by Nicole Richards (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 May 2022 at 10:17 AM by Andrew Gyopar (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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).

#### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## How to read the Annual Report (continued)

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### 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.

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### 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.

'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.

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### 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 disabilities 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

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### School context

Elwood Primary School is an inner Bayside primary school, established in 1917 set in a quiet, residential area with a strong connection with the educational precinct including Poets Grove Maternal Health, Childcare and Kindergarten Centre and Elwood College.

The school population reflects the characteristics of the Elwood community; our priority and our strength is the value we place on relationships and community. Parents, families, teachers and the wider school community, work in partnership to support each child's individual learning journey. Parental and community involvement in the many aspects of school life is highly valued. The mix of creative and performing artists in the community also supports and enhances the school's learning and teaching programs. The direction of the school also reflects the strong school community partnership.

A total of 755 students were enrolled at Elwood Primary School in 2021.

The staffing profile is made of 1 principal, 3 assistant principals and 9 leading teachers, 37 full time teaching staff, 6 part time teaching staff, 15 education support staff and a business manager.

Elwood Primary School's profile based on the school's Student Family Occupation and Education index value is Low. A "Low" band represent a low level of socio-educational disadvantage.

Elwood Primary School embraces our values of: empathy, resilience, respect, integrity and responsibility, all of which promote resilience in our students.

Our programs, approaches and strategies 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 literacy and numeracy coaching model in place.

The school is focused on personalising curriculum to further meet student needs and abilities.

Both the Parent Satisfaction Summary and School Staff Survey (School climate) endorse our positive interactions with positive parent satisfaction 79.6% and staff positive responses at 85.2% - well above the State average for primary schools.

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### Framework for Improving Student Outcomes (FISO)

In 2021, Elwood Primary School's Annual Implementation Plan focused on the implementation of Key Improvement Strategies related to the FISO dimensions of: Building Practice Excellence, Curriculum Planning and Assessment, Building Leadership Teams and Building Communities.

To support the implementation of these KIS, target goals were:

- \*Continuation of embedding and strengthening the Relational Learning Pedagogical model with all staff
- \* A focus on staff, student and parent wellbeing through Remote Learning by constant and continual communication
- \*Building support networks through Teaching and Learning Coaches - particularly for those families deemed vulnerable
- \*Building in feedback for student work during Remote Learning
- \*Highly supporting teachers, students and families in learning new Remote Learning Teaching Platform
- \*Providing TIL programs and continuing to offer remotely to cohort students and
- \*Maintaining high level of expectations and student work.

We successfully implemented high-level actions that were undertaken by the school to drive progress against the KIS such as:

- \*Employment 5 Tutor Learning Initiative Teachers (all fully registered and experienced teaching staff)
- \*Targeting students from Prep to Grade 6 that showed low growth in Reading, Writing and Maths in the TIL
- \*All students selected for small groups were created using assessment data and new assessments completed
- \*All students in small groups were seen by Tutors both as a pull-out sessions 3 times a week, as well as in-classroom

support and

\*ILPs were created and monitored for all students

A key school highlight in 2021 was the work undertaken to continually build staff growth and capacity.

The initiative is designed to support the school's strategic coaching model aimed at meeting both individual and team needs.

In order to achieve this initiative, staff accessed various professional development courses which included enhancing the growth of middle leaders and increasing staff proficiency in Mathematics. The school also utilised local networks to support this initiative.

Staff growth and capacity was also enhanced by all staff having access to professional learning related to 'Respectful Relationships and Relational Learning'.

All school teams had a data literacy focus which targeted increased understandings of data analysis in order to drive effective teaching practice and planning.

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## Achievement

In 2021, Elwood Primary School continued to work on its strategic plan goal of building the capacity of teachers to implement agreed writing strategies and analyse writing data at a high level, along with the Department's priority of Learning, Catch-up and Extension.

Teacher Judgement of student achievement demonstrated 94.2% of students in Years Prep to Grade 6 at or above the expected standards in English and 96.2% at or above the expected standards in Mathematics - both well above similar and state averages.

The percentage of students in the top three bands of testing in NAPLAN continued to show strong achievements in Reading (94% Year 3 and 93.1% Year 5) both well above both similar and state averages.

