

2017 Annual Report to the School Community



School Name: Cheltenham Primary School

School Number: 84



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2018 at 12:49 PM by Bronwyn Morgan (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 May 2018 at 11:52 AM by Susan Norwood (School Council President)

About Our School

School Context

[Cheltenham Primary School has a rich history educating students in the Cheltenham community from 1855. Today we embrace the challenges of learning and teaching in the 21st century. We endeavour to develop self-motivated, inquisitive, collaborative and independent learners.

The school is complemented by a strong distributive leadership structure comprised of Foundation, Junior (Years 1 and 2), Middle (Years 3 and 4) and Senior (Years 5 and 6) learning teams, a caring, dedicated, highly skilled teaching staff and a supportive school community.

We are proud that Cheltenham is at the forefront of many new and exciting developments in education specifically, the introduction of a Science, Technology, Engineering, Arts and Mathematics (S.T.E.A.M) curriculum framework and problem based inquiry approach. We are continuing to embed a strong, viable and relevant Digital Technology curriculum from Foundation to Year 6, incorporating a BYOD iPad program for our senior students.

The school has excellent facilities and is sited in a unique and natural setting. Additional programs include Physical Education, Languages, Visual Arts and Performing Arts including instrumental music. Cheltenham Primary School provides a Kitchen Classroom and Garden Program and is committed to implementing the Resource SMART initiative as part of environmental sustainability.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) have been developed by the Department of Education and Training (DET) to increase the focus on student learning in Victorian state schools.

Key elements of the Framework are:

- an Improvement Cycle for continuous improvement
- an Improvement Model - with four state-wide priorities, including six high-impact, evidence-based Improvement initiatives on which to focus effort
- Improvement Measures to measure success.

At Cheltenham Primary School our key FISO improvement initiative is *Excellence in Teaching and Learning* specifically, through a specific focus on 'Building practice excellence' through the implementation and development of two Key Improvement Strategies (KIS):

1. The introduction of a whole school Science Technology Engineering Arts Mathematics (STEAM) curriculum framework.
2. The development of an agreed Cheltenham Primary School instructional model for learning and teaching within a STEAM curriculum framework.

In 2017, we continued to consolidate elements of our STEAM curriculum framework by implementing two STEAM based projects per Learning Area (Junior, Middle, and Senior). Through a cycle of continuous reflection, we introduced pre and post testing to better assess the development of 21st century learning skills and student engagement within a Problem based inquiry approach.

Consistent planning documentation from Foundation to Year 6 was developed. A continued focus for whole staff professional learning was effective assessing, reporting and monitoring using this inquiry approach. A significant body of work was undertaken to develop an agreed instructional model for learning and teaching within our STEAM framework which will be launched in 2018.

Achievement

In the National Assessment Program for Literacy and Numeracy (NAPLAN) in 2017 the percentage of students in the top 2 bands of testing for Year 3 in Reading was 67% which relative to the similar schools group was *similar* to the results of primary schools with similar characteristics. The percentage of students in the top 2 bands of testing for Year 3 in Numeracy was 73% which relative to the similar schools, was *well above* the results for primary schools with similar characteristics.

The percentage of students in the top 2 bands of testing for Year 5 in Reading was 67% which relative to the similar schools group was *similar* to the results of primary schools with similar characteristics. The percentage of students in the top 2 bands of testing for Year 5 in Numeracy was 60% which relative to the similar schools, was *well above* the results for primary schools with similar characteristics.

The percentage of students with high gain in NAPLAN (Numeracy relative growth): Year 3 to 5 was 29% which was *similar* to the results for primary schools with similar characteristics. The percentage of students with high gain in



NAPLAN (Reading relative growth): Year 3 to 5 was 18% which is *below* the results for primary schools with similar characteristics.

