

## 2015 Annual Report to the School Community

Chelsea Heights Primary School

School Number: 3341



Name of School Principal:

Jane Satchwell

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Name of School Council President:

Phil Kimberlee

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Date of Endorsement:

15<sup>th</sup> March 2016

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2015.

## About Our School

### School Context

This school has 33.37 equivalent full time staff. Two Principal Class, 24 teachers, and 17 Education Support Staff.

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. Personalised learning underpinned by explicit teaching is the focus of our teaching staff ensuring that the needs of the individual student are met. Our Welfare Program fosters the development of Individual Education Plans and wellbeing support to our students and their families.

Competency in Literacy and Numeracy are our key learning focii. 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. Apple TV is being used in classrooms across the school to support the remote, visual sharing of work completed by students with their peers.

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 ensure both consistency of approach, shared expectations and a whole school ownership of the learning of all students.

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.

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."

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.

### Achievement

At Chelsea Heights Primary the staff continues to work towards accreditation as a Professional Learning Community (Du Four) with our key strategy being supporting our staff to focus on the individual learning needs of our students.

Learning is driven by staff through their strong understanding of the four key questions:

1. What do we want our students to learn?
2. How do we know they have learnt it?
3. What will we do if they don't learn and what will we do if they already know it?
4. How can we use the evidence of student learning to improve our individual and collective professional practice?

This has impacted by engendering a whole school approach where:

1. Staff have a solid understanding of the curriculum built through the development of non-negotiable "Power Standards" in each Dimension of English and Mathematics. The skill sets needed to meet these standards are

scaffolded across the levels from Foundation to 6.

2. Staff are fully utilising a balance of summative and common formative assessments tasks (CFATs) to deliver a personalised learning program.
3. SMART (Specific, Measurable, Achievable, Relevant & Timely) goals are developed by all staff to support intervention rather than remediation. Enrichment is an expected component of planning within all classrooms.
4. Regular delivery and analysis of CFATs drives conversations that centre on the improvement of teaching practice.

Throughout 2015 we continued to develop a school wide model, which ensures that the curriculum is differentiated and meeting the learning needs of the individual student. The resulting model is framed by the timetabling of whole school Consolidation Sessions. Based on the analysis of data - which centres on the Standard being taught in English or Mathematics - students work in small targeted groups which; explicitly teach, reinforce or enrich their knowledge of the focus as needed.

Sub Schools meet for two hours per week to focus purely on student learning and the PLC support team meets regularly to ensure that the school is meeting the PD & curriculum development needs of all staff.

Our program for Students with Disabilities (PSD) supported 18 students in 2015. This program is led by our Assistant Principal and 10 Integration Aides. This team is led by an ES Level 2 - 1 who provides administrative and directional support. Our PSD students showed satisfactory progress in achieving their individual goals based on yearly goal sheets and Individual Learning Improvement Plans.

## Engagement

Leading up to 2014, Chelsea Heights Primary School absence rate has been an average of 12.76 days per student per calendar school year. In 2014, the rate dropped by just over one day to 11.4 but in 2015 it is sitting at 13.36 an increase of two days per student.

When analyzing the absence data, we find the following:

	Nil Absences	0% – 5%	5% - 10%	10%- 15%	15% - 20%	Over 20%
Male & Female	85	174	129	41	15	19

Foundation an average of 13.8 days per students (increased 2 days)

Level 1 – 11.4 (increased by 0.1 of a day)

Level 2 - 13.6 (increased by 2.3 days)

Level 3 - 12.5 (decreased by 1 day)

Level 4 – 13.7 (increased by 0.9 of a day)

Level 5 – 16.9 (increased by 4 days)

Level 6 – 15.2 (decreased by 1.1 days)

If we put the data above into perspective we found that the average unexplained absence per child is 3.74 days whilst explained absences e.g. illness, holiday sit at 9.62 days per student.

