# 2018 Annual Report to The School Community

## School Name: Elsternwick Primary School (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 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 2018 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 05 April 2019 at 09:43 AM 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 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 2018 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 2019 at 06:09 AM by Mark Maskiell (School Council President)

# About Our School

| School context |
| --- |

At Elsternwick Primary School (EPS) 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.

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 heart of our ambition is to provide every child with the best possible academic, social, emotional and physical education. Our talented staff are committed to delivering high-quality learning and teaching practices, to maximise the potential of every child, empowering independence, excellence, innovation and engagement with the world.

In 2018, the school had two principal class members, three leading teachers, two learning specialists, 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 to 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.

The EPS population reflects the characteristics of the Brighton and neighbouring communities with a 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 2018, our student enrolment number was 566 and we had twenty-five 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.

| Framework for Improving Student Outcomes (FISO) |
| --- |

At EPS a culture of collaboration and collective responsibility to develop effective and consistent teaching practices to improve student achievement, drives our professional development. The school continues to focus on 'Building Practice Excellence' to ensure students will achieve continuous learning growth in English and Mathematics.

Student outcomes data is used to evaluate the impact of professional learning on teaching practice and student achievement with the school fostering a culture that values and supports ongoing professional learning to evaluate and improve teaching practice. For example:

• Our teachers engage in ongoing professional learning to embed the school's instructional model, which includes the Department's High Impact Teaching Strategies.
• Our school systematically incorporates evaluative practices and continuous improvement through performance appraisals and professional learning and continually reviews our impact on students' progress and their

development by using a range of data to inform teaching.
• Our staff use formative assessment data to design differentiated learning activities that are aimed at improving student outcomes. Teachers use formative assessment, such as student conferences, to give timely and targeted feedback, set individual learning goals and help students evaluate their own progress.
• A whole school assessment schedule ensures a range of diagnostic and summative measurement tools are used that align to the Victorian curriculum. Teachers moderate student assessment samples in teams to make balanced judgments and inform curriculum planning.
• EPS completed our three year UMNOS (University of Melbourne Network of Schools) partnership, focused on problem solving in mathematics. Our teachers reported an improvement in their pedagogical content knowledge in mathematics content and proficiencies.

## Achievement

In 2018, EPS was focused on achieving continuous learning growth in both Literacy and Numeracy, through explicit and targeted teaching to the point of need for each student. Ongoing assessment, both diagnostic and formative, is used to identify individual student learning needs and determine teaching foci. Teachers at EPS are involved in professional learning teams encompassing peer coaching and mentoring. Professional dialogue is centred on best teaching practice and personalising students' learning pathways.

EPS continues to maintain a high level of academic performance. From 2017 to 2018, the NAPLAN breakdown shows:
* 7%-12% increase in students achieving high relative growth (year 3-year 5) across numeracy, writing, spelling and grammar & punctuation.
* 6%-15% decrease in the number of students achieving low relative growth (year 3-year 5) across all five NAPLAN domains.
* in both English and Mathematics, teacher judgements have continued to accurately reflect that almost all of our students are working at or above expected level.

Extensive work to build our approach to reading through increased access to engaging texts, emphasis on independent reading and reading conferencing is improving student outcomes. Reading intervention also began in 2018 to accelerate learning and reduce reading and writing difficulties.  Intensive, small group lessons target those students who need support.  EPS participated in a Community of Practice across a group of schools with a focus on reading. This brought expertise, innovation and professional challenge to our curriculum planning process via the leadership team who led a whole school audit of our curriculum plan.

Literacy and numeracy coaches support and provide ongoing opportunities for all staff to progressively reach higher levels of performance. Participating in our second year of a learning consortium, supported professional learning teams to embed a whole school research-based instructional model (GANAG) using high impact teaching strategies is shown to improve student outcomes.

