

2021 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 2021 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 29 April 2022 at 04:51 PM by Bronwyn Morgan (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 05:00 PM by Peter Cutting (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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 447 students were enrolled at Cheltenham in 2021: 230 female and 217 male. 14 per cent of students had English as an additional language and NDP 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-educational band values are: Low-Medium, Medium and High. Cheltenham Primary School's socio-economic band value is: Low. A 'low' band represents a low level of socio educational disadvantage.

The school's leadership includes the Principal, Assistant Principal, two Learning Specialists (STEAM and Literacy) complemented by distributed leadership across 5 learning zones and 7 PLC levels: Foundation, Junior (Years 1 and 2), Middle (Years 3 and 4) and Senior (Years 5 and 6) and Specialist. In 2021 each Learning Zone was restructured into PLC Level teams, led by a PLC Leader who is responsible for ensuring that the teaching and learning approaches implemented by their PLC support the social and emotional and academic growth of each student in the year level cohort.

25.6 (FTE) teachers and 6.4 (FTE) support staff comprised the school's staff in 2021.

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. Cheltenham Primary School provides an optional Kitchen Classroom/Gardening program and is committed to implementing an understanding of environmental sustainability in all facets of school life. 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 2021 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 the school's Strategic Plan (2019-2022): Improving student achievement in Literacy, particularly in Writing.

The school also focused on the Department of Education's 2021 priorities for all schools, following the extended period of remote learning in 2020 - arising from the COVID 19 pandemic:

Learning, catch-up and extension:

For all students at Cheltenham Primary School to achieve at least 12 months learning growth in all curriculum areas, according to teacher judgements.

Happy, active and healthy kids priority:

To embed the Respectful Relationships and Be You into the well being framework to ensure students, staff, parents and care givers feel safe, valued and respected.

Connected schools priority:

Develop sustainable and effective reciprocal partnerships with diverse community agencies to enable students to reach their full potential.

Achievement

In 2021 the school's strategic direction was the development of high quality instructional practice and building teacher capacity specifically through:

1. The continued 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. Developing instructional practice in writing F-6 and the implementation of the 6 + 1 Traits of writing approach.

Throughout the unprecedented challenge of the global pandemic (2020/2021) and in and out of remote learning, we have continued to advance the student achievement goal in our current School Strategic Plan (2019-2023) of improving student achievement in writing. Shifting instructional practice in writing has been a consistent focus within whole staff professional learning. Supported by our Learning Specialist and Literacy consultant, Rissa Leung, staff were reminded of an integrated reading, writing and spelling approach based on examining quality pieces of literature with a focus on high challenge and high support and the importance of a text/language orientation to develop a broad repertoire of literacy practices through a deep reservoir of language knowledge, grammar and vocabulary. PLC teams were restructured to triads to facilitate greater specificity in each year level. PLC teams analysed student data and focused on moving specific students from the mid range to the high over the course of 2021. This action research model was very successful with 90% of the identified students achieving 12 to 18 months growth. The percentage of students achieving the top two bands in NAPLAN writing rose 20% from 18% to 38%. As a leading school in writing practice, Cheltenham was selected as a facilitator school for the Beachside Network of schools Community of Practice initiative in writing. We will continue to 'raise the bar' in writing whilst maintaining a focus on the integration of reading using the 6 + 1 Traits of writing.

Moving forward into 2022: the school will consolidate the guaranteed and viable curriculum in English F-6; continue to advance the 6 + 1 Traits writing approach F-6; 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. We will 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), refining our 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 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 93 to 96%. The average number of days absent was lower than similar other schools - with the 4 year average number of days absent (10.9 days) considerably lower than similar schools at 11.1 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 consistently followed up by the school office and/or classroom teachers and the Assistant Principal.

Strategic areas for improvement in 2022 will be to:

1. Develop the capacity of all staff to engage student 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 2021 we continued to focus on improving student voice and agency within teaching and learning.

Our students' 'Sense of Connectedness' in the 2021 Attitudes to School Survey (Years 4 to 6) was 'above' that of similar schools at 83.4% endorsement. 'Management of bullying' at 80.7% endorsement, was 'above' that of similar schools. Note: Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data is not necessarily comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 in 2021 through the study of mentor texts written by a primary source: for example stories written by First Nations peoples.

