

2018 Annual Report to The School Community



School Name: Cheltenham East Primary School (4754)



- 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 Regulation 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 2018 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 01 April 2019 at 08:37 AM by Wayne Bach
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 01 April 2019 at 09:12 AM by Angela Berry (School
Council President)

About Our School

School context

We stand by our vision proudly at Cheltenham East Primary School: 'Cheltenham East students are empowered learners who are flexible thinkers with the skills and knowledge to respond critically and creatively to their world.' We are ideally located in a quiet residential zone, yet it remains close to a major shopping precinct and an extensive public transport system. We utilise our open learning environment and flexible teaching spaces which encourages team planning and collaboration. The inquiry learning area was established in 2014 to promote our focus on scientific literacy. The teachers and parents at Cheltenham East Primary School (CEPS) have an excellent rapport and work together in all areas. We offer a comprehensive education at our school. Emphasis is placed on the student developing sound Literacy and Numeracy skills, as well as fostering happy and safe experiences through our 'CEPS Kids Are Friendly Kids' wellbeing program, Italian, Physical Education, Library, Visual and Performing Arts, Science, Inquiry Learning and the embedding of ICT throughout the entire curriculum. Cheltenham East offers an outstanding Performing Arts program which includes a whole school concert, grade performances, choirs and participation in Wakakirri, a competition involving creative movement through music and dance. Sessional instrumental programs and private music tuition are also available. Our Visual Art program is renowned for being exceptional, providing students with an extensive range of media to improve skills relating to aesthetics, problem-solving, critical thinking and creativity. Through the Visual and Performing Arts, students are critically engaged in experiences involving empathy, social justice, indigenous perspectives, cultural understanding, ethics, equity and sustainability. We aim to provide opportunities for students to develop their understanding of the world and to nurture their identity as a child to best prepare them for the stages beyond their primary years.

Framework for Improving Student Outcomes (FISO)

The Improvement Model provides a common language for school improvement across the Victorian government school system. It is structured around four state-wide priorities that are proven to have a strong bearing on the effectiveness of a school:

1. Excellence in teaching and learning
2. Professional leadership
3. Positive climate for learning
4. Community engagement in learning.

FISO Dimension: Excellence in Teaching and Learning

The Key Improvement Strategy included: Building Practice Excellence

In 2018 there was a focus on the development of teacher capacity to implement and deliver a Structured Word Inquiry/Synthetics Phonics Model F - 6. The building, construction and implementation of the CEPS - Whole School Instructional Model to ensure a consistent approach to not only the teaching of spelling, but all curriculum areas was consolidated. Teachers have attended education sessions and worked in teams to build their connections with the students with positive interactions through the delivery of effective feedback and quality questioning. 2018 saw a collective and consistent approach to pre and post testing in Literacy and Numeracy through the Essential Assessment platform. Peer Observations have been employed and prioritised by Leadership with all teaching staff further extending their capabilities to model, observe and give quality feedback on the school's pedagogical approach to lessons in numeracy and spelling. The whole school instructional model has given teachers the structure to plan, implement and monitor their spelling and numeracy classroom programs in a rigorous and sequential way. Our focus in this dimension has been to achieve an improved learning growth in all areas of the curriculum, with a particular focus on Literacy and Numeracy.

FISO Dimension: Positive Climate for Learning

The first Key Improvement Strategy: Setting Expectations and Promoting Inclusion

The Wellbeing Professional Learning Team has actively planned and embedded a consistent approach to building our students' emotional and social wellbeing, in line with our school values of Courtesy, Responsibility, Co-operation and Respect. Extending this connection, teachers have worked in teams when planning to enhance the personalised approach to student learning through Inquiry, by fostering opportunities to be curious and creative

learners and thinkers. Introducing The Resilience Project in 2018 was a resounding success with guest speakers presenting to staff, children and parents. The feedback we received from parents as a result of this initiative was very positive. Teachers implemented The Resilience Project program in their classrooms through a series of lessons each week, to help the children become more resilient in their everyday lives.

