

# Essex Heights Primary School

2019 Annual Report Presentation

20 August 2020

# Preamble

The EHPS Annual Report is an opportunity to share and review the year's achievements and progress

- Covers a set of Department of Education and Training (DET) priorities
  - Data sets that DET consider representative
  - Same set of data for all public schools across the state
  - Often without context or direct correlation to school context
- These data sets may vary from Essex Heights School Strategic Plan (SSP) goals and Key Improvement Strategies and the subsequent actions and priorities in the Annual Improvement Plan

# 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 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

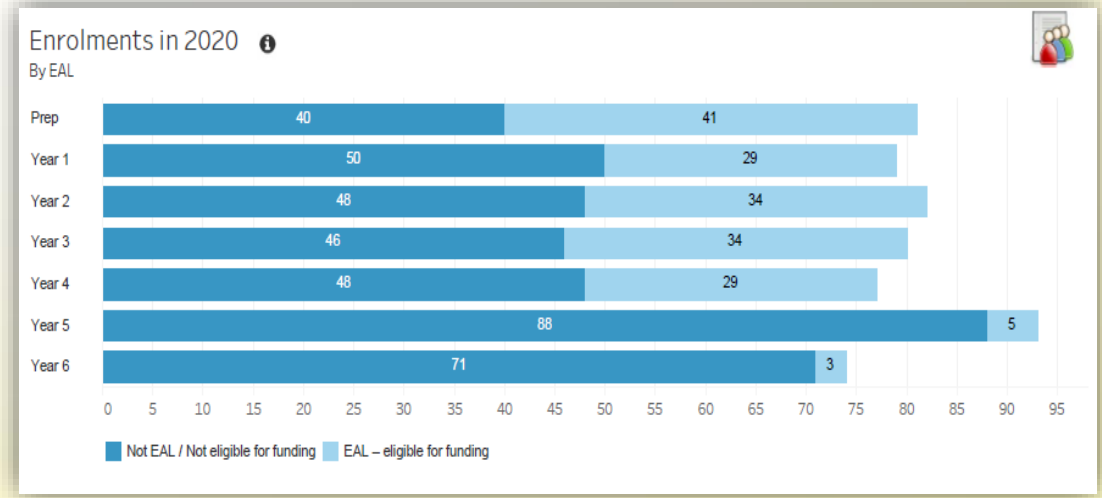
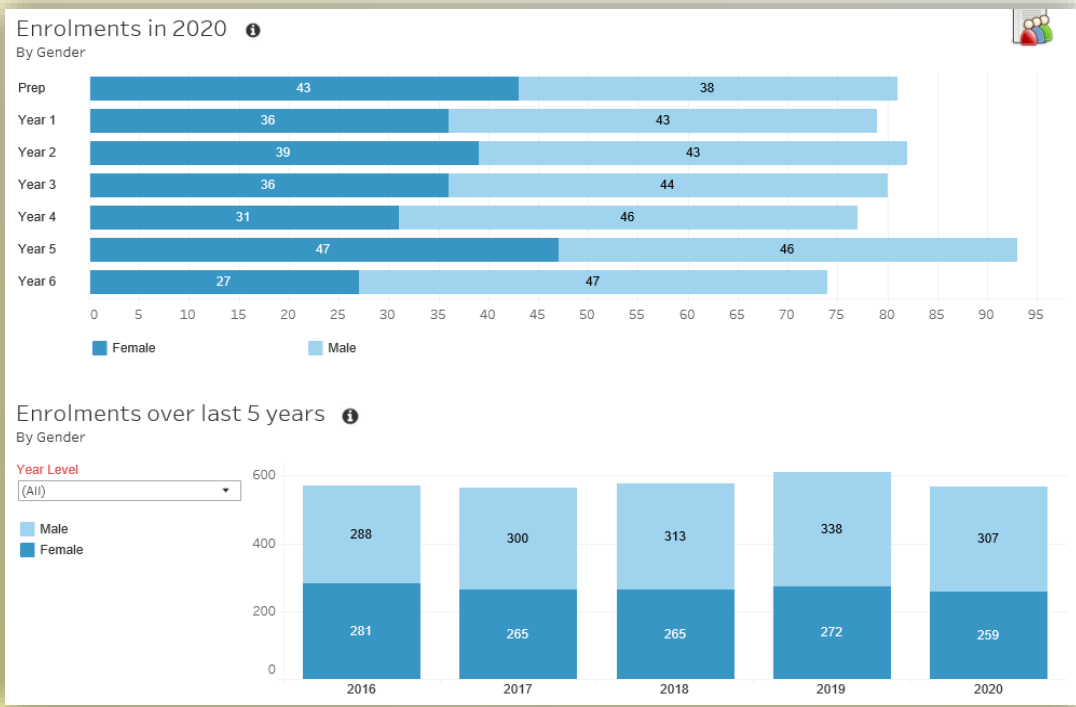
The whole community encourages high expectations and promotes innovative and contemporary curriculum, differentiated to cater for the needs of all children. The school engenders a culture of connectedness and creativity and whilst focused on developing literacy in a variety of ways as well as positive relationships, students are actively involved in learning programs covering a wide range of domains. In 2019, the school had 48.00 equivalent full-time staff, 2 Principal class officers, 1.0 (2 x 0.5) acting Assistant Principals, 30.7 teachers and 14.3 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 which has seen the community interest in Essex Heights grow with a surge in enrolment enquiries. As a result the school has a school zone and an enrolment ceiling, which has allowed for enrolment consistency and long-term stability.

# Annual Report Overview

Total student population of 610 – 272 female and 338 male. (598.2 SRP funded)

39% of students had English as an Additional Language (EAL)



# Annual Report Overview (2)

- The school's socio – economic band value is HIGH
  - Student Family Occupation and Education Index (SFOE)
    - 2016 was 0.1672, 2019 was 0.1472 c.f. State Median of 0.4241 (*lower number attracts less funding*)
- Well on track to achieve our School Strategic Plan Goals
  - Achieved most 2019 AIP targets
    - Reduced low growth in NAPLAN numeracy (from 23% to 4% of students)
    - Increased high growth in NAPLAN Numeracy (from 20% to 51% of students)
    - Increased high growth in NAPLAN Writing (from 26% to 33% of students)
    - Increased high growth in NAPLAN Reading (from 31% to 35% of students)
- In most areas, the school is performing well above state median and comparable to similar and network schools in most areas

Parent Satisfaction  
Summary

# Parent Opinion Survey

# Parent Satisfaction Summary

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	84.2	85.8	79.2	92.0



- Just below state median (84.2% c.f. 84.3% in 2018 & 84% in 2017)
- Lower than comparable schools
- Well within the band representing 60% of schools
- Only 2% not positive response (lowest in three years)
- But 14% neutral responses
- This is only 1 out of 25 different measures and the response to 1 question out of 42 asked



# Promoting Positive Behaviour

- 91% endorsement is higher than state, similar school
- Equal to 2017 but lower than 2018
- Note:
  - Still high neutral in all areas
  - Managing Bullying – drop in neg. (9% to 3%)
  - All sub sections are higher than state, network or similar school

## Percentage Endorsement in 2019 (%) <sup>i</sup>

For Safety - Promoting positive behaviour

91%

Your school

90%

Similar schools

91%

Network

89%

State

## Percentage Endorsement in 2019 (%) <sup>i</sup>

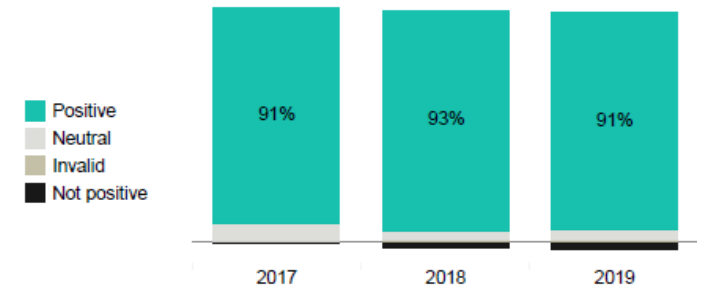
For Safety



## Percentage Endorsement over last 5 years (%) <sup>i</sup>

For Safety - Promoting positive behaviour

As a result of changes in factors, only data from 2017 onwards is available in this time series. Additional information is available in the fact sheet