The percentage of students in the top three bands of testing in NAPLAN continued to show strong achievements in Numeracy (84.7% Year 3 and 84.2% Year 5) both well above both similar and state averages.

NAPLAN Learning Gain in Year 3 (2019) to Year 5 (2021) were strongest in both Reading and Spelling with 38% and 40% high gain respectively - well above Similar Schools.

A range of supports and programs assisted in the successful implementation of the KIS including teachers using data to identify students who were below level to then be targeted in KLAs from Prep to Grade 6 - both in Maths and Literacy. This also included the employment of experienced teachers to deliver a targeted and researched program planning and assessing students based on needs. ILPS were developed and maintained for all students who accessed this program over the course of 2021.

Elwood Primary School will continue to adjust and add to future AIP to document next steps in the KIS. Identified areas include continuing to personalise the tutoring based on the students and having consistency of Tutors, resources and designated learning spaces.

A Professional Learning Plan for teachers on how to extend students in all KLAs will also be a priority to build teacher knowledge to be able to extend in all areas - seeing a lift in teacher confidence. (2 years above Grade level)

A key action will be to determine curriculum knowledge of the years above and what comes next - the focus on High Growth students, particularly our Grade 5 and 6 students in Literacy.

All students supported through the Program for Students with a Disability showed satisfactory progress in achieving their individual goals as identified in their Student Support Goals for 2021.

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## Engagement

Elwood Primary School students are engaged and connected to their school, teachers and each other.

We are proud to be recognised as a leading school in supporting students and their families in building their resilience, engagement and relationships.

A highlight in 2021 was the work undertaken by the school to promote student voice opportunities within the school - strengthening the engagement goals and outcomes identified in the AIP.

The intent of this initiative and KIS was based on the school premise that student voice and learner agency promotes personalised and more effective student learning, allowing for increased opportunities for students to have a say in their curriculum content and the delivery of that content.

In order to achieve this, the school established a Student Voice Team which targeted students in Years 4 and 5. This has since grown to a Community of Practice around Learner Agency through the whole school and Network of schools. All staff received professional development in building student voice opportunities into their planning and practice. Elwood Primary School continued high engagement and involvement/participation in partnership and connection with the Elwood Primary School Community.

Teachers to know how their students have performed and are able to increase opportunities for higher levels of student voice through cognitive engagement, challenge, self-directed inquiry and deep thinking.

A range of initiatives were identified as enablers, strengthening the FISO priority area 'Positive Climate for Learning' with factors related to 'Sense of connectedness', 'Sense of inclusion' and 'Student voice and agency', all above 74 per cent positive endorsement rate or higher.

Opportunities existed to promote student voice and agency across all levels. Further developing voice and agency with an academic lens would enhance both teacher and student learning practices.

Elwood Primary School are proactive in engaging students and their families as all understand absence from school can impact on students' learning.

Elwood Primary School's average number of absence days is 4.3 - well below Similar Schools and the state averages of 10.3 and 14.7.

The school maintains an extremely high attendance rate across all year levels - Prep to Grade 6 attendance rates for 2021 all being above 97%

Future planning for Elwood Primary School to maintain and capitalise on high engagement includes actions such as the continued focus on the importance and value of relationships and relational teaching and learning.

The school has a strong whole school collective belief and understanding of the priority and value of relationships first - which in turn - will see learning outcomes improving.

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## Wellbeing

Elwood Primary School has a very strong student and student family wellbeing focus at its core.

We continue to make significant progress in student wellbeing and this is reflected in ongoing improvements in our Attitudes to School Survey results.

Students identify very positively with both Cognitive Engagement (90%) and Emotional and Relational Engagement (84%) being well above both Similar School and Network Schools at 84% and 72% respectively.

It is important to note the extremely positive responses to Stimulated Learning, Effort and Teacher Concern at 100%

Health and wellbeing supports such as access to the school employed psychologist for families, students and staff, school employed Speech Pathologist and additional support program were prioritised for staff, students and their families.

The Department of Education Priority Goal of Connected Schools included actions and KIS such as regular communication from the Principal to Community and enhancing our distributive leadership strategies to ensure quick responses to any issues that arose to proactive strategies of developing and sharing Social Stories with families in need as well as whole cohort management and support, one on one zooms offered to families and students, the Tutoring Program continuing throughout Remote Learning and strategic, positive transition from home to school focus.