In 2017 the School Improvement Team (SIT) completed an audit of the organisational and teaching climate, as part of the Bastow Coaching for Leadership program. In the course of this work, it was evident that further focus on core instructional practice F-6 in Literacy and Numeracy is required. This is also confirmed by our school achievement trend data. An audit of all school programs, events and the timetable to minimise disruption and improve face-to-face teaching time has been completed for implementation in 2018.

In 2018 our strategic direction for Student Achievement will be to develop high quality instructional practice and to build teacher capacity through a specific focus on three goals:

1. To improve student outcomes in Literacy – Reading and Writing.
 2. To increase the percentage of students achieving High Growth in NAPLAN (Reading and Writing) in Years 3 and 5.
- To improve student outcomes in Science – Engineering and Design Language.

Engagement

Cheltenham Primary School has a strong belief in engaging all students to achieve their highest potential. It has in place a number of excellent programs to enhance and support the academic, social, emotional, and physical development of the child.

Building appropriate and well-considered transitions for all students as they move from F-6 supports engagement and is entirely possible, if we listen to our students and give them platforms to contribute. Our school assemblies are now completely student led with the agenda developed by students; our student leaders have all participated in student led tours for prospective families and are encouraged to be agents of change and take action to make a difference for example, student led charity drives (the dolphin research project). Teaching staff mentor all student leaders. In 2017, our student leaders for 2018 commenced a 5 session outsourced student leadership program to help build their capacity for leadership. This also afforded them the opportunity to have a dialogue with the current student leaders prior to transitioning into their new roles.

The school attendance rate for children from Foundation to Year 6 varies from 93 to 95%. Cheltenham's school comparison rating of *Higher* indicates our school records 'less' absences than expected, given the background characteristics of students. We consider that this is reflective of an improved connectedness to school and engagement in learning. We continue to promote regular attendance at school in Newsletter articles and during Information Evenings - particularly during the early foundational years for Literacy and Numeracy. Teachers communicate with families where student attendance causes concern and unexplained absences are followed up by the school office and/or Sub school learning leaders.

Student engagement will continue to be supported in 2018 by implementing the following three goals:

1. To embed the revised school vision, mission and values so they are easily internalised by students and the community.
2. To consolidate student agency by empowering the Student Representative Council to be the voice for student action and ensure students have opportunities to make decisions that affect their learning and lives at school.
3. To further embed reciprocal feedback structures student to teacher and teacher to student, F-6.

Wellbeing

Our school has a strong commitment to support the development of a resilient child. In 2017 an audit was conducted of all our pastoral and wellbeing programs to ensure that they continued to be relevant to the maturational needs of the individual as they transition from F-6. The focus for *You Can Do It*, a life skills program became Years F-2. *Growth mindset*, a positive psychology approach was extended to the whole school, F-6. Restorative practices including the use of Circle time are consistently used F-6 to resolve issues and rebuild relational trust. *Mindfulness* strategies were further embedded F-6 through the introduction of the Resilience Project with an explicit focus on the teaching of *Gratitude, Empathy and Mindfulness*. In 2018, we will strengthen this commitment as a Resilience Project partner school.

We are committed to the Child Safe Standards; we have strong pastoral care systems for monitoring the wellbeing of students underpinned by effective policies to address bullying and cyber safety. Student pastoral needs are discussed at weekly School Leadership and Sub school meetings, with all staff implementing the school's Student Code of Conduct consistently and fairly.

Our annual self-evaluation and analysis of school data demonstrated improvement in perception of Pride and Confidence in the school: 88% of our students feel connected to school; 81% were positive about the school climate (77% in 2016) and 93% of parents were satisfied with the school overall. In 2017 we focused on improving student voice and choice



within teaching and learning and building the capacity of students for leadership through our revised student leadership structure. We aimed to achieve our goal of 'Enhancing the engagement of students of all abilities in their learning' by introducing strategies such as a 'daily check in' for students, *Growth Mindset* and *Mindfulness* initiatives. Improvement was noted in the teacher variables in the 2017 Attitudes to School Survey, with strong results in the Teacher-Student Relations variables overall: High Expectations for success 94%; Effort 85%; Teacher Concern 82%.