# Parent Participation and Involvement

- 85% endorsement is higher than state, network and similar school
- 11% neutral response
- Note:
  - School communication is higher than 2017 and 2018
  - Much better than comparable schools and the state

## Percentage Endorsement in 2019 (%) <sup>i</sup>

For Parent community engagement - Parent participation and involvement

85%  
Your school

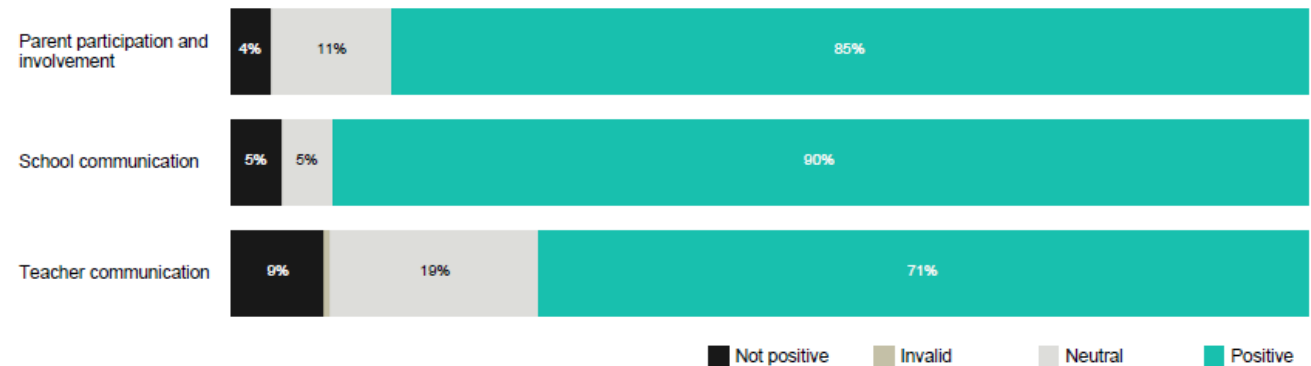
81%  
Similar schools

84%  
Network

83%  
State

## Percentage Endorsement in 2019 (%) <sup>i</sup>

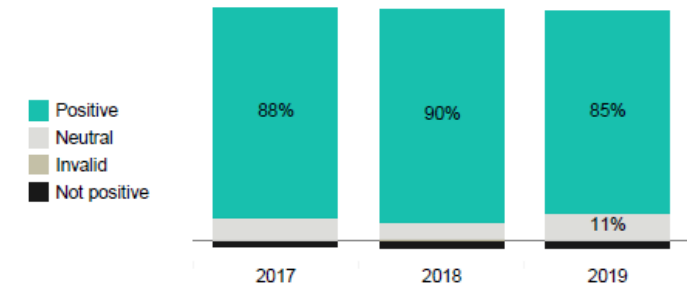
For Parent community engagement



## Percentage Endorsement over last 5 years (%) <sup>i</sup>

For Parent community engagement - Parent participation and involvement

As a result of changes in factors, only data from 2017 onwards is available in this time series. Additional information is available in the fact sheet



# Teacher Communication

- Area identified in SSP – Goal 3
- Teacher Communication
  - 71% is lower than other comparable schools
  - Lower than 2018 (76%)
  - 19% neutral c.f. 14% in 2018
  - 10% not positive – equal to 2018 and lower than 2017
  - Did not meet our 2019 AIP target of 79%
- This area needs further investigation e.g.
  - Communication about the progress of children
  - Feedback model and use of Seesaw may assist

## Percentage Endorsement in 2019 (%) <sup>1</sup>

For Parent community engagement - Teacher communication

71%  
Your school

73%  
Similar schools

75%  
Network

76%  
State

## Percentage Endorsement in 2019 (%) <sup>1</sup>

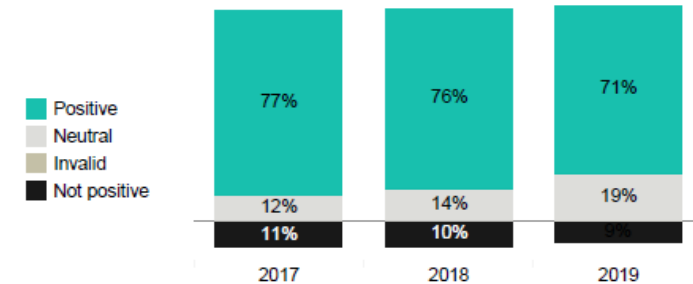
For Parent community engagement



## Percentage Endorsement over last 5 years (%) <sup>1</sup>

For Parent community engagement - Teacher communication

As a result of changes in factors, only data from 2017 onwards is available in this time series. Additional information is available in the fact sheet



# Student Voice and Agency

- Area identified in SSP – Goal 3
- Student Voice and Agency
  - 77% is lower than other comparable schools
  - Higher than 2017 and 2018 (75%)
  - 16% neutral, similar to other years
    - Parents may not understand questions related to this
    - Cultural difference
  - 7% not positive – lower than 2018 and equal to 2017
  - **Meet our 2019 AIP target of 77%**
- This area needs further investigation e.g.
  - Parents understanding of this factor
  - Are there cultural differences we need to be understand?

## Percentage Endorsement in 2019 (%) <sup>i</sup>

For Student development - Student agency and voice

77%

Your school

79%

Similar schools

81%

Network

81%

State

## Percentage Endorsement in 2019 (%) <sup>i</sup>

For Student development

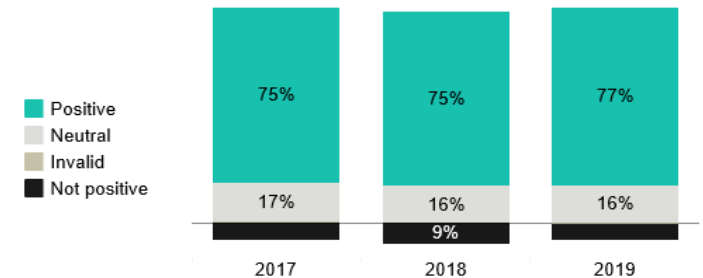


■ Not positive ■ Invalid ■ Neutral ■ Positive

## Percentage Endorsement over last 5 years (%) <sup>i</sup>

For Student development - Student agency and voice

As a result of changes in factors, only data from 2017 onwards is available in this time series. Additional information is available in the fact sheet



# Framework for Improving Student Outcomes (FISO)

The new School Strategic Plan (SSP) has three improvement priorities.

The first is Excellence in Teaching and Learning, where the goal is to Improve Student Outcomes in Literacy and Numeracy. The related Key Improvement Strategies (KIS) are to build teacher capacity to cater for diversity within the classroom, to build staff capacity to track and monitor student progress to inform future learning and finally to embed consistent best practice including high impact teaching strategies. Throughout the year staff engaged in a range of Professional Learning (PL) to build their knowledge and skills in literacy and numeracy, engaged in 'learning sprints' (FISO Improvement Cycle) to consolidate important concepts by putting them into practice as well as continually developing their skills and implementation in student assessment and feedback.

The second priority is to create a Positive Climate for Learning, where the goal is to Empower students' agency and voice in their learning. In 2019, the focus KIS was to develop a whole school understanding of student voice and agency. Throughout the year staff engaged in PL and implementation tasks to build teacher capacity to place student needs at the centre of their planning and delivery.

The third priority is also related to building a positive climate for learning. The focus for 2019 was to embed practices that enhance social and emotional learning as well as continuing to build staff capacity to engage in peer to peer feedback.

Student Outcomes

# Student Achievement in English and Mathematics

# Achievement

Consistent with the school's high expectations, in both English and Mathematics, the school continues to deliver student achievement outcomes, based on Teacher Judgments for at or above age expected standards, that are at a level well above the state median. These at a similar level of achievement for statistically equivalent schools. The students' NAPLAN Top 3 bands results in Year 3 and 5 are consistently well above the state median in Reading and Numeracy.

The Year 3 NAPLAN Top 3 bands Reading results are well above the state median and slightly below the upper range of the middle 60% band of all primary schools. The four-year average data score in Reading is well above the state median and also, above the upper range of the 60% of all primary schools. The Year 3 NAPLAN Top 3 bands Numeracy results are also well above the state median and slightly below the upper range of the middle 60% band of all primary schools. The four-year average data score in Numeracy is well above the state median and also, above the upper range of the 60% of all primary schools. Further investigation is needed to identify areas of improvement for this cohort of students.

