

2016 Annual Report to the School Community



School Name: Chilwell Primary School

School Number: 2061



Name of School Principal:	Gavan Welsh
Name of School Council President:	Ben Woodman
Date of Endorsement:	20 /3/2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Chilwell Primary School is located in Newtown with a current enrolment of 377 students. Chilwell is a family orientated school with a strong partnership with the community. Chilwell creates a learning environment for all students & staff in which the principles of care, courtesy & respect for the rights and property of all are valued. A school Chaplain is appointed to our school; the role is integrated with our Student Engagement Policy.

Classroom programs focus on developing a positive & cooperative learning environment in which children can achieve their potential in all curriculum areas. The school provides a sequential & inclusive curriculum based on the [Victorian Curriculum](#) (2017), enhanced by Learning Technologies ([BringIT2Chilwell iPad program](#)) and guided by Early Years & Middle Years philosophies. Teachers remain committed to continuous professional development. Team planning of curriculum and Professional Learning Teams promote a shared pedagogy, are driven by assessment data and supported Literacy, Numeracy and ICT Coaching. While Literacy, Numeracy & ICT are our curriculum strengths we have high quality specialist teaching programs in Physical Education, Visual Arts, LOTE (Italian) and Science (new in 2017) and a Library. This school has 24.5 equivalent full time staff, 2 principal class officers, 21 teachers and 6 Education Support staff.

Framework for Improving Student Outcomes (FISO)

2016 was a year of Review for the school and the last of four Annual Implementation plans. Subsequently a new Strategic Plan (2017-2020) has been developed based on the previous four years of consistently outstanding results. The school is committed to 'Excellence in teaching and learning' (FISO Improvement Priority) and in particular 'Building practice excellence' and 'curriculum planning and assessment' (FISO improvement Initiatives). As a school we are aiming to strengthen the capacity of teachers and students to create a student centered learning environment using data and feedback as regular part of the student-teacher-parent dialogue. Staff will use data and moderate effectively to implement precise targeted teaching, while implementing an agreed instructional model of teaching in English and Mathematics.

Coaching (in Literacy, Numeracy and ICT), Learning Walks, Staff's Professional Development Processes, Scheduled Meetings (Action Research Teams and Professional Learning Communities) with a purpose, allow quality conversations and professional knowledge to be gained, challenged and strengthened.

Achievement

Student achievement at CPS has continued to remain consistently outstanding due to high quality teaching from committed staff. Recent NAPLAN results have seen us consistently outperform other school within the Region and those schools deemed similar to us. Staff have interrogated data, developed and implemented teaching and learning strategies that allow students to reach their potential. Staff have a passion for teaching and learning and continuous improvement in themselves. The school provides many support mechanisms for those who may be below expected levels of achievement, but also provide opportunities that cater for extension and further development. While the academic results are outstanding, the development of the whole child is integral and a strong wellbeing component is evident within the school. We have a very strong and effective link with our Student Support Services and Chilwell's teaching staff are quick to identify where support is required.

Student Learning Outcomes are heavily supported by experienced and dedicated staff that engage in professional learning within the school (Learning Walks, Coaching and Action Research Teams) and have access to external professional development that is supported by a significant budget line. This results in increased teacher pedagogy which in turn enables higher quality teaching and learning programs for the students. Staff continually support one another and offer feedback to ensure we are all exceeding our potential.



Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student opinion survey data has also been interrogated by staff and subsequent changes are put in place from this feedback. The further implementation of the Inquiry Based Learning (IBL) program, Student leadership opportunities and the BringIT2Chilwell iPad program are just some of the major initiatives that we have undertaken. Quality specialist programs in PE & Sport, Visual Arts, LOTE (Italian), Information Communications Technology (ICT), and the introduction of Science in 2017, combined with School Camps, Excursions, incursions, clinics, Lightning Premiership sports days, Lunch time Art sessions, access to the library are all strategies that enhance engagement.

Wellbeing

Wellbeing at CPS is based on a preventative approach and partnerships with parents and families. Clear, open and honest communication has enabled staff to develop strong links within the community and trust so that when an issue arises, we can work through it together. The Buddies program for Prep & 5 students continues to grow, eSmart accreditation, cybersafety sessions, parent helper training sessions, the employment of a Chaplain (who delivers Friendship programs, counselling, etc) and the introduction of Smiling Minds have resulted in a positive, safe, calm and caring environment.

