# 2019 Annual Report to
# The School Community

## School Name: Cheltenham Primary School (0084)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006.* This includes schools granted an exemption by the VRQA until 31 December 2019 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 30 October 2020 at 02:47 PM by Bronwyn Morgan (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 31 October 2020 at 05:34 PM by Peter Cutting (School Council President)

# About Our School

## School context

Cheltenham Primary School has a rich history educating students in the Cheltenham community from 1855. We embrace the challenges of learning and teaching in the 21st century as reflected in our school's vision: 'Learning at a High Altitude'. Through creativity, innovation and wisdom, we seek to develop self-motivated, collaborative and independent learners. Our mission is for each child to 'Accept the Challenge' to learn - academically, socially and emotionally, and physically as they live our school values of Kindness, Respect and Responsibility.

A total of 469 students were enrolled at Cheltenham in 2019: 219 female and 250 male. 14 per cent of students had English as an additional language and 0 per cent were Aboriginal or Torres Strait Islander. The school's socio economic band value is: High.

The school has excellent facilities and is sited in a unique natural setting. Additional specialist programs include Science, Physical Education, German, Visual Arts and Performing Arts, Early Intervention and Library. Cheltenham Primary School provides an optional Kitchen Classroom/Garden and is committed to implementing an understanding of environmental sustainability in all facets of school life.

The school's leadership includes the Principal, Assistant Principal, two Learning Specialists (STEAM and Literacy) complemented by a distributed leadership around five learning areas: Foundation, Junior (Years 1 and 2), Middle (Years 3 and 4) and Senior (Years 5 and 6) and Specialist. Each Learning Leader is responsible for ensuring that the teaching and learning approaches implemented by each PLC team supports the learning and social and emotional growth of all students in their cohort.

Cheltenham Primary School is proud to be at the forefront of many innovative developments in education: the introduction of a Science, Technology, Engineering, Arts and Mathematics (S.T.E.A.M) curriculum framework and problem based inquiry approach underpinned by a rigorous, trans-disciplinary instructional approach to Literacy from Foundation to Year 6. It is committed to student engagement and agency in all learning.

## 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 for 2019 was 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) in 2019:
1.        The consolidation of our whole school Science Technology Engineering Arts and Mathematics framework.
2.    The consolidation of the Gradual Release of Responsibility instructional model (Reading) in classrooms and all specialist areas, throughout the school F-6

## Achievement

In 2019 the school's strategic direction was continued development of high quality instructional practice and building teacher capacity specifically through:
1.        The implementation of the Gradual Release of Responsibility Model in all teaching areas F-6 with a focus on

high quality instruction and whole staff professional learning.
2.        A focus on improving the percentage of students achieving High Growth in NAPLAN (Reading) in Years 3 and 5 through an Accelerated Improvement Strategy (AIS).

STEAM
Professional development is ongoing for clarity and development of the STEAM instructional model and to transition new staff members to the model. Co-constructed rubrics was the focus for 2019,  with all classroom teachers developing high level rubrics with their students. Reflective feedback at staff professional learning provided a forum for staff to discuss their experiences and consider a guaranteed and viable F-6 model for the future.
A whole school STEAM Expo was held in term 4, with very positive feedback from students, staff, parents and the community. It created the means for all students to view projects across the school . Many students commented on the improvement and development of the projects since their inception three years ago. The STEAM focus in all specialist disciplines gave all students access to participate and view in each discipline with a new lens. Robotics was incorporated in all areas across the school and will be a continued focus for application.

Gradual Release of Responsibility Model
All staff received continued and ongoing training in the Gradual Release of Responsibility (GRR) reading model in a range of professional learning contexts: Curriculum Days; Professional Practice Days; Staff Professional Development Program; PLC meetings; Learning Walks and Peer Support opportunities.

Adhering to all instructional components and the time frames of the GRR created some challenges for staff. By the end of 2019, in evaluating their growth, the Foundation PLC noted that their reading lessons were now more well structured, timely and offered greater scope for one on one teaching time.  Years 1 and 2 were now selecting Mentor Texts that support and challenge student's reading to enhance their comprehension and understanding.  All teams were applying explicit learning intentions and differentiated success criteria.  Students in Years 3 and 4 were now leaving the 'tracks of their thinking' in their Reader's Notebooks and becoming more reflective in evaluating and determining their reading goals.

