

About Our School

School context

Chelsea Primary School is situated in Chelsea which is a suburb in the south-east bayside area of Melbourne with a total student enrolment of 351 children. Our staff consists of 26 teachers (several part-time) and 20 educational support staff. We also have three administrative staff, a business manager, and two assistant principals, one part-time.

Chelsea Primary School's vision is to be a community of inclusive, innovative, and inspired learners. Supporting this vision are three core values: To build the capacity for students to achieve personal excellence by developing their academic, social, emotional, and creative potential. **Children who enrol at Chelsea PS will become** Confident, adaptable, lifelong learners who are self-motivated and emotionally intelligent citizens of the community and the rapidly changing wider world.

- **Respect** – appreciating diversity and being considerate of how people think and live
- **Responsibility** – empowering students to take ownership of their learning and actions.
- **Resilience** – continually strengthening our capacity to understand challenges and create new possibilities.
- **Relationships** – building strong relationships and connections.

The school's socio-economic profile, based on families' occupations and education, is considered in the low band, which represents a high parent education level and high socio-economic advantage. Our curriculum at CPS reflects the Victorian Curriculum framework, with specialist programs in the visual arts, physical education, music, STEM and a language other than English program (Korean).

Our school, characterised by a mix of heritage and modern facilities, provides an ideal setting for learning and growth. With projections for continued growth, we are committed to maintaining our reputation as a high-performing school grounded in evidence-based practices.

Chelsea Primary School students participate in various enrichment programs, interschool competitions, and extracurricular activities to promote holistic development. Additionally, our dedicated support staff provide targeted intervention programs for students with specific learning needs, ensuring that every student receives the support they require to thrive. Central to our ethos is a commitment to student well-being, facilitated by a dedicated well-being team focused on fostering positive relationships and providing support through various programs and activities.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, learning at Chelsea Primary School focused on 'Improving student learning, with an increased focus on numeracy', in line with a state-wide goal set by the department. We continued to implement the Tutor Learning Initiative (TLI) to reduce potential learning gaps. Our three tutors ran small group sessions with students across all year levels. They worked closely with teachers to align classroom and tutoring sessions, share high-impact teaching strategies, and discuss student progress.

Our NAPLAN numeracy data reflected the high quality of this work. In our year three numeracy results, 81% of our students were in the exceeding or strong band for proficiency level, and 82% of year five students were well above the state average, higher than similar schools' and network averages.

Throughout the year, the literacy learning specialist worked with staff to embed our consistent, systematic, research-based approach to teaching English. The programs at CPS, including Spelling Mastery and the Writing Revolution, continue to be refined, and a consistent approach has been developed across the school. This work focused on strengthening our teaching practice in explicit instruction and providing differentiation groups for students below and above grade level. Staff built knowledge through professional learning sessions and participated in regular classroom observations to give and receive feedback on implementing new skills. Our NAPLAN plan data continued to reflect this work, with CPS recording the highest results in our network for spelling in year 5, 91% representing the exceeding and strong bands.

Student learning data reflected the effectiveness of these strategies and initiatives. Teacher judgements of students in years Prep-6 working at one year above or more in Reading/Viewing increased to 37% in 2023 (up from 34% in 2022). And from 17% one year above in 2022 for Writing compared to 22% one year above in 2023 across the school.

Wellbeing

Chelsea Primary School prides itself on the high level of pastoral care we offer our students. In 2023, we continued to focus on supporting student wellbeing by working to 'mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable, in line with the state-wide goal set by the department.

Chelsea Primary School continued to embed the Resilience, Rights and Respectful Relationships (RRRR) program across the school to support student wellbeing and relaunch our refined SWPBS (School-Wide Positive Behaviour Support). Our Wellbeing PLC planned and implemented parent information communications to share this whole-school approach to wellbeing with our families.

The structure and plans that we implemented in 2023 have positively impacted our Attitudes to School Survey results. Chelsea Primary School was a top 5 school in SEVR for improvement in student endorsement (4-6) of Sense of Connectedness, a 12% improvement from 2022 to 2023. Chelsea Primary School is a choice school regarding our care and support for each student, and we look forward to continuing to support other local schools in their journey throughout 2024.

As part of our wellbeing focus in 2023, Chelsea Primary School concentrated on supporting our at-risk students to participate in a range of Tier 2 interventions. One essential intervention was employing a well-being learning specialist teacher; the learning specialists focused on setting up a whole school plan to track and monitor students who need additional support and further collaborated with the staff to provide a consistent approach. Our well-being learning specialist and assistant principals were able to use their time to implement individual and small-group support sessions. Feedback from students involved was incredibly positive, and we will continue this model in 2024.

Engagement

Engagement encompasses both the engagement of a student in their learning and engagement as measured by attendance.

To measure engagement in reference to learning, the following results were evidenced in the Attitudes to School Survey:

- Providing a stimulated learning environment – 82% (above similar, state & network schools)
- Providing differentiated learning challenges- 84% (same as state, similar, and network schools)
- Wellbeing team members will plan student feedback sessions to unpack "Effective teaching practice for cognitive engagement."

To further promote student engagement, Chelsea Primary School prioritised running student clubs, including the Bluey Club and STEM club, along with the whole school production each year. Throughout 2023, teachers focused on providing academic extension for those working above their year level and making appropriate adjustments to the task, process, or learning environment for those with specific learning difficulties. Many Year 5/6 students participated in the DET High Ability program in writing and maths. Chelsea Primary School emphasised continuity of learning and attendance throughout the 2023 school year. We employed a whole-school approach to monitoring absences, with year-level leaders and classroom teachers checking in with students and contacting home if there were concerns. Year-level leaders also shared best practices for monitoring attendance in team meetings, including unexplained absences, ongoing absences and punctuality. As a result, our school's average attendance rate of students missing more than 10 days for the year decreased from 7.10% in 2022 to 3.16% in 2023.

Financial performance

In 2023, to accommodate the growing number of enrolments, we used some of the school's surplus to fund the creation of flexible walls to separate spaces and classrooms. These classrooms also needed furniture and equipment. Painting was also completed in areas where it was needed, as well as our main school heritage building exterior was painted in 2023.

The surplus was used to top up our CRT budget twice during the year to replace staff who were sick with COVID-19-positive or ill.

The overall staffing FTE has increased slightly, to staff further tutors and learning specialists in curriculum and wellbeing.

The leadership team has strategically budgeted throughout 2023 to ensure the school stays in surplus for 2024. Our surplus in 2024 is looking healthy; some of these funds will be used to add to capital works currently underway and continue to upgrade our school facilities and buildings.

The total funds available to the school at the end of the school year and its overall financial position remains strong and allows the school to fund future improvement projects. We have a projected surplus, with the figure to be (approx. 200,000) confirmed once the reconciliation process is finalised in 2024.

For more detailed information regarding our school please visit our website at
<https://www.chelseaps.vic.edu.au/>

Draft