

2022 Annual Report to the School Community

School Name: Essex Heights Primary School (4903)



- 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 of the previous calendar year 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 27 April 2023 at 04:01 PM by George Perini (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 08:56 AM by Jennifer Bittner (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

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 Essex Heights staff have also identified staff values that reflect their collective beliefs about their professional role, alongside the community values.

- We place the child at the centre of everything we do
- We conduct ourselves in a professional manner at all times; with children, colleagues and parents
- We work together – recognizing our collective responsibility for all the children

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 focused 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. In 2022, the school had 43.9 equivalent full time staff, 2 Principal class officers, 0.5 acting Assistant Principals, 2 Learning Specialist, 28.4 teachers and 11 Education Support staff.

Following a major facilities upgrade, the children have contemporary and innovative learning space environments throughout the school. This has transformed the learning and outdoor environments of Essex Heights PS, setting the school at the forefront of educational facilities in the eastern suburbs. The community has enthusiastically embraced this outcome.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Learning focus for 2022 was to continue the priorities of Literacy and Numeracy and to support students that needed additional help post COVID. These priorities were in line with both the School Strategic Plan and DET priorities. In NAPLAN, Reading and Numeracy results were consistently well above the state average. Year 3 Reading result of 93.8% of students in the top 3 bands was above the Similar School average (91.1%) and the Year 3 Numeracy result of 82.5% of students in the top 3 bands was slightly below the Similar School average (83.9%). Year 5 Reading result of 85.5% of students in the top 3 bands was slightly below the Similar School average (87.2%) and the Year 5 Numeracy result of 78.9% of students in the top 3 bands was above the Similar School average (77.7%).

Teacher Judgement of student achievement in English shows that 97.2% of our students were performing at or above the age expected standards from Years Prep to 6. This was well above the state average (87%) and above the average for similar schools (94.7%). Teacher judgement of student achievement in Mathematics shows that 95.9% of students were performing at or above the age expected standards. This was well above the state average (85.9%) and above the similar schools average (94.6%).

A range of programs were offered to assist children to catch up in their learning or to provide additional support as required. These included EAL support, Tutor Initiative and intervention support. All children that were part of the Program for Students with Disabilities (PSD) were on an Individual Education Plan (IEP) and were supported by Educational Support aides. In addition, Koorie students and children in Out of Home Care also had an IEP.

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.

Wellbeing

The school sees education as a partnership between children, staff, parents and the broader community. The school recognises its role as a social agency and has put into place activities and structures which support student and parent needs. With the involvement of DET Support Personnel and expert school staff, structured programs are made available to our students with high needs.

Our whole school approach to safety, wellbeing and engagement includes student-centred '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. Our school has developed a School Wide Positive Behaviour Framework (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. The school continues to implement our own innovative program focused on the social and emotional learning (SEL) of children. The ArtSEL program feedback has been overwhelmingly positive from our whole school community (staff, students, and parents). In 2022 the school continued its partnership with the Resilience Project in recognition of the need to provide additional support for the wellbeing of our children after COVID lockdowns. The Resilience Project aims to develop resilience through gratitude, empathy, mindfulness, and emotional literacy.

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 these are effective programs for the students. Our whole community is always committed to the Essex Heights Values and the use of a restorative approach. This is the platform for rich relationships and deep learning at Essex Heights PS. In 2022, EHPS also introduced Respectful Relationships and audited it curriculum against our ArtSEL and The Resilience Project curriculum.

Engagement

To support student engagement post COVID, our school revisited the Starting Up, Starting Out program, designed to help students develop strategies to successfully transition between terms and from year to year so as to re-engage with their learning. We continued to monitor student engagement during regular Year Level meetings using data collected from students' attendance, teacher observations, health centre visit data, student feedback and the use of the DET Student Wellbeing Tracker.