A broad focus for all teaching staff was understanding the nuances of 'conferring' and 'conferencing' with students in Independent Reading.  The senior school successfully developed a conferring template to guide teachers in these discussions. The specialist team supported the whole school implementation of Reader's Workshop by developing the teachers' and students' questioning skills; extending the students' vocabulary and using mentor texts to support some of the units of study across all specialist areas. Many of these teachers acknowledged that their practice had improved by focusing on 'The Catch' - ensuring that the teaching is explicit.

Accelerated Improvement Strategy
The school introduced a focus on improving the percentage of students achieving High Gain In NAPLAN (Reading) specifically from Years 3 to 5.  Datasets for students in Years 3 were reviewed and compared with their PAT data  at the end of Year 3 and 4 to measure continued learning gain.  Feedback from these students suggest that tasks are not sufficiently challenging or engaging. Clarity of instruction and a focus on the educative purpose of all tasks has been a focus.  This is evidenced in: data from twice weekly learning walks; feedback from students; observation of student engagement levels during instruction; conversations with teaching teams; review of planning documentation.

In the National Assessment Program for Literacy and Numeracy (NAPLAN) in 2019 learning gain compares 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 student's gain is in the top 25 percent of their cohort, their gain is categorised as 'High'.

The percentage of students at Cheltenham that achieved High Gain in NAPLAN (Reading): Years 3 to 5 was 38.5%. The percentage of students that achieved High Gain in NAPLAN (Numeracy): Years 3 to 5 was 20.0%. While this Numeracy outcome was noticeably lower than in previous years, 8 'High Gain' students in Year 3 did not sit the 2019 Year 5 NAPLAN at Cheltenham such as school transfer and extended vacation. Had all 8 sat, assuming they maintained growth and we have no reason to expect they not have, the outcome would have been far higher.

Through the examination of data during the school self evaluation and review process in 2019 it was evident that writing was not progressing as well as reading; with a need for lifting of low and high growth identified in the data. While writing has not been a key focus, there has been a strategic focus on low stakes writing during literacy learning (2018-2019) and the use of a range of writing strategies.

In the new Strategic Plan 2019-2023, Cheltenham Primary School will continue to build consistency of instructional practice in writing F-6. We will achieve this by embedding the whole school instructional model (the Gradual Release of Responsibility), developing a writing continuum F-6 and implementing agreed formative assessment and summative assessment practices in writing school wide.

## 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 achievable if we listen to our students and give them platforms to contribute through a commitment to student 'voice and agency'. School assemblies are student led with the agenda developed by students; student leaders participate 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. Teaching staff mentor all Year 6 students.  A transition program for student leaders is offered in Years 5 and 6. This affords students 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 varied from 92 to 94%. The average number of days absent was similar to other schools - although the 4 year average number of days absent was considerably lower. We consider that this is reflective of students' engagement in learning and connectedness to school. Cheltenham Primary School continues to promote regular attendance at school in School Newsletter articles and during Information Evenings - particularly during the early 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 classroom teachers.

The school review (2019)  found evidence that the school had already embedded student voice, agency and leadership in learning across the school in multiple ways in the last School Strategic Plan 2015-2018. The school had begun to discuss how to develop, 'deep knowledge of the levels and complexities of student voice and how it impacts on school culture' in order to 'describe and demonstrate the impact of students' voice, agency and leadership'. This will be a further focus for the school's new Strategic Plan. To achieve this the school will endeavour to improve student engagement in learning through a specific focus on task design, personalised learning and voice and agency in learning.  A priority cohort for this work will be Years 3 and 4, as our students transition to independence in their learning and learn to embrace the challenge of striving for their Personal Best in all learning contexts.

Strategic areas for improvement in 2020 will be to:

1. Develop the capacity of all staff to engage student voice and agency in learning.
2. Apply Informal and formal structures to engage with, listen and respond to, the full range of diverse student perspectives in learning and school involvement.

## Wellbeing

In 2019 we continued to focus on improving student voice and choice within teaching and learning.

The following key strategies were progressed in 2019 with success.

