

# 2017 Annual Report to the School Community



School Name: Chelsea Primary School

School Number: 3729



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2017 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 28 April 2018 at 02:45 PM by Jan Smith (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 2017 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 30 April 2018 at 04:24 PM by Amelia Mastorakos (School Council President)



## About Our School

### School Context

As a learning community, Chelsea Primary School provides the opportunity for students to achieve personal excellence by developing their academic, social, physical and creative potential.

We aim to prepare our students for the future by developing clear thinkers and decision makers who are active and effective citizens in their local and global community.

Our vision is to create a passionate learning community that inspires challenges and supports all students to achieve to their full potential.

Our school promotes connectedness, through the building of positive relationships and mutual respect, as we share our cultural backgrounds and celebrate our diversity within a supportive school-wide atmosphere. We pride ourselves on enabling each student to develop a sense of belonging; to make contributions and be valued as individuals.

Our students are encouraged to take responsibility for striving to achieve their best, seeking answers through curiosity and demonstrating resilience by welcoming challenges and learning from mistakes. We place particular emphasis on our professional and highly motivated staff, in partnership with parents and the wider community, being actively involved in our students' learning and interest in this lifelong process.

Chelsea Primary School is located in an established residential bayside area of southern Melbourne. There are currently 250 students enrolled at the school, with projections for increased enrolments over the next three years. The school opened in 1912 and comprises of a beautiful, two-story red brick heritage building, art, music and multipurpose buildings as well as open plan learning spaces. The modern playgrounds and school vegetable garden are a highlight for attending children. This developing school is conveniently located within close proximity to useful amenities such as Chelsea Station, the Chelsea shopping centre, Chelsea Beach, Town Hall, Library and Bicentennial Park. Term 4 saw the opening of the new Chelsea Kindergarten. This modern and innovative building was constructed on CPS land and will provide a wonderful opportunity to create connections as a feature of our Kinder-prep transition program.

Our school prioritises nurturing and educating children, implementing a comprehensive and challenging inquiry based approach to learning, with particular focus on Literacy and Numeracy. This year saw the introduction of the Year 4 cohort to the Year 5-6 Students Attitudes to School Survey. The fantastic results showed how we strive and are achieving improvement and growth. We pride ourselves on the very positive attributes the children know they are getting at Chelsea Primary in areas such as the teacher effectiveness and the stimulated learning provided, through to their connectedness to peers.

Outside of school hours, parents can utilise the highly regarded before school and after school care program run by the City of Kingston on site. During school hours, students from prep to year six can enjoy weekly timetabled sessions of Korean Language, Technology, Art, Science (CLIL) Music and Physical Education and have the opportunity to participate in Keyboard, Guitar and Taekwondo lessons from external providers. Students have access to a range of technology including interactive whiteboards, iPads, desktop and notebook computers. Throughout their years at Chelsea Primary, children will also enjoy opportunities to attend camps, swimming and lifesaving programs; compete in various interschool, and district sporting activities. A highlight of their attendance is the annual whole school production. Members of the educational support staff facilitate intervention programs for identified students. Our Specific Learning Difficulties leader provides a comprehensive assessment and teaching program for students identified at risk.

The wellbeing of our students is a high priority. Our Primary Wellbeing Officer works with the wellbeing team with a clear focus of building positive relationships within the school community through many beneficial and recognised programs and activities. Fun time lunchtime clubs operate every day with activities such as Choir, Creative Play, Green Team, Drumming, Korean, Drawing, Games and Book, Drama Club and Art.

Our students are active members of the school community. Student leaders conduct school assemblies, facilitate sports borrowing at lunchtimes, are trained as peer mediators and conduct student-led lunchtime activities. The Student Voice Team has elected members from each class, as does the Green Team.

Our community is culturally and linguistically diverse and the school has developed close links and shared skills and knowledge with reputable organisations in the wider neighborhood. We have a celebrated partnership with parents who are participating as members of School Council, Friends of Chelsea, as classroom helpers or at working bees, inviting and encouraging families to join their children's learning journey.



