

## 2013 Annual Report to the School Community

Chilwell Primary School

School Number: 2061



Name of School Principal:

Gavan Welsh

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Name of School Council President:

Grant Boyd

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Date of Endorsement:

March 31, 2014

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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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

## About Our School

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 VELs/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, PoLT, Literacy and Numeracy Coaching. Literacy, Numeracy and ICT are our curriculum strengths.

We currently have 23 equivalent full-time staff: 2 Principal class, 17.9 teachers and 2.4 Education Support Staff.

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

Achievement	Engagement	Wellbeing
<p>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. Over the past 5 years our trend data in these key areas has been consistently higher than the median of all Victorian Government Schools.</p> <p>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 support staff employed 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 program was also introduced.</p> <p>Literacy, Numeracy Plans and data analysis drive a cohesive pedagogical approach. Curriculum Priorities are</p> <ul style="list-style-type: none"> <li>• 7 steps in writing success program</li> <li>• Student goal setting for learning</li> <li>• Implementation of the Australian Curriculum - AUSVELs</li> <li>• Big 4 (Learning Intentions, Success Criteria, Quality Tasks, Feedback).</li> </ul>	<p>Attendance: Attendance across all year levels is above 93 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 which focuses on the five "You Can Do It" foundations 'Getting Along, Confidence, Organisation, Persistence and Resilience.'</p> <p>The Attitudes to School Survey tracks opinions from Year 5/6 students in the areas of Wellbeing, Teaching and Learning and Student Relationships. Results in the area of Student Relationships, Wellbeing and Teaching and Learning results are all above Region and State means. These excellent results remain stable over the past 5 years. 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.</p> <p>Network support is sought for students who may require speech therapy, social work or psychological assistance.</p> <p>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.</p> <p>Staff also undertake to lunchtime library sessions, school band, camps and excursions to support learning, guitar group, leadership opportunities in year 5/6, and numerous sporting opportunities.</p>	<p>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 has increased since 2011 remains above the state mean.</p> <p>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.</p> <p>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.</p> <p>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. In 2014 Chilwell will maintain high expectations of students, staff and parents and continue to develop and refine existing transition processes and programs, including staff induction.</p> <p>Resilience will be a focus for 2014 in Wellbeing with guest Hugh Van Cuylenburg visiting our school</p>

## 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 351 students were enrolled at this school in 2013, 165 female and 186 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### 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.



Please note: The Staff Opinion Survey was not conducted in 2013.

## 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 Relative Growth Year 3 - Year 5</b></p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>54%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>51%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>52%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>7%</td> <td>61%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>48%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	54%	25%	Numeracy	20%	51%	29%	Writing	20%	52%	28%	Spelling	7%	61%	33%	Grammar and Punctuation	22%	48%	30%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="560 792 1038 891"> <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>95 %</td> <td>95 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	95 %	95 %	93 %	95 %	94 %	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	95 %	95 %	93 %	95 %	94 %										

## 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>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Higher</p> <p> Similar</p>



# How to read the Performance Summary 2013

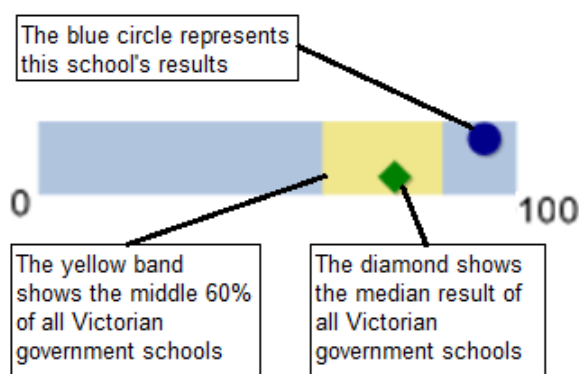
## What are student outcomes?

*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 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.

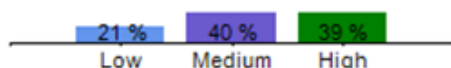
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. 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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 31st December, 2013

### Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$385,773
Government Grants Commonwealth	\$28,912
Revenue Other	\$17,944
Locally Raised Funds	\$379,349
<b>Total Operating Revenue</b>	<b>\$811,977</b>

Funds Available	Actual
High Yield Investment Account	\$204,779
Official Account	\$3,143
Other Accounts	\$197,372
<b>Total Funds Available</b>	<b>\$405,295</b>

Expenditure	
Books & Publications	\$14,341
Communication Costs	\$7,290
Consumables	\$71,998
Miscellaneous Expense	\$121,887
Professional Development	\$11,946
Property Maintenance	\$100,775
Salaries & Allowances	\$257,423
Trading & Fundraising	\$78,285
Utilities	\$25,450
<b>Total Operating Expenditure</b>	<b>\$689,397</b>

Financial Commitments	
Operating Reserve	\$112,335
Asset/Equipment Replacement < 12 months	\$9,584
Capital - Buildings/Grounds incl SMS<12 months	\$8,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$30,000
Revenue Received in Advance	\$5,050
School Based Programs	\$4,410
Asset/Equipment Replacement > 12 months	\$41,800
Capital - Buildings/Grounds incl SMS>12 months	\$4,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$190,000
<b>Total Financial Commitments</b>	<b>\$405,179</b>

**Net Operating Surplus/-Deficit** **\$122,580**

**Asset Acquisitions** **\$5,082**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

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

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary

Chilwell Primary School's Financial Performance and position is directly linked to the continued and strong level of community support where significant funds were raised via the Annual Food Fair, increased levels of parental contribution and voluntary donations to the Building Fund. The 2013 Financial Performance statement shows a net Operating Surplus of \$122,580. The Finance Committee has continued to do an excellent job of overseeing the financial position of the school. Of note in the finances:

Government Provided Grants increased by approximately \$100,000 due to monies transferred from Student Resource sources (Staffing) to cover an increase in \$80,000 expenditure on staffing (Emergency Teacher employment) due to increased absenteeism caused by illnesses.

Increases in monies held for replacement purposes-\$41,800(Asset replacements/ Reserves) and \$190,000 (Oval). These have been identified as reserves to plan for a secure financial future.

