

2020 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 2020 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 23 April 2021 at 11:59 AM by Michael Portaro (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 01:22 PM by Gill Cashion (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

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.

EPS is committed to building consistent practice by embedding a whole school instructional model and incorporating high impact teaching strategies. Our staff work collaboratively to ensure all students achieve at least 12 months learning growth each year in all curriculum areas and use multiple sources of formative and summative assessment strategies/data to track our progress. We aim to provide an environment where students are supported to be curious, creative and critical thinkers whose voice is clear and valued. Our positive and collaborative climate for learning is built by staff, students, parents/carers and the community with a clearly articulated vision to ensure that student achievement, engagement and wellbeing is enhanced. All staff are supported in their professional development as they seek to achieve higher levels of skill, expertise and deeper understanding of current curriculum and wellbeing priorities and initiatives.

Our school's workforce composition was made up of 40.88 EFT staff, which includes:

2.0 Principal Class

2.0 Leading Teachers in both Literacy and Numeracy

28.8 Teachers, including two Learning Specialists in both Student Engagement and Teaching & Learning and

8.08 Education Support staff.

The 541 students that commenced in January were placed into 23 classes.

EPS is located in the suburb of Brighton, ten kilometres south-east of Melbourne's Central Business District and caters to a diversity of socio-economic and cultural backgrounds. Many buildings and grounds projects were undertaken throughout the year which included; painting a number of classrooms, building a long jump pit, installing CCTV, converting the orchard to a reading library (Pat's Patch), and general grounds improvements. Additionally, our school received notification of a successful minor capital works grant application of \$324,165.00 at the end of 2020 and looks forward to redeveloping the outdoor oval space in 2021.

There are many and varied opportunities to be involved in extra-curricular activities from sports and performing arts, to student leadership roles with opportunities for academic extension also offered. These include school, house and specialist captains (sports, wellbeing, the arts, peer mediators etc.) and opportunities for students in years 3-6 to be part of the student representative council. Strong academic programs, our dedicated staff and supportive and involved parents/carers offer every child at EPS the best opportunity for success. Effective policies and programs provide clear expectations relating to standards of behaviour in a positive, supportive and nurturing learning environment. The Respectful Relationships initiative is embedded across the school as part of our wellbeing curriculum to promote and model respect and equality and to support children in building healthy relationships, resilience and confidence. In 2020 – 2021 the CASEA (Child and Adolescent Schools Early Action) team supported students in year prep to six to develop positive social, emotional and behavioural strategies and worked with parents/carers to build their confidence in responding to children's emotional and behavioural challenges.

The impact of COVID-19 demonstrated the ability of our staff to rapidly transfer their teaching to remote learning platforms with many significantly improving their digital proficiency and collaboration skills. Remote learning placed a spotlight on the importance of positive home-school partnerships leading to an increase in communication and support from parents/carers and boosting student engagement. Parents/Carers became more aware of their child's learning, their capabilities and the areas that challenge as well as the schools learning pedagogy. The teacher companion'

program for semester two provided classroom teachers with the support of a teacher class colleague for 2.5 days each week. This afforded EPS classroom teachers additional time to evaluate students progress through one-on-one conferences and provide further interventions for students requiring academic extension/intervention and wellbeing supports.

Framework for Improving Student Outcomes (FISO)

During 2020 we continued to work on the two improvement initiatives in the Excellence in teaching and learning priority. These included Building practice excellence and Curriculum planning and Assessment.

For the Building practice excellence initiative we continued to build teacher capacity, specifically in the teaching of reading, to ensure greater consistency in implementing instructional practices in reading across the school. Through our Professional Learning Communities and student-centred coaching model, we have seen a greater consistency of practice across the school. Clear whole-school documentation supports and reflects this.

For the Curriculum planning and Assessment priority we continued to support the achievement of our target to maintain our classification as an ‘influence’ school in Reading. The EPS English Guaranteed and Viable Curriculum (GVC) has been created with fully integrated learning areas, capabilities and pedagogy into a coherent, sequential and developmental program.

The GVC for Mathematics was finalised in 2019, and was utilised throughout both onsite and remote learning this year.

