

2016 Annual Report to the School Community



School Name: Elmhurst Primary School

School Number: 959

Name of School Principal:

Alison Cheater

Name of School Council President:

Benjamin Greene

Date of Endorsement:

9th may 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education
and Training

About Our School

School Context

Elmhurst Primary School is located in the small rural town of Elmhurst, around 35 kilometres east of Ararat in the Grampians Region. The school was established in 1868. Enrolments have been stable over the past 3 years however, are slightly down to 8 this year due to families moving out of town. The school has historically enjoyed strong support from the local community. The school has 2.6 equivalent full-time teaching staff. 1 Principal class, .6 Mobile Area Resource Centre (MARC) teacher 1 Graduate teacher who works on MARC one day per week and .3 Education Support Staff. We receive excellent support from our School Council being also the driver for fundraising opportunities. Our school focus has been on literacy and numeracy professional development to assist quality teaching and learning. Our School Improvement Program supported our teaching to ensure our priorities, goals and targets are appropriate and are aligned with current Government initiatives and expectations that will lead us into the next 3 year phase of our learning and teaching. The Staff continues to strive for excellence through extensive planning, both through the Cluster of schools and individually; ensuring clear communication and dedicated program delivery. We aim to meet the needs of all students and provide them with a quality and rewarding educational program regardless of their background or achievement levels.

The school has developed a strong transition program to ensure that new Prep students settle in quickly. We have close connections with the Secondary Colleges in Ararat, that has enabled a well prepared transition for grade 6 students. Despite the obstacles presented by distances to be travelled, the school has a healthy transition program for feeder preschool and local playgroups.

Framework for Improving Student Outcomes (FISO)

Elmhurst Primary School has achieved solid results in student learning. Our Year 3 NAPLAN trend results over five years shows that we generally achieve similar results to those schools with similar background characteristics. Our Year 5 NAPLAN results continue to show that we are achieving at a high level when compared to schools with similar background characteristics, although spelling is one area we have acknowledged needs continued development. We have developed and are implementing an assessment

regime, which will provide more consistency when it comes to teacher judgements in literacy and numeracy with a clearly defined Cluster Assessment schedule and the gathering of Cluster and individual school data to continually direct and drive our teaching. Our new data and teacher professional development space is a data rich environment that has all school data sets on display. This has been a very successful tool for the whole staff to see immediately where students are at and more importantly to identify trends for future planning.

Teacher judgements have indicated we mark students harder than NAPLAN.

Achievement

Our teaching focus continues to focus on high achieving learners and moving them further while maintaining our strong commitment to students who struggle. Our Naplan results were above national benchmark and like many other small rural schools, smaller class cohort indicators rarely demonstrate a true class average level. This year together with our Cluster Principals we worked closely on preparing a Cluster Strategic Plan to be executed in 2017.

Data from our school Literacy and Numeracy Assessment programs; incorporating triangulated testing such as On-demand and Early Years Numeracy Interview; continue to drive our teaching maintaining quality teaching practices.

We continue to consolidate our approach offering high levels of support to students experiencing difficulty in learning, attending Professional Development Programs and keeping parents informed of student progress. Staff continually seek Professional Development opportunities to further enhance their personal development.

We continue to make more efficient and creative use of Information and Communication Technologies with a particular emphasis in the use of the Studyladder, Mathletics and use of Video Conferencing. We continue to excel in our sporting and athletic activities. Student voice is a priority with students discussing 3 year goals and yearly growth.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework
 ☐ AusVELS
 ☒ Victorian Curriculum
 ☐ A Combination of these

Engagement

Our School data trends are continuing to improve especially in student engagement areas. The Attitudes to School and other Survey data has shown a very positive increase in student connectedness to school trends especially since the 2012-2015 years. Our data sets now show that our results are higher than schools who have similar background characteristics and this is due to our persistence in solid teaching and achievement expectations of both staff and students.

We believe our whole school attitude that promotes cooperation, collaboration, and innovation, actively engages all students and by promoting a 'Hands On' or 'Active Learning' experience at all levels of the curriculum therefore makes EPS a positive experience for all students. Throughout the year students in grades 3 to 6 are offered opportunities to participate at a district level in various sports. These students participate in leadership programs annually including Cluster Leadership Camp and Grip Leadership Conference in Ballarat. We have three School Captains; together with a representative from both our classes, to form our Junior School Council. We believe that relationships are central to our students' success and value the work that goes into building them. We are committed to a weekly Welfare session where we help to prepare our students to become positive, active, resilient and productive students and community members. We foster in them positive behaviours; realistic level of self-esteem; be able to solve problems; make informed decisions; be responsible and accountable for their actions and able to cooperate with, tolerate and appreciate others.