In addition, the school re-engaged with many activities that students really enjoyed so as to engender a greater sense of connectedness within the school. These activities were both curricular and extracurricular and included many leadership opportunities. Various whole school events e.g. Indonesian Day and Showcase also re-established a greater sense of student connectedness. The success of this approach was reflected in the Student Attitude to School Survey results, where 85.1% of Years 4-6 students felt a Sense of Connectedness with the school, compared to 80.5% for Similar Schools and 78.1% for the state average.

The average number of student absence days (P-6) for 2022 was 18.8 days which was well below the state average for all government primary schools of 23.3 days and about the same as statistically similar schools (19.0 days). The common reason for nonattendance was illness, COVID fear and some family holidays. Our Student Wellbeing Team continued to work with any families who needed additional support to meet attendance requirements.

Other highlights from the school year

In 2022 Essex Heights was able to re-establish some of the important whole school or extracurricular activities that have been highly regarded activities.

- School Camps were held for Years 4 -6 at Oasis (3 days), Iluka Retreat (3 days) and Forest Lodge (4 days) respectively.
- All year levels conducted excursions and incursions to engage students in their learning.
- Parents and Friends Club conducted a range of very successful community activities to re-engage the whole school community post COVID e.g. School Discos, April Foods Day
- The Maths Garden was completed
- Junior School Council re-instated and all student leaders attended Student Leadership Conference
- A wide range of whole school events
 - Showcase – Junior and Senior
 - Education Week Open Day
 - Instrumental Music Concerts
 - Indonesian Day
 - Book Week

- Footy Colours Day
- Whole School Swimming Program
- Additional Sport and music opportunities
- Participation in the Victorian State School Spectacular

Financial performance

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. 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 Financial Commitment Summary 31 December 2022 identifies the school's commitments for the next 12 months. These funds have been allocated to various projects and programs within the school including ICT, School Strategic Plan Implementation, Out of School Hours Care, Professional Development, PFA funded Projects and Building & Grounds maintenance.

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

<https://www.essexheightsps.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 2.0 (FISO 2.0).

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 558 students were enrolled at this school in 2022, 272 female and 286 male.

45 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).

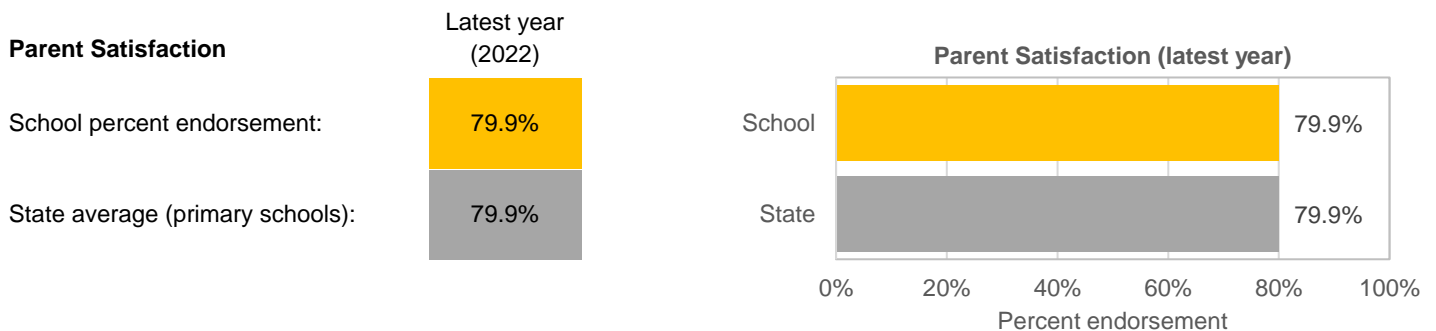
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