Achievement

High expectations for all students and the unwavering belief that every child can progress underpins all that we do at Elsternwick Primary School. Through the provision of a quality differentiated curriculum, our teachers work strategically to support each student to take the next step in their learning. Our school has a strong commitment to staff working collaboratively to plan, teach, assess and reflect on the curriculum offered to our students. A strong emphasis is placed on consistency within teams and across the school. Timetables and meeting schedules prioritise collaboration, data analysis and professional learning.

Throughout 2020, teaching and learning looked remarkably different with the introduction of remote learning due to COVID-19. Our aim, as we transitioned to remote and flexible learning, was to continue to provide a comprehensive, high quality teaching and learning program. Our primary focus was on facilitating essential learning in English and Mathematics, which went beyond DET minimum expectations. Our teachers were strategic and flexible in identifying achievable learning outcomes during remote learning that aligned strongly to the Victorian Curriculum. In addition to our strong focus on English and Mathematics, our students also engaged in daily activities in our Specialist Programs, Inquiry units and the Personal and Social Capabilities. An unexpected highlight of remote learning included our increased capacity to use technology to support student learning and to engage with families. Our teaching and learning programs were presented on WebEx and Google Classroom and celebrated on our school website. As we have transitioned back to onsite teaching we have reflected on the way we engage families to support and enhance student learning. We have therefore continued our use of numerous digital resources and platforms in 2021.

During 2020, no NAPLAN assessments were completed across the state. However, our Teacher Judgement data across key areas indicates our school performed very well when compared with schools with a similar demographic. Our Teacher Judgements from Prep - 6 demonstrate high percentages of students working at or above the expected curriculum standards in Literacy and Numeracy. The nature of remote learning in 2020 meant that despite everyone’s best efforts, some students and families were able to engage more readily than others. Close analysis of our data highlighted students who would benefit from targeted catch up support in key learning areas. At the beginning of 2021 rigorous processes around the Tutor Learning Initiative were established to identify short term, achievable goals for targeted students. A strong partnership between the tutors, classroom teachers and home will be a feature of our evidence based program.

In 2020, we sought to embed our whole school instructional model. Due to the impact of remote teaching and learning, this will continue to be a focus throughout 2021. Through ongoing collaboration, teachers will build their knowledge around best practice and how to use purposeful data to inform their planning.

EPS continues to focus on ensuring all students experience success in their learning and achieve greater than expected growth. Our future direction and strategies include using the high-impact teaching strategies more effectively and seamlessly in all lessons. We will continue to ensure that all students achieve a minimum of 12 months learning growth in every school year from Prep through to Year 6. This will be achieved by building on existing quality practice, ensuring consistency in curriculum, assessment and instruction and maintaining a relentless focus on student learning in literacy and numeracy.

Engagement

As it became apparent that our school would need to provide an alternative to classroom-based learning in term two, we pivoted quickly to prepare for the transition to a different learning model. This involved collating several weeks of learning materials, making hard copies available online, and increasing our adoption of online systems to store content and manage interactions with students and parents/carers.

COVID-19 required our staff, parents/carers and students to rapidly adjust to this new mode of learning and in a matter of weeks, we found and implemented viable alternatives to the traditional model of teaching in a physical classroom which included the use of an online conferencing system (WebEx) and an online collaborative space (Google Classroom).

An increase in positive parent/carer perceptions of our school was received in a response to the Department’s Parent Opinion Survey. EPS staff quickly upskilled and adjusted to the increased use of technology with some reporting students performed better during remote learning, including those students who had been previously disengaged or distracted in classrooms, and high-ability students were given the freedom to learn at their own pace.

A policy and new procedures for monitoring attendance were developed, and students at-risk of disengaging were tracked by staff through our vulnerable students monitoring plan. Strategies were successfully employed to re-engage and re-connect students through student support group meetings with families. All vulnerable families were encouraged to attend our onsite supervision program to support their safety and engagement. Throughout both periods of remote learning, regular contact with these vulnerable families ensured that every one of our students were accounted for and all were participating in learning.

Belonging, connection and re-engagement was our priority for term four – not only through the presence of relationships and opportunities to belong to groups to build social identity, but also through the teaching of social and emotional competencies that served as the building blocks for social belonging and learning.

