

2016 Annual Report to the School Community

School Name: Essendon Primary School

School Number: 483



Name of School Principal:	Christine Nash
Name of School Council President:	Ava Adams
Date of Endorsement:	15 th March 2017



Education
and Training

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

Essendon Primary School's Vision is ***'to provide an education that engages, challenges and supports students to become independent learners'***. Our Mission is to develop ongoing learners who have the capacity to inquire, communicate and innovate in an ever-changing world. Our objective is to develop authentic learners by using evidence-based strategies to support student learning and thinking. The core purpose of our work is to enable all students to be responsible for their continuous growth and make good learning choices to become interdependent learners.

Essendon Primary School was first opened in 1850 and is situated in quiet surroundings on the corner of Nicholson and Raleigh Streets Essendon. Opposite the school is the famous 'Windy Hill' football ground. The school is approximately eight kilometres from the centre of Melbourne and comprises 32.25 equivalent full time staff: 2 Principal class, 2 Leading Teachers, 26 teachers and 5 Education Support staff. The school's SFO is 0.2611 and the school population of 486 students makes up 20 grades. The school is located in four buildings, including a portable structure. In order to cater for increasing enrolments and to deliver the curriculum using 21st century pedagogy the school is currently planning for significant redevelopment of the school's internal and external facilities. This process involves the creation of an Asset Management Plan and a review of our current curriculum and pedagogical priorities.

Essendon Primary School is recognised for its strong academic achievement, focused on high quality teaching and community involvement. There continues to be a strong emphasis on the delivery of a high-quality Literacy, Numeracy and Inquiry Curriculum, with teachers committed to developing their skills through professional learning programs and coaching. Teachers plan the curriculum in year level teams, developing a balanced and comprehensive program that reflects best practice, provides students with many opportunities to develop thinking and problem solving skills and stimulates high achievement. Students are supported to be articulate, self-confident and socially responsible. Programs are carefully designed to cater for the needs of individuals, enabling students to participate as active, engaged learners to achieve their personal best. A 1:1 iPad program was introduced at year 5 and year 6 in 2013, allowing students to experience a curriculum that promotes higher order thinking and that is engaging, relevant and purposeful as teachers lead them through negotiated curriculum tasks and provide inquiry-based learning frameworks.

Exemplary Visual Arts, Performing Arts, Physical Education and Language (Japanese) programs support the belief that learning should be varied, enjoyable, stimulating and challenging. We are sensitive to individual student learning needs and circumstances and our supportive environment encourages students to be enthusiastic learners. Students are encouraged and supported to develop their talents, build resilience and confidence, and have respect for themselves and others. The School Wide Positive Behaviour Support (SWPBS) framework is used throughout the school with lessons emphasising the Essendon Primary School values of co-operation, respect, responsibility and achievement. Students take up a wide range of leadership roles and actively participate in the Student Representative Council. Parents are keenly involved in a wide range of school programs at all levels including fundraising, School Council and School Council Sub-Committees, and the Parents & Friends Group. Students have the opportunity to participate in a broad range of programs that not only support their classroom learning but also allow them to have an enriched experience throughout their years at school.

Framework for Improving Student Outcomes (FISO)

The priorities for Essendon Primary School in 2016 using the Framework for Improving Student Outcomes was to focus on **building teaching practice excellence** and the development of **the Essendon Primary School Guaranteed Viable Curriculum** in line with the new Victorian Curriculum for planning and assessment. Strategies identified for the achievement of the goal "Develop, document and implement a whole school **guaranteed and viable curriculum** that includes **assessment in literacy, numeracy and inquiry**." have been completed. All staff familiarised themselves with the Victorian Curriculum standards and content descriptors and contributed to the development of student friendly proficiency goals used for planning, teaching, assessment and reporting. 2 student free days and weekly whole staff Professional Learning meetings during semester 1 were allocated to this work. The English and Mathematics proficiency goals from Foundation to Year 8 and the Essendon Primary School **Literacy and Numeracy Scope and Sequence** documents were completed. LOTE Japanese, Physical Education, Performing Arts, and Visual Arts Proficiency goals from Foundation to Year 6 that are aligned with the **Victorian Curriculum Standards** and apply to the first year of a 2year band were also completed. Two student free days in terms 2 and 4 were allocated to moderate the assessment and reporting of these goals and to ensure consistent and accurate teacher judgements in these areas. Teaching PLT Leader meetings were held each fortnight to discuss and address issues identified by PLT Leaders in implementing the crucial questions of the Du Fours Professional Learning Communities model, the instructional model using the newly developed Victorian Curriculum proficiency goals and McREL Balanced Leadership responsibilities. Leadership continues to support teachers to reflect on the data that has been entered on to our reporting software program to set learning goals, track student learning and growth and create standards-based student reports.



