

2022 Annual Report to the School Community

School Name: Chelsea Heights Primary School (3341)



- 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 of the previous calendar year 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 23 April 2023 at 05:17 AM by Steven Capp (Principal)

- This 2022 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 27 April 2023 at 07:23 PM by Rachael Short (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Chelsea Heights Primary School is located in South Eastern Victoria, 30km south of Melbourne and was originally established in 1900 in what the area was then known as the Carrum Swamp. The current buildings are extensive and well developed, including true flexible learning spaces allowing individual class learning spaces and easy cross cohort integration when appropriate. The school's population consists of: 427 students and a staffing profile of 38.97 FTE staff for 2022 and an SFO index of 0.3061. Eleven student identify as ATSI (Aboriginal and Torres Strait Islanders) and sixteen students with English as an additional language (EAL).

The staffing profile consists of two Principal Class members, two learning specialists at 0.5 in class and 0.5 learning pedagogy, a leading teacher full time out of the classroom for curriculum development. One full time learning tutor. The school employs 8.97 FTE education support staff consisting of 15 Integration Aides and 2.6 admin staff. The end of 2022 saw the appointment of a new substantive Principal after a number of acting roles at the leadership level and a relatively new structure to begin 2023.

High Standards: High Expectations is at the core of Chelsea Heights Primary School underpinned by the values of Respect, Cooperation and Responsibility. The community is cohesive and aligned behind the school's strategic direction and goal to make Chelsea Heights the best possible learning environment for all students. Chelsea Heights Primary School is determined in its focus of implementing evidence informed approaches to all learning and wellbeing areas to drive the school forward and continue a rich learning environment for all students. The school has worked to implement a Multi-Tiered Support System to Literacy and Wellbeing and caters to all students informed by inclusive practices.

The school has an excellent Visual Arts, Performing Arts, Physical Education and Japanese programs. Chelsea Heights Primary School promotes leadership and sustainability and has worked as a community to promote sustainable gardens and a culturally inclusive environment. The playground integrates the natural environment and modern-day play equipment to ensure a spacious stimulating play environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 saw Victorian schools enter the school year with no further lockdowns resulting in remote learning. Chelsea Heights Primary School's focus was in the Annual Implementation Plan which was aligned to the statewide 2022 priority goal in student learning with an increased focus on numeracy.

The school set a target around teacher judgements in Numeracy: Increase the number of students working at or above level from 80.79% to 83.4%. The Performance Summary indicates this target was easily reached with 96.3 students reaching at or above standard in Numeracy. In comparison to similar schools (88.9%) this is a positive result.

The goal around NAPLAN: Increase NAPLAN Numeracy Benchmark growth from 5% to 10% was not able to be measured due to NAPLAN not being undertaken in 2020 and therefore no growth data available. The Performance Summary in the report indicates that NAPLAN Numeracy achievement at Grade 3 has 52.9% of students in the top three bands compared to 69.2% in the similar school category. The four year average reveals 66.1% of students have reached the top three bands compared with 71.4% of similar schools.

NAPLAN Numeracy at Grade 5 outlines 39.7% of students in the top 3 bands compared to 57.7% similar school average and the four-year average sitting at 51.3% compared to 60.4% similar schools it has been noted that this average is now below state average 58.8%. The declining trend supports the AIP focus on mathematics and some of the changes already implemented in 2022 late Term 3 and Term 4 to address the identified decline in certain areas no doubt exasperated by Covid. The school has increased time spent teaching and learning mathematics, and adjusted teaching to include more multiple exposures and refined explicit teaching based on cognitive science principles of spaced interleaved and retrieval practice. Improvement in mathematics is already starting to occur.

English teacher judgement also shows Chelsea Heights Primary School easily reached the AIP target with 93.4% of students judged at or above the expected standard compared to similar schools 89.9%.

Grade 3 English Reading revealed 74.5% of students in the Top 3 bands compared to similar schools (81.9%) and the four-year average at 77.7% compared to similar schools (81.1%). These results support the 2023 focus on spelling as spelling is closely associated with decoding skills which are highly correlated with year 3 reading comprehension results. Changes made in late 2022 to the introduction of systematic synthetic phonics teaching and focus on decoding and spelling words have already started to show improvement in student fluency levels and ability to read.

Grade 5 English Reading revealed 75.5% of students in the Top 3 bands compared to similar schools (81.9%) and the four-year average at 77.7% compared to similar schools 81.1% it was pleasing that these results held somewhat. The results support the plan in the AIP to focus on spelling in grades three to six to rectify any decoding issues and investigate the use of complex texts along with cohort assessments to further improve these results moving forward.