The second Key Improvement Strategy: Empowering Students and Building School Pride

We focused efforts to improve the facilitation of 'student agency' in the CEPS - Whole School Instructional Model, to lift 'effective teacher practice' and 'teacher-student relations'. Teachers used designated professional development sessions to build provision into their planning for student voice and student agency in their classrooms. Through using a range of strategies that enable children to use the skills they learn in explicit academic instruction, to communicate their thoughts, opinions and ideas on issues which are of interest to them in this, their world, many of the students experienced what it means to be a 'change-maker', with community contacts assisting in the learning process. This personalised approach was embedded through the Humanities Curriculum Scope and Sequence for all levels of the school, and encompasses Critical and Creative Thinking as well as the Civics and Citizenship areas of the curriculum.

Achievement

To maintain and improve the already 'high performing' results our students achieve above state benchmarks, we focused on the staff individual and collective capacity to use data to plan differentiated and personalised teaching and learning programs which respond to students' various needs. Teachers attended professional development on the use of 'student agency' to engage the students with the curriculum through the development of curiosity and creativity (Part of the CEPS vision). This included creating systematic change in team meeting protocols where opportunities to moderate, plan and discuss student learning has become routine as well as all classrooms adopting practices including the use of Success Criteria and Learning Intentions when teaching the students.

In the past two years, we have been able to lift our relative growth NAPLAN data from Years 3 to 5 in Reading. Our programming ensured that students continued to be supported, extended and challenged daily. Strategies for staff to build expertise in this area included collaborative planning, moderation and Peer Observations by teachers. By providing further opportunities to strengthen the feedback and coaching processes across the school, staff were able to self-assess and identify areas for growth. As a staff we collectively built protocols to apply in the Peer Observation process, enabling teachers to work with each other and professionally challenge, support and demonstrate the many aspects of education a teacher is responsible for. All staff were allocated a role of responsibility in being an active member of a Professional Learning Team (PLT). The work of the PLTs demonstrated the successful collaborative processes to analyse data, evidence and plan future actions in relation to their targeted areas in Maths & Humanities, English and Wellbeing. These teams were integral to Cheltenham East Primary meeting the targets of its Annual Implementation Plan for continued improvement.

Engagement

Engagement results are comparable with similar Government schools with particularly pleasing student absence results. This can be attributed to strategies put in place to support families with long term absences, having them feel supported and connected to external agencies and advice. The school is diligent with roll taking processes, introducing the Sentral communication system to highlight if a child has not presented at school. Students are keen to be at school and to participate in the wide array of learning opportunities and extra curricula opportunities. The school participated in numerous whole school celebration days with the whole community engaged in the School Concert Production in Term 3. Year 5 and 6 students regularly participated in cross school sport events to assist in the transition to high school and similarly, local kindergartens visited onsite to assist with transition processes for youngsters to primary school. Partnerships with universities have been extended to not only support pre-service teachers in providing valuable feedback and modelling best practice in achieving their accreditation, but also providing them opportunities to volunteer at CEPS to assist teachers in the classroom and on camps. Learning programs which are responsive to the community needs saw the continuation of the Foundation - Year 4 pool swimming program and beach swimming for years 5 & 6. School camps were coordinated for years 3, 4, 5 and 6 through CEPS, in preparation for the opportunities available to students as they transition into year 7.

Wellbeing

Our Wellbeing results are well within the range for similar Government schools which includes the Students Attitude to School Survey (ATSS); encompassing connectedness and perceptions of safety. CEPS actively engages a number of approaches to enhancing the students' wellbeing experience at school. The whole school follows explicit weekly lessons and presents awards to those promoting our school values through the 'CEPS Kids are Friendly Kids' program. The "Peaceful Kids" program is used to support particular students with high anxiety, whilst Mindfulness is practised in classrooms through circle time and yoga sessions. The School Wide Positive Behaviour System is promoted through teachers encouraging ideal behaviours both in the classroom and out in the yard. Restorative Justice is routinely used when working with children, to develop responsibility, issue resolution skills and positive independence. The data collected from the ATSS demonstrates our staff having a very positive view towards school climate and the parents at CEPS are satisfied with the operational aspects of the school. Even with these positive results, the school is addressing the engagement of students and how we can be more proactive in 'student agency' with our current Year 5 and 6 cohorts moving forward. One strategy we employed was the introduction of the Resilience Project across the whole school in 2018 with the aim that every child develops the ability of being able to bounce back from adversity. This strategy ensures CEPS continues to build and foster inclusiveness as the number of EAL students continues to rise, as well as the number of students with special needs, including vision impaired children.