In 2022 we will endeavor to improve the social and emotional wellbeing of all students through:

- targeted professional learning on IEPs and a range of student conditions: ADHD; ASD; ODD
- delivery of a strengths based curriculum
- focus on reasonable adjustments for individual needs
- engaging all students in learning through a transdisciplinary focus on voice, agency and leadership.

Leadership by students and agency for all students will be key areas for improvement in 2022. While we consider we have a strong commitment to student voice, student voice and agency are intrinsically linked. Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.

Student leadership is not confined to a small group of individuals, as leadership potential is inherent within all learners. Student leadership includes listening to and being able to clarify the issues of the students they represent and advocating on their behalf. Our student leaders will be expected to demonstrate an increased sense of responsibility to help others and to model leadership principles and values.

Finance performance and position

The school exceeded its targeted collection rate for parent payments, with the support of our school families. Equity funding in the amount of \$9680 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. The Department's Tutor Learning Initiative funding was further supplemented by the specific allocation of additional finance and human resources (Education Support and teaching staff) to support students F- 6 whose learning progress was impacted by the extended lockdowns of 2020/2021. In addition, we funded various maintenance works: replacement of the roof in the Junior Wing (Block A); installation of 2 new split systems (\$6000); replacement of the carpet in the 5 remaining Junior classrooms (Block A) (\$11000); purchase of Foundation take home reading materials (\$5000); 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 (\$20000). These completed works were achieved through a combination of Department, school, locally raised funds and donations through the tax deductible Building and Library funds. The school carried an \$80,000 staffing deficit as a result of its commitment to smaller class sizes and extended specialist program. This deficit was 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 447 students were enrolled at this school in 2021, 230 female and 217 male.

14 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).

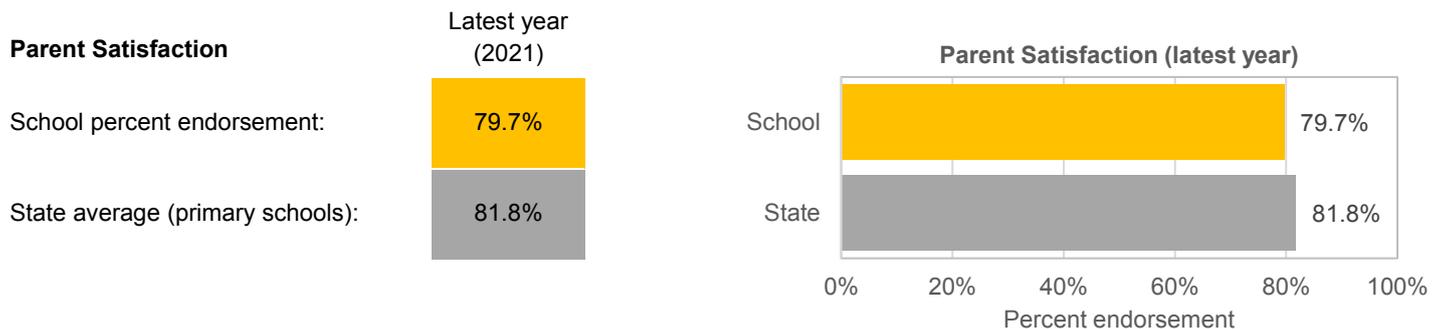
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