The Parent Opinion Survey results have shown a marked improvement in the areas of School Improvement, Teacher Morale, Parent Input, Stimulating Learning, Behaviour Management, Transitions and General Satisfaction.

Analysis of the Attitude to School Survey data shows us the following:

In Level 5 the male students are more connected to their peers than the females but as they move into Level 6 the data is showing a strong improvement in their connectedness.

In Level 5 females are feeling more confident in the following areas; learning confidence, school connectedness, stimulating learning, student motivation, teacher effectiveness and teacher empathy whereas in Level 6 the male students' attitude to learning is stronger.

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

Chelsea Heights Primary is continually reviewing all programs within the school to ensure the sustained wellbeing of our students. A key area of focus has been the calm and successful transition into, through and out of primary school.

Effective transition programs consist of three key areas:

- Foundation Transition
- Cross School Transition
- Transition to Secondary College

The 'Discovering Learning at CHPS,' Foundation Transition program launched in 2011 has continued to evolve and has resulted in a smooth and effective integration to school of our new students at Foundation.

The major improvements inherent in this program included: streamlined and detailed timelines and support paperwork, a Foundation Parent Transition Handbook, parent information sessions running parallel to student sessions, a hands on information evening which involved parents experiencing the curriculum and an enhanced buddy program.

During 2015, Chelsea Heights Primary further refined the Cross School Transition Program. All students spent five one hour sessions in the level they would be entering in 2016, giving staff the opportunity to trial the dynamics of various student groupings. This program has resulted in students approaching the new school year in a calm and informed state of mind.

On the statewide transition day in December all students spent the morning sessions with their 2016 teacher.

Our Level 6 students participated in Transition Opportunities at our main feeder schools Mordialloc and Patterson River Secondary College.

Our Parent Opinion Survey Data reflects the impact that this program has had on the wellbeing of our students in the area of transition, with our data moving from 6.04 in 2014 to 6.18 in 2015 with the state showing a mean factor score of 5.78 out of a possible 7.

Chelsea Heights Primary is achieving higher than the state mean factor in the following areas: School Improvement, Approachability, Teacher Moral, Parent Input, Stimulating Learning, Behaviour Management, Learning Focus, Transitions, Homework, General Satisfaction, Student Safety, Classroom Behaviour, Connectedness to Peers, Student Motivation, Social Skills and School Connectedness.

## Productivity

Much thought and planning by the Leadership Team has gone into the effective allocation and use of resources. This has been done through the following categories:

**Staffing** - The development of a more balanced staffing model. This has allowed us to offer ongoing positions to three of our contract staff members. We also now have male staff in all sub schools and PE.

**Timetables** - The scheduling of a strong mentoring and induction program within the weekly timetable, which allowed Graduate teachers extra release in their first year.

**Space** - The open learning space in Level 6 which supports students transitioning into Secondary School

**Funding** – The Maths Specialist grant allows two staff members to work with staff to improve teacher capacity and learning outcomes. This role has been increased to two full time roles out of the classroom to support not

only Maths, but reading, as previous NAPLAN results indicate that this is an area in need of focus.

**Community Expertise** -The forming of a strong working relationship with Chisholm Institute and Monash University. Staff have been assigned student teachers to support reading intervention in April. This support will continue throughout the year.

**Class Structures** - Class sizes remain small in 2015. Foundation to Level 2 consists of average 21 and Levels 3 to 6, 24. The average class sizes meet the recommended level (Foundation to Level 2- 21 and Levels 3 to 6 - 24), which has been consistent in the last couple of years.

**Facilities -**

Maths Specialist area in the Green Zone. This is to provide small group support and lunchtime Maths Clubs for students from across the school, working at various levels. Intervention and enrichment is provided. Japanese was offered to Foundation and Level 1 students in 2015. Japanese classes were run in the Danny Mulqueen Centre and in the students' classrooms.

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 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.