These identified, effective supports for our students and families will be ongoing initiatives in future.

Elwood Primary School is focused on and committed to a continued positive learning environment for all students, families and staff.

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## Finance performance and position

Elwood Primary School maintained a very sound financial position throughout 2021. The school's 2021 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 \$221,267. This surplus occurred through donations to targeted Building works, which have included the ongoing development of our Grounds Masterplan - many of the projects now delivered in the Senior School including the upgrade of facilities in the Grade 4 Portable area and a new Senior School Playground. The surplus was also tagged for further employment of Tutors for the TLI.

The AIP Curriculum Learning Goals were met through the planned budget allocations, along with additional funds to provide our school with Learning Specialists in Maths, a dedicated Assistant Principal for Disability Inclusion Profiles, the ongoing support of Teaching and Learning Coaches and smaller class sizes, particularly in the Junior School and Foundational year.

The Program for Students with Disability (PSD), along with additional funds committed by the school enables us to provide an inclusive, equitable learning program - enhanced by Education Support Staff, outside providers and resources.

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

# Performance Summary

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

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

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 755 students were enrolled at this school in 2021, 336 female and 419 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).

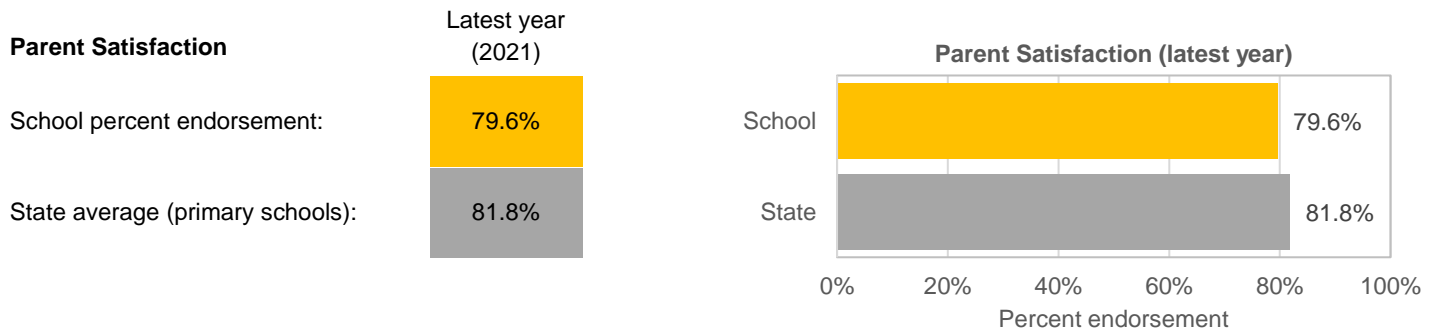
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

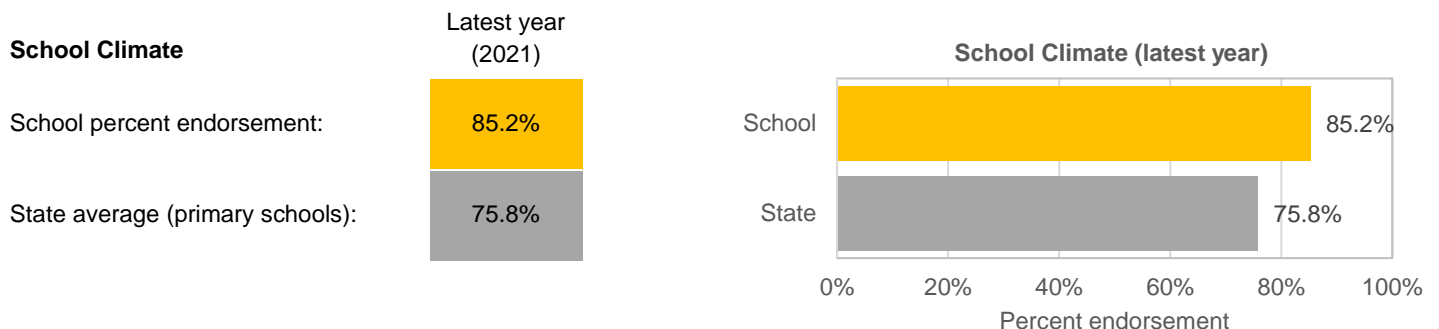


### School Staff Survey

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.