Achievement

Essendon Primary School is proud of its overall measure of student learning whilst striving for continuous improvement. Combined teacher assessment from the Victorian Curriculum and results from the NAPLAN Literacy and Numeracy assessments show that students are performing well above the median of all Victorian Government primary schools in years 3 and 5. At Year 3, NAPLAN results show that students performed, in all subject areas, above the state average and within the same range as schools with similar population characteristics. At Year 5, NAPLAN results show that students performed well above the state average of all Victorian Government primary schools for Reading and Numeracy. It is positive to note that student achievement in both Reading and Numeracy in Year 5 is well above the state average and similar schools in 2016 and in the 4-year average. The relative growth data indicates that at least 80% of students between Years 3 and 5 made medium to high growth in all areas. The school's future focus is on increasing the number of students who make high growth in Spelling to equal the high growth in all other areas. All students in the Program for Students with a Disability (PSD) demonstrated progress towards achieving their individual personal learning goals.

In 2016 there continued to be a strong focus on Literacy and Numeracy skill development with a particular emphasis on spelling, writing, grammar and punctuation. The implementation of the 9 High Yield strategies in each lesson using the G.A.N.A.G. Instructional model was further refined and developed through professional development, classroom visits and coaching conversations. A focus for 2016 was to build an effective Learning Community. Year Level Professional Learning Teams developed approaches to planning, teaching and assessment which have resulted in a more cohesive and collaborative approach to teaching and learning. We worked solidly to ensure that we continue to track the growth of student learning and that each student has shown at least 12 months growth for one year of learning with targeted support for those students who require additional assistance.

A greater emphasis on more effective assessment procedures and monitoring of student achievement data provided teachers with invaluable information about the learning strengths and needs of cohorts as well as individual students. The reflection and professional dialogue that results from analyzing the creation and implementation of Individual Learning Improvement Plans and curriculum development, working with school coaches enabled us to do well in Reading and Numeracy. Through the analysis and review of 2016 student learning data and the we have identified Writing, Spelling, Grammar and Punctuation as particular priorities in the 2017 Annual Implementation Plan (A.I.P.). Further sustained implementation of the school's documented spelling, grammar and punctuation strategies and program is planned for 2017 alongside continued relevant teacher professional development.

Curriculum Framework implemented in 2016

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

Engagement

Essendon Primary School's attendance in 2016 was not as high as in previous years but is still performing above the state median and within the same range for schools with similar population characteristics in attendance. We attribute this difference to an increased number of families who took extended holidays in 2016. Significant effort has been expended to enhance communication and awareness within our school community and to ensure student attendance and punctuality remain a priority.

Engaging our learners was and continues to be an explicit focus across the school. In 2016 teachers identified goals to focus on to ensure all lessons were motivating and engaging and encouraged students to develop a passion for learning and to strive for excellence. Active learning is highly promoted in very classroom. Students are encouraged to rate the learning goal at the beginning of every lesson to determine the level of challenge. They have the opportunity to collaborate with others in relation to prior knowledge and experience. Teachers then explicitly teach the skill or content where they will then have the opportunity to practice during independent learning time. Students then rate themselves again at the end of the lesson to see the improvement.