Wellbeing

Chelsea Heights Primary School aligned with the 2022 priorities goal by focusing on student wellbeing through the 2022 Priorities Goal with the key improvement strategy in Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. The return from remote learning saw this priority as key as students experience and engagement with school were varied through the lockdowns. The school focused on utilising the disability inclusion model and funding to support mental health, wellbeing and rebuilding positive learning and social skills as the students resumed full time schooling.

The use of the funding to employ an Occupational Therapist and Speech Pathologist allowed the school to refer and support the most vulnerable students. The Multi-Tiered Structured Support model was explored and implemented to support students that need extra help with literacy and numeracy and the model is in place to build on for 2023. Unfortunately, budget constraints and staff availability altered the staffing structure in Term 4.

The targets set to measure the success of this work were Sense of Connectedness AtoSS Increase from 82% to 85%. Perseverance: Increase from 71% to 75%. Life Satisfaction: Increase from 73% to 78% and were judged to be partially met for 2022 and a pleasing result under the circumstances.

The report outlines that Attitude to School Survey positive endorsement of school connectedness at 77.6% compared to the similar school average of 77% which is pleasing, yet a below our target of 85%. We also see Management of Bullying fall to 68.9% compared to similar schools 76.8%. The decline in this data supports the restructure and focus on School Wide Positive Behaviour in 2023.

Engagement

2022 saw Chelsea Heights Primary School focus on Metacognitive strategies for intellectual engagement. The targets in the AIP of:

- Increase the Plan For Differentiated Learning factor in the Staff Survey from 76% to 80%.
- Increase the Professional Learning Through Peer Observation factor in the Staff Survey from 76% to 80%
- Increase the Use Student Feedback to Improve Practice factor in the Staff Survey from 59% to 70%.
- Increase the Teacher Concern factor in the AToSS Survey from 79% to 82%.

All were judged as partially met. The appointment of a Learning Specialist coach was very supportive in the implementation and support of exploring meta-cognitive strategies. Meta-Cognitive Strategies help students think about how they are learning as well as what they are learning and continues to be a focus for 2023.

Pleasingly attendance data was reasonably strong during trying times with average number of days absence at 20.4 compared to similar schools 21.4. It was unsurprising to see a jump in overall average absence due to the requirement for isolation as a household contact or carrier of covid on the return to onsite learning. Lockdowns also saw an increase in family holidays and many families isolated before holidays to ensure the certainty of Covid not interrupting flights etc which added to absences in 2022. Restructuring in 2023 has allowed for further implementation on understanding how metacognitive strategies within domain disciplines can have an impact on students learning particularly in our main focus areas of mathematics and spelling.

Other highlights from the school year

The school had much to celebrate in the return to onsite learning in 2022 and took every opportunity to unite the whole school community.

The new school buildings were finally officially opened and the hard work of the school community through very trying times acknowledged. The new buildings and play areas are a real positive in enabling Chelsea Heights Primary School to become central to community activity once more. All camps from Grade 3 to 6 were successfully run which allowed students the unique experience of staying away from home and engaging in activities that they had been denied the previous two years.

The school ran a successful whole school performance over a number of nights in term 3 to ensure all students from Prep to 6 had a chance to perform live for the first time in two years to sold out shows. The atmosphere was fantastic and the students really enjoyed the shows.

Overall the Chelsea Heights Primary School community was very happy with the focus on wellbeing and connectedness in 2022. Inter-school sport and sporting events such as swimming returned and allowed us to connect with other schools once more and get back to the activities we all enjoyed pre-pandemic.

Financial performance

Chelsea Heights Primary School needed to respond to a budget based on 454 students that turned into 427 enrolments. The school was looking at a projected deficit, but restructuring and reallocation of resources in Term 3 and 4 allowed for saving in the latter part of the year to create the overall budget surplus outlined in the report. The school managed to fund all budget areas endorsed by School Council and continues to work on a sustainable model for 2023. The bulk of the restructuring and saving occurred in re-deploying staff with roles outside of the classroom back into the classroom where appropriate and reducing CRT replacements and activities that attracted those replacements where possible. 2022 saw reimbursements for leadership leave and acting roles that were managed by the end of the year.

We were very thankful of our staff and community in their support during the return to onsite learning that was very positive for our students.

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 2.0 (FISO 2.0).

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 424 students were enrolled at this school in 2022, 207 female and 217 male.

5 percent of students had English as an additional language and 3 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).

