All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the ‘Student enrolment numbers’ and/or ‘Curriculum framework for schools - languages program’ minimum standards until 31 December 2014.
Cheltenham Primary School is the 5th oldest school in Victoria. In 2015 it will celebrate its 160th year educating local primary aged children in the community. Located in the Bayside suburb of Cheltenham, fifteen kilometres south east of Melbourne, the school occupies a 7 acre site with a core Heritage Building and a new flexible learning space with 6 classrooms. The student enrolment in 2014 was 397 students.

The school is recognised by the wider community as a leader in the provision of an innovative, challenging, quality curriculum that enables students to achieve their full potential in all learning areas. Our school has a strong Information and Communication Technology focus with modern learning technologies used extensively by all students from Prep to Year 6. The school is proudly investigating a Bring Your Own Device (BYOD) iPad program for students in Years 5 and 6 in 2015 to support personalised learning.

Our commitment to sustainability is evidenced by capture of water to flush toilets and solar panels that generate power to a feed-back scheme. We have an extensive vegetable garden, a two acre Sanctuary and a Kitchen Classroom program for students from Prep to Year 6.

The school provides comprehensive specialist programs that include a Languages Education Program that offers the choice of 5 languages: German, Italian, Indonesian, French and Spanish; a comprehensive Science program; Performing Arts; Visual Arts; Physical Education and a Research and Information program conducted in the school’s Library. A total of 8 specialist subject areas support core Literacy and Numeracy learning.

The staffing composition of Cheltenham in 2014 comprised two Principal class officers, two Leading teachers, 20 teachers and 9 Education Support Staff.

Achievement

Cheltenham Primary School is acknowledged as a high performing school as evidenced by AusVELS, English Online and NAPLAN datasets. Comprehensive planning and programs in the teaching of Literacy and Numeracy, incorporating the use of Information and Communication Technologies (ICT) will continue to be the focus for continuous improvement in 2015.

NAPLAN results in Reading indicate 69.1% of Year 3 and 84.8% of Year 5 students are performing in the top two NAPLAN bands. Overall, 96.4% of Year 3 and 95.9% of Year 5 students performed above the national mean score in Reading.

Results in Numeracy demonstrate that 63.6% of Year 3 and 43.7% of Year 5 students are performing in the top two NAPLAN bands. Overall, 98.1% of Year 3 and 93% of Year 5 students performed above the expected national mean score in Numeracy.

NAPLAN learning gain from Year 3 to Year 5 measures a student’s result from Year 3 to Year 5 in comparison to ‘similar’ Victorian students. In Reading 24% of our matched cohort of students were deemed to be ‘high’ (in the top 25% of Victorian students). Overall, 85% of the matched cohort demonstrated a learning gain at the ‘medium’ to ‘high’ level in Reading. In Numeracy 27% of the matched cohort from Years 3 to Year 5 had a learning gain of ‘high’ and overall, 72% of all matched students achieved a learning gain at the ‘medium’ to ‘high’ level.

It is the school’s aim to continue to provide high quality instructional practice and to build teacher capacity in 2015. Student Achievement will be extended through:
- Rich learning experiences and assessment tasks in accordance with AusVELS (Prep to Year 6)
- Consolidation of the school’s whole school approach to instructional practice and agreed instructional framework (Prep to Year 6) in the teaching of spelling, writing and reading
- Continued focus on the teaching of writing and language conventions
- Improved moderation of writing
- Implementation of SPA as a whole school data management and assessment tracking tool
- Commitment to professional learning and learning in collegiate networks
- Consolidation of peer to peer mentorship within and across teaching teams
- Continued analysis of student achievement data for formative and summative assessment
- Provision of curriculum extension for students of high potential
The school attendance rate for children from Prep to Year 6 varies from 93 to 95% with student illness and extended family holidays being the main reasons for non-attendance. Strategies to improve attendance include: regular newsletter articles promoting full attendance particularly during the early foundational years for Literacy and Numeracy; teachers communicating regularly with families where student attendance causes concern.

Cheltenham 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 and emotional and physical development of the child such as, You Can Do It, the Year 6 Mentor program where Year 6 students receive ongoing mentorship support from a staff member. The school has strong links to welfare support services, with Student Support Services Officers (SSSO) working closely with individual students and their families. In 2014 SSSO staff facilitated a successful program to support the social and emotional development of our Year 5 students. Our Literacy and Numeracy support teacher also works closely with teachers to address the individual learning needs of students requiring additional support.

Student engagement will continue to be supported in 2015 by:
- Introduction of a student induction program for all students commencing in year levels other than Prep
- Provision of a range of lunchtime co-curricular activities for students in all year levels
- Facilitating student voice through the Student Representative Council and student leadership program
- Building teacher capacity to differentiate for highly able students

**Wellbeing**

At Cheltenham Primary School a strong emphasis is placed on the school’s core values of respect, teamwork, equal opportunity and trust and their alignment to personal wellbeing. The school has excellent protocols for identifying and monitoring the wellbeing of students underpinned by effective policies to address bullying and cyber safety. Student needs are closely monitored at weekly School Leadership meetings, with all staff implementing the Student Code of Conduct consistently and fairly.

The school has a strong commitment to support the development of a resilient child and has in place a range of excellent programs that include: a strong student leadership profile with an active Student Representative Council; You Can Do It, a life skills program; Friends for Life a social skills program for students in Years 1 and 2, 4 and 6; Peer Mediation for students in Year 5; Buddy Program for students in Prep and Year 6; Restorative practices including the use of Circle time; a range of co-curricular programs at lunchtimes; Active After School Sports activities.