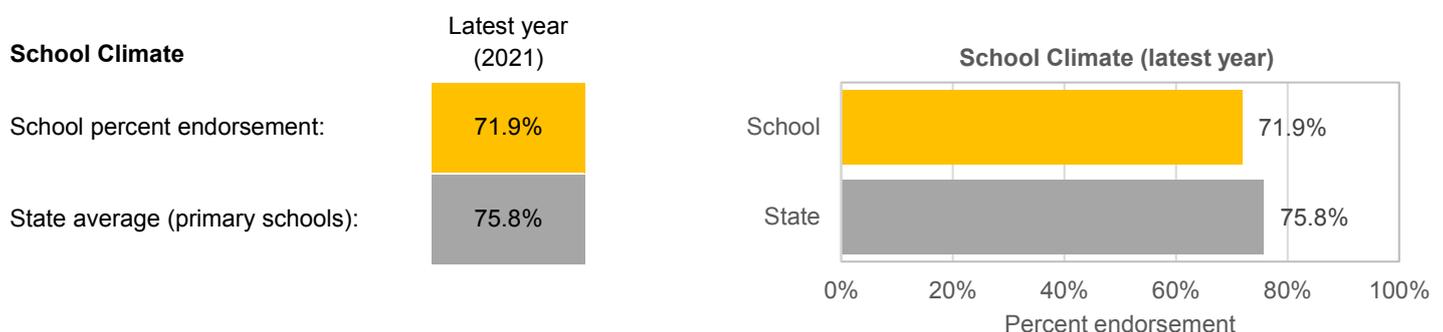


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

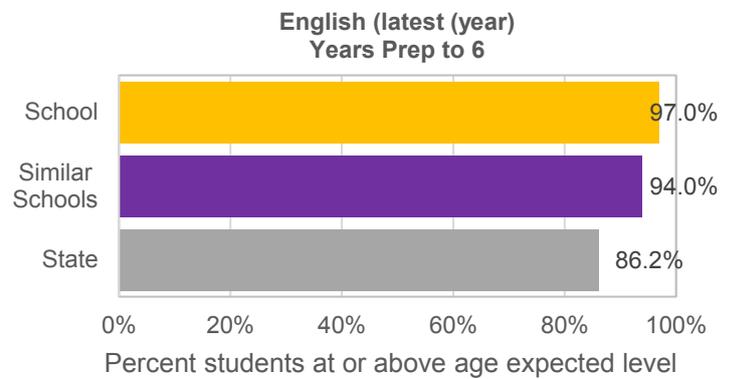
97.0%

Similar Schools average:

94.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

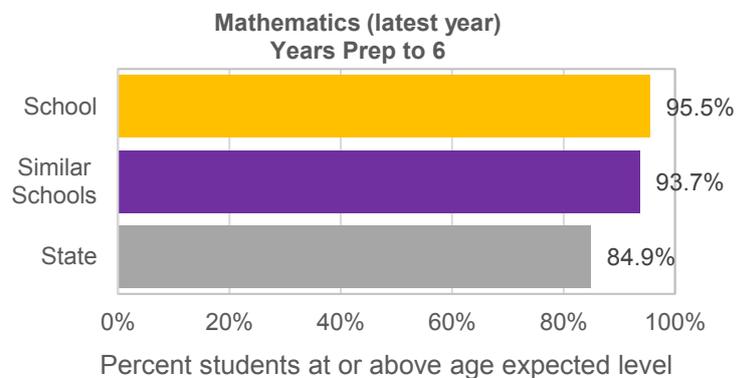
95.5%

Similar Schools average:

93.7%

State average:

84.9%



ACHIEVEMENT (continued)

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.

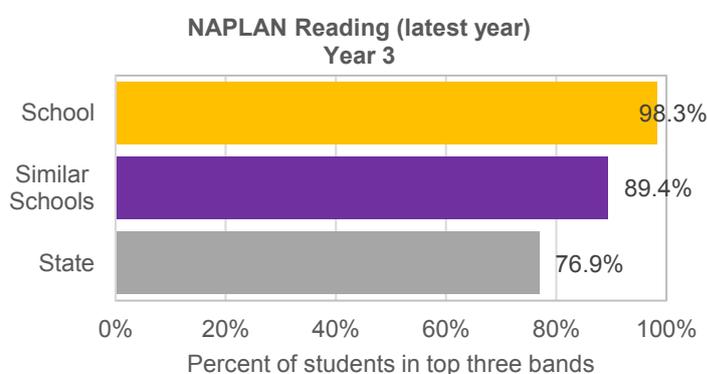
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

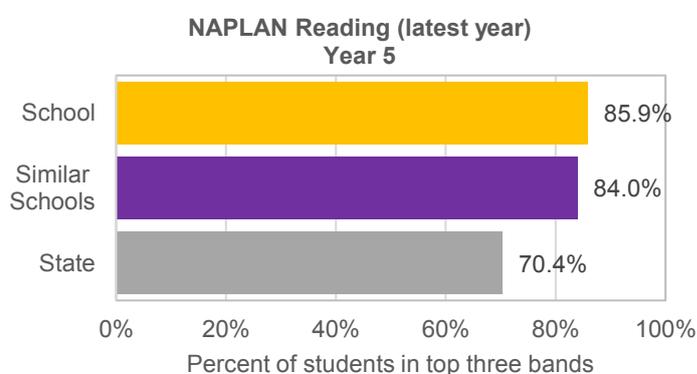
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	98.3%	92.8%
Similar Schools average:	89.4%	88.7%
State average:	76.9%	76.5%