The Year 5 NAPLAN Top 3 bands Reading results are well above the state median and above the upper range of the middle 60% band of all primary schools. The four-year average data score in Reading is well above the state median and also, above the upper range of the 60% of all primary schools. The Year 5 NAPLAN Top 3 bands Numeracy results are also well above the state median and well above the upper range of the middle 60% band of all primary schools. The four-year average data score in Numeracy is also well above the state median and also, well above the upper range of the 60% of all primary schools.

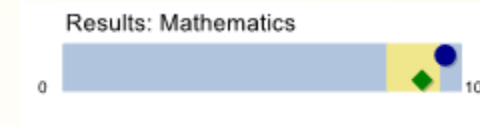
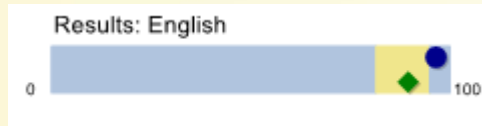
Reading, Writing and Numeracy have been identified as target areas in our new School Strategic Plan (SSP) 2018 - 2022 and in the Annual Implementation Plan (AIP) in 2019. NAPLAN growth data improved in 2019, showing that 33% of students had a high gain in writing (c.f. 26% in 2018), 35% in Reading (c.f. 31% in 2018), and 51% in Numeracy (c.f. 20% in 2018).

As well as high growth, a key target in our SSP is to reduce low growth in students' NAPLAN outcomes. In 2019, the low growth was 23% in writing (c.f. 33% in 2018), 15% in reading (c.f. 19% in 2018), and 4% in numeracy (c.f. 23% in 2018),

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.

# Teacher Judgement of student achievement

*Percentage of students in Years Prep to 6 working at or above age expected standards in English and Mathematics*



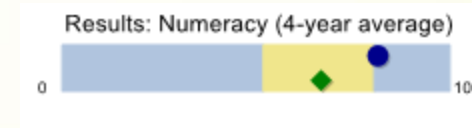
Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	96.5	89.7	81.7	95.0	Similar
Mathematics	96.1	90.3	81.8	95.8	Similar

- In English, our students, P-6, performed well above state median
  - e.g. 95% performed at or above their age expected level in writing
  - Compared to 86% for the state, 94% for network schools and 95% for similar schools
  - Similar trends apply to Reading & Viewing as well as Speaking & Listening

- In Mathematics our students P-6 performed well above state median
  - e.g. 95% performed at or above their age expected level in Number & Algebra
  - Compared to 89% for the state, 95% for network schools and 96% for similar schools
  - Similar trends apply to Measurement & Geometry as well as Statistics and Probability

# Year 3 NAPLAN

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	85.9	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	79.7	67.7	50.0	84.6	Below



## In Reading, Year 3 performed well above state median

- 85.9% performed in the Top 3 bands compared to the state median of 76.5%
- 69% performed in the Top 2 bands compared 57% in the state
- **Only 2%** were in the bottom two bands
- At the higher end of the 60% of schools
- The median score was 475.3 which was higher than 2018 and 2016
- The **4 year trend** was above the 60% band of schools
- 38% were EAL students
- The result was judged as **below** similar schools
- Further investigation and action is being taken

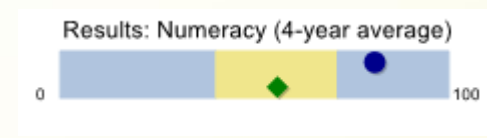
## In Mathematics, Year 3 performed well above state median

- 79.7% performed in the Top 3 bands compared to the state median of 67.7%
- 63% performed in the Top 2 bands compared to 43% in the state
- **Only 4%** were in the bottom two bands
- At the higher end of the 60% of schools
- The median score was 455.5 which was highest result since 2015
- The **4 year trend** was above the 60% band of schools
- The result was judged as **below** similar schools
- Further investigation and action is being taken



# Year 5 NAPLAN

NAPLAN top 3 bands (latest year)	Domain - measure	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 5	Reading (latest year)	84.9	67.6	50.0	83.1	Similar
Year 5	Numeracy (latest year)	86.1	59.3	41.2	76.4	Above



## In Reading, Year 5 performed well above state median

- 84.9% performed in the Top 3 bands compared to the state median of 67.6%
- 64% performed in the Top 2 bands compared 40% for State, 59% for Similar and Network schools
- **7%** were in the bottom two bands
- Above the higher end of the 60% of schools
- The median score was 546.4 which was higher than 2018
- The **4 year trend** was above the 60% band of schools
- 5% were EAL students
- The result was judged as **similar** to other schools with comparable demographics

## In Mathematics, Year 5 performed well above state median

- 86.1% performed in the Top 3 bands compared to the state median of 59.3%
- 67% performed in the Top 2 bands compared to 32% in the state and 56% for Similar Schools and 60% Network schools
- **Only 4%** were in the bottom two bands
- Above the higher end of the 60% of schools
- The median score was 556.1 which was highest result since and including 2015
- The **4 year trend** was above the 60% band of schools
- The result was judged as **above** schools with comparable demographics

# NAPLAN Learning Gain

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	15.2	50.0	34.8
Numeracy	4.5	44.8	50.7
Writing	22.7	43.9	33.3

## In Reading, Year 5 performed well above the state

- 35% showed high learning growth from Year 3
  - Compared to 25% for the state 31% for Similar schools and 33% for Network schools
  - Higher than 2018 (31%)
  - **Meets 2019 AIP and new SSP Target of >= similar**
- 50% showed medium growth
- 15% showed low growth
  - Smallest low growth from and including 2015
  - 40% of students – who did Yr3 NAPLAN at other schools recorded low growth

## In Writing, Year 5 performed above the state

- 33% showed high learning growth from Year 3
  - Compared to 25% for the state 35% for Similar schools and 37% for Network schools
  - Higher than 2018 (26%)
  - **Meets 2019 AIP goal**
- 44% showed medium growth
- 23% showed low growth
  - Smaller low growth than 2018
  - 60% of students – who did Yr3 NAPLAN at other schools recorded low growth

## In Numeracy, Year 5 performed well above the state

- 51% showed high learning growth from Year 3
  - Compared to 25% for the state 35% for Similar schools and 39% for Network schools
  - Highest since and including 2015
  - **Meets AIP and new SSP Target of >= similar**
- 45% showed medium growth
- **Only 4.5%** showed low growth
  - Smallest low growth from and including 2015
  - 0% of students – who did Yr3 NAPLAN at other schools recorded low growth