1. A new initiative, Lego therapy, was introduced to promote social skills, Lego therapy (Years 3, 4 and 5). Students

were identified and participated in small group sessions over 8 weeks facilitated by the Assistant Principal and a trained Student Support Officer.

2. Priority needs teaching in Literacy and Numeracy was trialled throughout 2019 in Years 4, 5 and 6 with good effect.

3. A specific case management approach was implemented for vulnerable student managed by the Assistant Principal with the support of Learning Leaders, our Intervention teacher, teachers and ES staff.

4. The school researched assessment and reporting software and selected a Learning Management System (School box) for its continuous and ongoing reporting package.

5. The school self evaluation and review process in Terms 2 and 3 to examined our student well being practices and provided us with some future directions.

6. The school implemented a new web based Newsletter, school Facebook page and communication policy and protocols for respectful, timely and responsive communication as a school community.

Our students' 'Sense of Connectedness' in the 2019 Attitudes to School Survey (Years 4 to 6) was 'above' that of similar schools at 82.5% endorsement.   'Management of bullying' at 82.4% endorsement, was 'similar' to that of similar schools. 'Differentiated Learning Challenge' showed 84% positive endorsement and 'High Expectations for Success' - 92% positive endorsement.

An analysis of the connections between Cheltenham Primary School's self evaluation assessment in the Positive climate for Learning, Health and Wellbeing areas and the Community engagement in learning Continua led to the conclusion, that a further focus could be developed on integrating global perspectives into the curriculum, and developing more emphasis on the General Capabilities curriculum.

A targeted emphasis that includes personal and social learning, ethical and intercultural capabilities, is a focus for the school in our new Strategic Plan 2019-2023 to build student understanding of global citizenship and respect for diversity.

All staff will complete Cultural Understanding and Safety Training (CUST) in 2020 in support of this goal.

## Financial performance and position

in 2019 the school exceeded its targeted collection rate for parent payments, with the support of our school families. Equity funding in the amount of $8564 was used to support the cost of employing an Early Intervention teacher. In addition, we funded various maintenance works: 2 new split systems in the POD, refurbishment of the carpet in 4 Junior classrooms; playground fencing; clean up, removal of unsafe vegetation and trees in the Sanctuary and upkeep of the grounds each term: pruning of vegetation, mowing of the lawn areas and oval, weed mitigation, removal of leaves and litter.   These completed works were achieved through a combination of school, locally raised funds and donations through the tax deductible Building and Library funds.  The school carried a $77000 staffing deficit as a result of its commitment to smaller class sizes. This deficit will be repaid to the Department of Education in 2020.

**For more detailed information regarding our school please visit our website at**
**https://cheltenhamps.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

### Enrolment Profile

A total of 469 students were enrolled at this school in 2019, 219 female and 250 male.

14 percent were EAL (English as an Additional Language) students and 0 percent 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.

| low | low-mid | mid | high |
|-----|---------|-----|------|
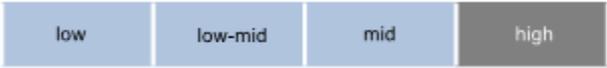
### Parent Satisfaction Summary

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).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

# Performance Summary

| Achievement | Student Outcomes | Similar School Comparison |
|---|---|---|
| Teacher Judgement of student achievement<br><br>Percentage of students in Years Prep to 6 working at or above age expected standards in:<br><br>• English<br>• Mathematics<br><br>For further details refer to *How to read the Annual Report.* | No Data Available<br><br><br>No Data Available | No Data Available<br><br><br>No Data Available |

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

**Key:** Similar School Comparison — Above, Similar, Below

# 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: 🟢

**Key:** Similar School Comparison
🔵 Above   ⚪ Similar   🔵 Below

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

# 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: ◆

Key: Similar School Comparison
● Above  ● Similar  ● Below

| Achievement | Student Outcomes | Similar School Comparison |
|---|---|---|

**Achievement**

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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'.