## 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  
(2021)

School percent of students at or above age expected standards:

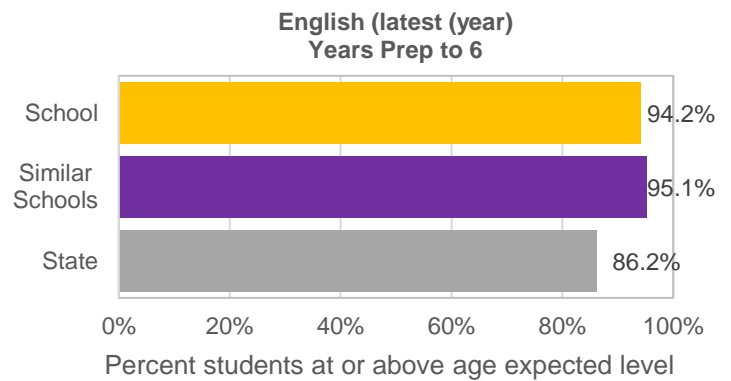
94.2%

Similar Schools average:

95.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

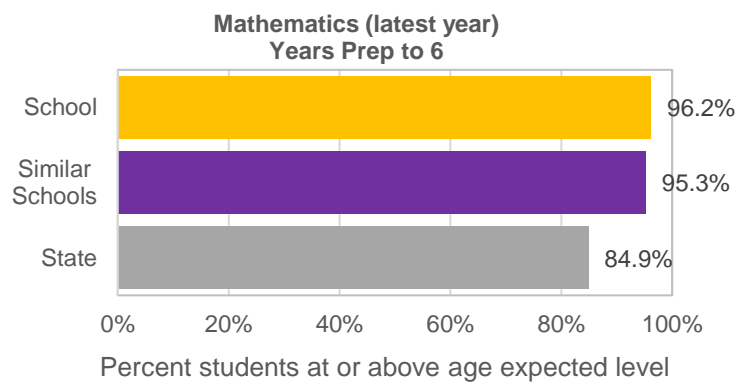
96.2%

Similar Schools average:

95.3%

State average:

84.9%



**ACHIEVEMENT (continued)**

**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.

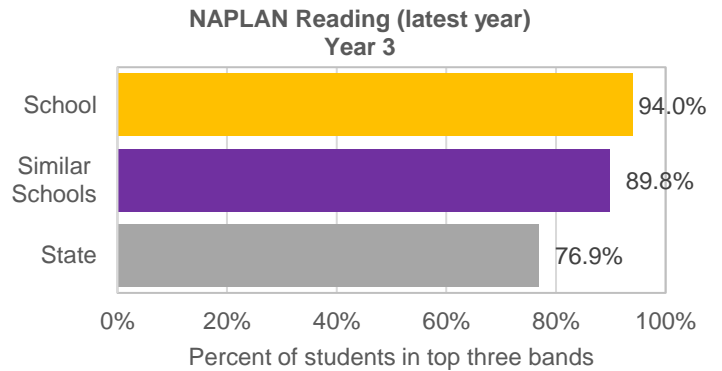
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

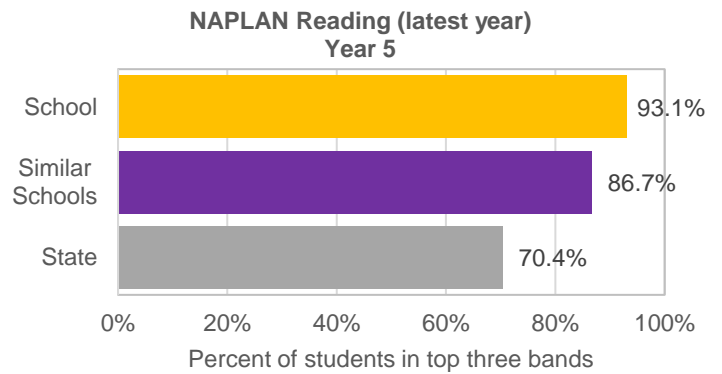
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.0%	89.8%
Similar Schools average:	89.8%	89.4%
State average:	76.9%	76.5%



