

2022 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 of the previous calendar year 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 22 March 2023 at 12:13 PM by Nicole Richards (Principal)

- This 2022 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 April 2023 at 07:54 PM by Andrew Gyopar (School Council President)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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

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 709 students were enrolled at Elwood Primary School in 2022. 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 80% and staff positive responses at 88% - well above similar and Network schools average.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Elwood Primary School's Annual Implementation Plan focused on the implementation of Key Improvement Strategies related to the FISO dimensions of: Excellence in teaching and learning and Positive climate for learning.

To support the implementation of these KIS, target goals were: *To build the capacity of teachers to implement agreed writing strategies and analyse writing data at a high level. *Build rigorous assessment practices and a model of feedback to inform teaching and learning in writing and *Investigate and develop practices for embedding Learner Agency at EPS.

We successfully implemented high-level actions that were undertaken by the school to drive progress against the KIS such as: *Building staff capacity to analyse student data and teaching at students' point of need, particularly in numeracy. *Continuing to embed an approach to literacy intervention that supports students who are below level expectations. Along with: *focusing on the establishment of a whole school approach to positive relationships, resilience and behaviour - the initial stages of implementing the Respectful Relationships initiative with a focus on professional learning and further embedding the You Can Do It and Manners Matter programs. And *Developing whole staff understanding of best practice in assessment and feedback to inform teaching and learning.

Teacher judgements in English show 95.5% of students at or above the expected standard. Similar Schools report 95% and the State is at 87%

Teacher judgements in Mathematics show 97.2% of students at or above the expected standard. Similar Schools report 95% and the State is at 85%

NAPLAN results show the percentage of students working in the top three bands in Yr 3:

Reading 88.7% (Similar Schools 89%) and Numeracy 77.4% (Similar Schools 79%)

NAPLAN results show the percentage of students working in the top three bands in Yr 5:

Reading 90.9% (Similar Schools 84%) and Numeracy 80.7% (Similar Schools 70.3%)

The school continued to utilise local networks to support our AIP. Staff growth and capacity was also enhanced by all staff having access to professional learning related to EPS Numeracy approach and our commitment to ongoing, continuous reporting.

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 (83%) being well above both Similar School and Network Schools at 81% and 73% respectively.

It is important to note the extremely positive responses to Differentiated Learning and Effective Teaching both in the 90th percentile. Health and wellbeing supports such as access to the school employed psychologist for families, students and staff, school employed Speech Pathologist and additional support programs were continued priorities for staff, students and their families.

Elwood PS have built upon these supports through accessing Story Dogs, Occupational Therapy sessions and visiting teacher services, particularly for students with English as an Additional Language.

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, the continuing employment of quality, registered teachers in the Tutoring Program. 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.

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. The work undertaken by the school and by the Learner Agency Team to promote student voice opportunities within the school has strengthened. Learner Agency at EPS has continued to promote personalised and effective student learning, allowing for increased opportunities for students to have a say in their curriculum content and the delivery of that content. A Community of Practice around Learner Agency has been formed through the whole school and are leading and tapping into the Network of schools.

Elwood Primary School continued high engagement and involvement/participation in partnership and connection with the Elwood Primary School Community.

Our attendance rate continues to be outstanding - well above both similar and network schools with only 9% of our students being absent for 20 or more days. 65% of our students have 0 days absent for 2022 and 34% of our students are absent for 0.5 to 9.5 days. Showing more evidence of our students feeling connected to their school and learning. The responses to "Emotional and Relational Engagement" for Students in Years 4 to 6 is at 83% - with Similar Schools being at 78%

Other highlights from the school year

Other highlights for the 2022 year have been the highly successful and extremely well attended Art Show - held in conjunction with Elwood College and Poet's Grove. A night full of creative and performing arts celebrations across the 3 settings highlighting and showcasing the visual arts in curriculum and the partnerships between the 3 settings.

All events that are unique to Elwood Primary School were held - including Grade 1 Dinner, Grade 2 Sleepover, all camps for all Grades 3-6 and the Grade 6 Production with the new work agreement and conditions in place, giving teachers their allocated time in lieu. The Elwood Community are extremely supportive of these initiatives and working with the teachers and staff at Elwood Primary School.

Financial performance

Elwood Primary School maintained a very sound financial position throughout 2022.