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 367 students were enrolled at this school in 2015, 174 female and 193 male. There were 8% 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 index which takes into account parents' occupations.



#### 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




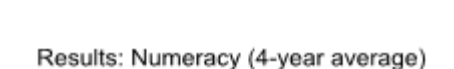





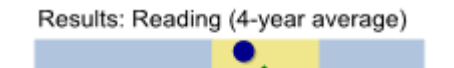
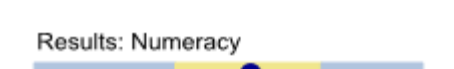
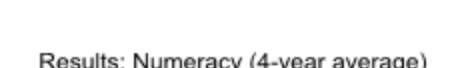




Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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><b>NAPLAN Year 3</b></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> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Similar</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>45%</td> <td>45%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>45%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>59%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>43%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>43%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	45%	45%	Numeracy	16%	45%	39%	Writing	19%	59%	22%	Spelling	19%	43%	38%	Grammar and Punctuation	22%	43%	35%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	11%	45%	45%																							
Numeracy	16%	45%	39%																							
Writing	19%	59%	22%																							
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Grammar and Punctuation	22%	43%	35%																							









## 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><b>Average Number of Student Absence Days</b></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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	93 %	93 %	91 %	92 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	93 %	93 %	91 %	92 %										

## 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><b>Students Attitudes to School - Connectedness to School</b></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 reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety 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 reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Higher</p>

# How to read the Performance Summary

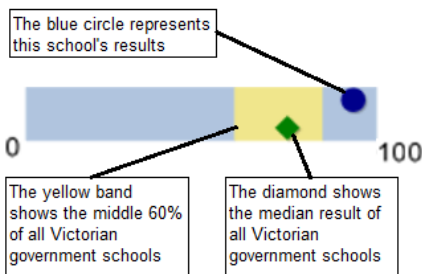
## What are student outcomes?

*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.

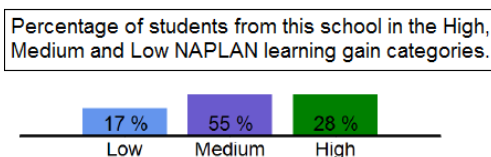
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

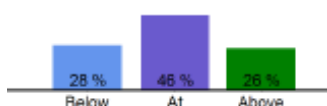


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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 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.

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 - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,889,181	High Yield Investment Account	\$80,053
Government Provided DET Grants	\$319,578	Official Account	\$18,173
Government Grants Commonwealth	\$1,013	Other Accounts	\$7,871
Revenue Other	\$81,135	<b>Total Funds Available</b>	<b>\$106,097</b>
Locally Raised Funds	\$223,508		
<b>Total Operating Revenue</b>	<b>\$3,514,414</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$2,844,182	Operating Reserve	\$102,895
Books & Publications	\$8,422	Revenue Received in Advance	\$3,202
Communication Costs	\$5,458	<b>Total Financial Commitments</b>	<b>\$106,097</b>
Consumables	\$48,660		
Miscellaneous Expense	\$312,200		
Professional Development	\$30,833		
Property and Equipment Services	\$193,625		
Salaries & Allowances	\$16,468		
Trading & Fundraising	\$31,867		
Utilities	\$26,123		
<b>Total Operating Expenditure</b>	<b>\$3,517,836</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$3,422)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 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 2015 for Chelsea Heights Primary School, reflected a small deficit of \$3422. Throughout 2015 careful workforce planning and monitoring of the budget, along with the continual support from the PFA and their fundraising efforts helped us to achieve much in the maintenance and the day to day running of our school. The majority of program budgets were met. Over expenditure related predominantly to maintenance with the main areas being: approx. \$20 000 in Property & Maintenance, due to several air conditioning units requiring replacement. Other large expenditure was related to staff replacements throughout the year. Strategies are being investigated to reduce Contract Replacement Teacher costs.