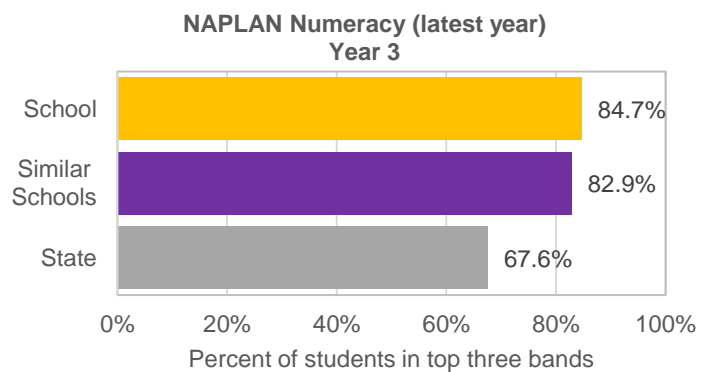
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.1%	86.0%
Similar Schools average:	86.7%	83.2%
State average:	70.4%	67.7%



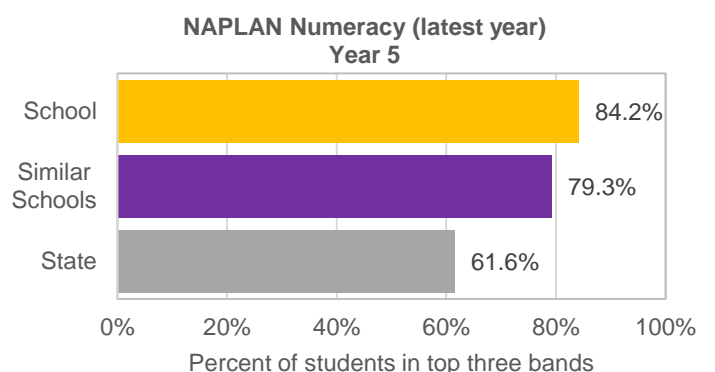
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.7%	84.8%
Similar Schools average:	82.9%	85.6%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.2%	76.0%
Similar Schools average:	79.3%	77.7%
State average:	61.6%	60.0%



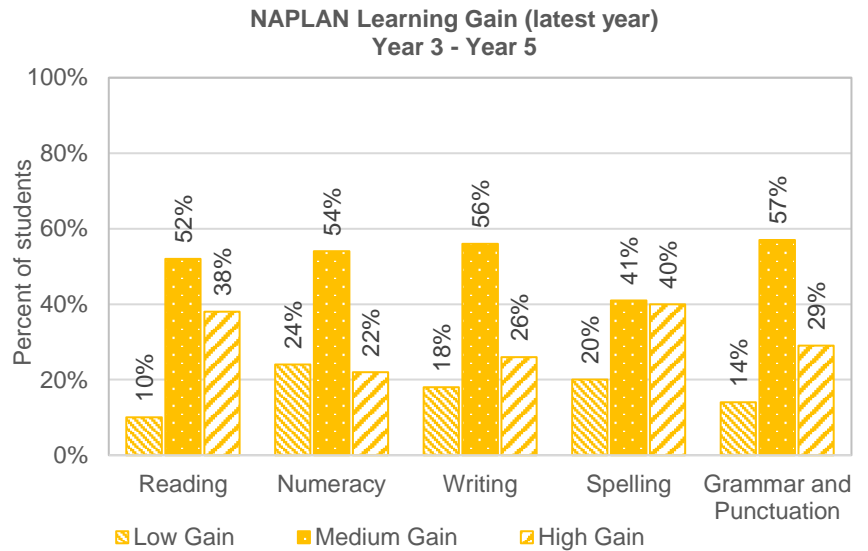
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	10%	52%	38%	29%
Numeracy:	24%	54%	22%	26%
Writing:	18%	56%	26%	29%
Spelling:	20%	41%	40%	25%
Grammar and Punctuation:	14%	57%	29%	24%