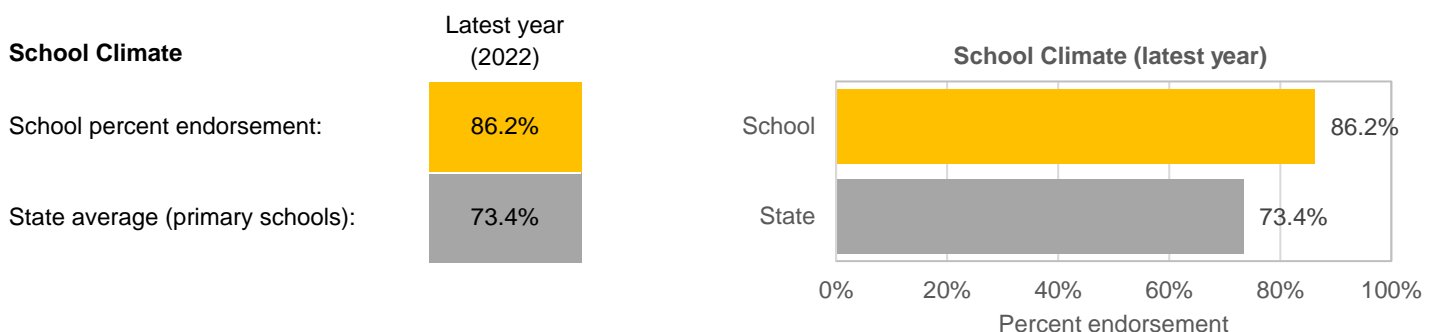


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

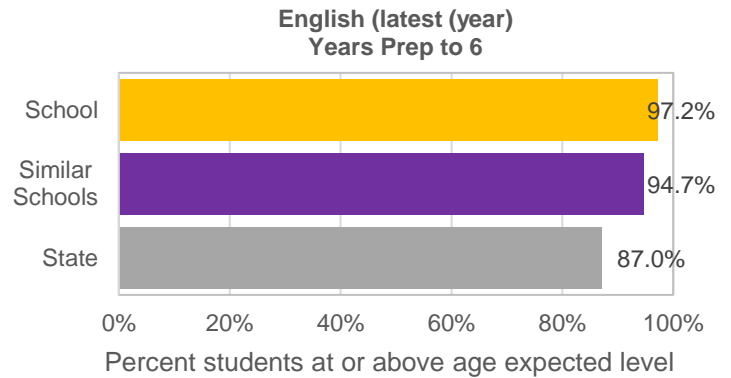
97.2%

Similar Schools average:

94.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

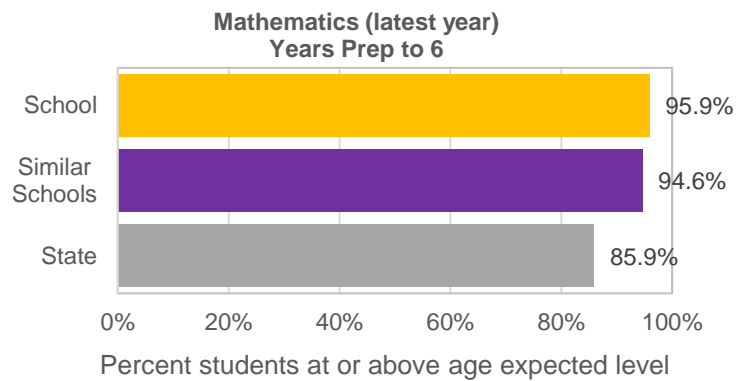
95.9%

Similar Schools average:

94.6%

State average:

85.9%



LEARNING (continued)

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.

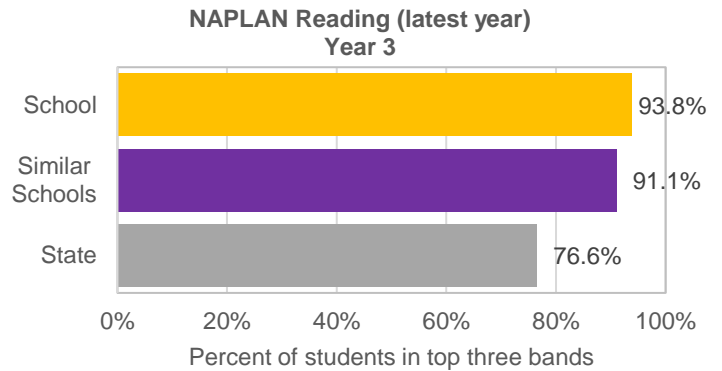
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

