

## 2014 Annual Report to the School Community

Chilwell Primary School

School Number: 2061



Name of School Principal:

Gavan Welsh

Name of School Council President:

Ben Woodman

Date of Endorsement:

16/3/2015

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Chilwell Primary School, established in 1878, is located in Newtown and has a current enrolment of 364. Chilwell is a family oriented school with a strong partnership with the community. The school community shares a strong vision and commitment to providing the best opportunities for students in a vibrant and purposeful atmosphere. Chilwell creates a learning environment for all students and staff in which the principles of care, courtesy and respect for the rights and property of all individuals are valued. A school Chaplain is based at our school with the role of complimenting our Student Engagement Policy. Classroom programs focus on developing a positive and cooperative learning environment in which children can achieve their potential in all curriculum areas. The school provides a sequential and inclusive curriculum based on AUSVELS, enhanced by Learning Technologies and guided by Early Years and Middle Years and 21<sup>st</sup> Century Learning philosophies. Teachers remain committed to continuous professional development. Team planning of curriculum and Professional Learning Teams promote a shared pedagogy, which is driven by assessment data and supported by e5 Instructional Model, Literacy, Numeracy and Learning Technology Coaching. Literacy, Numeracy and ICT are our curriculum strengths. We currently have 23 equivalent full-time staff: 2 Principal class, 17.9 teachers and 3.4 Education Support Staff. Significant support from the school community has once again been shown through our major fundraising efforts with the Food Fair.

### Achievement

Chilwell's Student Learning Data is extremely strong. Our data from Victorian Essential Learning Standards (AUSVELS) and the National Assessment Program, Literacy and Numeracy in Years 3 and 5, (NAPLAN) are higher when compared to other Victorian Government Schools and to schools with a similar student cohort. These strong results in AUSVELS and NAPLAN have been maintained over many years. Data expressing learning gain between Year 3 to 5 in NAPLAN evidence the "value added" which has resulted from our clear emphasis on Literacy and Numeracy. Over the past 5 years our trend data in these key areas has been consistently higher than the median of all Victorian Government Schools. Literacy and Numeracy coaches support teachers to develop individual and team teaching and learning practice. All staff are engaged in Professional Learning Teams on a regular basis, discussing pedagogy, assessment and learning strategies and undertaking learning walks. Reading Recovery operates in Year 1. Students identified 'at risk' are monitored and Individual Learning Improvement Plans are devised to support learning needs. Catch Up Literacy and Numeracy programs are also available. Literacy and Numeracy Plans combined with data analysis drive a cohesive pedagogical approach. Curriculum Priorities are

- 7 steps in writing success program
- Student goal setting for learning
- Implementation of the Australian Curriculum - AUSVELS
- Big 4 (Learning Intentions, Success Criteria, Quality Tasks, Feedback).
- Implementation of a bring your own device program in Years 3-6.

### Engagement

Attendance: Attendance across all year levels is well above 90 per cent. The school continues to monitor absences. If a child is absent for over 3 days without an explanation, contact is made with the family to discuss reasons for the absence. Chilwell implements a Student Engagement Policy (Revised in 2014) which focuses on the five "You Can Do It" foundations 'Getting Along, Confidence, Organisation, Persistence and Resilience.' The Attitudes to School Survey tracks opinions from Year 5/6 students in the areas of Wellbeing, Teaching and Learning and Student Relationships. Data for 2014 is above the State median and similar to schools of a like nature. Data from the survey is analysed and feedback given from the students continues to provide focus areas and guides welfare considerations for the Grade 5/6 teachers and students. Network support is sought for students who may require speech therapy, social work or psychological assistance. We attained e-Smart accreditation in 2012 and have continued our e-Smart program which is a Government initiative to combat Cyber Bullying and educate staff, students and the community about Cyber Safety. Staff also provide a large number of extra curricula activities including lunchtime library and Art sessions, school band, camps and excursions to support learning, guitar group, leadership opportunities in year 5/6, and numerous sporting events/competitions.

## Wellbeing

A comprehensive transition program operates at Chilwell for students/teachers who are new to the school, students who move to the next grade level, Prep and Grade 6 students. The school mean for Transitions, as indicated in the Parent Survey, was 6.01 out of a possible 7.0

Prep teachers are assigned and made known to the school community early in Term 4 and conduct a Transition program from Kinder to Prep. Prep teachers meet with children individually in the first five weeks of the new school year to get to know each student and to complete initial assessments. Parent Information Sessions are an important component of our Prep Transition Program.

At the end of the year teachers from each year level meet to discuss student learning needs, exchange student information, data and student portfolios. Learning Goals, based on AUSVELS have been developed by staff to “track” and report on student progress.

Induction of new staff also begins at this time.

Grade 6 students attend a range of government and private secondary schools orientation programs. Grade 6 Graduation and end of year activities enable the whole school community to celebrate the year.

Resilience was a focus for 2014 in Wellbeing with guest Hugh Van Cuylenburg visiting our school.