Student wellbeing will continue to be a focus in 2018. This will be achieved by:

- A specific focus on improving the measures of 'Stimulating Learning' (73%), 'Learning Confidence' (81%), 'Student Safety' (75%) specifically, attending to improving the 'Respect for Diversity' variable.

It is not possible to draw conclusions from previous datasets as this was a new Attitudes to School Survey, which included Year 4 for the first time. However, it will provide us with good baseline data, moving forward.

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 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 410 students were enrolled at this school in 2017, 199 female and 211 male.</p> <p>12 percent were EAL (English as an Additional Language) students and 1 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> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>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>24%</td> <td>58%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>44%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>51%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>51%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>60%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	58%	18%	Numeracy	27%	44%	29%	Writing	22%	51%	27%	Spelling	29%	51%	20%	Grammar and Punctuation	16%	60%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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>94 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	94 %	95 %	95 %	95 %	95 %	<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> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	94 %	95 %	95 %	95 %	95 %										



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>	Similar

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

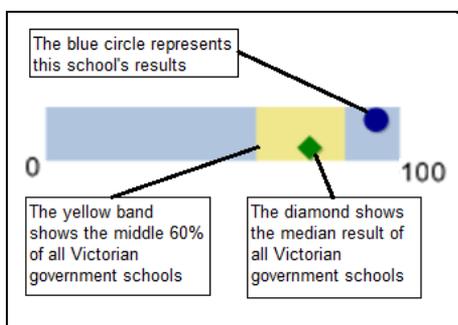
Engagement

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

Wellbeing

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

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

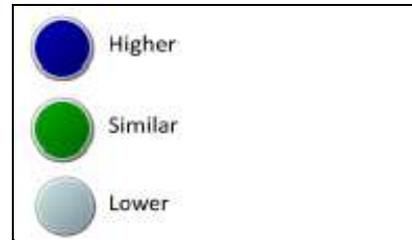


What does *School Comparison* refer to?

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

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

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



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

What does '*Data not available*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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

Financial Performance and Position

Financial performance and position commentary

Cheltenham Primary School achieved an operating surplus in 2017. With the support of our parent community, we attained our targeted collection rate for parent payments. In 2017 we leased further iPads to improve access for students in Years F-2. An IT technician is employed (above the Department entitlement) to ensure that teachers and children can focus on learning and teaching rather than managing technology. Major works included the refurbishment of the STEAM Centre; commencement of the refurbishment of three classrooms in which the school library was located and relocation of the library to the spaces for which it was designed in the BER (due for completion Term 2, 2018); upgrade of heating/cooling systems in Visual Arts and Foundation rooms which will continue in 2018.

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	\$2,779,474	High Yield Investment Account	\$176,626
Government Provided DET Grants	\$449,930	Official Account	\$10,167
Government Grants Commonwealth	\$15,475	Other Accounts	\$182,567
Revenue Other	\$18,808	Total Funds Available	\$369,360
Locally Raised Funds	\$467,206		
Total Operating Revenue	\$3,730,893		
Equity¹			
Equity (Social Disadvantage)	\$9,269		
Equity Total	\$9,269		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,698,518	Operating Reserve	\$124,867
Books & Publications	\$3,956	Maintenance - Buildings/Grounds incl SMS<12 months	\$11,711
Communication Costs	\$9,214	Beneficiary/Memorial Accounts	\$7,000
Consumables	\$137,279	Revenue Received in Advance	\$225,782
Miscellaneous Expense ³	\$272,665	Total Financial Commitments	\$369,360
Professional Development	\$33,497		
Property and Equipment Services	\$283,487		
Salaries & Allowances ⁴	\$87,875		
Trading & Fundraising	\$22,300		
Travel & Subsistence	\$33		
Utilities	\$21,048		
Total Operating Expenditure	\$3,569,873		
Net Operating Surplus/-Deficit	\$161,020		
Asset Acquisitions	\$14,218		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.