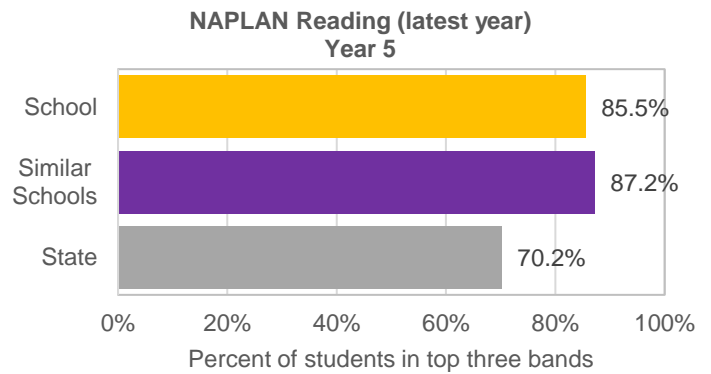
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.8%	90.9%
Similar Schools average:	91.1%	90.2%
State average:	76.6%	76.6%



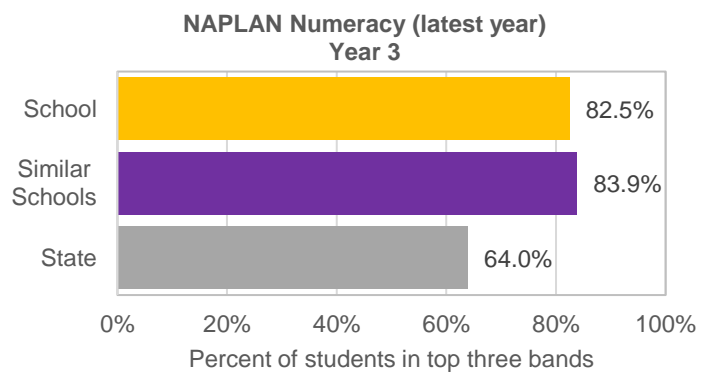
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.5%	86.5%
Similar Schools average:	87.2%	86.4%
State average:	70.2%	69.5%



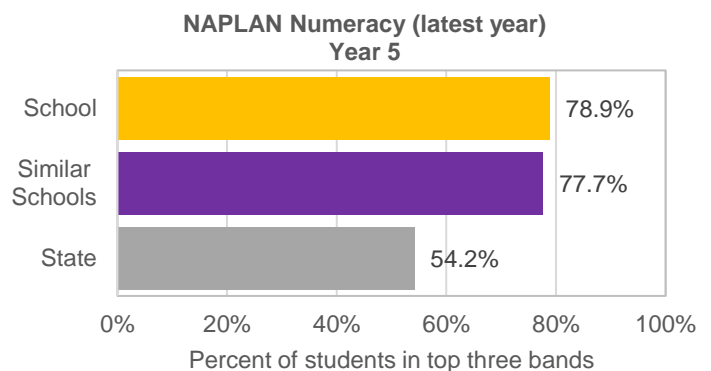
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.5%	83.5%
Similar Schools average:	83.9%	84.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.9%	82.8%
Similar Schools average:	77.7%	80.8%
State average:	54.2%	58.8%



WELLBEING

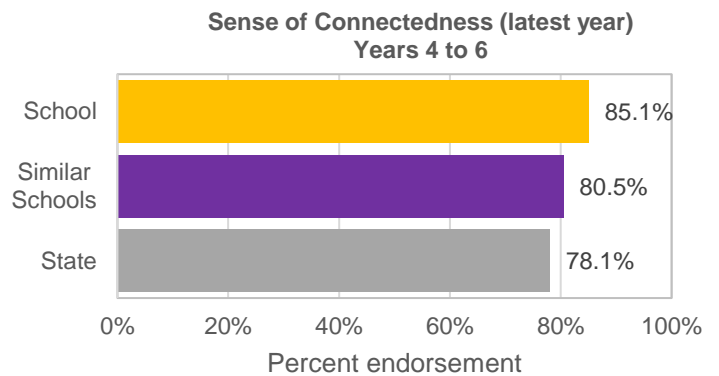
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	85.1%	82.7%
Similar Schools average:	80.5%	81.7%
State average:	78.1%	79.5%