We cater for each child as a unique individual and valued member of a team.

We enhance school/ community partnerships through the Elmhurst Bush Nursing Centre with programs such as cooking, library and visiting senior citizens and waiting on tables at their functions.

Wellbeing

We have placed an emphasis on developing each student with a strong sense of wellbeing and confidence in order to be actively engaged in their learning. Student voice is a focus for us as each student discusses outcomes, goals and future goals every 5 weeks with the teachers. We have successfully established a focus on the promotion of student leadership and community involvement with regular visits to the elderly at the Bush Nursing Centre.




For more detailed information regarding our school please visit our website at
<http://www.elmhurstprimary.co.uk>

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

School Profile

Enrolment Profile

A total of 10 students were enrolled at this school in 2016, 5 female and 5 male.
There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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






School Staff Survey





Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.






Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 




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

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

Performance Summary





Key: Range of results for the middle 50 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<div><p>Results: 2016</p><p>Low absences <-----> high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences <-----> high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>96 %</td><td>91 %</td><td>99 %</td><td>NA</td><td>89 %</td><td>NA</td><td>99 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	91 %	99 %	NA	89 %	NA	99 %	<div> Similar</div> <div> Similar</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	91 %	99 %	NA	89 %	NA	99 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:

Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p>No Data Available</p> <p>No Data Available</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p>No Data Available</p> <p>No Data Available</p>

How to read the Performance Summary

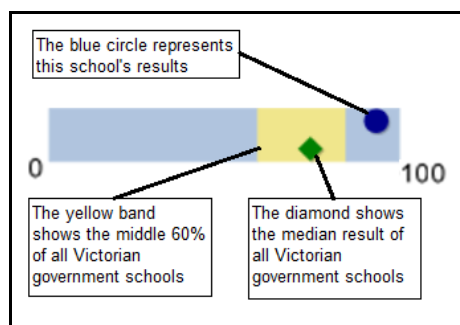
What are student outcomes?

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

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

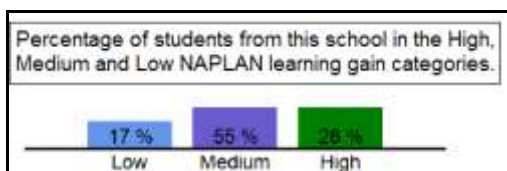
You can see these results for the latest year, as well as the average of the last four years (where available).

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



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

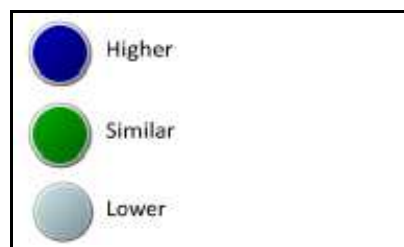
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

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

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

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



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

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

The overall financial outcome for 2016 is pleasing, with a surplus of \$7,420. As Elmhurst primary School is the banker school for the MARC program, this surplus is due to funds received for replacement for the MARC vehicle. We are in the process of completing an undercover area for students which school council was proactive in obtaining funds through fundraising and donations. During 2017 we will strive to retain a surplus in our SRP. This process was an issue in 2016 due to staff extended sick leave.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$322,587	High Yield Investment Account	\$24,032
Government Provided DET Grants	\$59,933	Official Account	\$520
Government Grants Commonwealth	\$495	Other Accounts	\$5,573
Revenue Other	\$7,852	Total Funds Available	\$30,126
Locally Raised Funds	\$5,073		
Total Operating Revenue	\$395,939		
Expenditure		Financial Commitments	
Student Resource Package	\$327,125	Operating Reserve	\$10,000
Books & Publications	\$2,454	Asset/Equipment Replacement < 12 months	\$13,342
Communication Costs	\$1,849	Capital - Buildings/Grounds incl SMS<12 months	\$5,200
Consumables	\$5,151	Maintenance -Buildings/Grounds incl SMS>12 months	\$1,584
Miscellaneous Expense	\$4,320	Total Financial Commitments	\$30,126
Professional Development	\$1,836		
Property and Equipment Services	\$19,342		
Salaries & Allowances	\$16,692		
Trading & Fundraising	\$442		
Travel & Subsistence	\$6,502		
Utilities	\$2,805		
Total Operating Expenditure	\$388,519		
Net Operating Surplus/-Deficit	\$7,420		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 08 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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