## Framework for Improving Student Outcomes (FISO)

The school has chosen to focus on the FISO initiatives Building Practice Excellence and Curriculum planning and assessment. The key improvement strategies implemented for Building Practice Excellence were to develop the Chelsea PS Teaching and Learning Framework. This incorporated Professional Learning Team focusing on the work of Doug Lemov-Teach Like a Champion. The purpose of this initiative is to build student engagement, consistency and quality of teaching across the school. The TRIAD model of teacher observation and feedback continued providing teachers with regular feedback and appraisal of their teaching to develop their practice. During 2017, all teams regularly discussed teaching and learning strategies. Teachers implemented strategies based on feedback to improve practice. Reflection of teaching practice formed evidence for Professional Practice Days to be conducted in 2018.

Curriculum planning and assessment improvement strategies included teachers planning for and teaching

- CAFÉ reading
- Introduction and trialing of Writer's Notebook
- Factors of effective mathematics teaching
- Victorian Curriculum – align Literacy, Numeracy and Inquiry
- Scope and Sequence documents aligned to the Victorian Curriculum have been developed for Literacy, Numeracy and Inquiry learning. There is a school wide approach to the implementation of CAFÉ reading,
- We are continuing to develop a whole school Writing approach and Mathematics program.

## Achievement

The goal for achievement was for all students deemed capable to demonstrate at least 12 months' growth in 12 months. Supporting this goal was the implementation of differentiated teaching in Mathematics with a focus on pre/post test data analysis school wide. Teachers plan lessons according to student need. Education support staff implement programs to support individual students' knowledge of phonics. Lessons are taught with explicit focus. All students are introduced to the learning objective for the lesson and know the success criteria. Students set goals for their learning during individual conferences with their teachers.

Professional learning for staff focused on identifying students with learning difficulties, improving teacher practice through the work of Doug Lemov and supporting students affected by trauma.

There were set targets for NAPLAN results in reading writing and numeracy. The school met the targets for Reading growth but was below target for Writing and Numeracy.

## Engagement

Students have been encouraged to engage with reading through the CAFÉ reading approach. We continue to increase the number and quality of reading materials available and participation in the Premier's Reading Challenge. The cover photo of this Annual Report demonstrates the success of this strategy as 87% of our 259 students received a participation certificate. The target of students participating was well exceeded.

Teacher judgement for reading demonstrates all students deemed capable have made at least 12 months growth in 12 months.

Fountas and Pinnell reading assessment were completed F – 6 with teachers regularly analysing and tracking student learning with a focus on comprehension.

Teacher observations of reading behaviours confirm increased engagement and reading stamina. All students sustain silent reading for at least 15 minutes daily.

The Student Attitudes to School Survey showed our Year 4 and 5 boys to show a decrease in school engagement. Our focus for 2018 will continue to be focused on lifting these results.

The target for Parent Opinion Survey Student Motivation Variable to remain in the 4th quartile.

The target for Staff Opinion Survey Trust in Students and Parents variable exceeded the state mean.



For 2018, the school plans to continue to develop contemporary teaching practices that will engage and motivate students to learn. All staff will focus on High Impact Teaching Strategies- Setting Goals and Differentiated Teaching. Parents will be kept informed about teaching and learning via class Dojo, Skoolbag and school newsletter articles.

## Wellbeing

During 2017, a formal leadership-training program continued to develop across the school. Our school leaders attended the Halogen Leadership Program and as a result implemented leadership training for their peers.

Established Student Voice opportunities continue to build. Students participated in a student voice survey. Junior and senior student voice teams continue and team members attend regular meetings. Students identified, developed and completed projects, such as fundraising for a water bubbler, environmental improvement and book fairs to improve the school.

The Year 5/6 students conducted Student Lead Interviews (SLI), which received with high praise and feedback from our parent community. The SLI will be introduced for Year 3-4, and continue for Year 5/6 in 2018.