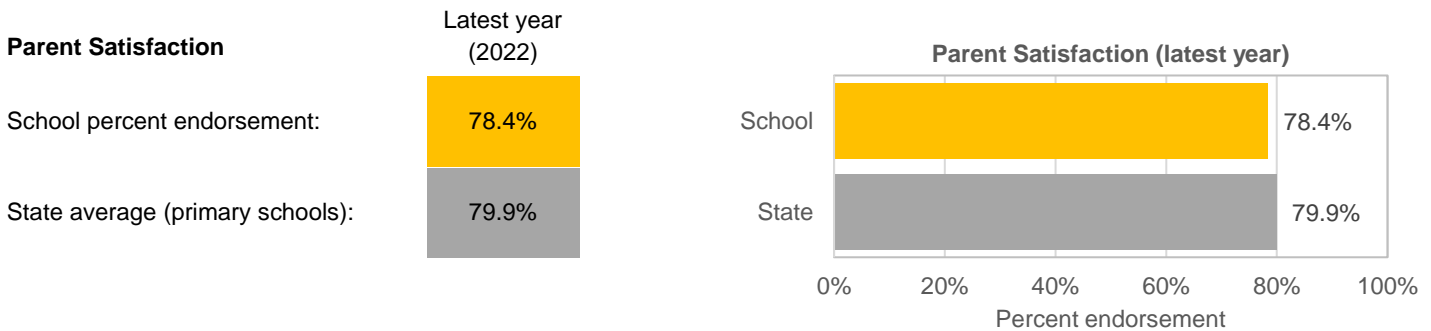
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

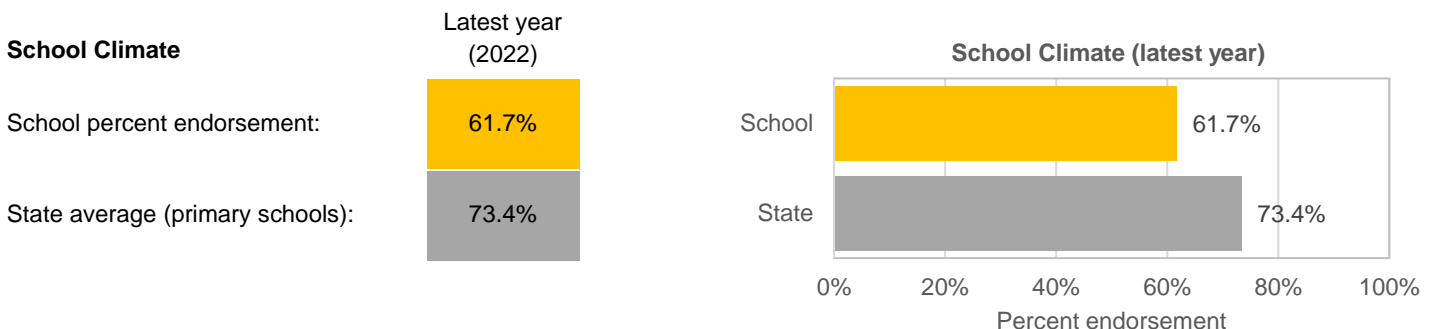


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

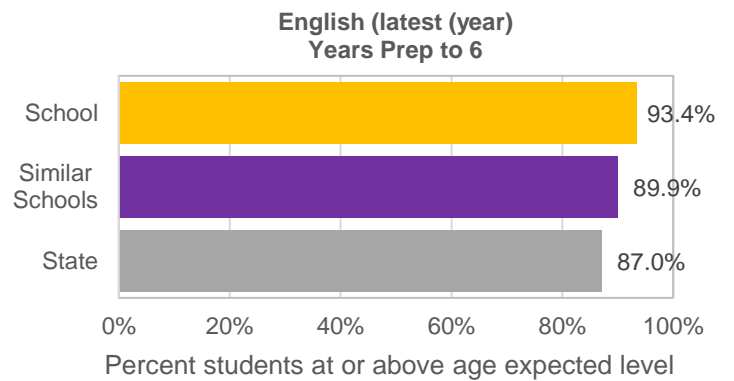
93.4%

Similar Schools average:

89.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

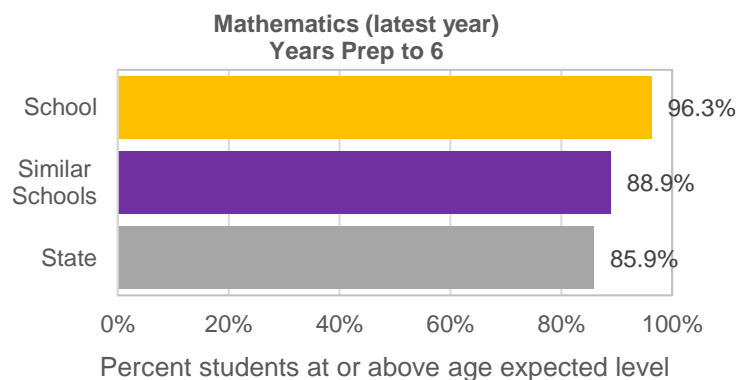
96.3%

Similar Schools average:

88.9%

State average:

85.9%



LEARNING (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.

