

2016 Annual Report to the School Community



School Name: Chelsea Heights Primary School

School Number: 3341



Name of School Principal:

Jane Satchwell

Name of School Council President:

Phil Kimberlee

Date of Endorsement:

Tuesday 28th November 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Chelsea Heights Primary has 34 equivalent full time staff. Two Principal Class, one non-teaching Leading Teacher (Head of Curriculum), 24 teachers, and 15 Education Support Staff.

The school is located Bayside, south of Melbourne and was originally established in 1900 in what was then the area known as the Carrum Swamp. The current buildings are extensive and well developed, housing 393 students, bearing little resemblance to the small school which was built educate an enrolment of 36 students.

The demographic of our school is changing with the SFO moving from 0.58 in 2013 to 0.51 in 2016. Our EAL contingent has reduced from 37 to 28, as has the number of disadvantaged students moving from 116 to 96 within the same period.

Major renovations were completed in the school's main building in 2005. The Foundation Centre and the Specialist Centre - provided by the BER funding - were added prior to 2010. In 2016, redevelopment of the June Elliot Centre to include a Sensory Space and offices for specialist staff was completed due to the school's successful application for \$200,000 of Inclusive School's Funding.

Our purpose statement is, "High Standards: High Expectations." The values which underlie the actions of the whole school community are: Respect, Responsibility and Cooperation.

We are "A Family Centred School," with high levels of parent involvement. The contributions of all community members are valued, and welcomed in a wide variety of ways. Parents and families play an important role in enhancing the educational experience for our students. Building and maintaining these relationships is a priority. Various mediums such as; having regular parent helpers in the classroom, a very active and productive Parents and Friends Association, parents and guardians on School Council and the affiliated committees, family involvement in working bees and weekly attendance at assemblies support this end.

Our Welfare Program fosters the development of Individual Education Plans and wellbeing support to our students and their families. Student wellbeing underpins the learning and success of every child at Chelsea Heights Primary School. Having a consistent approach and a common language that supports the social and emotional wellbeing of all students is seen as an imperative. Wilson McCaskill's "Play is the Way" program is implemented by all staff to support our students in developing resilience, persistence, pursuing their personal best and ultimately learning to self-regulate and respond in socially acceptable ways when they are faced with challenging situations. The language which underpins our wellbeing program, "Play is the Way," is embedded throughout the school community and is supporting our students to be driven by "their thinking, not their feelings" and mastering "being their own boss." Immersing students in a variety of experiences through play proves to be highly beneficial and supports them in the transference of strategies to real life situations.

The development of an agreed and viable curriculum has been a major factor in supporting all teaching staff in understanding what we want our students to learn. The Chelsea Heights Power Standards reflect the essential skills that all students will learn at each level. These are carefully scaffolded and broken down into skill sets that are translated into lessons which have clear Learning Intentions and Success Criteria. All lessons are delivered through agreed models of teaching that are based on evidence of how children learn best, and students are supported to self-assess and set their own learning goals as an integral part of the learning process.

A deep understanding of the practice and delivery of explicit teaching by our staff is seen as critical to the effective learning of our students. We are committed to our teachers undertaking continuous professional learning to enhance their skills; and ensuring that they plan and work together in professional learning teams to guarantee the consistency of approach, shared expectations and a whole school ownership of the learning of all students. The individual staff Performance Development targets are driven by the school's overarching goals as developed in response to our data. These goals are evidenced in the Strategic Plan and Annual Implementation Plan.



Specialist programs are offered in Performing Arts, Visual Arts, Physical Education and Japanese. A 1:1 iPad Program has been successfully embedded in Levels 5 and 6. Portable technology is supported by the school's robust wireless environment. Both keyboard and touch technology are accessed by our students. Trolleys housing class sets of touch pads and iPad Minis are available from Foundation to Level 4. Interactive Whiteboards are accessible in every classroom, including Specialist Classes.

Clarity of understanding by all staff, of the many roles needed in our school is underpinned by our Roles and Responsibilities Handbook. The collegiate development of this document, its explicit outline of roles, their application within our school and their link to budget allocation is ensuring a truly sustainable model of self-management and shared ownership for Chelsea Heights Primary School.

Our Student Leadership Program centres on Community Leadership in Level 4, Personal Leadership in Level 5 and Public Leadership in Level 6. Our student leaders play an integral role in the running, development and promotion of our school.