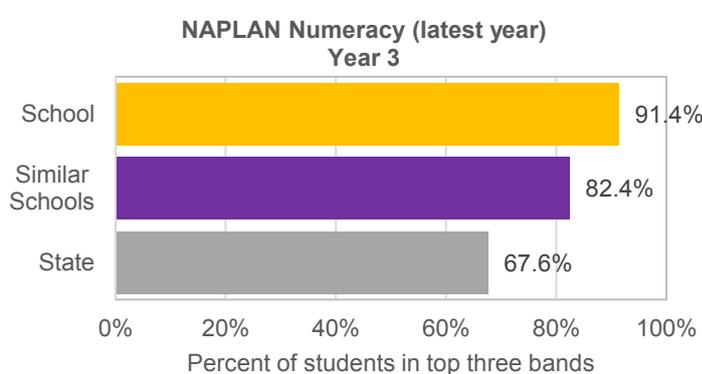
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.9%	87.0%
Similar Schools average:	84.0%	82.6%
State average:	70.4%	67.7%



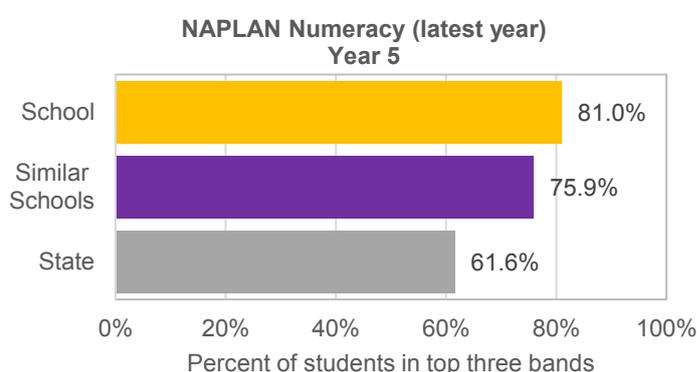
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.4%	88.7%
Similar Schools average:	82.4%	83.7%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.0%	78.6%
Similar Schools average:	75.9%	75.9%
State average:	61.6%	60.0%



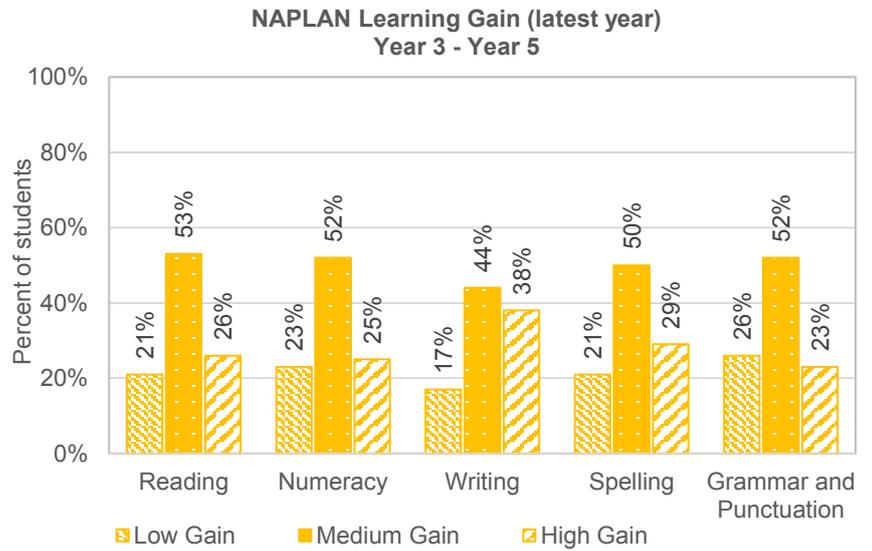
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	53%	26%	29%
Numeracy:	23%	52%	25%	25%
Writing:	17%	44%	38%	28%
Spelling:	21%	50%	29%	26%
Grammar and Punctuation:	26%	52%	23%	26%