Wellbeing

Wellbeing lessons were prioritised and taught as part of the daily learning program for students throughout remote learning, using resources from Respectful Relationships and the department mental health toolkit. Teachers ensured that all students entered the remote learning period with increased feelings of safety and knowing the trusted adults they could turn to for support. Clear guidelines were developed for staff, students and parents/carers to learn and communicate safely and responsibly online.

Staff participated in a number of Professional Learning sessions focused on wellbeing. Sessions were delivered by the CASEA team, The Alannah and Madeline Foundation, Safe Minds, Safe Schools and the school leadership team. These sessions upskilled staff in understanding how to notice, inquire and plan for students currently struggling with mental health as an early intervention strategy.

Parent/carer workshops were run throughout the year by CASEA, Alannah and Madeline Foundation and Sex Education Australia. Offering these remotely via WebEx increased accessibility for many families. Parents/carers were

also supported with a weekly 'Wellbeing Snippet' created by the wellbeing coordinator, which covered topics such as anxiety, bullying, self-regulation, inclusion and content covered in the classroom, as well as links to external support services.

Regular surveys were conducted with all members of the school community to gauge their feelings of safety and connectedness. This data was analysed and informed the modifications made to the online learning program.

Families were offered increased opportunities to connect with teachers online, which enabled regular communication and collective responsibility for students' social, emotional and academic progress.

For 2021, the school has partnered with The Resilience Project and participated in the Resilient Youth Survey to provide a high level of social and emotional support to students as they transition back to onsite learning.

Financial performance and position

In 2020 EPS operated with in budget parameters for all major programs. The 2018-2021 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year deficit. This result was planned, is accommodated by the 2020 budget and is a result of three major factors:

1. A workforce plan developed in line with the schools Strategic and Annual Implementation Plan which is in excess of DET funds allocated for salaries. Together, the School and School Council made a strategic decision to; deliver literacy intervention, continue to run four specialists subjects out of the classroom, increase staff access to quality to professional development, have leading teachers out of the classroom and ensure average class sizes are well below the required average. The provision of such programs and staffing structure could not otherwise be achieved within the scope of the prescribed DET funding for salaries and was deemed critical to delivery on the schools strategic plan which reaches maturity in 2021.
2. The impact of Covid19 on the commercial hire of facilities and fundraising - EPS makes every effort to leverage facilities as an additional and critical source of funding for our school.
3. A reduced ability to fundraise via the Parents and Friends Association due to Covid19 and associated financial pressures affecting EPS families.

EPS received a small amount of Equity Funding, which contributed towards the employment of support staff to the literacy intervention program.

For more detailed information regarding our school please visit our website at

<http://elsternwickps.vic.edu.au/>

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 541 students were enrolled at this school in 2020, 237 female and 304 male.

7 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

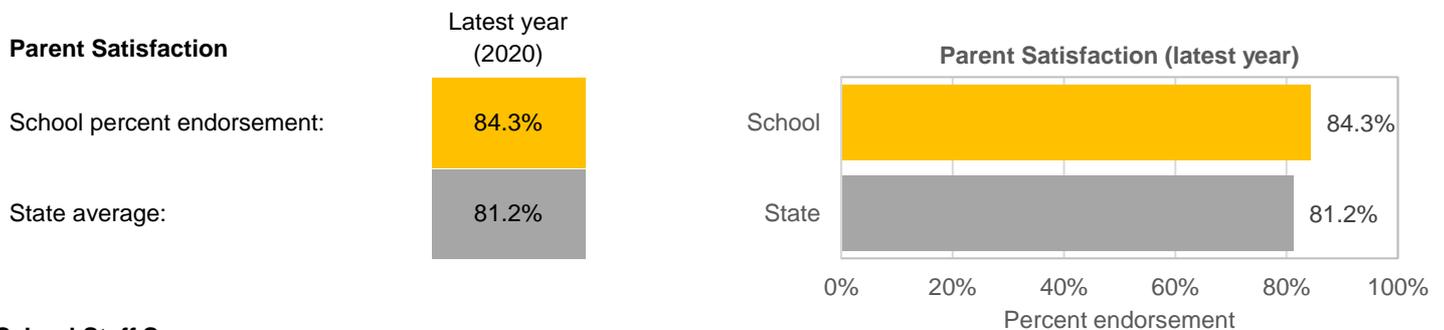
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

