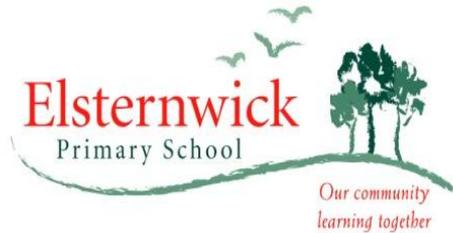


2017 Annual Report to the School Community



School Name: Elsternwick Primary School

School Number: 2870



- 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 Regulation 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 2017 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 18 April 2018 at 05:10 PM by Michael Portaro (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2018 at 02:26 PM by Mark Maskiell (School Council President)



About Our School

School Context

At Elsternwick Primary School, our vision is that our students are empowered to be independent, critical thinking and collaborative learners. Their growth mindset fosters curiosity, and their confidence motivates them to thrive and succeed.

The learning environment created by caring, dedicated and diligent staff cultivates an atmosphere where students feel safe, valued and included, supported in achieving academic success, while developing a positive sense of wellbeing and school pride.

Our values based approach ensures that students from diverse backgrounds are united under a consistent and equitable umbrella that values all stakeholders yet provides a common connection of learning and diversity. The school values of Respect, Responsibility, Personal Excellence and Curiosity are central to and embedded in the School Vision. They guide teachers and students by providing the framework and expectations for the way we act, learn and interact at EPS.

The school values are supported by the following shared understandings:

Respect: Treat others as you would like them to treat you.

Responsibility: Act safely, be a partner in your learning and care for each other and our school.

Personal Excellence: Try your best in your learning, behaviour and friendships.

Curiosity: Develop a growth mindset, take a risk; explore your wonderings and desire to learn about your world.

The EPS population reflects the characteristics of the Brighton and neighbouring communities with their diversity of socio-economic and cultural backgrounds. Our school was officially opened on January 19th, 1888 and is located on Murphy Street in the suburb of Brighton, Melbourne, Victoria, Australia. The school is approximately 10 km south-east from Melbourne's Central Business District and our Local Government area is the City of Bayside. In December of 2017, our student enrolment number was 600 and we had twenty-six grades from Prep to Year Six. The school has continued to offer a broad curriculum and an extensive co-curricular program that enables our students to experience new challenges and opportunities beyond the classroom.

Elsternwick Primary School places its focus on teaching and learning, effective instruction and professional leadership. We know that improvement in teachers' instructional capacity is at the heart of improvement in student learning. Our wellbeing approach uses positive relationships as the basis for forming effective classroom learning environments and the principles of restorative justice to support student development. Our school has continued to offer a range of specialist and extracurricular programs including LOTE (Mandarin), Visual Arts, Health and Physical Education, Music, Life Education, Interschool Sport, Choir, Instrumental Music Tuition, Student Leadership and Voice, Buddy Program, 6 Camping Program, Incursions and Excursions, and a Before and After School Program. We have developed a comprehensive program and service structure for students with special needs, and disabilities and impairments.

In 2017, the school had three principal class members, two leading teachers, seven professional learning teams and a range of educational support staff. The Executive Team, School Improvement Team (SIT) and all seven Professional Learning Teams (PLT) regularly plan and evaluate teaching effectiveness and student learning outcomes, and participate in team based professional learning. The organisation of the school remains fluid and flexible so that our school's resources (human, physical and financial) can be strategically aligned to cater for the emerging learning needs of all our students. Our entire school community is actively involved in the life of the school, and shares a commitment to being an innovative leader in education. School Council and the Executive Team are partners in providing a unified purpose and direction for achieving a quality education for every student.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) is the unifying framework for improvement in Victorian schools. The FISO uses school improvement and school effectiveness research to help schools focus on key areas that are known to have the greatest impact on improved student outcomes. The FISO is made up of three elements. Together, these complement and reinforce the capacity of schools to deliver the Education State reforms and improve outcomes for all students. The Improvement Model is made up of four state-wide priorities that are proven to have a strong bearing on the effectiveness of a school: Excellence in teaching and learning, professional leadership, a positive climate for learning, and community engagement in learning.

At Elsternwick Primary School, teachers use FISO's 'Evidence-based High Impact Teaching Strategies, which is within the state-wide priority, 'Excellence in Teaching and Learning.' In this priority, the school's improvement initiative is 'Building Practice Excellence.' Building Practice Excellence is a culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement. Teachers are engaged in quality professional learning to improve their capability. Student outcomes data is used to evaluate the impact of professional learning on teaching practice and student achievement.



Achievement

Elsternwick Primary School's 2017 NAPLAN results in Literacy and Numeracy confirm that Year 3 and 5 students are performing at or above the Victorian median. However, Year 3 students are achieving lower than similar schools and Year 5 students are achieving close to similar schools. Teacher judgements show comparable outcomes to Victorian similar schools and above the state mean in Literacy and Numeracy. A significant process of change in school culture and direction occurred in 2017 through the development of the following initiatives:

- The introduction of a consistent Instructional Model, (GANAG), across all curriculum areas, led by consultant Jane Pollock.
- Ensuring that English and Mathematics teaching is effectively and consistently implemented within all classrooms through the development of consistent planners using a Standards Based Curriculum. This is supported through team planning and ongoing coaching and mentoring.
- The school wide assessment schedule is systematically updated and fluid, focused on the stage, not age of the student.
- Individual Education Plans are developed for all students achieving 18 months above and 6-12 months below the expected level.
- Participation in the second year of a three year project with the University Melbourne Network of Schools (UMNOS) looking closely at Mathematics with the view to improving teaching and learning.
- Continued work with leading education consultants Brenda Leonard (Writing), Di Snowball (Reading), Kath Murdoch (Inquiry) and Jane Pollock (Curriculum development).
- Professional learning for staff in the area of Digital Technologies is ongoing. The focus is needs based and derived from data obtained in the staff ePotential survey.

