

2016 Annual Report to the School Community



School Name: Essex Heights Primary School

School Number: 4903



Name of School Principal:	George Perini
Name of School Council President:	Trevor Sharrock
Date of Endorsement:	23 rd March 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

Essex Heights Primary School is situated in the eastern suburbs of Melbourne within the municipal boundaries of the City of Monash. The school reflects a diverse student population, which is enriched culturally and linguistically and caters for a significant number of students funded under the PSD program. Essex Heights' community supports and encourages individuality and independent learning within supportive and secure classroom environments.

Through our 'School Values' of *friendliness, honesty, inclusiveness, persistence and respect*, children develop positive attitudes and acquire skills that equip them for their future. All 552 children are valued within a supportive and stimulating school environment where each child is encouraged to reach his / her potential.

The whole community encourages high expectations and promotes innovative and contemporary curriculum, differentiated to cater for the needs of all children. The school engenders a culture of connectedness and creativity and whilst focussed on developing literacy in a variety of ways as well as positive relationships, students are actively involved in learning programs covering a wide range of domains. This school has 48.6 equivalent full time staff, 2.8 Principal class officers, 31.3 teachers and 14.5 Education Support staff.

Essex Heights underwent a major facilities upgrade in 2011 resulting in 21st Century learning spaces. This total expenditure of just over \$10M has transformed the facilities (both classroom and specialist) and the physical environment of Essex Heights PS, setting our school up for many years into the future. The entire community has enthusiastically embraced the outcome. The completion of these works has seen the community interest in Essex Heights grow with a significant surge in enrolment interest. As a result a school zone and enrolment ceiling has applied since 2014, which has allowed for enrolment consistency and long-term stability.

Framework for Improving Student Outcomes (FISO)

Through its School Strategic Plan and Annual Improvement Plan, the school has focused on three improvement priorities. The first is Excellence in teaching and learning where the improvement initiatives are to build practice excellence in all staff and to improve curriculum planning and assessment. The key improvement strategies have been to develop and adopt a school wide instructional model and to build the capacity of teachers to differentiate and personalise learning. Essex Heights has worked with four other local schools in a FISO group to collaborate and share good practice and research. The second improvement priority has been to create a positive climate for learning. This work has had key improvement initiatives of empowering students, building school pride and setting expectations as well as promoting inclusion. The key improvement strategies have included implementing a School Wide Positive Behavior Support program as well as establishing a student wellbeing tracking system. In the final priority of Community engagement in learning, the improvement initiative has been to build communities and the key improvement strategy has been to improve the communication with the school community by extending the use of the Compass system. These three improvement initiatives have resulted in significantly improved school data in writing and student opinion as well as parent opinion being higher than the State median.

Achievement

Consistent with high expectations the school continues to deliver outcomes at a level well above the State median. Based on Teacher judgments, we are at the same level of achievement for statistically similar schools. Our NAPLAN results are consistently well above the state median and again at the same level of similar schools on a 4-year average. Writing has been an area identified for improvement and it was a focus of the Annual Implementation Plan in 2016 and as well for teachers through the 'Writing Professional Learning Team'. NAPLAN gain data has shown a significant improvement in writing outcomes.

Essex Heights PS provides a comprehensive curriculum based on the Australian Curriculum. Students access specialist programs of excellence in Visual Arts, Music, Physical Education and Indonesian Language and Culture. The introduction of Indonesian in 2014 has been very well received by the school community and the children have shown significant development in this third year of the program. Within our exemplary Program for Students with a Disabilities (PSD), all students showed progress and achieved satisfactory or above satisfactory outcomes in their individual learning goals.

Following a successful School Review in 2014, this year the school has continued to implement the **2015-2018 School Strategic Plan** (available on the school website). At the time the independent Reviewer noted in the report;

"Essex Heights Primary School presents as a high performing multi-cultural school. Under the skilled leadership and experienced teaching team, this school continues to go from strength to strength in Student Performance, Student Engagement and Student Wellbeing. This educational institution is a school of first choice for many parents. There is a feeling of dedication and passion pervading the Teaching and Learning environment at the school"

Curriculum Framework implemented in 2016

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

Engagement



Student Engagement is recognized as the platform for learning. Grade Level Teams plan together on a weekly basis, ensuring continuity of curriculum across the grades and a strategic focus on teaching and learning.