The school's 2022 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 \$366,437.

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 Disability Inclusion Profile funding, along with additional funds for Tier 1 and Tier 2 committed by the school, enables us to provide an inclusive, equitable learning program - enhanced by Education Support Staff, outside providers and resources such as Elwood PS employed Speech Therapist, Elwood PS employed Psychologist, Story Dogs and Therapy Dog, Occupational Therapy classes and visiting teacher service.

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 2.0 (FISO 2.0).

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 709 students were enrolled at this school in 2022, 334 female and 375 male.

3 percent of students had English as an additional language and 1 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.

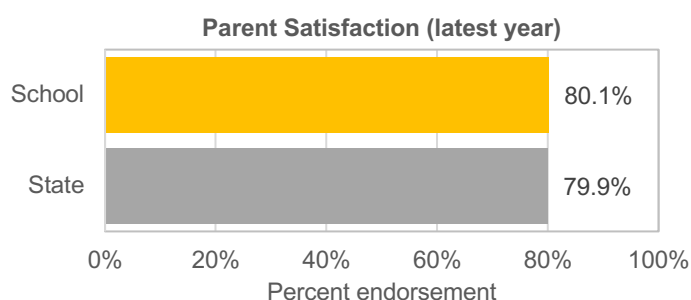
This school's SFOE band value is: Low

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	80.1%
State average (primary schools):	79.9%



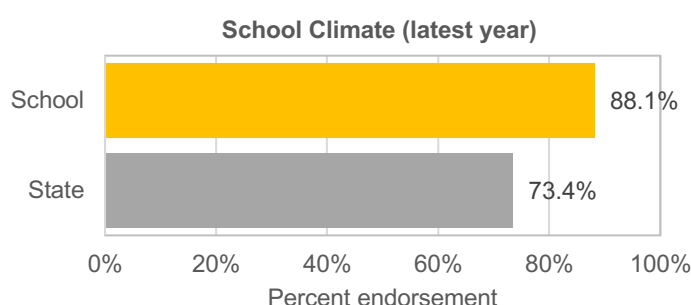
School Staff Survey

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 (2022)
School percent endorsement:	88.1%
State average (primary schools):	73.4%



LEARNING

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
(2022)

School percent of students at or above age expected standards:

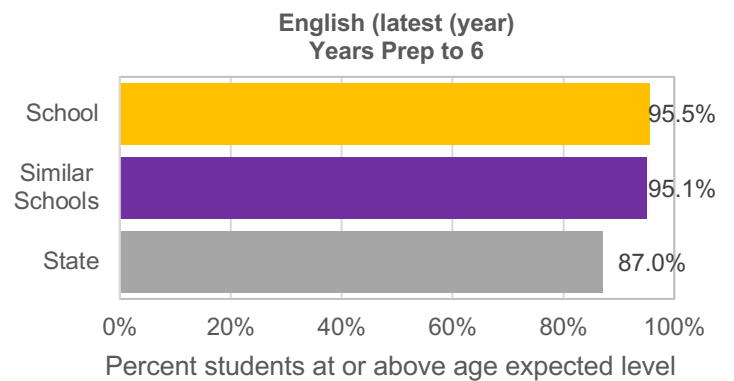
95.5%

Similar Schools average:

95.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

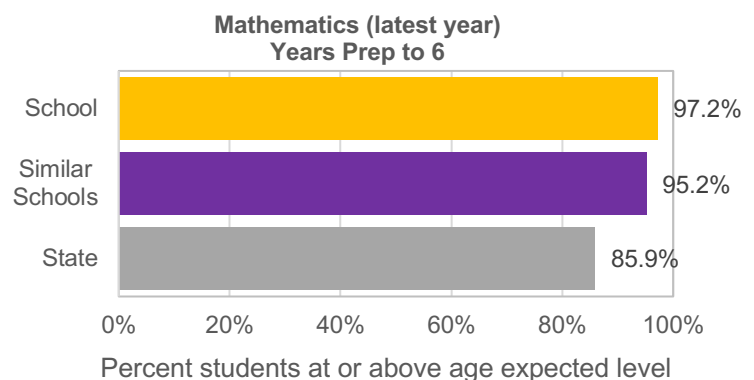
97.2%

Similar Schools average:

95.2%

State average:

85.9%



LEARNING (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.