In 2019, our Annual Implementation Plan outlines key improvement strategies aimed at continuing the growth achieved in student outcomes by building the data literacy of teachers to enable differentiated instruction.

## Engagement

Elsternwick Primary School has a strong belief in engaging all students to achieve their highest potential. We have a number of robust programs to enhance and support the academic, social, emotional, and physical development of students. By providing students with opportunities to develop their voice and agency, we increase their engagement in our learning program. We have strengthened our transition program for all year levels, and in 2018 this was supported by our implementation of a multi-age curriculum week. School assemblies are led by senior student leaders and student leaders take tours for prospective families. The Student

Representative Council promotes opportunities for student voice, community outreach and awareness raising of global issues throughout the school community.

Across the school, opportunities for increased student engagement were provided through initiatives in Inquiry, Wellbeing, Mathematics and English throughout 2018. Our restructured approach to independent reading allows students to select their own 'Just Right' books for their book boxes and participate in individual reading and writing conferences. Furthermore, the use of the Writer's Notebook enables students to determine their own topics and direction for their writing pieces and opportunities for peer feedback. The whole school exploration of a consistent set of 'Maths Norms' allows for students to develop a growth mindset towards challenging tasks, emphasising that our 'best learning' happens when we are out of our comfort zone. The growth mindset concept is also addressed through the Whole School Wellbeing Framework, upskilling students to approach social situations with respect and responsibility. Inquiry continues to give students voice and agency in deciding their topic, learning style and assets focus for I-Time projects, empowering them to develop confidence in embodying Learner Assets. Senior students were encouraged to be agents of change and take action to make a difference by presenting their understanding of the 'Global Goals for Sustainable Development' as a film festival at ACMI.

Attendance data shows a slight decrease in the number of student absences from 2017 – 2018 in year 6, with a consistent attendance rate of 94 – 95% across all grades. Extended student absences continue to be explained by family holidays. Student Attitudes to School Survey responses indicate a slight increase in positive responses in the domain of Social engagement (Sense of Connectedness and Sense of Inclusion).

We continue to promote regular attendance at school in Newsletter articles and during Information Evenings - particularly during the early foundational years for Literacy and Numeracy, under the phrase 'every day counts'. Teachers communicate with families where student attendance causes concern and unexplained absences are followed up by the school office automatic messaging system to increase accountability.

Our Student Representative Council (SRC) are active participants in our community, contributing to decision making processes and collectively influencing outcomes by putting forward their views, concerns and ideas as well as community outreach and awareness-raising within the school. In 2019 we are expanding the range of opportunities for all senior year levels to engage in leadership through the Student Wellbeing Team (year 6), Peer Mediation program (year 5) and Friends for Life program (year 4). Developing a positive mindset towards school and personal wellbeing is explicitly addressed at assembly each week by the Student Wellbeing Team (Student Voice Team). Students are also being given the opportunity to give feedback on our Whole School Wellbeing Framework in March and November, to track our progress towards our SSP goal in terms of students feeling safe, valued and respected as members of our community.

## Wellbeing

The wellbeing of students is a priority at Elsternwick Primary and reflected in our strategic plan goal; 'for students, staff and parents/carers to feel safe, valued and respected as members of our school community'. 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 Supporting Positive Behaviour manual (whole school behaviour management approach) was implemented in term two of 2017. Underpinning our approach are the four school values of respect, responsibility, curiosity and personal excellence; these values drive the content of each classroom community's agreement. Staff now report increased confidence in using the approach more consistently, and students have a clear understanding of whole school and class level expectations.

In response to 2017 Student Attitudes to School Survey data an action plan was created in 2018 to address the specific areas survey in regards to bullying. This included; explicit lesson planning using resources from Bullying No Way and Project Rockit, class circles modelled by wellbeing leadership team, workshops for students in

years 3-6 facilitated by Project Rockit, community presentation for staff and parents, daily flipped learning videos for staff, whole school celebration for the National Day of Action.