**Student Outcomes**

**Reading**

| 10 % | 52 % | 38 % |
|---|---|---|
| Low | Medium | High |

**Numeracy**

| 24 % | 56 % | 20 % |
|---|---|---|
| Low | Medium | High |

**Writing**

| 27 % | 58 % | 15 % |
|---|---|---|
| Low | Medium | High |

**Spelling**

| 35 % | 39 % | 25 % |
|---|---|---|
| Low | Medium | High |

**Grammar and Punctuation**

| 27 % | 47 % | 25 % |
|---|---|---|
| Low | Medium | High |

**Similar School Comparison**

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Statewide Distribution of Learning Gain (all domains)

# Performance Summary

| Engagement | Student Outcomes | Similar School Comparison |
|---|---|---|
| **Average Number of Student Absence Days**<br><br>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.<br><br>Absence from school can impact on students' learning<br><br>**Similar School Comparison**<br>A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected. | Results: 2019<br><br>0 — 50<br><br>Few absences <------> Many absences<br><br>Results: 2016 - 2019 (4-year average)<br><br>0 — 50<br><br>Few absences <------> Many absences | **Similar** |
| Average 2019 attendance rate by year level: | <table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>92 %</td><td>93 %</td><td>93 %</td><td>94 %</td><td>93 %</td><td>93 %</td><td>93 %</td></tr></table> | Similar school comparison not available |

# Performance Summary

| Wellbeing | Student Outcomes | Similar School Comparison |
|---|---|---|
| **Students Attitudes to School - Sense of Connectedness**<br><br>Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). | Results: 2019<br><br>0 ————————————— 100<br><br>Results: 2017 - 2019 (3-year average)<br><br>0 ————————————— 100 | Above ● |
| **Students Attitudes to School - Management of Bullying**<br><br>Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). | Results: 2019<br><br>0 ————————————— 100<br><br>Results: 2017 - 2019 (3-year average)<br><br>0 ————————————— 100 | Similar ● |

# Financial Performance and Position

*Commentary on the financial performance and position is included in the About Our School section at the start of this report*

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2019 | |
|---|---|
| **Revenue** | **Actual** |
| Student Resource Package | $3,718,626 |
| Government Provided DET Grants | $329,248 |
| Government Grants Commonwealth | $7,476 |
| Revenue Other | $45,224 |
| Locally Raised Funds | $486,092 |
| **Total Operating Revenue** | **$4,586,667** |

| Equity[1] | |
|---|---|
| Equity (Social Disadvantage) | $8,564 |
| **Equity Total** | **$8,564** |

| Expenditure | |
|---|---|
| Student Resource Package[2] | $3,792,474 |
| Books & Publications | $6,270 |
| Communication Costs | $10,118 |
| Consumables | $102,396 |
| Miscellaneous Expense[3] | $328,895 |
| Professional Development | $33,907 |
| Property and Equipment Services | $186,254 |
| Salaries & Allowances[4] | $103,285 |
| Trading & Fundraising | $20,125 |
| Travel & Subsistence | $508 |
| Utilities | $37,712 |

| | |
|---|---|
| **Total Operating Expenditure** | **$4,621,944** |
| **Net Operating Surplus/-Deficit** | **($35,278)** |
| **Asset Acquisitions** | **$0** |

| Financial Position as at 31 December, 2019 | |
|---|---|
| **Funds Available** | **Actual** |
| High Yield Investment Account | $367,446 |
| Official Account | $38,302 |
| Other Accounts | $13,568 |
| **Total Funds Available** | **$419,315** |

| Financial Commitments | |
|---|---|
| Operating Reserve | $127,556 |
| Other Recurrent Expenditure | $251 |
| Funds Received in Advance | $212,291 |
| School Based Programs | $6,568 |
| Beneficiary/Memorial Accounts | $7,000 |
| Funds for Committees/Shared Arrangements | $20,176 |
| Repayable to the Department | $77,000 |
| Maintenance - Buildings/Grounds < 12 months | $18,588 |
| **Total Financial Commitments** | **$469,430** |

(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 26 February 2020 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.*

# 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).



The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

**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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



Above

Similar

Below
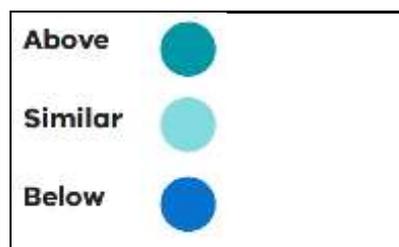
**What does '*Data not available*' or *'ND'* mean?**

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').