The Attitudes to School Survey conducted annually with all students in Years 5 and 6 show similar results to other comparable schools in the areas of Student Morale, Student Distress, Connectedness to Peers, Learning Confidence. These scores are supported by observational and survey data, collected through protocols such as walkthroughs, which show our students have a sense of purpose and are engaged.

Student wellbeing will continue to be supported in 2015 by:
- Expanding opportunities for student voice in all aspects of learning and teaching
- Review the student leadership roles and responsibilities
- Implementing a range of student focus groups for targeted feedback during our School Review and into the school’s next Strategic Plan
- Development and implementation of a whole school wellbeing and pastoral support plan
- Implementing the Kids Matters program for social and emotional learning

**Productivity**

Cheltenham Primary School has embedded strategic planning approaches to support quality planning, decision making and accountability. 2014 is the third year of the school’s Strategic Plan (2012-2015). As the school moves towards a School Review in 2015 and the development of a new School Strategic Plan, School Council and the School Leadership team regularly review and update school policies, procedures and decision making processes. The school is highly effective in its use of human resources to deliver 8 specialist teaching programs that support improved student learning outcomes.

Professional learning is included in all staff Performance and Development Plans and these are aligned to the School Strategic Plan and Annual Implementation Plan. Teaching staff are committed to a guaranteed timetable that reflects a dedicated literacy and numeracy block in each classroom every day. There is a balance between core learning in literacy and numeracy and co-curricular activities. All teaching staff work in professional learning teams with a commitment to common planning and consistent practice across all year levels.

The school has formed a range of strategic partnerships within the local community including small business and community groups such as Rotary, RSL, Elderly Citizens home. Cheltenham Primary School is also proud of its ability to use the expertise of its parent body to maintain the school’s extensive playground areas and gardens through its monthly working bees.
School productivity will continue to be supported in 2015 by:

- Maintain our commitment to effective timetabling
- Building teacher capacity through targeted professional learning to continue to be a focus
- Careful workforce planning to continue to maintain and improve the school’s extensive co-curricular program
- Schedule of cyclic policy review through School Council

For more detailed information regarding our school please visit our website at http://www
## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

### School Profile

**School Enrolments**

A total of 397 students were enrolled at this school in 2014, 184 female and 213 male.

<table>
<thead>
<tr>
<th>Key</th>
<th>Range of results for the middle 60% of Victorian government schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Result for this school:</td>
</tr>
</tbody>
</table>

### Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

- low
- low-mid
- mid
- mid-high
- high

### Proportion of students with English as a second language.

- low
- low-mid
- mid
- mid-high
- high

### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

- 1
- 7

### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual School Staff survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
# Performance Summary

## Achievement

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English
- Mathematics

The grades are the same as those used in your child's end of year report.
A 'C' rating means that a student is at the standard expected at the time of reporting.

## Student Outcomes

### Results: English

![Graph showing results in percentage]

### Results: Mathematics

![Graph showing results in percentage]

## School Comparison

### NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

### NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.
# Performance Summary

**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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>15%</td>
<td>61%</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>27%</td>
<td>45%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>21%</td>
<td>48%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>23%</td>
<td>47%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>16%</td>
<td>45%</td>
<td>39%</td>
</tr>
</tbody>
</table>

NAPLAN Learning Gain does not require a School Comparison.
Performance Summary

Engagement

Student Attendance
Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2014 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>95 %</td>
</tr>
<tr>
<td>Yr1</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr2</td>
<td>95 %</td>
</tr>
<tr>
<td>Yr3</td>
<td>94 %</td>
</tr>
<tr>
<td>Yr4</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr5</td>
<td>95 %</td>
</tr>
<tr>
<td>Yr6</td>
<td>93 %</td>
</tr>
</tbody>
</table>

Student Outcomes

School Comparison

Results: 2014

Results: 2011 - 2014 (4-year average)

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.
### Wellbeing

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Attitudes to School</strong> Measures the Connectedness to School factor derived from the <em>Attitudes to School</em> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td></td>
</tr>
</tbody>
</table>
Results: 2014  
1 5  
Similar  
Results: 2011 - 2014 (4-year average)  
1 5  
Similar |
How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Indigenous 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 measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance. Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.


What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘About Our School’ statement provides a summary of this school’s improvement plan.
Cheltenham Primary School achieved an operating surplus in 2014 due to sound financial management and strategic planning. The 2014 school year commenced with considerable damage to the canteen over the vacation period necessitating a suspension of trading operations pending refurbishment works. Funding support for these works was received from Southern Region, allowing the canteen to resume for the second half of the year. With continued commitment from our parent community, we achieved our targeted collection rate for parent payments and strong support for the introduction, as an annual charge, of the excursion and IT levies. Enhanced use of IT throughout the school required the replacement of ageing equipment (purchased in 2007 through the Investing In Schools grant). iPads were introduced from Prep to Year 6 and all teaching staff were engaged in professional development focused on
delivery of curriculum through these devices. To facilitate our comprehensive IT environment, we have dedicated technical support to ensure high level accessibility. In preparation for class placements in 2015, refurbishment works including, carpeting and installation of air conditioners was undertaken. Accumulated PTFA funds were identified to supplement urgent and planned ground works that will include themed seating and shade structure and an upgraded volleyball court. These works are planned to be undertaken during the 2014 Christmas vacation period.