# NAPLAN High Growth - Reading

## High growth students in 2019 (%) ⓘ

For students in Year 5, Reading



**35%**

Your school

**31%**

Similar schools

**33%**

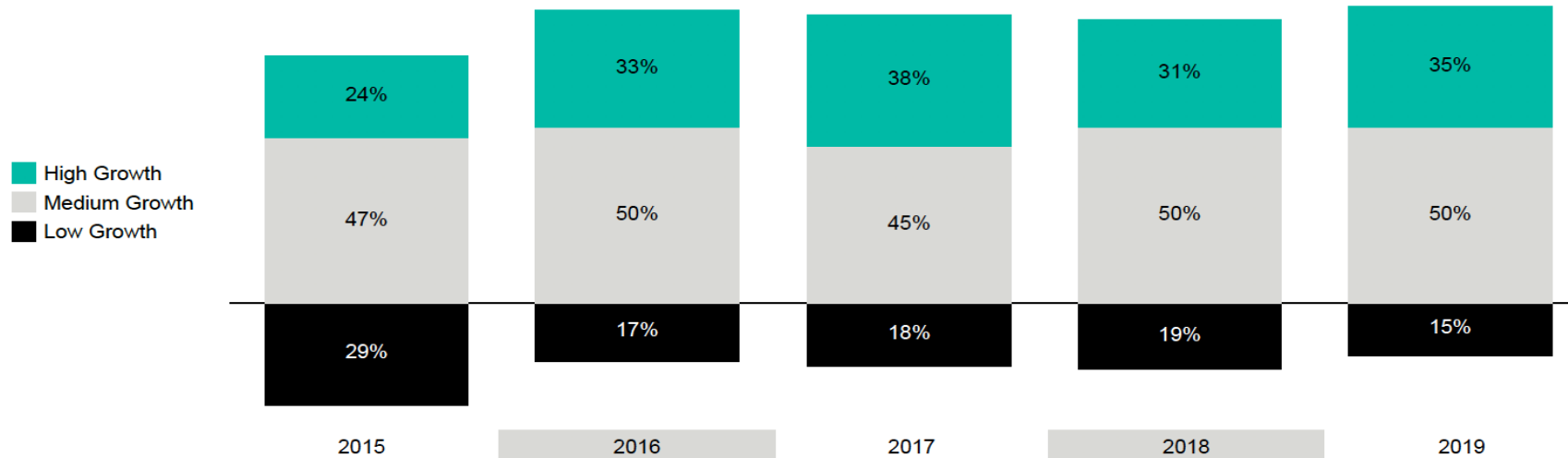
Network

**25%**

State

## Students by growth category over last 5 years (%) ⓘ

For students in Year 5, Reading



## Student location 2 years prior (2019) ⓘ

For students in Year 5, Reading

	Low Growth	Medium Growth	High Growth
Same school	13%	49%	38%
Different school	40%	60%	0%

# NAPLAN High Growth - Writing

## High growth students in 2019 (%) ⓘ

For students in Year 5, Writing



**33%**

Your school

**35%**

Similar schools

**37%**

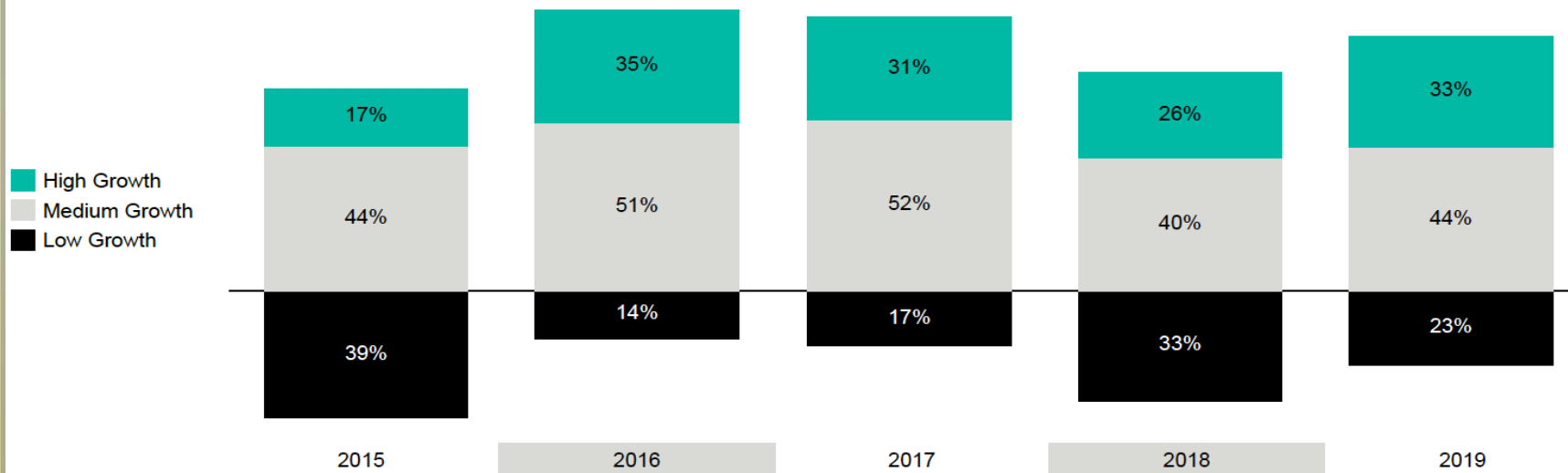
Network

**25%**

State

## Students by growth category over last 5 years (%) ⓘ

For students in Year 5, Writing



## Student location 2 years prior (2019) ⓘ

For students in Year 5, Writing

	Low Growth	Medium Growth	High Growth
Same school	20%	44%	36%
Different school	60%	40%	0%

# NAPLAN High Growth - Numeracy

## High growth students in 2019 (%) ⓘ

For students in Year 5, Numeracy

**51%**

Your school

**35%**

Similar schools

**39%**

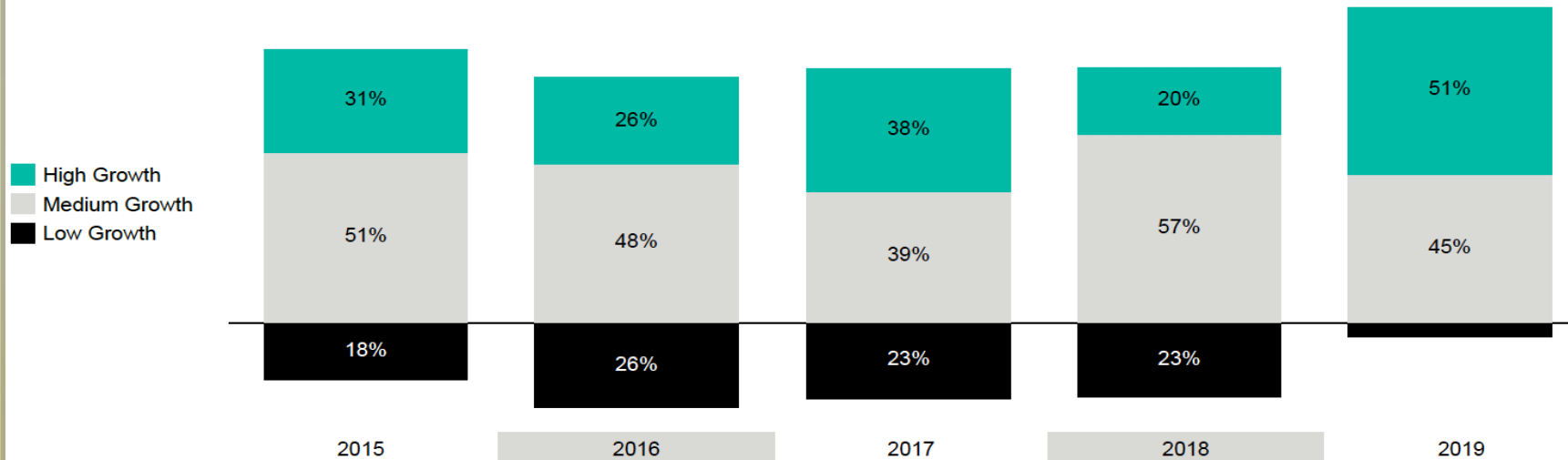
Network

**25%**

State

## Students by growth category over last 5 years (%) ⓘ

For students in Year 5, Numeracy



## Student location 2 years prior (2019) ⓘ

For students in Year 5, Numeracy

	Low Growth	Medium Growth	High Growth
Same school	5%	42%	53%
Different school	0%	80%	20%

Student Absences

# Student Engagement

# Engagement

Student Engagement is recognised 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:

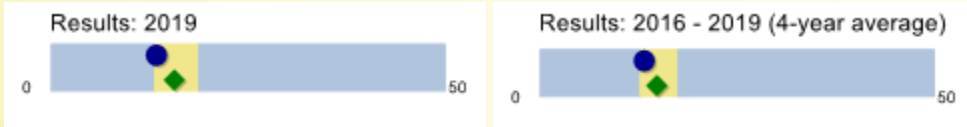
- Differentiation in lesson development to ensure students are challenged at their point of need
- Student Voice and Agency (a priority in our new SSP)
- A strong 'Specialist Program' that gives children a range of experiences across the curriculum
- Literacy/Mathematics Support and Extension programs
- 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
- 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 tours 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 but below statistically equivalent schools. The percentage of students with 20 or more absences is equal to other schools in our network. The number of unexplained absences dropped to 1% in 2019. The common reason for non-attendance is illness and extended family holidays. Our Student Wellbeing Team continues to work with any families who need additional support to meet attendance requirements.