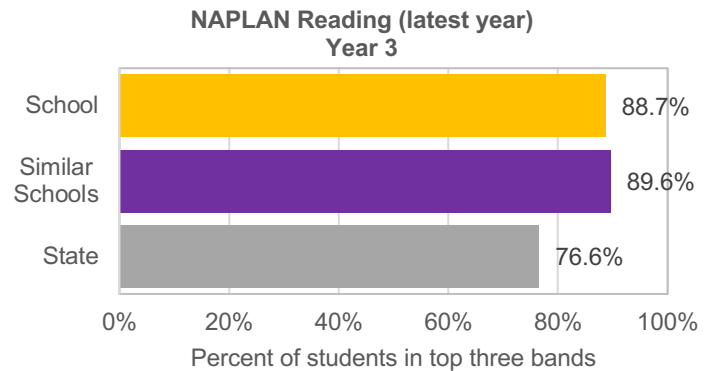
NAPLAN

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 2019, 2021 and 2022 data.

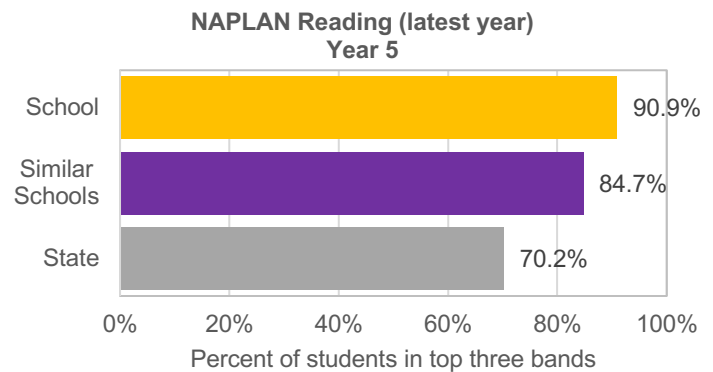
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.7%	90.1%
Similar Schools average:	89.6%	89.5%
State average:	76.6%	76.6%



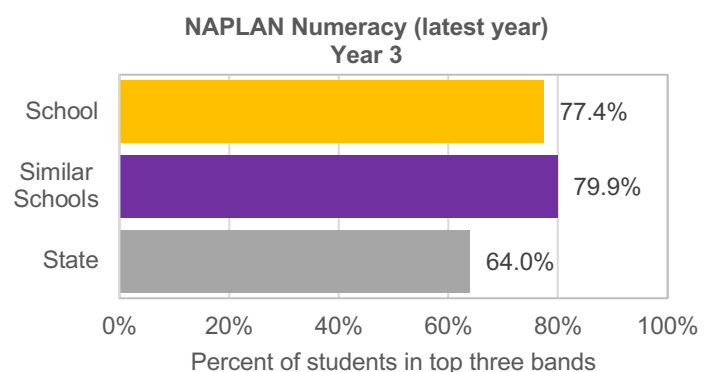
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.9%	89.8%
Similar Schools average:	84.7%	84.1%
State average:	70.2%	69.5%



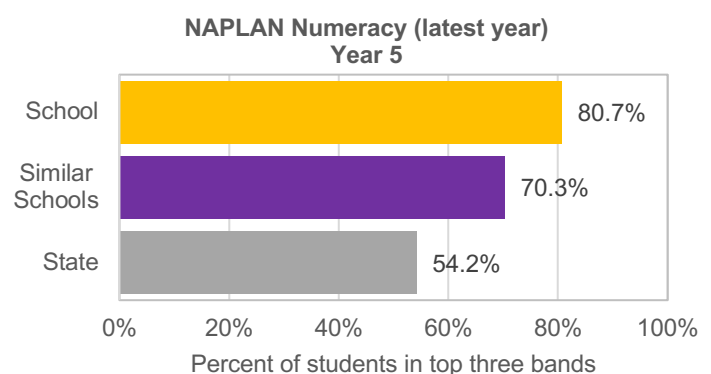
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.4%	81.7%
Similar Schools average:	79.9%	82.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.7%	78.0%
Similar Schools average:	70.3%	75.0%
State average:	54.2%	58.8%