## ENGAGEMENT

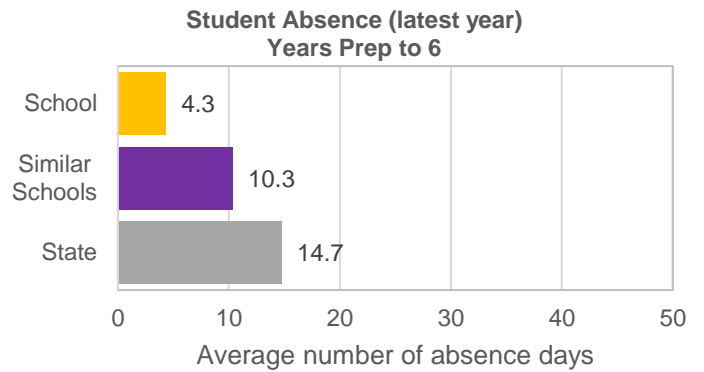
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	4.3	7.3
Similar Schools average:	10.3	11.5
State average:	14.7	15.0



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	98%	98%	98%	98%	97%	98%	97%

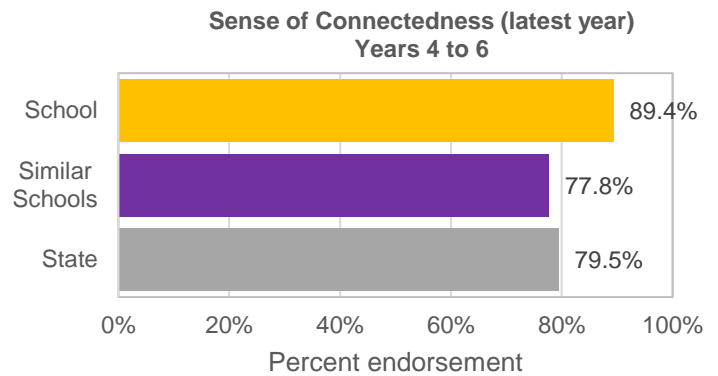
## WELLBEING

**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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	89.4%	79.3%
Similar Schools average:	77.8%	79.2%
State average:	79.5%	80.4%

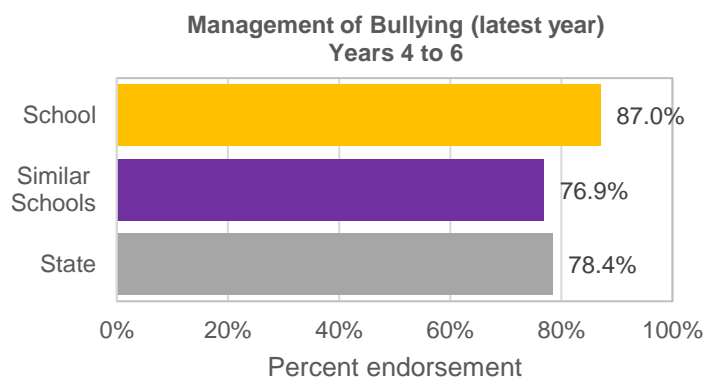


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.0%	74.3%
Similar Schools average:	76.9%	79.1%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$5,848,932
Government Provided DET Grants	\$538,924
Government Grants Commonwealth	\$30,298
Government Grants State	\$0
Revenue Other	\$33,701
Locally Raised Funds	\$665,819
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,117,674</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$11,422
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$11,422</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,801,262
Adjustments	\$0
Books & Publications	\$8,709
Camps/Excursions/Activities	\$104,904
Communication Costs	\$12,211
Consumables	\$114,479
Miscellaneous Expense <sup>3</sup>	\$27,460
Professional Development	\$21,349
Equipment/Maintenance/Hire	\$136,176
Property Services	\$124,349
Salaries & Allowances <sup>4</sup>	\$276,834
Support Services	\$188,133
Trading & Fundraising	\$39,560
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$40,981
<b>Total Operating Expenditure</b>	<b>\$6,896,407</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$221,267</b>
<b>Asset Acquisitions</b>	<b>\$223,689</b>

- (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 24 Feb 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$322,004
Official Account	\$35,560
Other Accounts	\$70,057
<b>Total Funds Available</b>	<b>\$427,621</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$164,022
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$63,489
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$36,858
Capital - Buildings/Grounds < 12 months	\$45,980
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$310,349</b>

*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.*