Framework for Improving Student Outcomes (FISO)

Rationale:

Analysis of whole school data identified areas of growth and areas requiring particular attention. In 2016, the school continued to focus on the initiatives of planning and assessment and building practice excellence. Through the embedding of our coaching/modelling approach, we continued to build teacher capacity. The Professional Learning Community Framework supports targeted collegiate groups (PLTs) who work collegiately to improve student outcomes.

Detail to support Rationale:

CHPS has responded to low data in the areas of Maths and Reading by focusing on building on teacher capacity. This continues to be addressed through the creation of a sustainable model of observation and feedback with the aim of each individual staff member being to improve their pedagogical practice. The scaffolding of skills in our students from Foundation to 6 is driven through the development of whole school curriculum planning and documentation, which is supported by strong assessment practices both formative and summative following the CHPS yearly, whole school assessment cycle.

State wide priority 1: Excellence in teaching and learning

Dimensions:

3. Building practice excellence

4. Curriculum planning and assessment

The school commenced using DuFour's Professional Learning Communities framework in 2012. The key improvement strategies for the 2013-2015 Strategic Plan were to:

Further strengthen the whole-school Professional Learning Community (PLC) and PLTs at each level, with a focus on;

- Building teacher capacity in English and Mathematics instruction
- Formative assessment and
- Improved sharing of practice (modelling, observation and feedback).

These key improvement strategies were driven by:

- The development of Math's Pacing Guides and a comprehensive scope of reading strategies covering each Power Standard with the inclusion of scaffolded skill sets to support optimal student outcomes.
- The development of Common Formative Assessments that indicate levels of proficiency
- Agreed whole school lesson structure/models of teaching
- Whole school commitment to Professional Learning Teams working collaboratively to plan, which are



always driven through the lens of data analysis.

Achievement

Our achievement 2016 goal was to improve student learning outcomes and learning growth through the school with a focus on Literacy and Numeracy.

Four key improvement strategies were employed to meet this goal. These are listed below with the success criteria indicated and the level to which it was met by the end of Semester 2, 2016:

1. Building teacher capacity in English and Mathematics instruction

PACING GUIDES in Mathematics rather than PLANNERS, including suggested learning tasks that move students towards the achievement of each POWER STANDARD are being used across the school. In reading CAFÉ provides its own PACING GUIDE which has also been adopted F to Level 6.

Whole school adherence to the CHPS effective lesson structures has been achieved through the development of a whole school understanding of Reading and Mathematics lesson structures at CHPS:

1. CAFÉ – mini lessons
2. Daily 5
3. David Sousa Retention Model
4. 'I do, we do, you do' (explicit teaching model).

Professional Learning Teams (PLTs) are used as a dedicated forum for the review & discussion of curriculum & planning documentation

2. Formative Assessment

Mathematics PACING GUIDES contain Common Formative Assessment Tasks (CFATs) that indicate levels of proficiency have been scaffolded from Foundation to Level 6. Proficiency Scales have been developed and are being trialed across the school in some areas of number. Our students are using SKILL SETS within the proficiency scale pertinent to the appropriate POWER STANDARDS to measure and drive their learning.

Student performance is easily tracked on our whole school tracking systems; SENTRAL and SPA.

3. Improved sharing of practice (modelling, coaching, observation, feedback)

Is evidenced through:

- Whole school adherence to the CHPS models of teaching.
 - Use of additional equity funding to employ a non-teaching Leading Teacher – Curriculum
 - Feedback Buddies Coordinator role added to the Roles and Responsibilities
4. Sustained Feedback Buddies Program
 - Non-negotiable lesson elements in every room e.g. visible Learning Intentions & Success Criteria for every lesson, I do, we do, you do.
 - Maintenance of the current culture of professional dialogue



5. The development of a culture of aspiration and higher expectations with respect to learning and achievement

Consolidation time is part of the weekly timetable and there is fluid movement of students across levels with student performance easily tracked through the CHPS whole school tracking system

Our program for Students with Disabilities (PSD) supported 19 students in 2016. The Assistant Principal and 11 Integration Aides lead the program. An ES Level 2 - 1, who provides administrative and directional support, leads the Integration Team itself. Our PSD students showed satisfactory progress in achieving their individual goals based on yearly goal sheets and Individual Learning Improvement Plans.

