

# 2017 Annual Report to the School Community



School Name: Essex Heights Primary School

School Number: 4903



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 23 April 2018 at 06:02 PM by George Perini (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 26 April 2018 at 06:58 PM by Kristen Steer Steer (School Council President)



## 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 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 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. In 2011 the school underwent a \$10M facilities upgrade resulting in contemporary and innovative learning spaces throughout the school. This has transformed the learning and outdoor environments of Essex Heights PS, setting our school at the forefront of educational facilities in the eastern suburbs. The entire community has enthusiastically embraced this outcome and 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 our School Strategic Plan 2015 -2018 and Annual Improvement Plan 2017, the school focused on three improvement priorities. The first was *Excellence in Teaching and Learning*, where the improvement initiatives were to *build practice excellence* in all staff and to improve *curriculum planning and assessment*. The key improvement strategies were 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 best practice and research. The second improvement priority was to create a *positive climate for learning*. This work has had key improvement initiatives of *Empowering students and building school pride* as well as *Setting expectations and promoting inclusion*. The key improvement strategies included implementing a School Wide Positive Behavior Support program and establishing a student wellbeing tracking system. In the final improvement priority of *Community engagement in learning*, the improvement initiative was to *Build communities* and the key improvement strategy was to improve the communication with the school community by extending the use of the Compass system. These three improvement initiatives have resulted in excellent results in English data and positive student opinion and parent opinion data.

### Achievement

*"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"*

Independent Reviewer - School Review 2014

Consistent with our high expectations the school continues to deliver outcomes at a level well above the state median based on Teacher Judgments and are at a similar level of achievement for statistically equivalent schools.

The students' 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 2017 as well for teachers through the 'Writing Professional Learning Team'. NAPLAN gain data has shown that 31% of students had a high gain in writing whilst 17% of students that achieved a low gain in their results. Essex Heights PS provides a comprehensive curriculum based on the Victorian Curriculum. Students access excellent specialist programs in Visual Arts, Music, Physical Education and Indonesian Language and Culture. 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.



## Engagement

Student Engagement is recognized as an important precursor for learning. Year Level teaching 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
- Year level camps
- A large and exemplary Instrumental Music Program
- Annual 'Showcase Concert'
- Biennial Dance and Performance 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

The average number of student absence days is below the median for all government primary schools and is similar to statistically equivalent schools. Our Student Wellbeing Team works with any families who need additional support to meet attendance requirements.

## 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.

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.

2017 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. This year the school developed and trialed an innovative program focused on the social and emotional learning of children. The *ArtSEL* program feedback was so positive from staff, students and parents that it will be delivered for all children from 2018. 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.

The *Students Attitude to School – Sense of Connectedness* data is well above the state median and similar to statistically equivalent schools. The students' opinion data about the *Management of Bullying* is better than the state median and also similar to statistically equivalent schools.

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



## 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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 552 students were enrolled at this school in 2017, 257 female and 295 male.</p> <p>34 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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 Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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>18%</td> <td>45%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>39%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>52%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>55%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11%</td> <td>45%</td> <td>44%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	45%	38%	Numeracy	23%	39%	38%	Writing	17%	52%	31%	Spelling	9%	55%	36%	Grammar and Punctuation	11%	45%	44%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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="553 913 1036 1003"> <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>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	93 %	94 %	94 %	91 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	93 %	94 %	94 %	91 %										





## 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><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Students Attitudes to School - Management of Bullying</b></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)

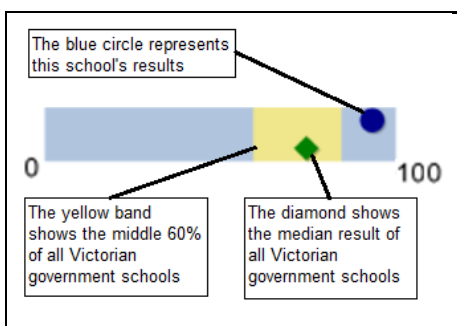
### Engagement

- 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).

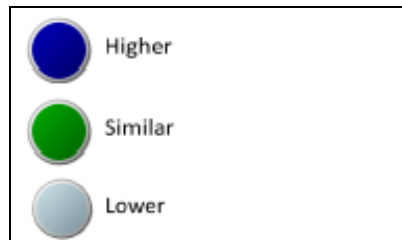


## What does *School Comparison* refer to?

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

Essex Heights Primary School operates within closely managed budgets and aims to maintain a modest cash reserve. The financial position of the school is led and managed through the work of the Principal, Business Manager, Finance Committee and Essex Heights Primary School Council. The school operates under high levels of internal control, probity and accountability. Furthermore, the allocation of funds to educational programs continues to reflect the priorities of the Essex Heights Primary School Strategic Plan 2015-2018. Other sources of income outside the Student Resource Package were derived from the International Students and some minor grants. The school's equity funding was used to support the Intervention Program that assists student improve their literacy and numeracy skills. The revenue from locally raised funds is due largely to the demand and size of the School Instrumental Program; Out of School Hours Care Program (OHSC); the efforts of the Parents & Friends Association; Hire of Facilities and the Canteen. The Net Operating Surplus of \$193,993 is largely made up of PFA fundraising funds carried forward for a School Council approved expenditure, monies set aside for playground equipment as well as OHSC and canteen surplus to be used for School Hall upgrade.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,427,515	High Yield Investment Account	\$415,611
Government Provided DET Grants	\$272,972	Official Account	\$27,338
Government Grants Commonwealth	\$131,125	Other Accounts	\$30,861
Revenue Other	\$24,172	<b>Total Funds Available</b>	<b>\$473,809</b>
Locally Raised Funds	\$1,017,553		
<b>Total Operating Revenue</b>	<b>\$5,873,337</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$11,362		
<b>Equity Total</b>	<b>\$11,362</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,339,202	Operating Reserve	\$208,175
Books & Publications	\$5,434	School Based Programs	\$146,749
Communication Costs	\$7,223	Provision Accounts	\$18,885
Consumables	\$98,443	Capital - Buildings/Grounds incl SMS>12 months	\$20,000
Miscellaneous Expense <sup>3</sup>	\$227,397	Maintenance -Buildings/Grounds incl SMS>12 months	\$80,000
Professional Development	\$18,038	<b>Total Financial Commitments</b>	<b>\$473,809</b>
Property and Equipment Services	\$282,093		
Salaries & Allowances <sup>4</sup>	\$567,632		
Trading & Fundraising	\$81,787		
Travel & Subsistence	\$5,510		
Utilities	\$46,584		
<b>Total Operating Expenditure</b>	<b>\$5,679,343</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$193,993</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		



- (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.*