

2015 Annual Report to the School Community

Chilwell Primary School

School Number: 2061



Name of School Principal: Chilwell Primary School

Name of School Council President: Mr Ben Woodman

Date of Endorsement: _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 2015.

About Our School

School Context

Chilwell Primary School, established in 1878, is located in Newtown and has a current enrolment of 351. 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/Victorian Curriculum, enhanced by Learning Technologies and guided by Early Years and Middle Years and 21st 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 and Numeracy Coaching. Literacy, Numeracy and ICT are our curriculum focus and strengths.

We currently have equivalent full-time staff: 2 Principal class, 18.98 teachers and 3.6 Education Support Staff.

Significant support from the school community has once again been shown through our major fundraising efforts with the Food Fair.

Achievement

Student Learning data continues to be strong NAPLAN data continues to show the school operating at a level higher than both the State and National levels in all areas assessed. This is again reflected in results from teacher judgments against AUSVELS. These results have been maintained over many years. The results for Relative Academic Growth between Years 3 and 5 in NAPLAN further illustrates the consistency of the achievement. The growth between these 2 years has consistently seen a shift of children from low growth into medium growth and medium growth into high growth.

Learning Technology, 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.

Year Prep, Grade 1 and 2 classes all have low teacher to student ratios to assist in the teaching and learning of Literacy and Numeracy. 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 also operated throughout the school.

Curriculum priorities for the year:

- *Implementation of a bring your own device program.

- *Teachers using Learning Intentions, quality tasks, success criteria and feedback in the program.

- *Embedding the 7 steps of writing.

- *Student goal setting as part of increasing student voice.

Engagement

Attendance across all year levels continues to be lower in all levels against State and Regional levels. 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.

The attitudes to school survey tracks opinions from the year 5/6 students on a variety of topics. Data shows our mean factor score in all areas are above both the State and Region data. Data analysis is undertaken even with these results and areas which show a concern from the expected levels are addressed. Areas are under the general headings of Student Relationships, Wellbeing and Teaching and Learning.

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 undertake to provide lunchtime library sessions, school band, camps and excursions to support learning, guitar group, leadership opportunities in year 5/6, and numerous sporting opportunities during 2015.

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 in 2015 was 5.96 which is above both the School Type (5.88) and State (5.78) results.

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. Induction of new staff also begins at this time.

Grade 6 students attend a range of government (approx. 20%) and private (approx. 80%) secondary school's orientation programs.

Grade 6 Graduation and end of year activities enable the whole school community to celebrate the year.

In 2016 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 students. 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 the play equipment and buildings has been a priority. Our community has been very generous in supporting these goals through donations and working bees. We also received 2 Government grants which assisted in construction of a perimeter fence and a redevelopment of the old building- administration and classroom areas. Workforce planning will continue to be an important part of the operation of the school as we strive to balance returnees to the school, expertise of staff and cater for the changing challenges of modern education.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 371 students were enrolled at this school in 2015, 184 female and 187 male. There were 3% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.







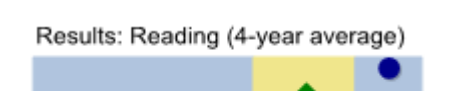







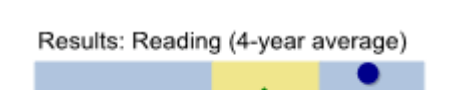
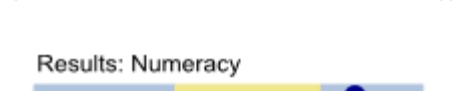





Performance Summary

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

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"> English Mathematics <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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

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

Performance Summary

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




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%, 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>17%</td> <td>51%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>6%</td> <td>57%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>47%</td> <td>36%</td> </tr> <tr> <td>Spelling</td> <td>4%</td> <td>40%</td> <td>55%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>60%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	51%	32%	Numeracy	6%	57%	36%	Writing	17%	47%	36%	Spelling	4%	40%	55%	Grammar and Punctuation	17%	60%	23%	<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>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. 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 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>92 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	94 %	95 %	95 %	95 %	96 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	94 %	95 %	95 %	95 %	96 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

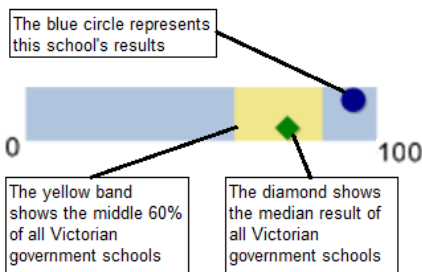
What are student outcomes?

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.



What is a School Comparison?

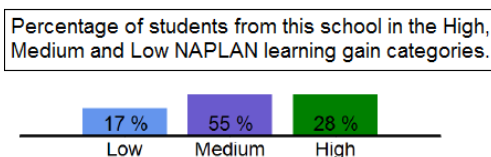
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of 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.

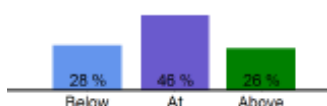
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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.

staff requests.

We have a reserve fund which covers aspects of the school such as replacement of the synthetic surface on the oval, photocopiers and long term planning requirements.