# Average Number of Student Absence Days

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.1	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	13.9	15.5	13.5	18.2	-

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	93	93	93	93	93	92



- Average number of absence days within the 60% of schools
- Consistent over many years (4 year trend)
- 25% of males students > 20 absent compared to 19% of female students
- Main reason of absence – illness and family holiday or parent choice
- Slightly better than state figures
- Below similar and network schools

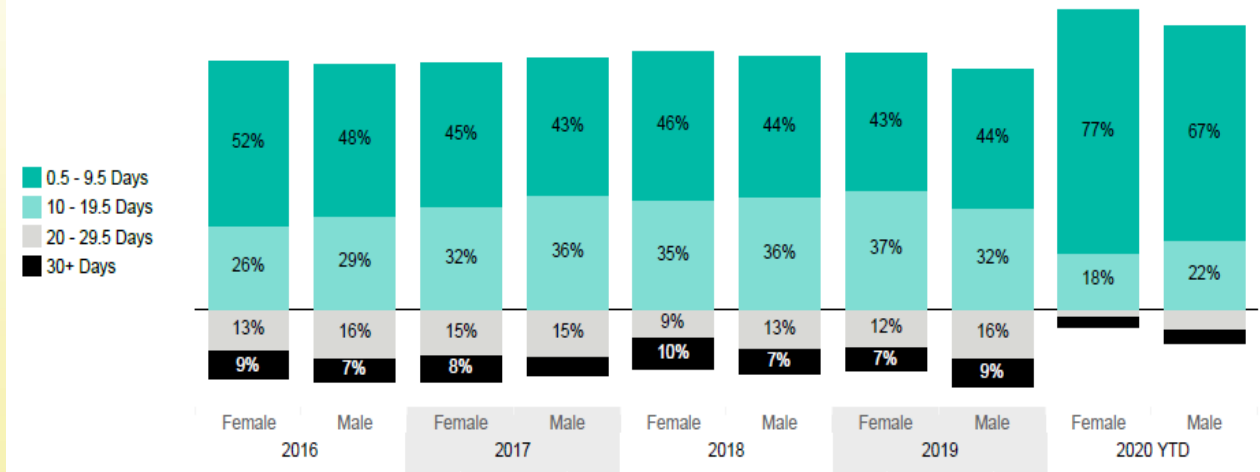
## 20 or more absent days students in 2019 (%)

For All students in Prep - 6



## Absent day breakdown (5 years)

For All students in Prep - 6





Student Attitude to  
School Survey

# Student Wellbeing

# 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 guidance officers, psychologists, a speech pathologist and expert school staff, structured programs are made available to our students.

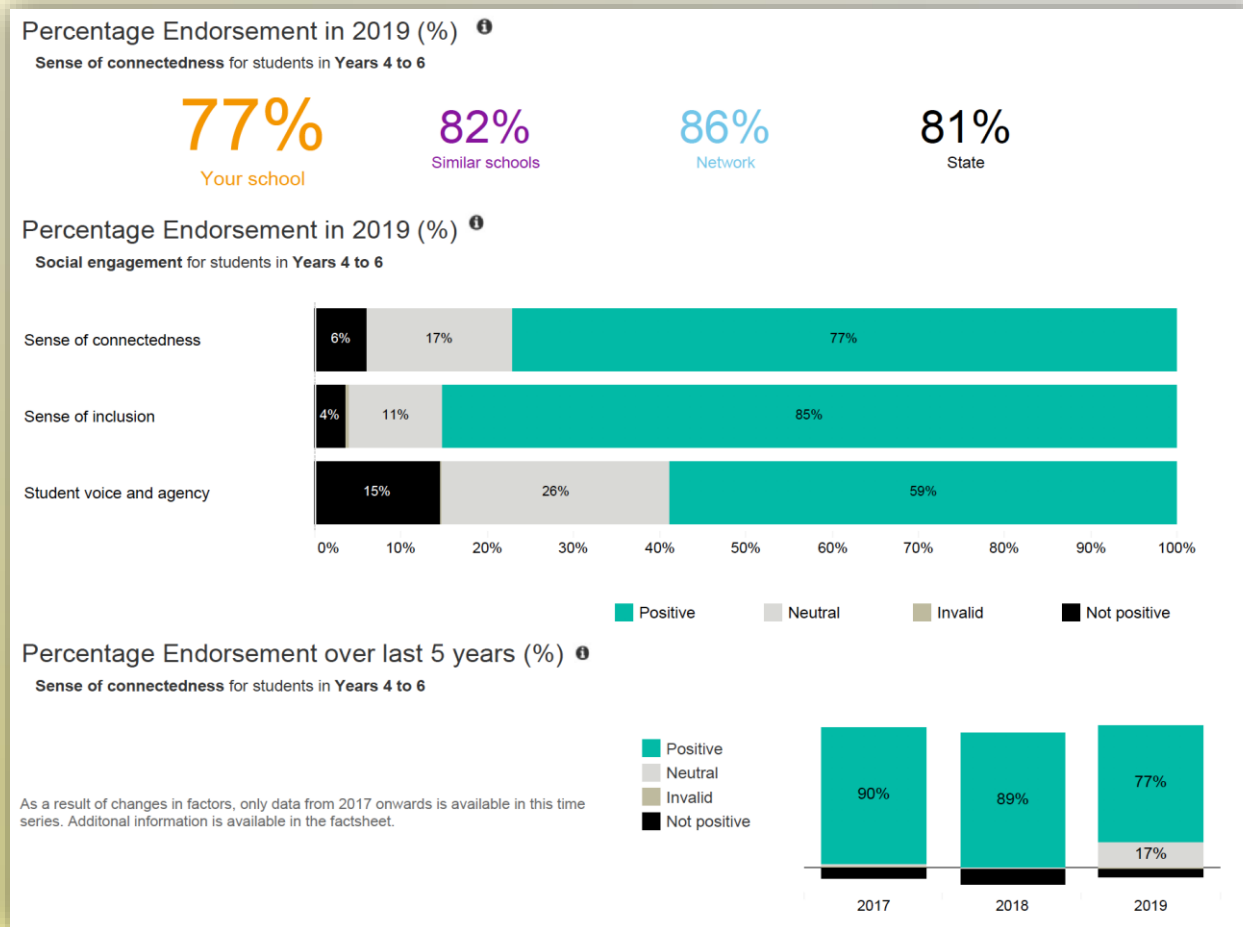
Our whole school approach to safety, wellbeing and engagement includes student-centered 'School Values', a Social Competencies Program, extensive Student Leadership programs, comprehensive Student Management and Individual Learning Plans. These have all resulted in a safe and supportive school environment.

Our school has developed a 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 fully implemented 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). 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 always uses a restorative approach. This is the platform for rich relationships and deep learning at Essex Heights PS.

The Students Attitude to School – Sense of Connectedness data for 2019 is below the state median, though the three-year average is above the state median. This result will be further investigated because only 6% recorded a negative response. As well the lower than expected overall % positive result is counter to school based data conducted by Year Level teams. The students' opinion data about the Management of Bullying is also below the state median, though the three-year average is above the state median. This result will also be further investigated because only 9% recorded a negative response (the lowest in three years). As well the lower than expected overall % positive result is counter to school based data conducted by Year Level teams.