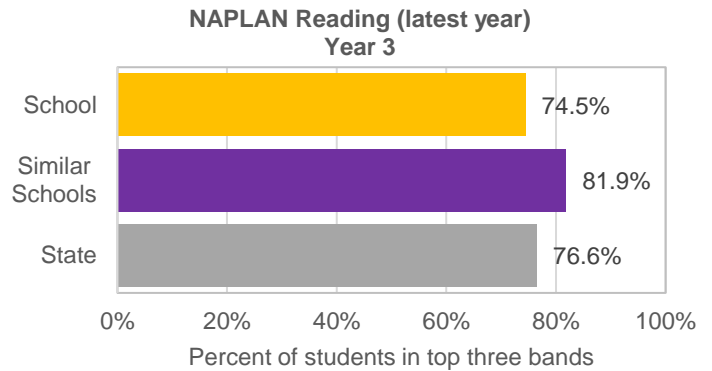
NAPLAN

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 2019, 2021 and 2022 data.

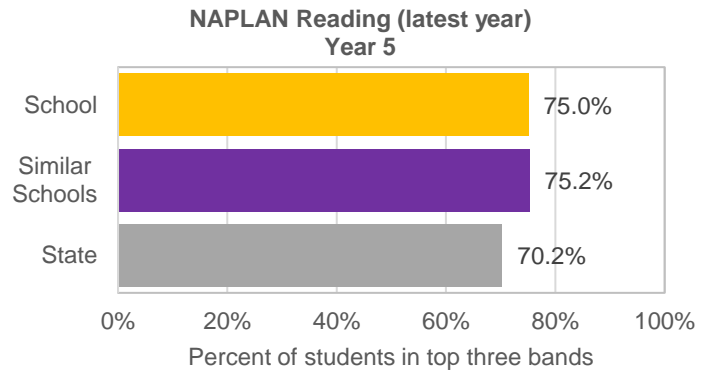
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 74.5% | 77.7% |
| Similar Schools average: | 81.9% | 81.1% |
| State average: | 76.6% | 76.6% |



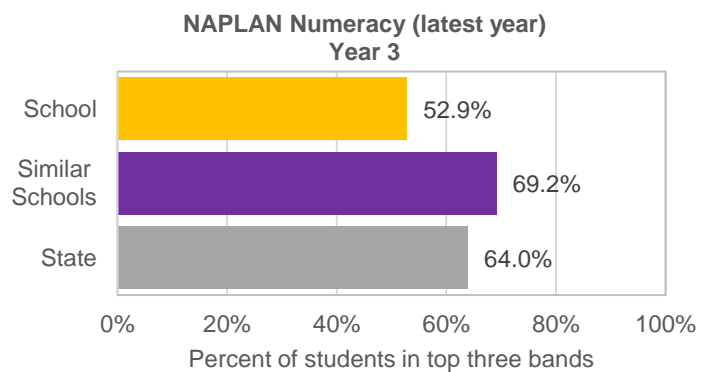
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 75.0% | 74.4% |
| Similar Schools average: | 75.2% | 73.3% |
| State average: | 70.2% | 69.5% |



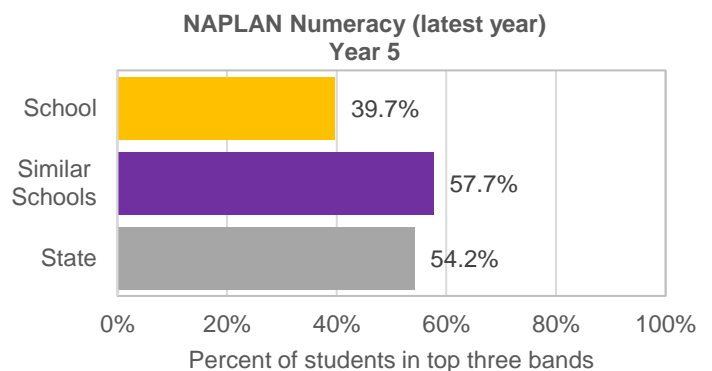
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 52.9% | 66.1% |
| Similar Schools average: | 69.2% | 71.4% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 39.7% | 51.3% |
| Similar Schools average: | 57.7% | 60.4% |
| State average: | 54.2% | 58.8% |



