

2020 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 2020 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 April 2021 at 02:16 PM by Bronwyn Morgan (Principal)

The 2020 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 30 April 2021 at 02:32 PM by Peter Cutting (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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 456 students were enrolled at Cheltenham in 2020: 230 female and 226 male. 13 per cent of students had English as an additional language and NDP per cent were Aboriginal or Torres Strait Islander. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. Possible socio-economic band values are: Low-Medium, Medium and High. Cheltenham Primary School's socio-economic band value is: Low.

The school is sited in a unique, natural setting. 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 program 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 distributed leadership across five learning zones: Foundation, Junior (Years 1 and 2), Middle (Years 3 and 4) and Senior (Years 5 and 6) and Specialist. Each Learning Zone is structured into PLC Level teams led by a PLC Leader who is responsible for ensuring that the teaching and learning approaches implemented by their PLC supports the social and emotional and academic growth of each student in the level.

We are 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. We are committed to student engagement and agency in all learning for life.

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 2020 was Excellence in Teaching and Learning specifically, through a specific focus on 'Building practice excellence' through the implementation and development of one Key Improvement Strategy (KIS) in 2020:

1. Improving student achievement in Literacy, particularly in Writing.

Achievement

In 2020 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 the teaching of writing 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).

Gradual Release of Responsibility Model

All staff received ongoing training in the Gradual Release of Responsibility (GRR) writing model through a range of professional learning contexts throughout 2020. The year commenced with an all of staff Professional Development Day facilitated by Bastow Master Trainers in Writer's Workshop. Key staff trained in Leading Literacy are positioned in each Learning Zone, to better facilitate the writing strategic priority. The school's Literacy Leaders and Literacy Specialist worked collaboratively with the Principal (as a Bastow Master Trainer) to develop a Writing Strategic Implementation Plan to address the developmental needs of students F-6 specifically: resources, professional development, planning documentation, formative and summative assessment, focus for professional practice days. PLC teams continued to offer high quality instruction in English throughout remote and flexible learning with the support of the Literacy Specialist in virtual planning sessions. The effectiveness of our strategies is evident in the 96.3% of students who achieved at or above in English well above similar schools.

Moving forward into 2021: the school will consolidate the guaranteed and viable curriculum in English F-6; restructure PLC teams into level to achieve greater fidelity in our instructional writing approaches; implement the 6 + 1 Traits writing approach F-6 with a specific focus on Ideas and Sentence Fluency; implement evidenced based writing targets in all PLCs that are reported on at the end of each term and shared at the whole staff level.

Accelerated Improvement Strategy

The school continued its focus on improving the percentage of students achieving High Gain In NAPLAN (Reading) specifically from Years 3 to 5 (even though NAPLAN in 2020 was cancelled). 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 in preparation for NAPLAN 2021. Clarity of instruction and a focus on the educative purpose of all tasks continued to be a focus. This was evidenced in: feedback from students; data re student engagement levels in and out of remote learning; conversations with teaching teams; review of planning documentation. The student excellence initiative in Literacy continued throughout the year (in school and remotely) with 10 high achieving students in Year 5 engaging in ongoing Literature study facilitated by the Literacy Specialist and Principal.

In the new Strategic Plan 2019-2023, Cheltenham Primary School will continue to build consistency of instructional practice in writing, school wide. This will be achieved by embedding the whole school instructional model (the Gradual Release of Responsibility), developing a writing continuum F-6; implementing agreed formative assessment and summative assessment practices in writing school(incorporating the 6 + 1 Traits writing approach); embedding the use of writer's notebooks and independent writing F-6.

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 94 to 97%. The average number of days absent was lower than similar other schools - with the 4 year average number of days absent (11.4 days) considerably lower than similar schools at 12.9 days absence. 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. The school has 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'. To achieve this the school is seeking 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 is 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 2021 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 2020 we continued to focus on improving student voice and agency within teaching and learning.

Our students' 'Sense of Connectedness' in the 2020 Attitudes to School Survey (Years 4 to 6) was 'above' that of similar schools at 84.2% endorsement. 'Management of bullying' at 84.2% endorsement, was 'above' that of similar schools.

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 completed Cultural Understanding and Safety Training (CUST) in 2020 in support of this goal and have focused on developing cultural understanding through the study of mentor texts written by a primary source: for example stories written by First Nations peoples.

Financial performance and position

In 2020 the school exceeded its targeted collection rate for parent payments, with the support of our school families. Equity funding in the amount of \$9786 was used to support the cost of employing an Early Intervention teacher who continued to work virtually with vulnerable students during remote and flexible learning. In addition, we funded various maintenance works: clearance of the kitchen garden (\$15,000); installation of new garden beds (\$3000); repainting of the windows on the cemetery side of Block A (main building) (\$7000); installation of 2 new split systems in the POD (\$6000); replacement of the carpet in 4 Junior classrooms (Block A) (\$4000); 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

\$158,000 staffing deficit as a result of its commitment to smaller class sizes and extended specialist program. This deficit will be repaid to the Department of Education in 2021.