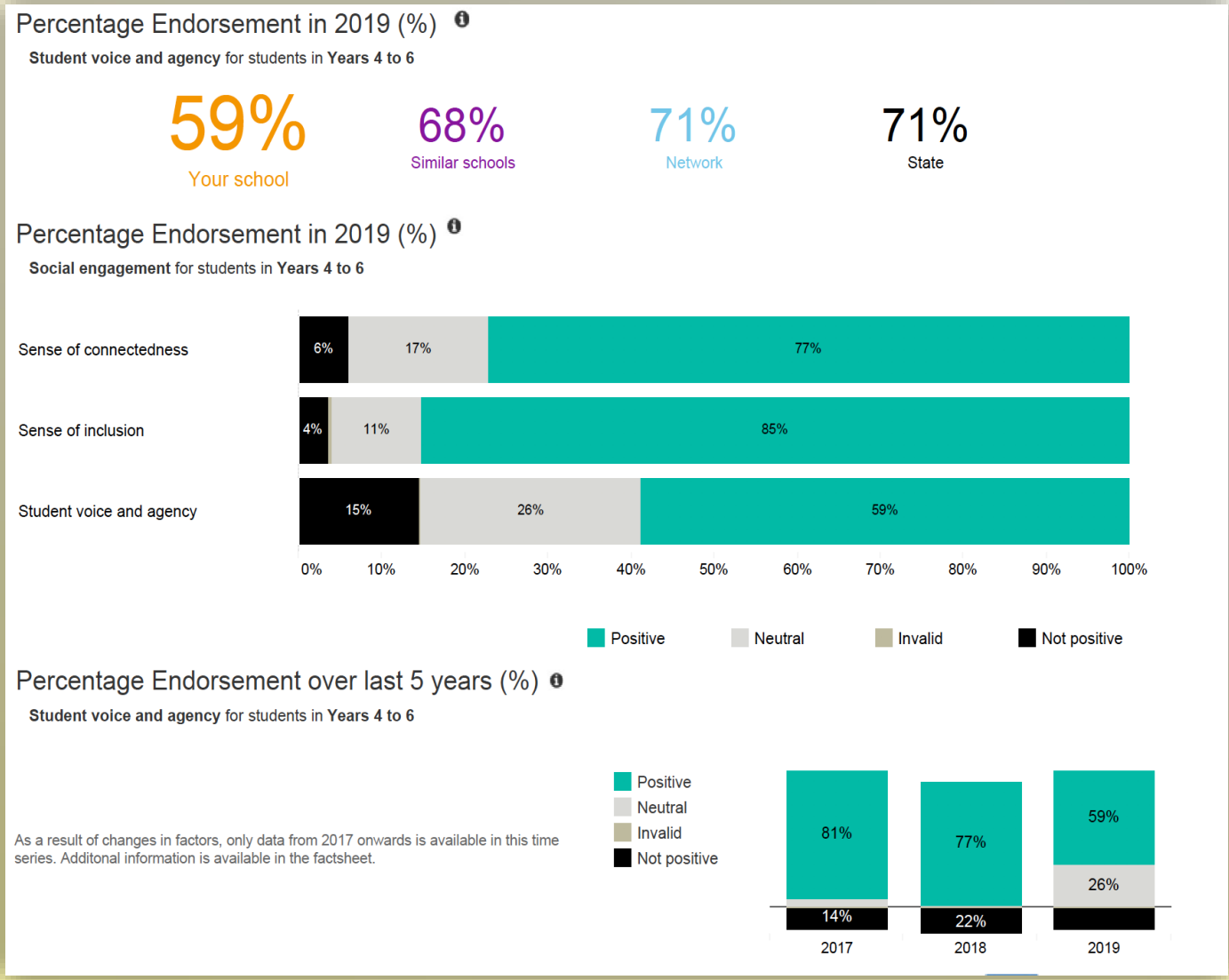
# Sense of Connectedness

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	77.1	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	85.3	81.4	73.9	88.1	-



- 77.1% is lower than state median (80.9%), similar schools (82%) and network school (86%)
- Below similar comparable school
- Middle band of the 60% of all schools
- Only 6% not positive result. Best result since and including 2017
- **Three-year average** (85.3%) is well above the state median (81.4%) and at the higher range of the 60% of all schools
- Results show a very high % of neutral responses (17%) c.f. 1% in previous years
  - Never had such an outcome
  - Survey conducted differently in 2019 compared to other years
- Years 5 & 6 students completed the survey again. The results were very positive - **87.4% Year 5** and **84.2% for Year 6**.
- There will be a school-based survey in 2020

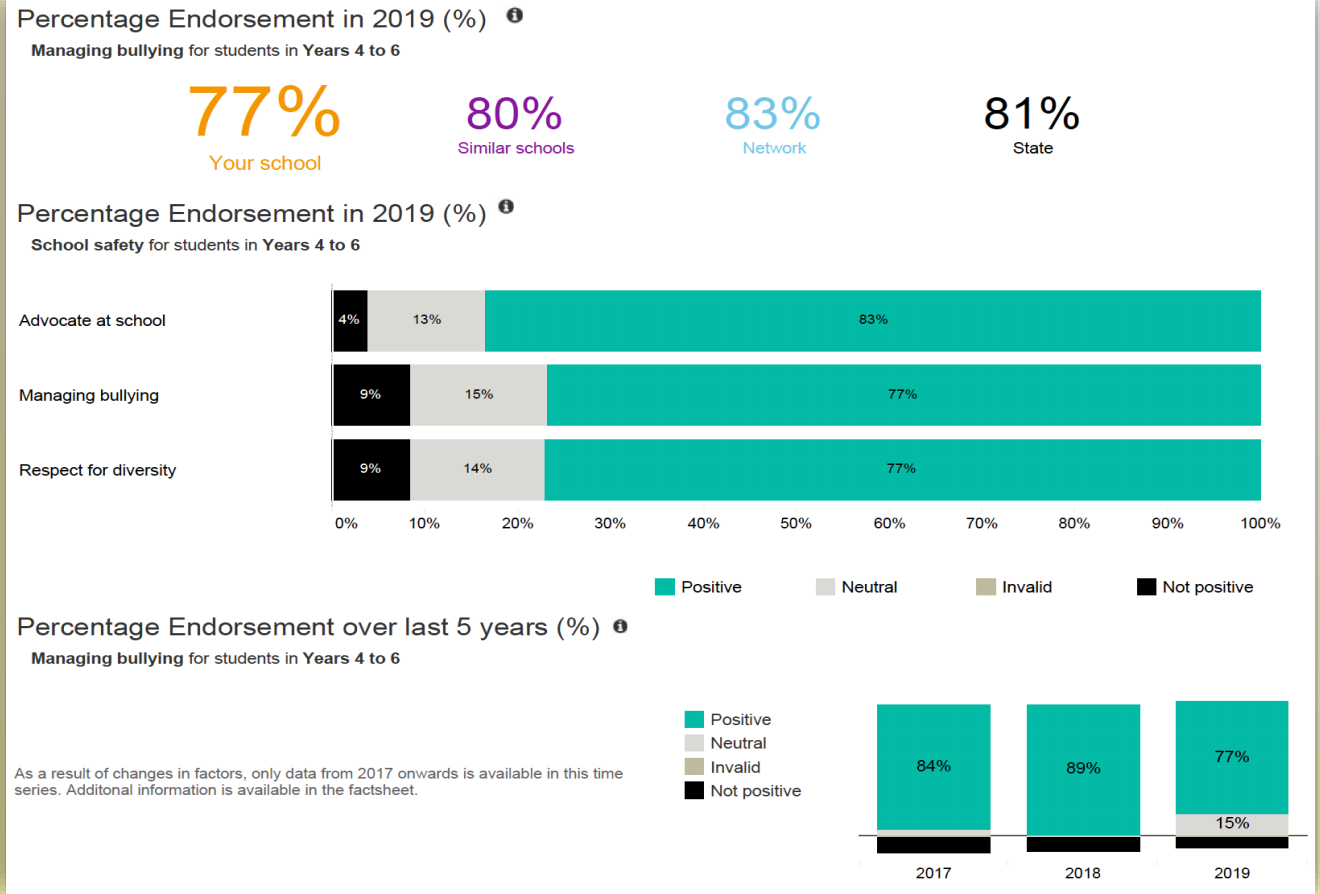
# Student Voice and Agency



- Improving the % endorsement is a School Strategic Plan and AIP goal
- 85% of Yr4-6 students recorded a not negative response but again 26% were neutral c.f. 1% (2018) & 5% (2017)
  - 15% Not positive result was lower than 2018 (22%)
- 59% positive is below state, similar and network schools
- Years 5 & 6 students completed the survey again. The results were very positive
  - Year 5 - 69.3%**
  - Year 6 - 70%**
- There will be a school-based survey in 2020

# Management of Bullying

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.8	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	83.1	81.7	74.4	89.1	-



- 76.8% is lower than state median (81.6%), similar schools (80%) and network school (83%)
- Below similar comparable schools
- Lower band of the 60% of all schools
- Only 9% not positive result. Best result since and including 2017
- Three-year average (83.1%) is above the state median (81.7%) and at the higher range of the 60% of all schools
- Results show a very high % of neutral responses (15%) c.f. 1% in previous years
  - Never had such an outcome
  - Survey conducted differently in 2019 compared to other years
- Years 5 & 6 students completed the survey again. The results were very positive. **88% - Year 5 and 82% - Year 6**
- There will be a school-based survey in 2020

