

2017 Annual Report to the School Community



School Name: Essendon North Primary School

School Number: 4015







About Our School

School Context

At Essendon North Primary School, our vision is to be ‘*Global learners and leaders, exceeding expectations.*’ Our mission is ‘*We maximise the potential of all; empowering independence, excellence, innovation and critical engagement with the world.*’ We believe in our Guiding Statements, and as a learning community, are committed to embedding these within the fabric of our school. We are *Brave, Bold, Connected*. Our school has an International Accreditation with the Council of International Schools (CIS) and is authorised as an International Baccalaureate (IB) World School, offering the Primary Years Programme (IB PYP). These are schools that share a common philosophy – a commitment to high quality, challenging, international education that Essendon North Primary School believes is important for our students.

Our school officially opened on September 9th, 1920 and is located on Keilor Road in the suburb of North Essendon, Melbourne, Victoria, Australia. The school is approximately 12 km north-west from Melbourne’s Central Business District and our Local Government area is the City of Moonee Valley. The school’s overall socio-economic band was high which was based on our school’s Student Family Occupation and Education Index (SFOE). Parent’s occupations and education was taken into consideration. A total of 664 students were enrolled, with 338 females and 326 males. 27 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students. There were twenty-seven grades from Foundation to Year Six.

During 2017, our school was in the third year of a four-year strategic plan (2015 to 2018). Our school continued to offer a broad curriculum and an extensive co-curricular program that enabled our students to experience new challenges and opportunities beyond the classroom. From Foundation to Year Two, our focus was on establishing solid foundations in Literacy and Numeracy, and from Years Three and Six our focus moved to building breadth and depth using a One to One Device Strategy. This approach, complemented by a clear focus on student achievement, provided solid foundations for students to access a rich and diverse learning experience. The focus on an inquiry based curriculum that utilised and extended the application of contemporary learning technologies in collaborative learning environments provided engaging and stimulating opportunities for students to extend themselves and maximize their potential. These learning opportunities and improvements were capitalised through a lens of wellbeing. Our values based approach ensured that students from diverse backgrounds were united under a consistent and equitable umbrella that valued all stakeholders yet provided a common connection of learning and diversity.

Our school has continued to offer a range of specialist and extra curricular programs including LOTE (Mandarin), Visual and Performing Arts, Health and Physical Education, Literacy and Numeracy Intervention and Enrichment, Life Education, Family Life, Interschool Sport, Perceptual Motor Program (PMP), School Productions and Choir, Instrumental Music Tuition, Student Leadership and Voice, Buddy Program, Foundation to Year 6 Camping Program, Incursions and Excursions, and a Before and After School Program. We have developed a comprehensive program and service structure for students with special needs, and disabilities and impairments.

In 2017, our school had three principal class members, one leading teacher, nine professional learning teams and a range of educational support staff. The Executive Team, School Improvement Team (SIT) and all nine Professional Learning Teams (PLT) regularly planned and evaluated teaching effectiveness and student learning outcomes, and participated in a range of team based professional learning. The organisation of the school remained fluid and flexible so that our school’s resources (human, physical and financial) were strategically aligned to cater for the emerging learning needs of all our students.

Our entire school community was actively involved in the life of the school, and shared a commitment to being an innovative leader in education. School Council and the Executive Team were partners in providing a unified purpose and direction for achieving a quality education for every student. Student, parent and staff involvement and engagement in ‘global learning and leadership’ was valued and actively promoted, and as a community we explored the following goals and priority areas:

- Identify *who we are* as a whole school community
- Provide opportunities to develop *connections* within and across our community
- Create a sense of *belonging* for all members of our school community.

Framework for Improving Student Outcomes (FISO)

In 2017, our framework for improving student outcomes was constructed upon the *Strategic Plan (2015 to 2018)* and the *2017 Annual Implementation Plan* template which used the beginning stages of the Framework for Improving School Outcomes (FISO). The following two initiatives were identified in 2017 to correlate and strategically align with our school’s accreditation and authorisation process with the Council of International Schools (2015) and International Baccalaureate Primary Years Programme (2016) and the subsequent feedback from the process. The ENPS Strategic Plan (2015 to 2018) and corresponding Annual Implementation Plans were directly informed by the CIS Self Study and IB PYP Action Plan.