For more detailed information regarding our school please visit our website at
<https://cheltenhamps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 456 students were enrolled at this school in 2020, 230 female and 226 male.

13 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

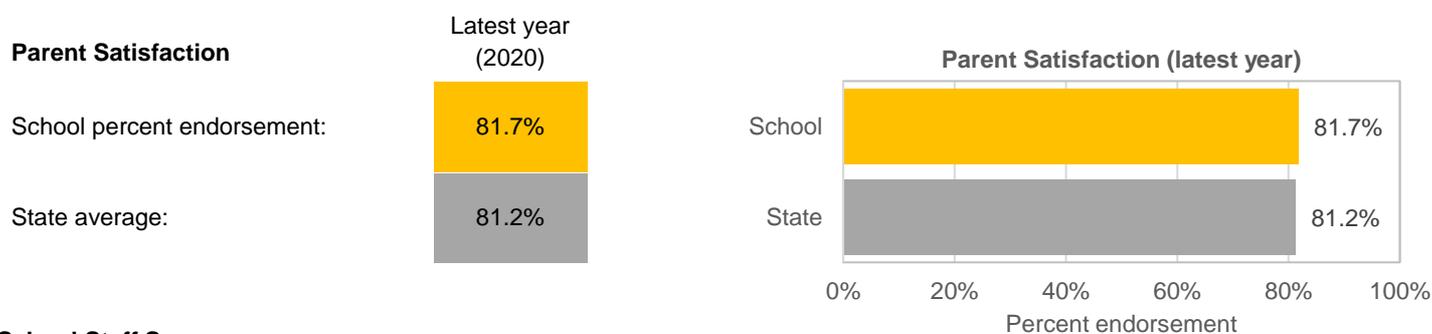
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

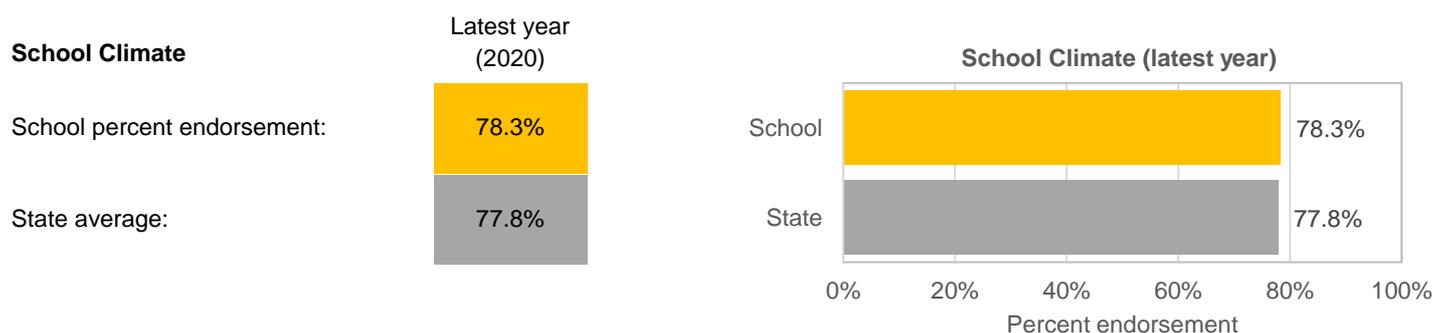


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

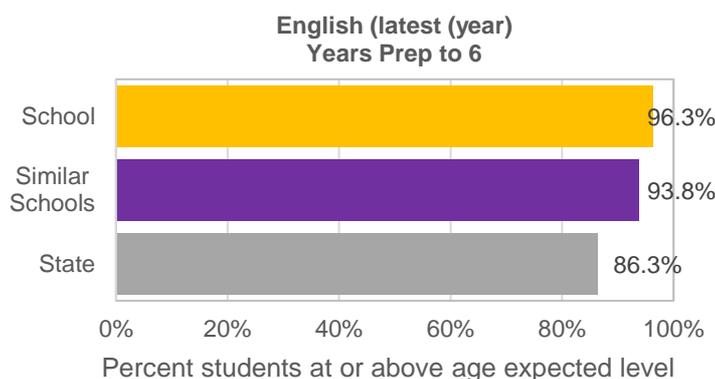
96.3%

Similar Schools average:

93.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

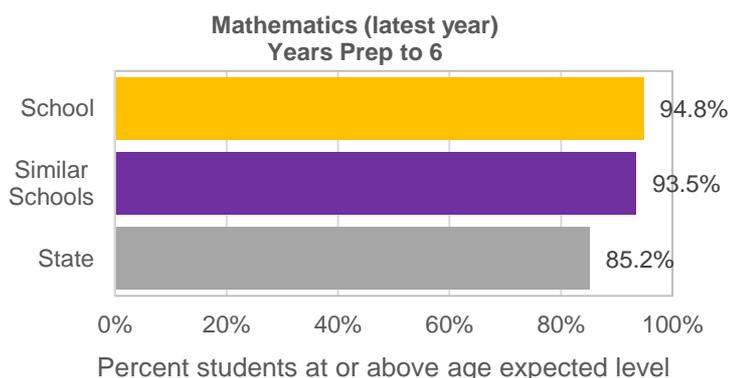
94.8%

Similar Schools average:

93.5%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

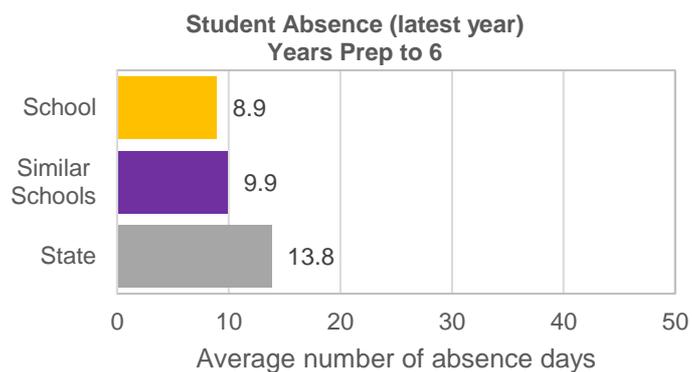
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.9	11.4
Similar Schools average:	9.9	12.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	96%	96%	94%	95%	95%	95%

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

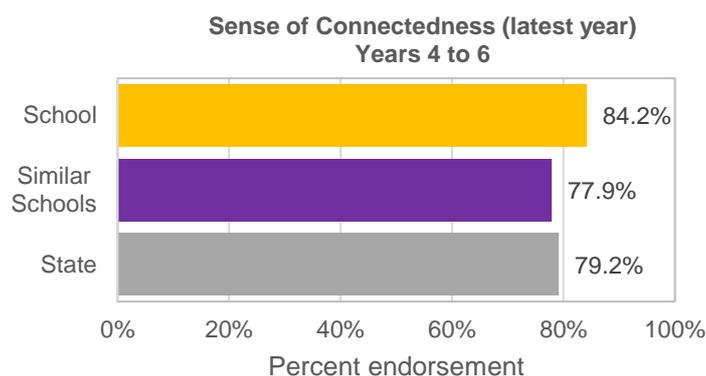
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	84.2%	83.3%
Similar Schools average:	77.9%	80.2%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

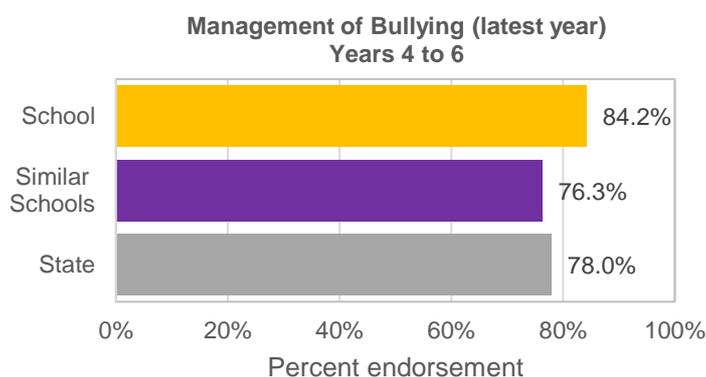
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	84.2%	82.9%
Similar Schools average:	76.3%	79.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,404,316
Government Provided DET Grants	\$307,232
Government Grants Commonwealth	\$4,099
Government Grants State	NDA
Revenue Other	\$10,761
Locally Raised Funds	\$309,522
Capital Grants	NDA
Total Operating Revenue	\$4,035,930

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,786
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$9,786

Expenditure	Actual
Student Resource Package ²	\$3,562,392
Adjustments	NDA
Books & Publications	\$2,924
Camps/Excursions/Activities	\$26,577
Communication Costs	\$8,735
Consumables	\$86,177
Miscellaneous Expense ³	\$19,942
Professional Development	\$13,923
Equipment/Maintenance/Hire	\$85,157
Property Services	\$94,665
Salaries & Allowances ⁴	\$70,543
Support Services	\$31,678
Trading & Fundraising	\$10,007
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$31,927
Total Operating Expenditure	\$4,044,648
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$534,271
Official Account	\$28,425
Other Accounts	\$21,207
Total Funds Available	\$583,903

Financial Commitments	Actual
Operating Reserve	\$66,709
Other Recurrent Expenditure	\$251
Provision Accounts	NDA
Funds Received in Advance	\$135,634
School Based Programs	\$14,207
Beneficiary/Memorial Accounts	\$7,000
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$18,061
Repayable to the Department	\$85,634
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$8,299
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$335,795

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.