Guest speakers have been targeted to help the school address issues from within the community and our Chaplain works with families to put support avenues in place when required. SENTRAL is being implemented on a multifaceted approach for recording Wellbeing issues, through to student data being tracked and analysed. Reports are distributed and accessible as well as absence data. Communication and the positive relationships staff build with parents and carers underpin all the processes in place and we welcome conversations about issues to prevent them from becoming bigger issues. The school has clear rules and expectations and the students respond very well to them.

For more detailed information regarding our school please visit our website at [\[http://chilwellps.vic.edu.au/\]](http://chilwellps.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 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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 377 students were enrolled at this school in 2016, 192 female and 185 male. There were 4% 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 and Education index which takes into account parents' occupations and Education.



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 judgment 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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</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 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> Higher</p> <p> Higher</p> <p> Higher</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> Similar</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>15%</td> <td>43%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>55%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>40%</td> <td>42%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>53%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>42%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	43%	42%	Numeracy	13%	55%	32%	Writing	19%	40%	42%	Spelling	9%	53%	38%	Grammar and Punctuation	30%	42%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	15%	43%	42%																							
Numeracy	13%	55%	32%																							
Writing	19%	40%	42%																							
Spelling	9%	53%	38%																							
Grammar and Punctuation	30%	42%	28%																							



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: ◆

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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>96 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	96 %	94 %	94 %	94 %	96 %	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	96 %	94 %	94 %	94 %	96 %										



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:

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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

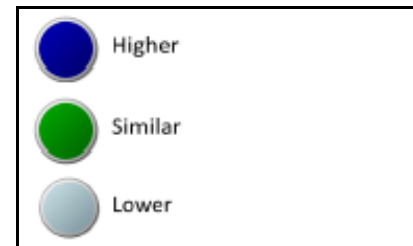
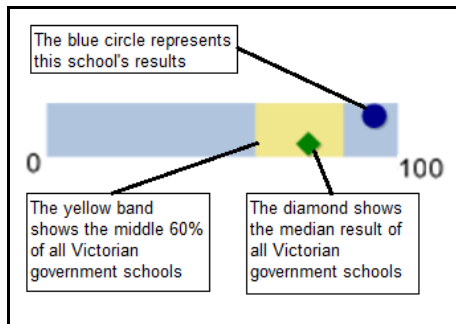
What are student outcomes?

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, P-12 and specialist schools, 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.

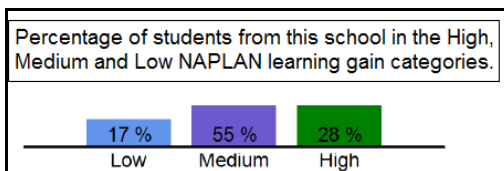
You can see these results for the latest year, as well as the average of the last four years (where available).

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 are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,645,366
Government Provided DET Grants	\$289,604
Government Grants Commonwealth	\$63,534
Revenue Other	\$12,381
Locally Raised Funds	\$426,344
Total Operating Revenue	\$3,437,229

Expenditure	
Student Resource Package	\$2,541,563
Books & Publications	\$2,612
Communication Costs	\$4,981
Consumables	\$106,871
Miscellaneous Expense	\$130,633
Professional Development	\$13,131
Property and Equipment Services	\$188,013
Salaries & Allowances	\$228,274
Trading & Fundraising	\$96,867
Utilities	\$30,103

Total Operating Expenditure **\$3,343,047**

Net Operating Surplus/-Deficit **\$94,182**

Asset Acquisitions **\$10,700**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$296,264
Official Account	\$1,323
Other Accounts	\$174,500
Total Funds Available	\$472,086

Financial Commitments	
Operating Reserve	\$119,330
Asset/Equipment Replacement < 12 months	\$119,230
Capital - Buildings/Grounds incl SMS<12 months	\$2,000
Revenue Received in Advance	\$5,240
School Based Programs	\$30,000
Provision Accounts	\$6,000
Other recurrent expenditure	\$36,286
Maintenance -Buildings/Grounds incl SMS>12 months	\$154,000
Total Financial Commitments	\$472,086

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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.

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.