FISO Improvement Priorities and Initiatives

1. Excellence in teaching and learning- Curriculum planning and assessment:

- Professional learning for all staff in the IB PYP
- PYP Action Plan
- Review of assessment practices

2. Community engagement in learning- Building Communities:

- School Council- development of Communication and Engagement Strategy
- Developing an understanding of our community
- Community developing a more comprehensive understanding of school processes, practices and policies (developing a further informed and knowledgeable perspective)
- Units of inquiry- capitalising on community connections and global perspectives



Achievement

Essendon North Primary School has continued to achieve above the median against all Victorian Government Primary Schools in the Year 3 and 5 NAPLAN. The median achievement for our school in Year 3 Reading and Numeracy is above the median for all Victorian Government Schools as well as achieving above the median or a 4-year average. When compared to like schools, the comparison for Year 3 student levels is similar. Whilst the median achievement for our school in Year 5 Reading and Numeracy is above the median for all Victorian Government Schools, Year 5 students performed lower when compared to the performance levels of students from like schools. According to Teacher's Judgements, 95.6% of students from Foundation to Year Six are working at or above age expected standards English and Mathematics. When compared to other like schools. Teacher judgements are slightly lower in English than in Mathematics.

Throughout 2017, we focused on maximising the potential of all through academic excellence in Mathematics. Learning gain of students from Years 3 to 5 remained a focus for our school in the following domains: Reading, Writing, Numeracy, Spelling, and Grammar and Punctuation. Our school worked strategically to:

- Interrogate and use data to inform practice.
- Review the learning and teaching of Mathematics.
- Engage in term based and whole school professional learning for all staff in Mathematics
- Undertook action research in the teaching of Mathematics

Engagement

Essendon North Primary School has achieved slightly below the median against all Victorian government schools for *School Attendance*, and achieved slightly below for a four-year average. Our school is ranked 'similar' when compared to other like schools. Some of the main reasons for student absence are illness and family holidays.

Throughout 2017, we continued to maximise the potential of all through critical engagement with the world by targeting the following key improvement strategies:

- 1.) To develop a shared understanding of and a dispositional approach to being a global **learner** across the whole school community
 - Awareness of self and others ^[1]_[SEP]
 - International mindedness and intercultural awareness ^[1]_[SEP]
- 2.) To develop a shared understanding of and a dispositional approach to being a global **leader** across the whole school community
 - Voice and connectedness ^[1]_[SEP]
 - Taking appropriate action

In 2015 the School Council of Essendon North Primary School established a sub-committee called *Community Engagement and Communication*. The purpose of this sub-committee has been to develop and foster positive relationships within the school and the broader community. Throughout 2017, the sub-committee continued to be responsible for the development and implementation of an *ENPS Community Engagement Strategy*.

Wellbeing

According to the 2017 *Attitudes to School* survey results (a survey conducted every year with Year 4, 5 and 6 students), Essendon North Primary School achieved below the median against all Victorian government primary schools in the categories: A sense of connectedness, and Management of Bullying. Essendon North Primary School was ranked similar when compared to other like schools in A Sense of Connectedness, and lower when compared to other like schools in Management of Bullying.

The school's Parent Satisfaction Summary which measures parent's opinions on the school satisfaction, 84% of the 43 parent responses received were satisfied with our school.

The Staff Opinion Survey which measures staff opinions on school climate, 73% of the staff surveyed were positive about the school's climate.

In 2017, the school aimed to maximise the potential of all through the provision of an inclusive learning environment and the continued development of personalised learning and wellbeing by targeting the following key improvement strategies:

- 1.) To review and refine school wide policies and shared expectations that deliver an inclusive, safe, orderly and stimulating learning environment.
- 2.) To build the capacity of all stakeholders to value and provide for difference.
- 3.) To build the capacity of all stakeholders to activate and maintain connectedness and a sense of belonging across the community for effective transitions and the management of change.