In 2015 Chilwell will maintain high expectations of students, staff and parents and continue to develop and refine existing transition processes and programs, including staff induction.

## Productivity

This area comments on the manner in which the school uses its human, financial and physical environment to facilitate the best learning outcomes. Chilwell’s allocation of funds is based on a review of the previous year’s operation and spending to inform allocations for the upcoming year. This is also in line with the school’s goals/priorities, as expressed in the Annual Implementation Plan. The appointment of coaches, as previously noted, is aimed at increasing teacher capacity to both support and challenge our children. Although on a small site we have strived to maximize the usable space available with a goal of providing play areas.

Development and maintenance of play equipment and buildings has been a priority. Our community has been very generous through donation to our Library and Building funds which provide resources to maintain and improve the site.

Workforce planning will continue to be an important part of the operation of the school as we strive to maximize talents, challenge children and cater for the challenges of a progressive educational facility.

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

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 368 students were enrolled at this school in 2014, 182 female and 186 male.

<p><b>Overall socio-economic profile</b></p> <p>Based on the school's Student Family Occupation index which takes into account parents' occupations.</p>	
<p><b>Proportion of students with English as a second language.</b></p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on school climate derived from the annual <i>School Staff survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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>



## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■  
Result for this school: ● Median of all Victorian government 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>56%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>54%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>54%</td> <td>34%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>48%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>56%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	56%	34%	Numeracy	18%	54%	28%	Writing	12%	54%	34%	Spelling	20%	48%	32%	Grammar and Punctuation	16%	56%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary





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Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="568 824 1042 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	95 %	95 %	94 %	95 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	94 %	95 %	95 %	94 %	95 %										



## Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>



# How to read the Performance Summary

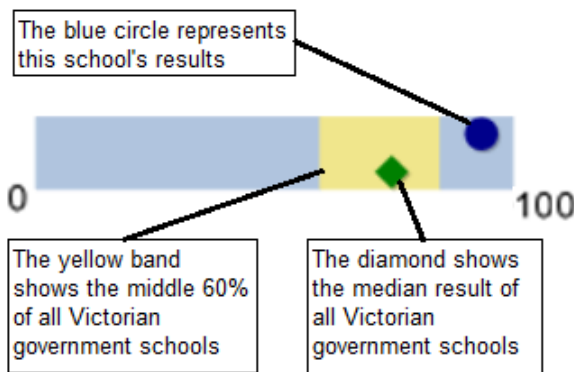
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

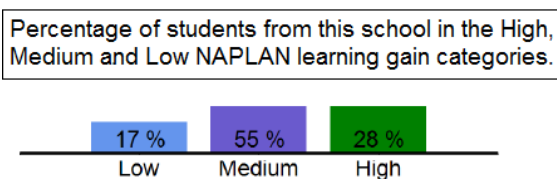
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



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

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Revenue	Actual
Student Resource Package	\$2,308,566
Government Provided DE&T Grants	\$282,397
Government Grants Commonwealth	\$40,032
Revenue Other	\$16,208
Locally Raised Funds	\$410,668
<b>Total Operating Revenue</b>	<b>\$3,057,872</b>

Expenditure	
Student Resource Package	\$2,195,741
Books & Publications	\$10,389
Communication Costs	\$4,167
Consumables	\$80,876
Miscellaneous Expense	\$110,675
Professional Development	\$16,409
Property and Equipment Services	\$189,221
Salaries & Allowances	\$202,704
Trading & Fundraising	\$79,798
Utilities	\$33,273
<b>Total Operating Expenditure</b>	<b>\$2,923,255</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$134,617</b>
<b>Asset Acquisitions</b>	<b>\$15,500</b>

### Financial Position as at 31 December, 2014

Funds Available	Actual
High Yield Investment Account	\$194,646
Official Account	\$3,338
Other Accounts	\$202,281
<b>Total Funds Available</b>	<b>\$400,264</b>

Financial Commitments	
Operating Reserve	\$108,484
Asset/Equipment Replacement < 12 months	\$25,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$28,000
Revenue Received in Advance	\$2,750
School Based Programs	\$3,100
Provision Accounts	\$3,400
Asset/Equipment Replacement > 12 months	\$41,530
Maintenance -Buildings/Grounds incl SMS>12 months	\$188,000
<b>Total Financial Commitments</b>	<b>\$400,264</b>

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

Chilwell has continued to maintain a healthy budget during 2014. This may be directly linked to the continued strong community support where significant funds are either raised through fundraising, voluntary contributions or donated through Building and Library Funds. Our net operating surplus shows a \$134,617 surplus. The Finance sub committee chaired by Ben Woodman has overseen the financial commitments and position at its monthly meetings. The staff has managed budgets in a manner which has focused on goals and children's learning.

We have maintained a reserve fund which shows forward planning. Reserves to cover replacement of the synthetic surface on the oval, depreciation and replacement of white goods/photocopies and replacement of the boundary fence have been invested in readiness for use.

Overall figures for 2014 have not altered dramatically from those of 2013, however figures from the Government are now shown as total Student Resource Package(SRP) which includes staff wages.