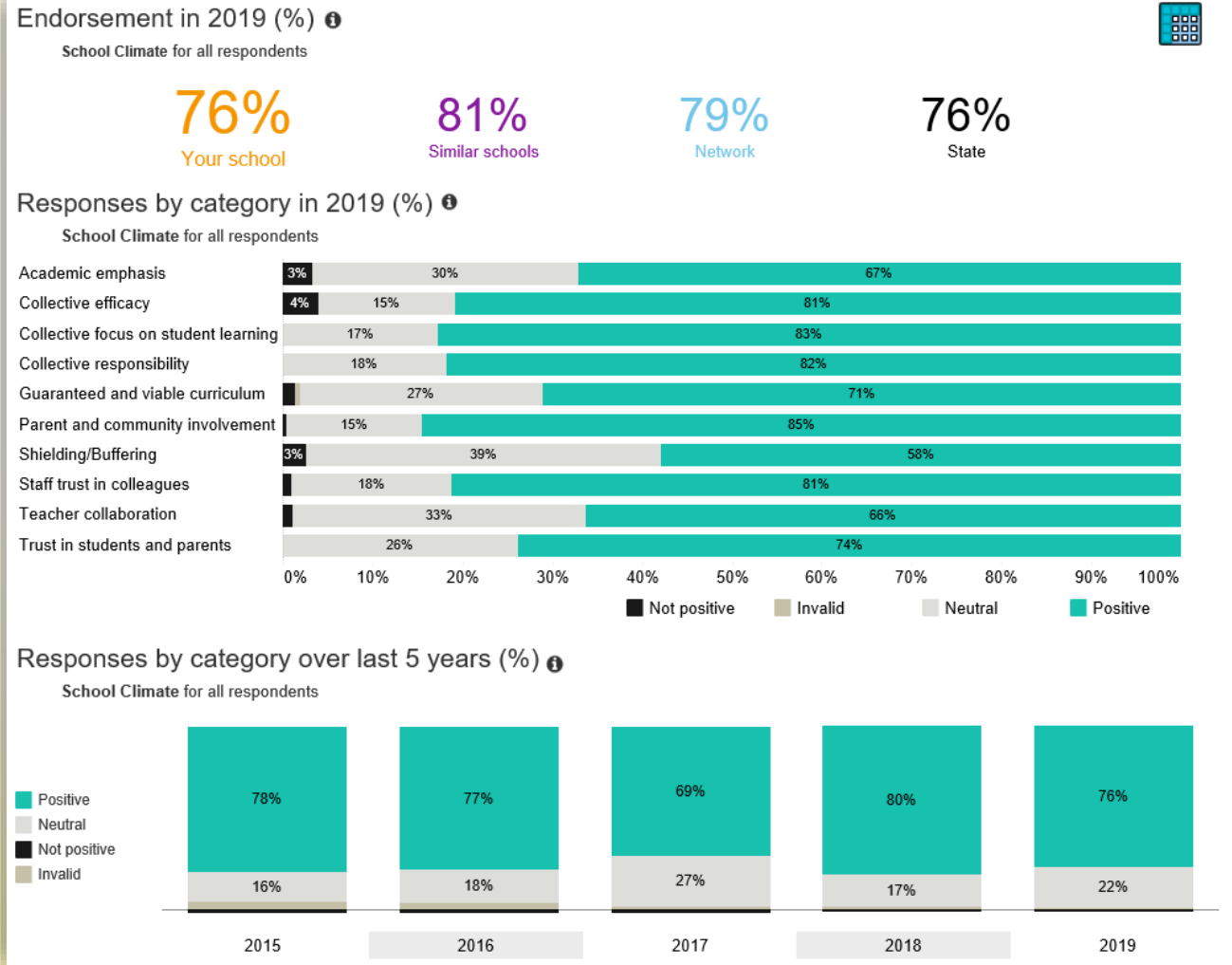
School Climate

# Staff Opinion Survey

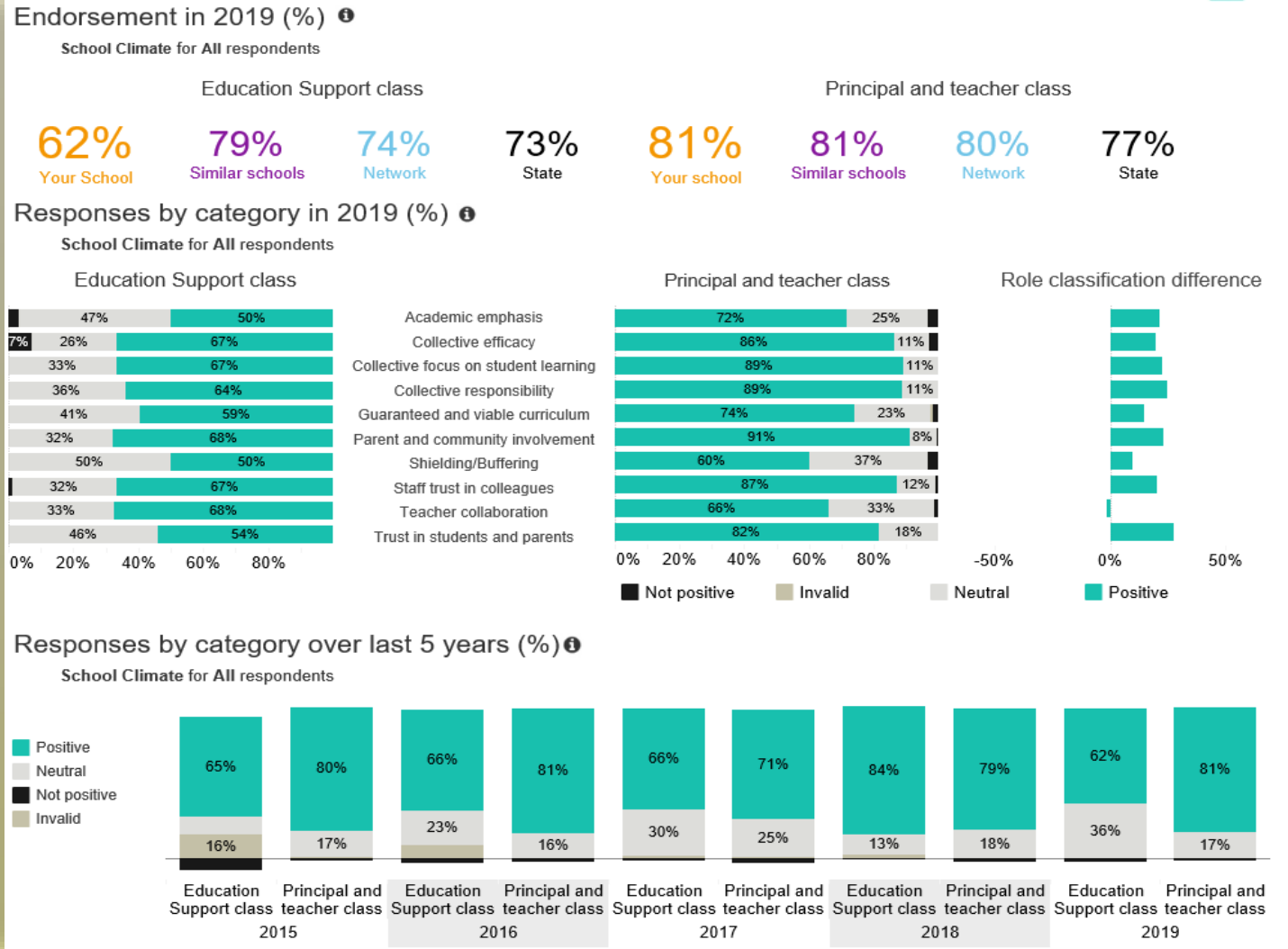
# School Climate



- This factor is an overall DET measure but it includes many factors
- Interpretations of the questions have caused significant debate amongst staff e.g. Academic Emphasis
  - Reflected in the high neutral responses
- 76% positive endorsement similar to past results (77% 2016, 69% 2017, 80% 2018)
- Equal to state median but lower than similar schools and network
  - Following discussion with staff, the survey completion process may be varied to enable consistent interpretation of questions
- 2% 'Not positive' result which is consistent with past years
- This DET statistic is too simple a view and actually does not provide enough information