Explicit feedback to students about what they know and where they need to go next in their learning is a key part of our work. Teachers believe it is important for students to know and take responsibility for their assessment results and then to know and understand how they can improve. A range of incursions are planned every year to support and build on classroom learning. Camping opportunities for Years 3 to 6 add to learning depth and breadth. Specialist facilities and resources for art, music, physical education and Japanese enable rich and engaging learning to take place. The school's focus on valuing each student and providing many events and extra curricula activities such as camps, excursions, end of year celebration concert, school choir, school production, instrumental music tuition and various lunch time activities, such as chess club provide further opportunities for engagement and are an endorsement of our academic results.

We ensure learning for our students is personalised and that there is a high level of student responsibility for learning and decision-making. Students have an opportunity to be involved in school-based decision-making and influence through inquiry learning, the 'Student Representative Council' and school-house leadership roles. Our model for inquiry learning is centred around students developing key concepts and thinking skills that allow them to have an enduring understanding of the key learning statements that connects to their everyday lives.

Maintaining high levels of student attendance, as well as enhancing a safe and secure environment that promotes student leadership, positive relationships, mutual respect and enhanced connectedness to school are ongoing priorities.

Wellbeing

The Year 5 and 6 Student Attitudes to School Survey had seen fluctuating results in past years. 2016 results are now slightly ahead of the 4year average and similar to schools with the same population characteristics in both Connectedness and Student Perceptions of Safety. In order to foster a cohesive and consistent response to student safety and well-being, strategies that targeted regular attendance and appropriate behaviours were implemented in 2016 as part of the School Wide Positive Behaviour Support (SWPBS) framework.

Leadership initiatives include a Student Representative Council, leadership forum for House Captains, the Year 5 Buddy Program, student-led conferences with parents and teachers and student run assemblies. The Student Representative Council and House Captains work diligently throughout the year to make a positive difference within their area of influence focusing on improving the attitudes and wellbeing of themselves and others. These initiatives empower students with the belief that they can positively influence their community and in turn promote an optimistic outlook.

Essendon Primary School has a 'whole-school' approach to transition. Early in November incoming Foundation students participate in a series of 4 school visits to ensure that the students and their families become familiar with the school setting, its procedures and expectations. In their last visit they are introduced to their year 5 buddies who help them settle in to school following year and provide an additional support network during playtime. During each Prep Transition session, all students in Years 1-5 participate in an extensive Step-up Transition Program. This provides an opportunity for students, and teachers to explore different teaching and learning styles and expectations in preparation for the following year. We continue to provide positive support for all students as they move through the school and for those who enter or exit through the school year.

All of our exiting Year 6 exit students are supported in their transition to secondary schools through a school-based Transition Program that focuses on strategies to assist each student's organisational skills. Students in Years 5 and 6 attend a range of activities at local secondary schools to ensure familiarisation in the secondary context. We have a sound relationship with local secondary schools that ensures an effective, smooth transition for our students.

Parent Information sessions are conducted early each year to help families gain a better understanding of the approach to teaching and learning and the curriculum at Essendon Primary School. This has enabled an improved shared understanding of how the curriculum is taught and assessed at each level. Our weekly school newsletters provided a wealth of information about events and achievements at the school with each year level scheduled to write about their learning on a weekly basis throughout the year.

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.




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

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

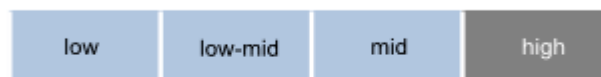
School Profile

Enrolment Profile

A total of 486 students were enrolled at this school in 2016, 241 female and 245 male.
There were 20% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






School Staff Survey





Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:

Result for this school: ● Median of all Victorian government primary year levels: ◆




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>	<p>● Similar</p>
	<p>Results: Reading (4-year average)</p>	<p>● Similar</p>
	<p>Results: Numeracy</p>	<p>● Similar</p>
	<p>Results: Numeracy (4-year average)</p>	<p>● Similar</p>
		<p>● Similar</p>
		<p>● Similar</p>
		<p>● Similar</p>
		<p>● Similar</p>