Engagement

EPS student attendance data indicates consistent attendance rates across all year levels with long-term absence for family holidays impacting on the total attendance rates of our students. Our attendance data clearly indicates that our students are below the state mean. Our average student attendance rate is over 90% across all year cohorts and similar to other schools. Leadership, staff and staff administration follow up students who are absent more than 3 days. The school has adopted Department Education & Training (DET'S) It's Not OK to Be Away, a Victorian statewide initiative building a school and community approach to the issue of student attendance. The initiative is designed to change community and student attitudes to school attendance. Leadership have also attended the regional Student Attendance Workshop to get advice on how to improve attendance scores for 2018. We aim to focus on streamlining attendance codes and acknowledging the importance of beginning the school day on time. This advice will be delivered to parents through the school newsletter and to staff through staff briefings.

Wellbeing

In 2017, we had two teachers driving our wellbeing priority, and this time fraction has increased in 2018. Our positive school culture is based around our school values of **Respect, Responsibility, Curiosity** and **Personal Excellence**. These values have been explored and defined in depth with students and form the basis of Classroom Agreements. Data from students and parents (parent opinion survey) indicate students feel safe in the yard. However, some students feel their learning is disrupted by a few in the classroom. With a focus on Restorative Practices, the school aims to build positive behaviours. In 2017, EPS developed a whole school Supporting Positive Behaviour Manual. This provides the community with a set of clear guidelines, ensuring that learning environments for students are safe supportive, respectful, collaborative and well managed; promoting students' wellbeing and achievement. The school has adapted Marg Armstrong's 'Model of Intervention' to frame our preventative approach, which facilitates positive behaviours and interactions and supports students exhibiting inappropriate and unacceptable behaviours. In 2018, this work has been extended by providing all staff with a termly outline to give them explicit guidelines on our school's approach to developing positive, respectful and supportive relationships. The foci has been drawn from student attitudes to school data and KidsMatter survey data. We continue to use The Zones of Regulation, Project Rockit and Restorative Practices and have successfully completed Component 1 of KidsMatter, 'Creating a Positive School Community'.

For more detailed information regarding our school please visit our website at
[\[http://elsternwickps.vic.edu.au/\]](http://elsternwickps.vic.edu.au/)



Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 608 students were enrolled at this school in 2017, 280 female and 328 male.</p> <p>9 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>○ Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>○ Lower</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>44%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>42%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>62%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>54%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>46%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	44%	29%	Numeracy	28%	42%	30%	Writing	27%	62%	12%	Spelling	29%	54%	17%	Grammar and Punctuation	27%	46%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Grammar and Punctuation	27%	46%	27%																							



Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="548 913 1036 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	95 %	95 %	94 %	95 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	95 %	95 %	94 %	95 %	92 %										



Performance Summary

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

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



What does *School Comparison* refer to?

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

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

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



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

What does '*Data not available*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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



Financial Performance and Position

Financial performance and position commentary

Elsternwick Primary School achieved an operating surplus in 2017 due to sound financial management systems and strategic planning. The school's revenue in 2017 included DET Government grants, locally raised funds (including the building fund and fundraising) and monies received through the hiring of school facilities (gymnasium and OSHC). The money reserved contributes to the school finishing the year in a healthy financial position.

Investing in high quality professional learning for all staff in the areas of Literacy, Numeracy, Inquiry Based Curriculum and School Improvement was a priority for 2017.

Due to the ageing condition of the school's facilities, the school continued with a school wide maintenance program to improve the quality of the learning environment for students and the local community. Significant restoration work was carried out in Brickwood Hall, air conditioning was installed throughout the school and extensive groundworks continued.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,445,021	High Yield Investment Account	\$228,095
Government Provided DET Grants	\$434,180	Official Account	\$94,768
Government Grants Commonwealth	\$16,965	Other Accounts	\$153,309
Revenue Other	\$23,466	Total Funds Available	\$476,172
Locally Raised Funds	\$935,123		
Total Operating Revenue	\$5,854,756		
Equity¹			
Equity (Social Disadvantage)	\$8,970		
Equity Total	\$8,970		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,176,775	Operating Reserve	\$200,524
Books & Publications	\$4,177	Maintenance - Buildings/Grounds incl SMS<12 months	\$18,787
Communication Costs	\$14,882	Revenue Receipted in Advance	\$243,399
Consumables	\$112,008	Other recurrent expenditure	\$13,463
Miscellaneous Expense ³	\$507,939	Total Financial Commitments	\$476,172
Professional Development	\$61,999		
Property and Equipment Services	\$390,717		
Salaries & Allowances ⁴	\$101,019		
Trading & Fundraising	\$112,131		
Travel & Subsistence	\$966		
Utilities	\$47,532		
Total Operating Expenditure	\$5,530,144		
Net Operating Surplus/-Deficit	\$324,611		
Asset Acquisitions	\$0		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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