As a result, 2018 Student Attitudes to School Survey data identifies a significant increase in positive responses from the first to the third quartile in the area of 'managing bullying', and from the third to the fourth quartile for 'not experiencing bullying' (with a significantly higher result for females). In the domain of Effective Teaching Practice for Cognitive Engagement, positive responses for Effective Classroom Behaviour also increased slightly from 2017 to 2018.

Throughout terms 3 and 4 of 2018, the wellbeing leadership team led staff in developing a Whole School Wellbeing Framework for explicitly addressing the Personal and Social Capabilities curriculum. We considered the results of the 2018 Attitudes to School Survey in developing our Key Learning Areas, and used the resources from Respectful Relationships to drive our planning. Students will be surveyed in March and November of 2019 to gauge the effectiveness of whole school framework in explicitly addressing student wellbeing.

In 2019, the Whole School Wellbeing Framework will be put into practice and all members of the community will have the opportunity to participate in a termly online poll to track our progress towards our second School Strategic Plan goal.

## Financial performance and position

Elsternwick Primary School achieved an operating surplus in 2018 due to sound financial management systems and strategic planning. The School Community generously provided strong support in fundraising activities.

The School's revenue in 2018 included DET Government grants, locally raised funds (including building fund and fundraising) and monies received through the hiring of school facilities (gymnasium and OSHC).

Investment in high quality professional learning for all staff and enhancing teaching resources was a priority for 2018, particularly in the areas of Literacy, Numeracy, Inquiry Based Curriculum and Wellbeing, which was in line with the EPS Strategic Plan. A School Nurse is on site to support our student population.

Due to the ageing condition of the school's facilities, we continued a school wide maintenance program to improve the quality of the learning environment for students. The school enjoys the benefit of extensive grounds and in 2018 upgraded a number of play areas and installed a new deck / outdoor teaching area.  Other building works included the restoration of the floors in Brickwood Hall.

Planning has commenced for a significant refresh of ageing playground equipment in 2019.

# 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

### Enrolment Profile

A total of 569 students were enrolled at this school in 2018, 265 female and 304 male.

9 percent were EAL (English as an Additional Language) students and 0 percent 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.

| low | low-mid | mid | high |
|-----|---------|-----|------|
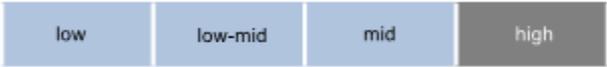
### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

# 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 |
|---|---|---|
| **Teacher Judgement of student achievement**<br><br>Percentage of students in Years Prep to 6 working at or above age expected standards in:<br><br>• English<br>• Mathematics<br><br>For further details refer to *How to read the Annual Report.* | Results: English<br><br>0 ━━━━━━━━━━━━◆━●━ 100<br><br><br>Results: Mathematics<br><br>0 ━━━━━━━━━━━━◆━━● 100 | ● Similar<br><br><br><br>● Similar |

# Performance Summary

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

# Performance Summary

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| **NAPLAN Learning Gain**<br>**Year 3 - Year 5**<br><br>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.<br><br>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'. | **Reading**<br>14 %   57 %   29 %<br>Low   Medium   High<br><br>**Numeracy**<br>13 %   46 %   41 %<br>Low   Medium   High<br><br>**Writing**<br>21 %   57 %   21 %<br>Low   Medium   High<br><br>**Spelling**<br>16 %   55 %   29 %<br>Low   Medium   High<br><br>**Grammar and Punctuation**<br>16 %   50 %   34 %<br>Low   Medium   High | NAPLAN Learning Gain does not require a School Comparison. |