Curriculum Framework implemented in 2016

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Our E-Learning plan supports 1:3 accessibility of portable learning technology across the school. The ICT Coordinator, is a member of the PLC Support (curriculum focus) meetings and has created a scope and sequence document with whole staff input. This documentation is supported by the provision of trolleys of netbooks and iPads accessible to whole from Foundation to Level 4 and a 1:1 iPad Program for the Senior School students. Our ICT team works with the DET provided technician to ensure that our wireless environment is maintained to a high standard and updated regularly.

Netbooks and iPads are accessed at the point of need to support learning in literacy and numeracy with the trolleys allocated termly to levels across the school. Use is varied for example; Listen to Reading during Daily 5, to access explicit teaching materials and coding has been trialed in various areas of the school

Learning Journals are utilised throughout the school. In 2017, there will be a greater emphasis on developing their content. Student Led Conferences supported by Learning Journals are being implemented in accordance with the degree of understanding in the Senior Sub School.

Analysis of the Chelsea Heights Primary School absence rate shows that relative to similar school groups, our school's results are similar to the results for primary schools with similar characteristics in the following areas:

	CHPS	Similar School
In 2016: Percentage of students with 20 or more absence days	19%	20%
Between 2012 and 2016: Percentage of students with 20 or more absence days	21%	20%
Between 2012 and 2016: Average absence days	14	14

When analyzing the absence data, we find the following:

	<i>Less than 10 days</i>	<i>10 to 19.5 days</i>	<i>20 to 29.5 days</i>	<i>30 plus days</i>
Male & Female	50%	32%	10%	8%



Foundation an average of 11.8 days per students (decreased by 2 days)
 Level 1 – 13.5 (increased by 1.9 days)
 Level 2 – 12.8 (decreased by 1.5 days)
 Level 3 - 12.4 (decreased by 0.8 of a day)
 Level 4 – 13.4 (decreased by 1 day)
 Level 5 – 13.6 (decreased by 3.8 days)
 Level 6 – 19.9 (decreased by 4.3 days)

Analysis of the data received from the Student Attitude to School, Staff and Parent Opinion Surveys showed:

55% of students felt connected to school which was 11% lower than similar schools
 70% of staff were positive about the school climate which was 5% lower than similar schools
 94% of parents were satisfied with the school overall which was 6% higher than similar schools

The Setting the Climate Program, which is scaffolded from Foundation to Level 6 is embedded in our school culture. This program sets the expectation from the beginning of each school year and ensures our consistent implementation of whole school language & expectations.

Wellbeing

The Key Improvement Strategy (KIS) targeted for 2016 was to “Enhance Leadership, teamwork, accountability and communication across the school.

To ensure a clear understanding and demonstration of roles and responsibilities being carried out within the school the staff Roles and Responsibilities Handbook it was reviewed by the Assistant Principal. This resulted in a refining of the process to meet the KIS. The process following included:

- Expressions of interest for roles distributed for teachers to apply.
- Staff meeting with the Assistant Principal once the jobs had been allocated
- The meeting’s focus is to clarify the expectations of the role, build a timeline of actions for 2016 and to outline the application of 2016 Budgets to the responsibility.
- Scheduled meetings at the end of 2016 to measure the success of the process and further refine roles/ responsibilities where necessary

The focus on the Roles and Responsibilities Portfolios of staff members appears to be positively impacting on day to day running of the school. Measuring the effectiveness of this element of the KIS will be a focus of the Parent and Staff Opinion Surveys in 2017.

The School’s Improvement Team (SIT) have attended A Coaching professional development (PD) course to build on the Bastow Coaching for Leadership PD completed in 2014.

Across the school time has been assigned during Professional Learning Team (PLT) meetings to discuss Welfare, Play is the Way, Assessment and Sustainability, so that the representatives from each of these groups can keep their team members informed.

Monthly PLC Support meetings, allowing time to share ideas or concerns relating to pedagogy and practice.

For more detailed information regarding our school please visit our website at
<http://chps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 393 students were enrolled at this school in 2016, 188 female and 205 male. There were 9% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