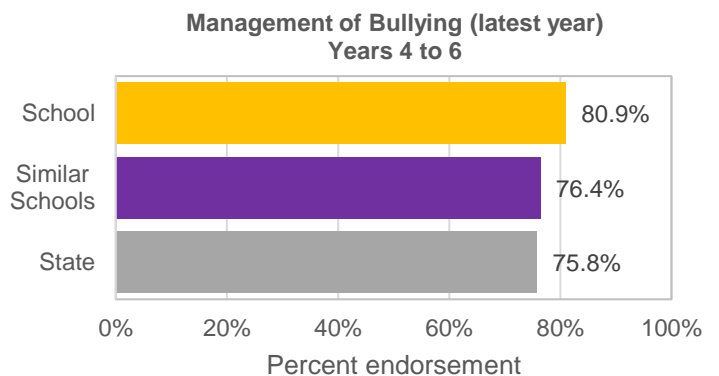


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	80.9%	81.0%
Similar Schools average:	76.4%	79.4%
State average:	75.8%	78.3%



ENGAGEMENT

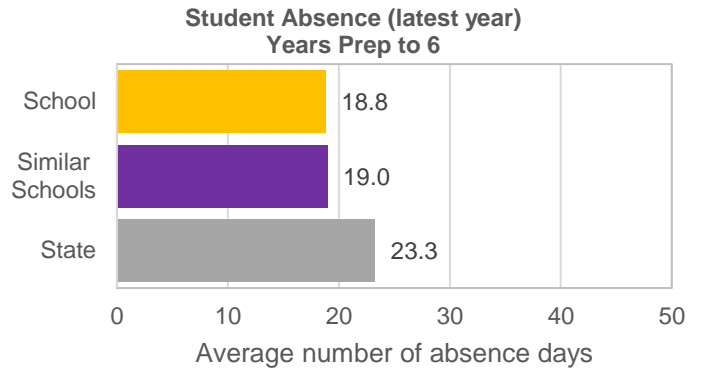
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.8	13.0
Similar Schools average:	19.0	13.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	89%	91%	90%	90%	93%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,102,696
Government Provided DET Grants	\$387,165
Government Grants Commonwealth	\$128,032
Government Grants State	\$0
Revenue Other	\$49,038
Locally Raised Funds	\$876,830
Capital Grants	\$20,000
Total Operating Revenue	\$6,563,761

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,341
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,341

Expenditure	Actual
Student Resource Package ²	\$4,729,157
Adjustments	\$0
Books & Publications	\$11,612
Camps/Excursions/Activities	\$179,985
Communication Costs	\$9,206
Consumables	\$123,996
Miscellaneous Expense ³	\$26,523
Professional Development	\$20,675
Equipment/Maintenance/Hire	\$89,043
Property Services	\$123,304
Salaries & Allowances ⁴	\$581,547
Support Services	\$49,426
Trading & Fundraising	\$130,245
Motor Vehicle Expenses	\$190
Travel & Subsistence	\$1,756
Utilities	\$51,038
Total Operating Expenditure	\$6,127,704
Net Operating Surplus/-Deficit	\$416,057
Asset Acquisitions	\$59,043

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$377,822
Official Account	\$90,123
Other Accounts	\$31,289
Total Funds Available	\$499,234

Financial Commitments	Actual
Operating Reserve	\$217,449
Other Recurrent Expenditure	\$1,848
Provision Accounts	\$28,677
Funds Received in Advance	\$0
School Based Programs	\$130,282
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$19,033
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$4,286
Maintenance - Buildings/Grounds < 12 months	\$47,660
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$499,234

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.