# School Climate by Classification



Significant difference in the endorsement of teachers (30) compared to non teaching staff (12)

- Teachers result (81%) is **above** state and network and **equal** to similar schools
- ESO staff are however below in all comparisons.
  - Much higher level of neutral responses (*highest since 2015*)
  - Their feedback is that they do not know how to answer the question
- Important to look at the staff classification before comparing numbers
- Another factor is that not all staff completed the survey



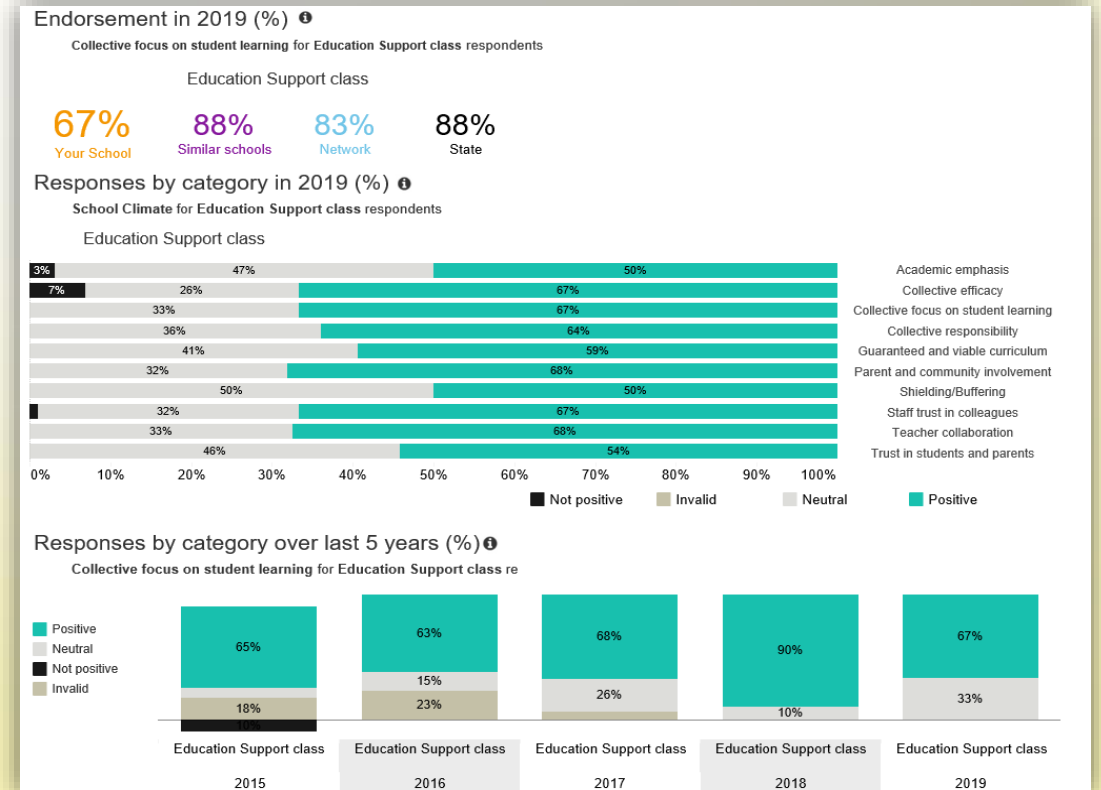
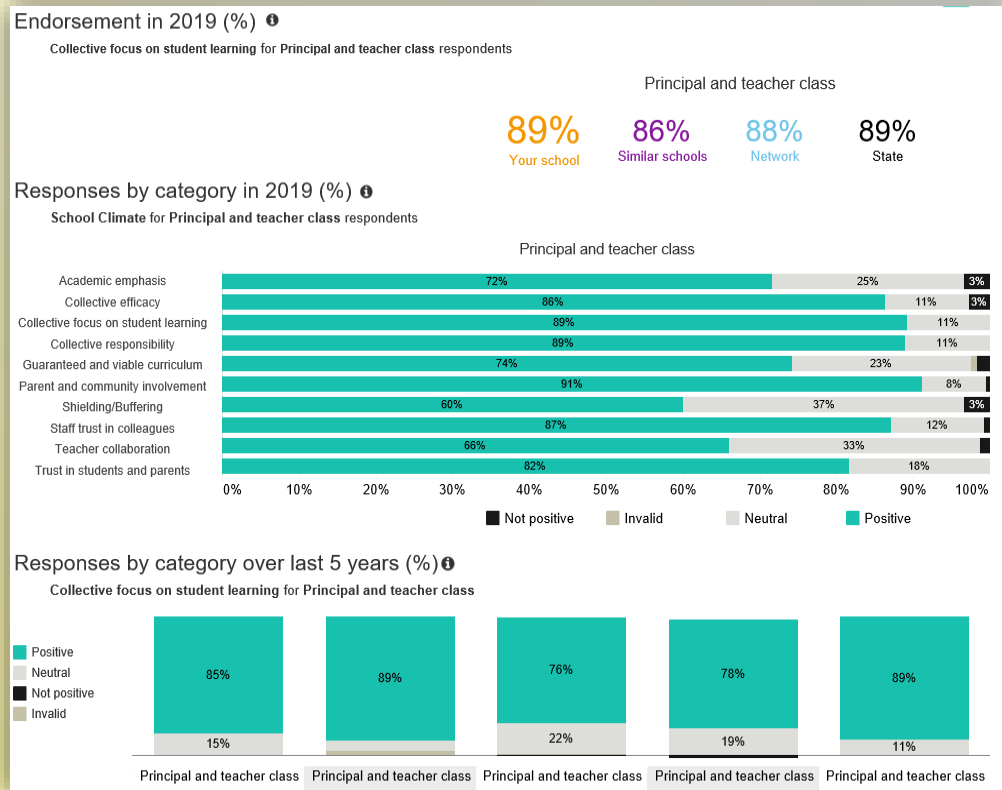
# Collective Focus on student learning

## Principal class and teachers (30 staff)

- **This a SSP goals with targets for 2019 and 2022**
- 89% endorsement is equal to state median and higher than similar schools and network schools
  - Higher than 2018 result (78%), highest over the past 5 years
  - 0% 'Not Positive'
- **Met 2019 AIP target and 2022 SSP target**

## Education Support Staff (12 ESO staff)

- Non Teaching staff (ESO) found this question very difficult to answer
  - 67% endorsement – lower than other comparable schools
  - 33% neutral response
  - But 0% 'Not Positive'
- Will need to review process for completing the survey



Financial  
Performance and  
Position

# Finance

# Financial performance and position

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 2019 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, the Mathematics Garden and Building & Grounds maintenance.

# 2019 Revenue



Education  
and Training

Essex Heights Primary School

## Financial Performance and Position

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$4,862,547
Government Provided DET Grants	\$330,064
Government Grants Commonwealth	\$212,208
Government Grants State	\$0
Revenue Other	\$20,074
Locally Raised Funds	\$1,143,574
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,568,467</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$10,004
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$10,004</b>

# 2019 Expenditure

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,640,247
Adjustments	\$0
Books & Publications	\$10,550
Communication Costs	\$8,560
Consumables	\$132,970
Miscellaneous Expense <sup>3</sup>	\$412,130
Professional Development	\$16,279
Property and Equipment Services	\$267,354
Salaries & Allowances <sup>4</sup>	\$660,045
Trading & Fundraising	\$93,675
Travel & Subsistence	\$10,177
Utilities	\$61,462
<b>Total Operating Expenditure</b>	<b>\$6,313,448</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$255,020</b>
<b>Asset Acquisitions</b>	<b>\$75,896</b>

# Fund Available as at 31 December 2019

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$495,354
Official Account	\$41,866
Other Accounts	\$30,861
<b>Total Funds Available</b>	<b>\$568,082</b>

Financial Commitments	Actual
Operating Reserve	\$248,637
Other Recurrent Expenditure	\$0
Provision Accounts	\$28,677
Funds Received in Advance	\$0
School Based Programs	\$174,967
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$38,378
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$10,000
Maintenance - Buildings/Grounds < 12 months	\$67,422
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$568,082</b>