ENGAGEMENT

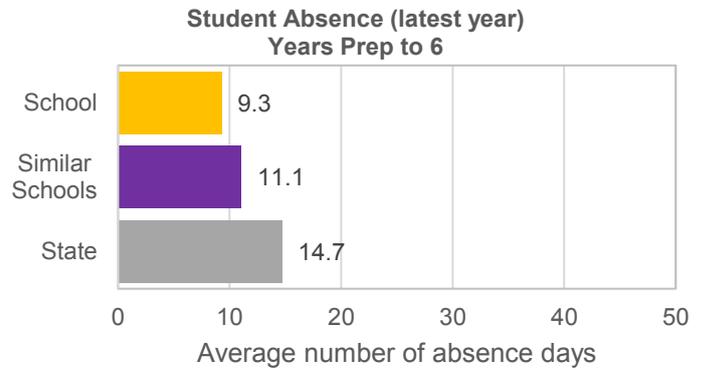
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	9.3	10.9
Similar Schools average:	11.1	12.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	96%	96%	96%	93%	95%	95%

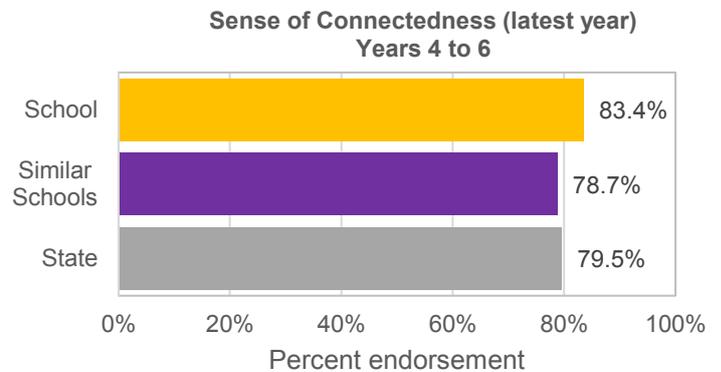
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	83.4%	82.3%
Similar Schools average:	78.7%	79.4%
State average:	79.5%	80.4%

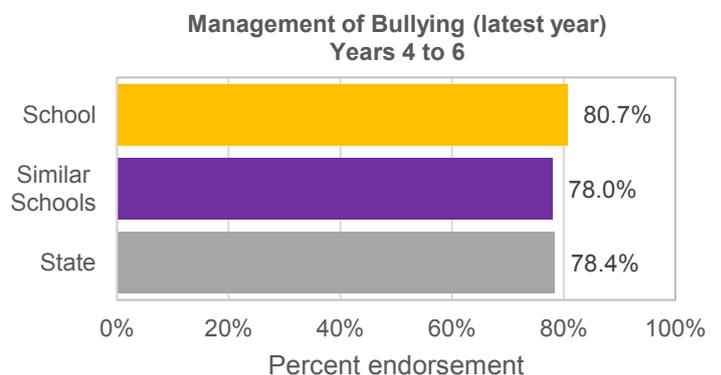


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.7%	81.5%
Similar Schools average:	78.0%	78.5%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$3,530,744
Government Provided DET Grants	\$299,821
Government Grants Commonwealth	\$3,405
Government Grants State	\$5,054
Revenue Other	\$10,164
Locally Raised Funds	\$547,497
Capital Grants	\$0
Total Operating Revenue	\$4,396,685

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,680
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,680

Expenditure	Actual
Student Resource Package ²	\$3,558,615
Adjustments	\$0
Books & Publications	\$7,063
Camps/Excursions/Activities	\$116,132
Communication Costs	\$8,848
Consumables	\$94,507
Miscellaneous Expense ³	\$99,520
Professional Development	\$10,565
Equipment/Maintenance/Hire	\$73,580
Property Services	\$98,486
Salaries & Allowances ⁴	\$23,378
Support Services	\$172,938
Trading & Fundraising	\$15,643
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,429
Total Operating Expenditure	\$4,306,705
Net Operating Surplus/-Deficit	\$89,980
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$480,574
Official Account	\$21,514
Other Accounts	\$18,892
Total Funds Available	\$520,980

Financial Commitments	Actual
Operating Reserve	\$110,564
Other Recurrent Expenditure	\$251
Provision Accounts	\$0
Funds Received in Advance	\$90,000
School Based Programs	\$102,190
Beneficiary/Memorial Accounts	\$7,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$47,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$79,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$450,005

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.