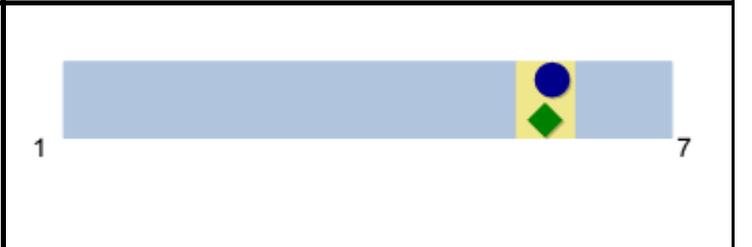
Overall Socio-Economic Profile

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



Parent Satisfaction Summary

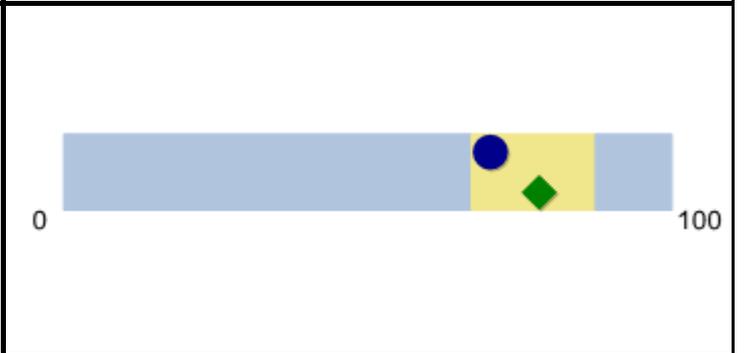
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>46%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>12%</td> <td>47%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>45%</td> <td>36%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>35%</td> <td>41%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>41%</td> <td>47%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	46%	37%	Numeracy	12%	47%	41%	Writing	18%	45%	36%	Spelling	24%	35%	41%	Grammar and Punctuation	12%	41%	47%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Writing	18%	45%	36%																							
Spelling	24%	35%	41%																							
Grammar and Punctuation	12%	41%	47%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. 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.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" style="width: 100%; text-align: center;"> <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>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>89 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	94 %	93 %	93 %	89 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	94 %	93 %	93 %	89 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is</p>	<p>Results: 2016</p>	<p> Similar</p>



reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2013 - 2016 (4-year average)



 Similar

Students Attitudes to School - Student Perceptions of Safety

Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.

Results: 2016



 Similar

Results: 2013 - 2016 (4-year average)



 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, P-12 and specialist schools, 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).

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.

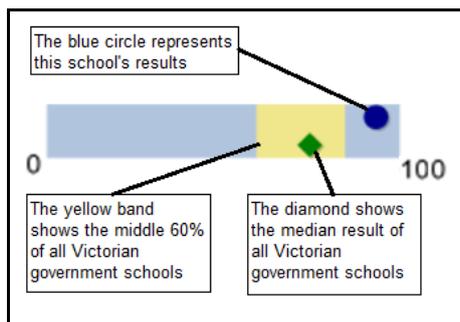
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* 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



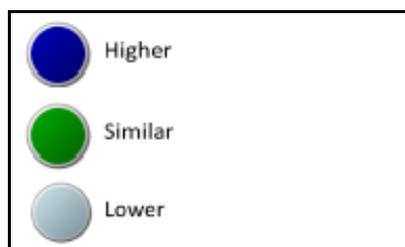
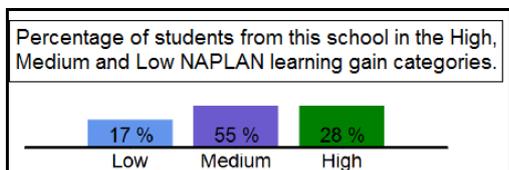
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,966,936	High Yield Investment Account	\$35,452
Government Provided DET Grants	\$440,822	Official Account	\$18,139
Government Grants Commonwealth	\$8,532	Other Accounts	\$2,763
Revenue Other	\$25,547	Total Funds Available	\$56,354
Locally Raised Funds	\$205,195		
Total Operating Revenue	\$3,647,032		
Expenditure		Financial Commitments	
Student Resource Package	\$2,891,441	Operating Reserve	\$56,354
Books & Publications	\$1,834	Total Financial Commitments	\$56,354
Communication Costs	\$3,864		
Consumables	\$54,080		
Miscellaneous Expense	\$336,683		
Professional Development	\$21,771		
Property and Equipment Services	\$225,098		
Salaries & Allowances	\$21,419		
Trading & Fundraising	\$29,223		
Utilities	\$27,166		
Total Operating Expenditure	\$3,612,579		
Net Operating Surplus/-Deficit	\$34,453		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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

Financial performance and position commentary

The figures at the end of 2016 for Chelsea Heights Primary School reflected a surplus of \$34,453. This was achieved through an increased enrolment for our foundation students of 26. The majority of program budgets were met with increased spending in maintenance and the day to day running of the school. We are still working on reducing the cost of contract teachers.