WELLBEING

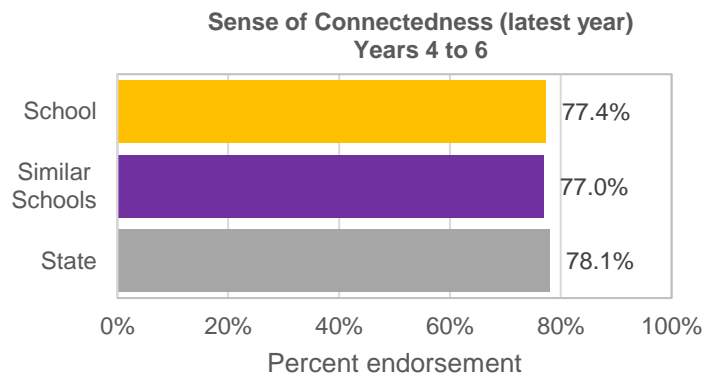
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 77.4% | 82.8% |
| Similar Schools average: | 77.0% | 78.9% |
| State average: | 78.1% | 79.5% |

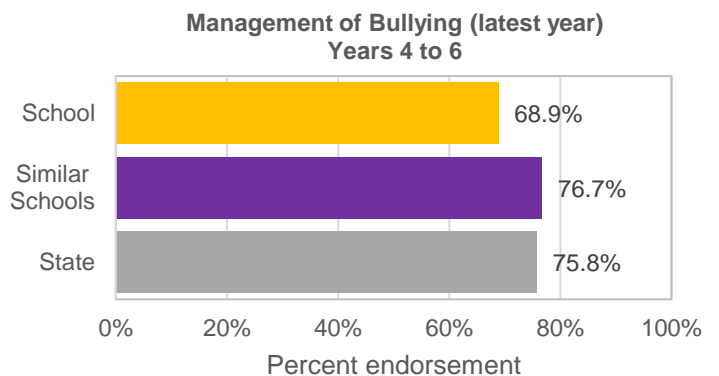


Student Attitudes to School – Management of Bullying

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 (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 68.9% | 78.7% |
| Similar Schools average: | 76.7% | 79.1% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

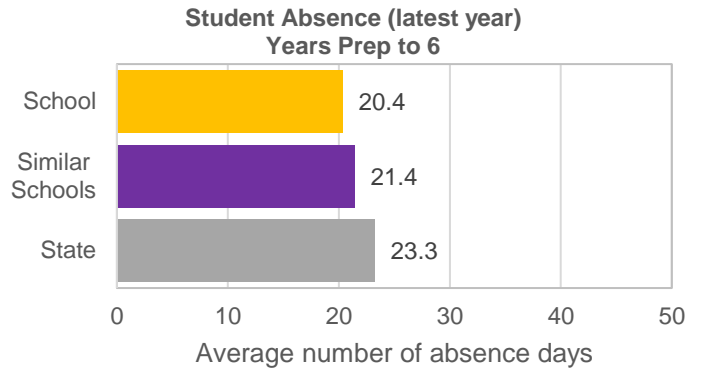
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 20.4 | 15.6 |
| Similar Schools average: | 21.4 | 15.6 |
| State average: | 23.3 | 17.0 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2022): | 91% | 88% | 89% | 90% | 89% | 91% | 90% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,209,025 |
| Government Provided DET Grants | \$418,124 |
| Government Grants Commonwealth | \$13,844 |
| Government Grants State | \$0 |
| Revenue Other | \$11,343 |
| Locally Raised Funds | \$439,225 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$5,091,561 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$39,735 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$39,735 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,206,343 |
| Adjustments | \$0 |
| Books & Publications | \$1,386 |
| Camps/Excursions/Activities | \$119,380 |
| Communication Costs | \$6,694 |
| Consumables | \$60,040 |
| Miscellaneous Expense ³ | \$20,877 |
| Professional Development | \$6,552 |
| Equipment/Maintenance/Hire | \$63,707 |
| Property Services | \$167,545 |
| Salaries & Allowances ⁴ | \$41,813 |
| Support Services | \$280,628 |
| Trading & Fundraising | \$43,345 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$44,738 |
| Total Operating Expenditure | \$5,063,049 |
| Net Operating Surplus/-Deficit | \$28,512 |
| 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 25 Feb 2023 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 2022

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$321,735 |
| Official Account | \$4,600 |
| Other Accounts | \$8,772 |
| Total Funds Available | \$335,106 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$116,181 |
| Other Recurrent Expenditure | \$5,023 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$10,057 |
| School Based Programs | \$50,763 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$25,000 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$207,024 |

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.