WELLBEING

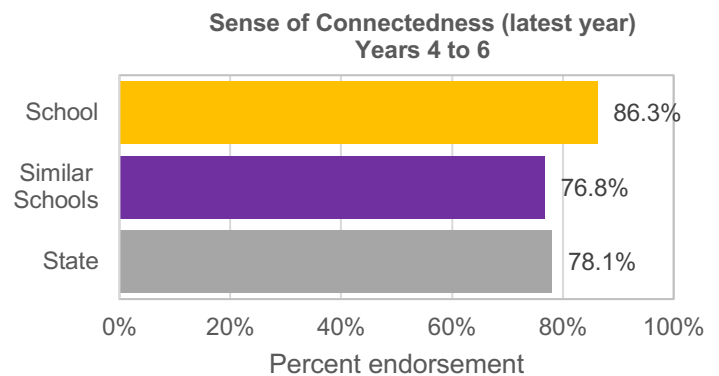
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	86.3%	80.6%
Similar Schools average:	76.8%	78.4%
State average:	78.1%	79.5%

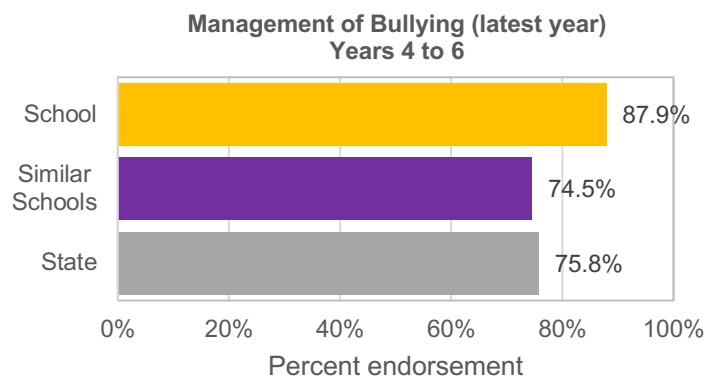


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	87.9%	75.5%
Similar Schools average:	74.5%	77.5%
State average:	75.8%	78.3%



ENGAGEMENT

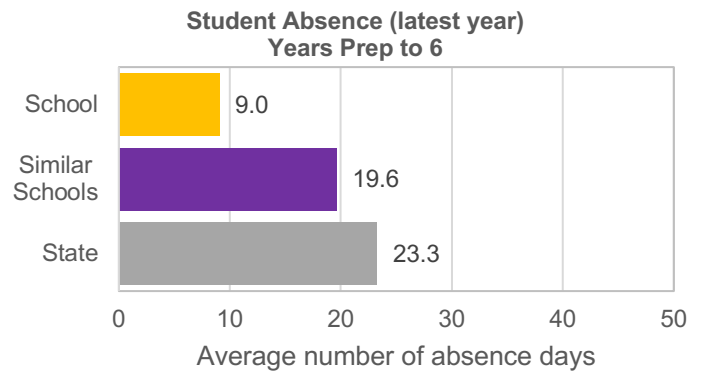
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	9.0	5.8
Similar Schools average:	19.6	13.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	96%	95%	95%	96%	95%	95%	96%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,971,218
Government Provided DET Grants	\$638,947
Government Grants Commonwealth	\$34,874
Government Grants State	\$0
Revenue Other	\$27,700
Locally Raised Funds	\$1,031,233
Capital Grants	\$0
Total Operating Revenue	\$7,703,972

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,045
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,045

Expenditure	Actual
Student Resource Package ²	\$5,923,752
Adjustments	\$0
Books & Publications	\$10,511
Camps/Excursions/Activities	\$236,810
Communication Costs	\$13,404
Consumables	\$144,470
Miscellaneous Expense ³	\$20,893
Professional Development	\$20,292
Equipment/Maintenance/Hire	\$135,192
Property Services	\$102,143
Salaries & Allowances ⁴	\$394,835
Support Services	\$217,236
Trading & Fundraising	\$67,246
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$50,751
Total Operating Expenditure	\$7,337,535
Net Operating Surplus/-Deficit	\$366,437
Asset Acquisitions	\$99,714

(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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$498,413
Official Account	\$29,349
Other Accounts	\$111,148
Total Funds Available	\$638,910

Financial Commitments	Actual
Operating Reserve	\$222,313
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$54,811
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$75,216
Capital - Buildings/Grounds < 12 months	\$91,493
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$443,833

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.