Our teachers make use of a range of strategies and programs to build engagement in the students, including:

- Differentiation in lesson development to ensure students are challenged at their point of need.
- A strong 'Specialist Program' that gives children a range of experiences across the curriculum.
- Literacy/Mathematics Support and Extension programs
- Social Skills and Sensory programs for Students with Special Needs.
- Comprehensive use of ICT including notebook and tablet devices.
- Regular Excursions & Incursions
- Extra-curricular experiences such as Science Talent Search, Maths Talent Quest, Maths Olympiad, Screen It Competition, Science links with Deakin University to mention but a few
- Interschool Sport competition
- Camping Program
- A large and exemplary Instrumental Music Program
- Annual 'Showcase Concert'
- Biennial Dance concert
- Participation in Victorian State School Spectacular as well as North East Victoria Region Performing Arts Concert
- Overseas trips e.g. Singapore International Choral Festival
- Comprehensive Student Leadership Program and Junior School Council
- Chess Club and coaching
- Lunchtime and After School Dance

Wellbeing

The school sees education as a partnership between children, staff, parents and the broader community. The school recognizes its role as a social agency and has put into place activities and structures which support student and parent needs. With the involvement of guidance officers, psychologists, a speech pathologist and expert school staff, structured programs are made available to our students.

Essex Heights' student absence is lower than the median of all Victorian Government Schools both in 2016 and over the four-year average. Our Student Wellbeing Team works with any families who need additional support to meet attendance requirements.

Our whole school approach to safety, wellbeing and engagement includes student-centered 'School Values', a Social Competencies Program, extensive Student Leadership programs, comprehensive Student Management and Individual Learning Plans. These have all resulted in a safe and supportive school environment.

2016 saw the further development of the DET supported **School Wide Positive Behavior** program (SWPB) that extends our School Values to agreed behaviours and expectations for the children. It also improves our tracking and monitoring of student wellbeing through the Compass student management software. Students are rewarded for positive behaviours and this is a significant focus at every assembly. As well, a comprehensive Transition Program is provided for all students entering, moving through and leaving the school. The revised and expanded 'End of year Transition Program' further supports students in their preparation for transition to the next year level. Our very smooth start to the year confirms this is an effective program for the students. Our whole community is committed to the Essex Heights Values and use a restorative approach at all times. This is the platform for rich relationships and deep learning at Essex Heights PS.

For more detailed information regarding our school please visit our website at
[enter web address here]



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	
<p>Enrolment Profile</p> <p>A total of 553 students were enrolled at this school in 2016, 273 female and 280 male. There were 34% of EAL (English as an Additional Language) students and 0% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>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>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>● Similar</p> <p>● Similar</p> <p>● Similar</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>● 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 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>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>48%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>51%</td> <td>35%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>46%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>50%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	50%	33%	Numeracy	26%	48%	26%	Writing	14%	51%	35%	Spelling	30%	46%	24%	Grammar and Punctuation	24%	50%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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:

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> <table border="1" data-bbox="561 824 1040 913"> <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>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>89 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	94 %	93 %	89 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	94 %	93 %	89 %	94 %										



Performance Summary

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 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> Similar</p> <p> Similar</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> Similar</p> <p> Lower</p>

How to read the Performance Summary

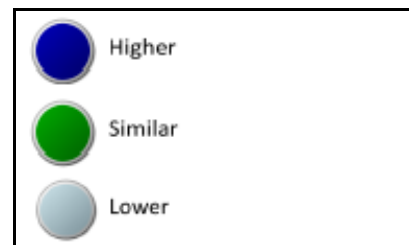
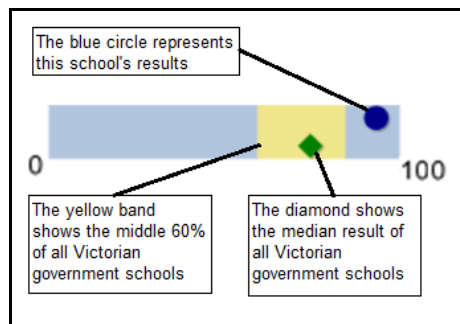
What are student outcomes?

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.

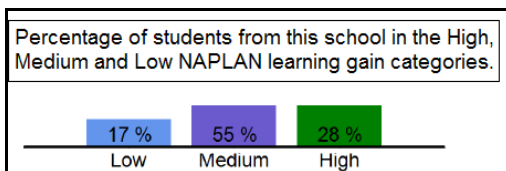
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