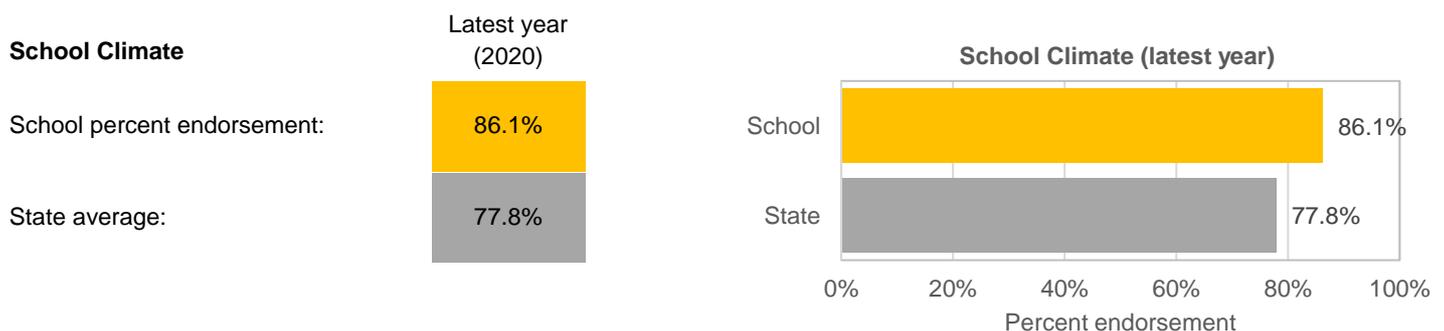


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

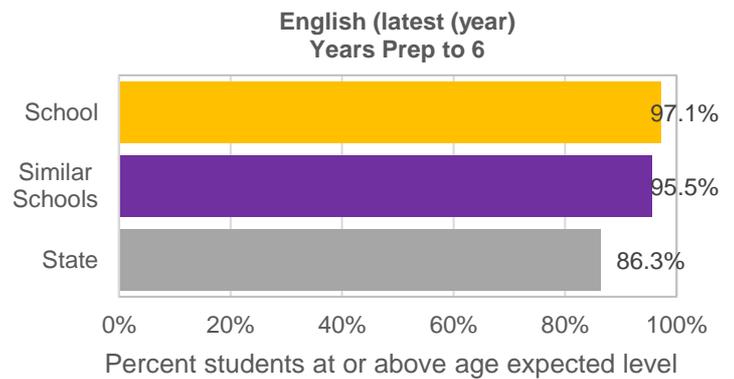
97.1%

Similar Schools average:

95.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

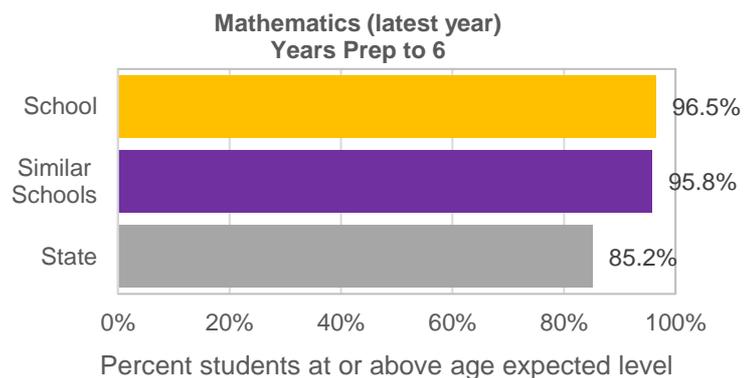
96.5%

Similar Schools average:

95.8%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

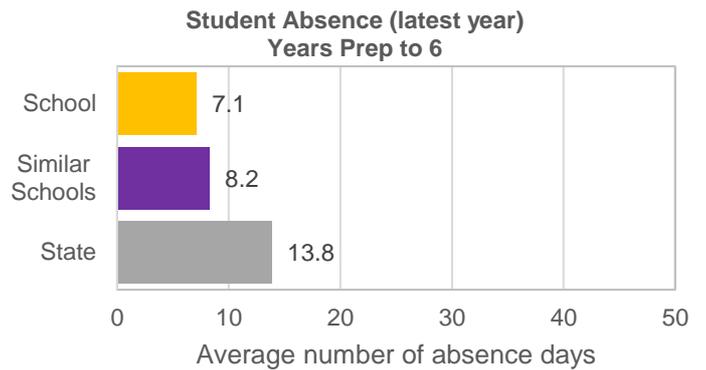
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.1	10.6
Similar Schools average:	8.2	12.2
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	97%	96%	97%	97%	96%	96%

WELLBEING

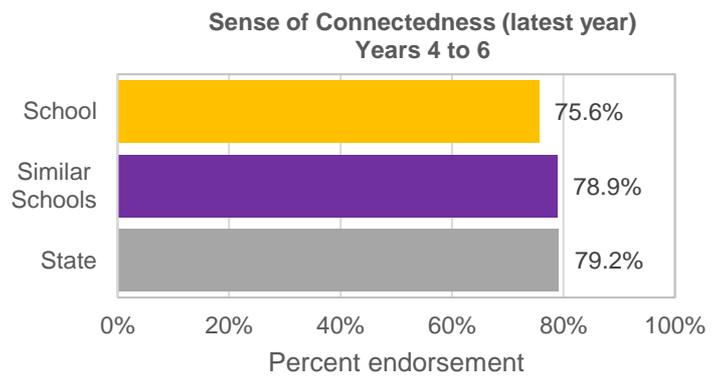
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	75.6%	76.3%
Similar Schools average:	78.9%	79.6%
State average:	79.2%	81.0%



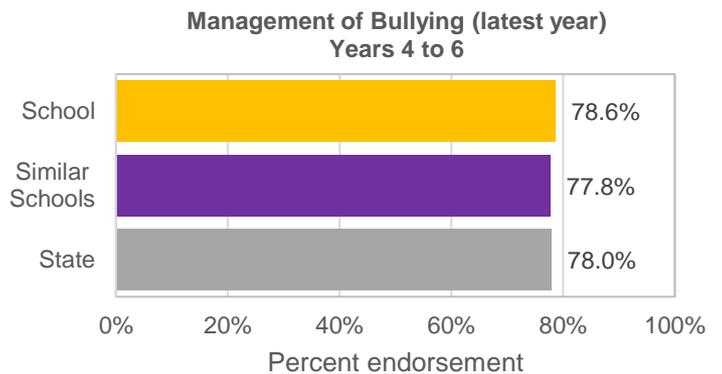
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	78.6%	77.3%
Similar Schools average:	77.8%	79.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,081,589
Government Provided DET Grants	\$475,032
Government Grants Commonwealth	\$8,179
Government Grants State	\$21,513
Revenue Other	\$10,442
Locally Raised Funds	\$760,995
Capital Grants	\$14,405
Total Operating Revenue	\$5,372,156

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,561
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$11,561

Expenditure	Actual
Student Resource Package ²	\$4,323,289
Adjustments	NDA
Books & Publications	\$1,657
Camps/Excursions/Activities	\$128,807
Communication Costs	\$386
Consumables	\$139,826
Miscellaneous Expense ³	\$38,931
Professional Development	\$62,980
Equipment/Maintenance/Hire	\$171,832
Property Services	\$120,979
Salaries & Allowances ⁴	\$153,684
Support Services	\$107,244
Trading & Fundraising	\$56,845
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$256
Utilities	\$47,391
Total Operating Expenditure	\$5,354,108
Net Operating Surplus/-Deficit	\$3,643
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$707,918
Official Account	\$88,781
Other Accounts	\$59,650
Total Funds Available	\$856,348

Financial Commitments	Actual
Operating Reserve	\$157,314
Other Recurrent Expenditure	NDA
Provision Accounts	\$2,000
Funds Received in Advance	\$83,179
School Based Programs	\$227,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$476,285
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$59,950
Maintenance - Buildings/Grounds < 12 months	\$12,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,017,728

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.