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p> <table border="1"> <tr> <td>12 %</td> <td>57 %</td> <td>31 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Numeracy</p> <table border="1"> <tr> <td>10 %</td> <td>52 %</td> <td>38 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Writing</p> <table border="1"> <tr> <td>11 %</td> <td>56 %</td> <td>33 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Spelling</p> <table border="1"> <tr> <td>19 %</td> <td>44 %</td> <td>37 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr> <td>11 %</td> <td>48 %</td> <td>41 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table>	12 %	57 %	31 %	Low	Medium	High	10 %	52 %	38 %	Low	Medium	High	11 %	56 %	33 %	Low	Medium	High	19 %	44 %	37 %	Low	Medium	High	11 %	48 %	41 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
12 %	57 %	31 %																														
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<div><p>Results: 2016</p><p>Low absences <-----> high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences <-----> high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>91 %</td><td>93 %</td><td>94 %</td><td>93 %</td><td>93 %</td><td>94 %</td><td>92 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	94 %	93 %	93 %	94 %	92 %	<div> Similar</div> <div> Higher</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	94 %	93 %	93 %	94 %	92 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:

Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

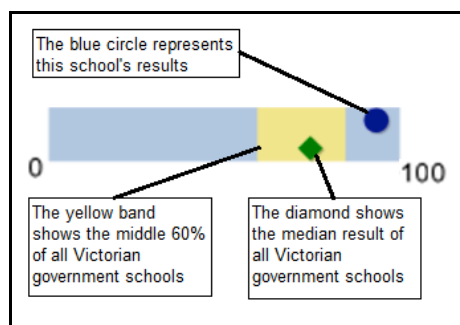
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

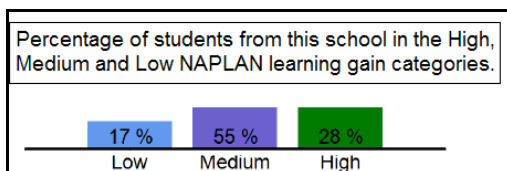
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

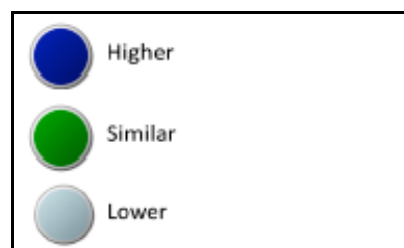
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performance.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,298,505
Government Provided DET Grants	\$386,534
Government Grants Commonwealth	\$9,244
Revenue Other	\$6,390
Locally Raised Funds	\$394,959
Total Operating Revenue	\$4,095,632

Expenditure	
Student Resource Package	\$3,263,151
Books & Publications	\$5,968
Communication Costs	\$8,115
Consumables	\$53,144
Miscellaneous Expense	\$351,584
Professional Development	\$25,334
Property and Equipment Services	\$166,961
Salaries & Allowances	\$66,618
Trading & Fundraising	\$45,132
Travel & Subsistence	\$105
Utilities	\$25,302
Total Operating Expenditure	\$4,011,415

Net Operating Surplus/-Deficit	\$84,217
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$85,093
Official Account	\$38,876
Other Accounts	\$25,416
Total Funds Available	\$149,385

Financial Commitments	
Operating Reserve	\$122,631
Revenue Received in Advance	\$26,754
Total Financial Commitments	\$149,385

Financial performance and position commentary

All financial processes were performed and record-keeping maintained in accordance with the Department of Education and Training (DET) requirements and regularly reviewed by the Finance Sub-committee and School Council. Essendon Primary School maintained a sound financial position throughout 2016. Essendon Primary School expenditure was directly linked to identified goals and priorities specified in the 2016 Annual Implementation Plan and School Strategic Plan. Resource allocation continued to focus on student learning, teacher professional development, student wellbeing and Information and Communication Technology. A significant portion of the Salaries and Allowances expenditure were devoted to Casual Relief Teachers to cover absences incurred through professional development activities and some unexpected long-term absences. Future school expenditure will be linked to the priorities identified within the 2015-2018 School Strategic Plan and the 2017 Annual Implementation Plan.

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.