Our school's ENPS Guidelines for Student Voice and Leadership was overseen by a staff, and a school based psychologist was employed (0.6 time fraction) to support the 2017 AIP goal to build the capacity of staff to provide an inclusive learning environment.

For more detailed information regarding our school please visit our website at
www.enps.vic.edu.au



Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 664 students were enrolled at this school in 2017, 338 female and 326 male.</p> <p>27 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>50%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>65%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>52%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>45%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>42%</td> <td>45%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	50%	18%	Numeracy	23%	65%	12%	Writing	33%	52%	15%	Spelling	36%	45%	19%	Grammar and Punctuation	42%	45%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	92 %	94 %	93 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	92 %	94 %	93 %	93 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

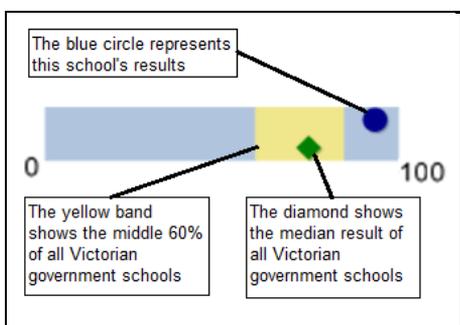
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

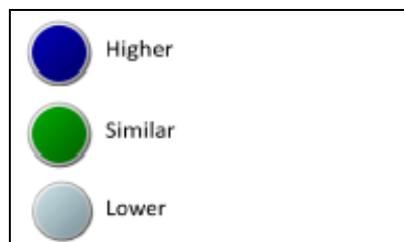


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,689,467	High Yield Investment Account	\$212,935
Government Provided DET Grants	\$504,895	Official Account	\$59,633
Government Grants Commonwealth	\$10,600	Total Funds Available	\$272,568
Revenue Other	\$17,753		
Locally Raised Funds	\$572,901		
Total Operating Revenue	\$5,795,616		
Equity¹			
Equity (Social Disadvantage)	\$17,342		
Equity Total	\$17,342		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,491,923	Operating Reserve	\$165,560
Books & Publications	\$2,283	Maintenance - Buildings/Grounds incl SMS<12 months	\$7,008
Communication Costs	\$15,429	Revenue Received in Advance	\$100,000
Consumables	\$183,501	Total Financial Commitments	\$272,568
Miscellaneous Expense ³	\$195,366		
Professional Development	\$38,994		
Property and Equipment Services	\$343,153		
Salaries & Allowances ⁴	\$242,775		
Trading & Fundraising	\$55,934		
Utilities	\$33,916		
Adjustments	(\$140)		
Total Operating Expenditure	\$5,603,136		
Net Operating Surplus/-Deficit	\$192,481		
Asset Acquisitions	(\$1,087)		

In 2017, the school's revenue included DET Government, locally raised funds and monies received through the hiring of school facilities. The school did not receive any other form of revenue. The Student Resource Package (SRP) is not an actual reflection of the end of year Financial Performance position of the school as it is subject to change during the reconciliation process. The school's indicative figures indicate a surplus of approximately \$97,000. In 2017, and due to the ageing condition of the school's facilities as well as the physical demands placed upon the school with an increasing student enrolment, the school has continued with a school wide maintenance program to improve the quality of the learning environment for all students and the local community. Internal painting, new classroom furniture, new signage, a new modular 5 portable classroom and an office relocation was a major expense for the school. The school has continued to be accredited with the Council of International Schools (CIS) and authorised to offer the International Baccalaureate Primary Years Program (IB PYP) which has involved annual membership fees and expenses to maintain both programs within the school. Please note that the Equity funding reported above is a subset of overall revenue reported by the school, and salaries



and allowances refers to school-level payroll. The school had a range of Misc Expenses that included bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.