The Wellbeing Team revised and redeveloped the Student Wellbeing Policy and Behaviour Rubric linked to the school values. A program explicitly teaching the school values was implemented school wide.

We continued to use the SPA reporter program for reporting to parent's in 2017. This continued to give us more problems and we are going to change the reporting program in 2018.

In 2018, the school plans to engage with the staff and wider community to seek feedback and provide information about the reporting process.

For more detailed information regarding our school please visit our website at  
[www.chelseaps.vic.edu.au](http://www.chelseaps.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	
<p><b>Enrolment Profile</b></p> <p>A total of 259 students were enrolled at this school in 2017, 122 female and 137 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><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> Similar</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> Lower</p> <p> Similar</p> <p> Higher</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><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 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>41%</td> <td>44%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>44%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>30%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>44%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>48%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	41%	44%	15%	Numeracy	15%	44%	41%	Writing	44%	30%	26%	Spelling	30%	44%	26%	Grammar and Punctuation	26%	48%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Numeracy	15%	44%	41%																							
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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><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</p> <p><b>School Comparison</b> 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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <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>93 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	95 %	94 %	95 %	94 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	95 %	94 %	95 %	94 %	92 %										



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></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>Results: 2017</p>	Higher

# 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)

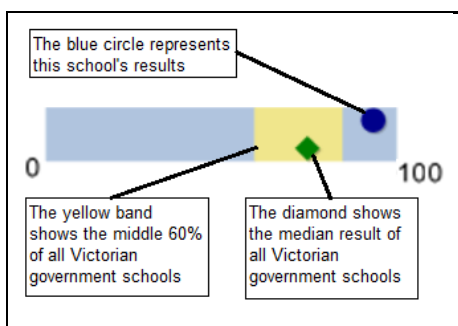
### Engagement

- 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).

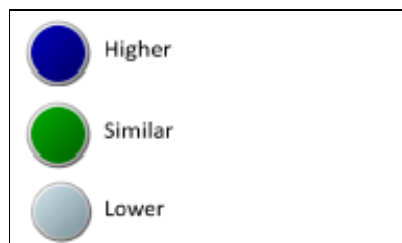


## What does *School Comparison* refer to?

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*' 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').



## Financial Performance and Position

### Financial performance and position commentary

An increase in the number of Casual Relief teachers employed to cover the cost of staff on leave added to the deficit by approximately \$9000.

The School Council Grants and Fundraising Committee was formed to attract further revenue. This committee successfully introduced new fundraising activities and raised funds to install a section of boundary fencing. Our October fete raised \$7000.

Grants from the Commonwealth Government included \$8 900 from the Sporting Schools Grant and funds teachers for supervision of student teachers amounted to \$18,000

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,837,789	High Yield Investment Account	\$52,376
Government Provided DET Grants	\$203,172	Official Account	\$14,425
Government Grants Commonwealth	\$29,379	Other Accounts	\$2,218
Government Grants State	\$1,706	<b>Total Funds Available</b>	<b>\$69,019</b>
Revenue Other	\$12,293		
Locally Raised Funds	\$189,711		
<b>Total Operating Revenue</b>	<b>\$2,274,050</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$18,239		
<b>Equity Total</b>	<b>\$18,239</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,788,365	Operating Reserve	\$24,508
Books & Publications	\$824	Maintenance - Buildings/Grounds incl SMS<12 months	\$7,779
Communication Costs	\$6,992	Revenue Receipted in Advance	\$16,733
Consumables	\$37,313	Repayable to DET	\$20,000
Miscellaneous Expense <sup>3</sup>	\$149,987	<b>Total Financial Commitments</b>	<b>\$69,019</b>
Professional Development	\$4,825		
Property and Equipment Services	\$116,373		
Salaries & Allowances <sup>4</sup>	\$40,244		
Trading & Fundraising	\$25,443		
Travel & Subsistence	\$2,778		
Utilities	\$17,404		
Adjustments	(\$24,337)		
<b>Total Operating Expenditure</b>	<b>\$2,166,210</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$107,841</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		



- (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 05 March 2018 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.*