# 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 |
| --- | --- | --- |
| **Average Number of Student Absence Days**<br><br>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.<br><br>Absence from school can impact on students' learning<br><br>**School Comparison**<br>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.<br><br>Average 2018 attendance rate by year level: | Results: 2018<br><br>0 ———————————— 50<br><br>Few absences <------> Many absences<br><br>Results: 2015 - 2018 (4-year average)<br><br>0 ———————————— 50<br><br>Few absences <------> Many absences |  Similar<br><br> Similar |

| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
| --- | --- | --- | --- | --- | --- | --- |
| 94 % | 94 % | 94 % | 94 % | 95 % | 94 % | 94 % |

# Performance Summary

| Wellbeing | Student Outcomes | School Comparison |
|---|---|---|
| **Students Attitudes to School - Sense of Connectedness**<br><br>Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). | Results: 2018<br><br>0 ——————— 100<br><br>Results: 2017 - 2018 (2-year average)<br><br>0 ——————— 100 | ● Similar<br><br><br>● Similar |
| **Students Attitudes to School - Management of Bullying**<br><br>Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). | Results: 2018<br><br>0 ——————— 100<br><br>Results: 2017 - 2018 (2-year average)<br><br>0 ——————— 100 | ● Similar<br><br><br>● Similar |

# Financial Performance and Position

*Commentary on the financial performance and position is included in the About Our School section at the start of this report*

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2018 | |
|---|---|
| **Revenue** | **Actual** |
| Student Resource Package | $4,335,453 |
| Government Provided DET Grants | $406,072 |
| Government Grants Commonwealth | $1,612 |
| Revenue Other | $13,581 |
| Locally Raised Funds | $1,093,189 |
| **Total Operating Revenue** | **$5,849,907** |

| Equity[1] | |
|---|---|
| Equity (Social Disadvantage) | $10,045 |
| **Equity Total** | **$10,045** |

| **Expenditure** | |
|---|---|
| Student Resource Package[2] | $4,244,907 |
| Books & Publications | $2,978 |
| Communication Costs | $9,359 |
| Consumables | $105,796 |
| Miscellaneous Expense[3] | $602,685 |
| Professional Development | $93,244 |
| Property and Equipment Services | $317,522 |
| Salaries & Allowances[4] | $73,514 |
| Trading & Fundraising | $117,911 |
| Travel & Subsistence | $2,072 |
| Utilities | $46,027 |
| **Total Operating Expenditure** | **$5,616,013** |
| **Net Operating Surplus/-Deficit** | **$233,893** |
| **Asset Acquisitions** | **$72,725** |

| Financial Position as at 31 December, 2018 | |
|---|---|
| **Funds Available** | **Actual** |
| High Yield Investment Account | $109,073 |
| Official Account | $243,442 |
| Other Accounts | $153,309 |
| **Total Funds Available** | **$505,824** |

| **Financial Commitments** | |
|---|---|
| Operating Reserve | $129,622 |
| Provision Accounts | $2,000 |
| Funds Received in Advance | $214,349 |
| School Based Programs | $159,853 |
| **Total Financial Commitments** | **$505,824** |

(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 15 March 2019 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.*

# 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).
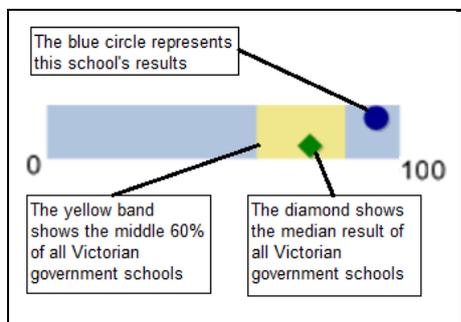


**What does *School Comparison* refer to?**

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.
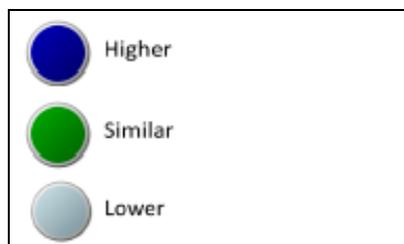


More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

**What does '*Data not available'* or *'ND'* 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').