Financial performance and position

Financial performance and position commentary

In 2018 the school's total operating revenue was \$3,871,620, comprising of DET grants, Commonwealth Government grants and Locally Raised Funds. The school finished the year in a comfortable position with Total Funds Available \$170,067. This money was allocated to spend in various budgets for 2019. All expenditure in 2018 was kept within the proposed budget. Included in the locally raised funds figure are payments for all camps and the school swimming program. The Financial Commitment Summary indicates that any surplus over the Operating Reserve will be spent predominantly on maintenance and development of the school grounds in 2019. This year our very engaged Parent Association has continued to develop relationships with local stakeholders and sponsors who can further support our school in a variety of ways. The Parents and Friends Association have committed some of their funds to the building of a new boundary fence around the school.

For more detailed information regarding our school please visit our website at
<https://www.cheltenhameast.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

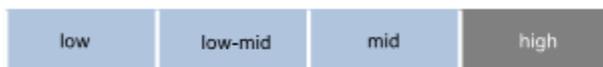
Enrolment Profile

A total of 439 students were enrolled at this school in 2018, 189 female and 250 male.

16 percent were EAL (English as an Additional Language) students and ND 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Higher</p> <p> Higher</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> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>57%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>48%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>37%</td> <td>52%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>57%</td> <td>6%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>43%</td> <td>43%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	57%	30%	Numeracy	27%	48%	25%	Writing	37%	52%	12%	Spelling	38%	57%	6%	Grammar and Punctuation	13%	43%	43%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1018 1003"> <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>95 %</td> <td>96 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	96 %	93 %	94 %	94 %	94 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	96 %	93 %	94 %	94 %	94 %	94 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Similar</p> <p> Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,088,385	High Yield Investment Account	\$160,515
Government Provided DET Grants	\$358,942	Official Account	\$9,552
Government Grants Commonwealth	\$45,570	Total Funds Available	\$170,067
Revenue Other	\$6,940		
Locally Raised Funds	\$371,785		
Total Operating Revenue	\$3,871,620		
Equity¹			
Equity (Social Disadvantage)	\$17,041		
Equity Total	\$17,041		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,078,497	Operating Reserve	\$64,168
Books & Publications	\$2,769	Other Recurrent Expenditure	\$7,111
Communication Costs	\$2,977	Funds Received in Advance	\$2,500
Consumables	\$118,681	School Based Programs	\$29,977
Miscellaneous Expense ³	\$309,434	Funds for Committees/Shared Arrangements	\$66,312
Professional Development	\$22,359	Total Financial Commitments	\$170,067
Property and Equipment Services	\$130,417		
Salaries & Allowances ⁴	\$24,155		
Trading & Fundraising	\$34,074		
Utilities	\$26,317		
Adjustments	(\$204)		
Total Operating Expenditure	\$3,749,475		
Net Operating Surplus/-Deficit	\$122,145		
Asset Acquisitions	\$54,438		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

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

(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

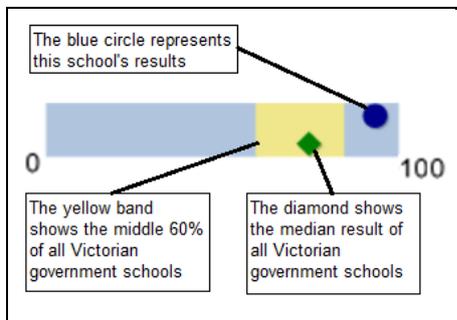
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

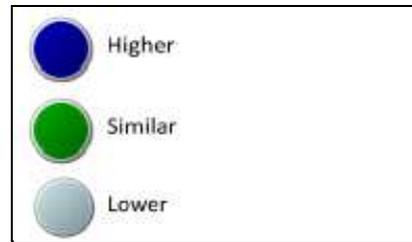


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').