

# 2018 Annual Report to The School Community



**School Name: Chilwell Primary School (2061)**



- 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 2018 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 08 March 2019 at 02:58 PM by Gavan Welsh  
(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 2018 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 13 March 2019 at 08:48 AM by Phil Joyce (School  
Council President)

# Chilwell Primary School (2061)

## About Our School

### School context

Chilwell Primary School is located in Newtown with an increasing enrolment, currently of 386 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 and 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 Communities (PLC's) 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), Science Technology Engineering, and Mathematics (STEM) Reading Recovery, Catch Up Literacy and Numeracy programs and a well-resourced Library. This school has 21.7 equivalent full time staff, 2 principal class officers, 19.1 teachers and .6 Education Support staff.

The school is currently working through a master plan and rebuild program of the South Wing of the school. The future of this new learning space will enable the school to continue to deliver high quality teaching and learning programs in contemporary spaces.

### Framework for Improving Student Outcomes (FISO)

Chilwell Primary 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 I.C.T), 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. These initiatives were linked to the school's Annual Implementation Plan for 2018. This was further supported by our involvement in the P.L.C. (Professional Learning Communities) and Leading Mathematics programs through Bastow.

### 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 schools 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.

Our A.I.P. reflects academic goal setting at a year level as well as a whole school level Interrogation of data and the FISO framework.

Student Learning Outcomes are heavily supported by experienced and dedicated staff that engage in professional

# Chilwell Primary School (2061)

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

## Engagement

Student opinion survey data has 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. In 2018 we trialed the BringIT2Chilwell iPad program. Quality specialist programs in PE & Sport, Visual Arts, LOTE (Italian), Information Communications Technology (ICT), and the introduction of Science, combined with School Camps, Excursions, incursions, clinics, Lightning Premiership sports days were undertaken. Lunch time Art sessions, access to the library are all strategies that enhance engagement. Absences are below the State Like School cohort. A large percentage of our absences are due to family holidays. Attendance rates for all year levels are above 90%.

## 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 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. Data from the Attitudes to School survey in all areas supports the work that is being undertaken. This positive result is reflected in 2018 data and the 4-year data sets.

## Financial performance and position

The school continues to be in a sound financial position. This is due to:

- \*Regular Finance meetings which interrogate and administer our finances.
- \*Experienced and diligent Business Managers.
- \*Planned creation of reserve funds. This will be mostly expended in 2019 when the school undertakes an extensive building program/ redevelopment of the South Wing of the school.
- \*Support of our Parent body through Fundraising, donations to Trust Funds and Voluntary Contributions.

Our Equity Funding is low but is used to supplement programs to support our students learning eg Reading Recovery, Catch Up Literacy and Numeracy. As indicated above, monies kept in short term arrangements will be bought down and used in the extensive building program which is due to commence in 2019.




**For more detailed information regarding our school please visit our website at**  
<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 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

**Enrolment Profile**

A total of 390 students were enrolled at this school in 2018, 206 female and 184 male.

6 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

**Overall Socio-Economic Profile**

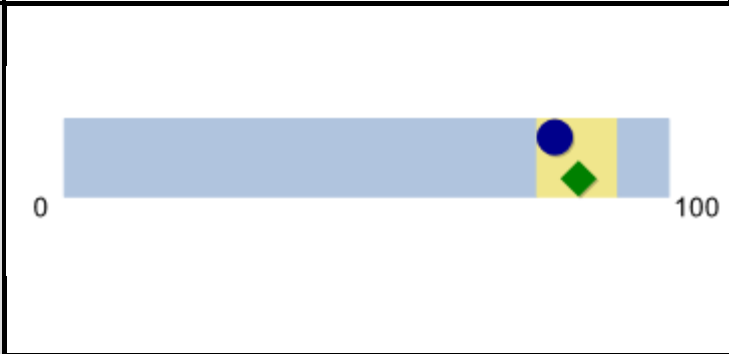
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



**Parent Satisfaction Summary**

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

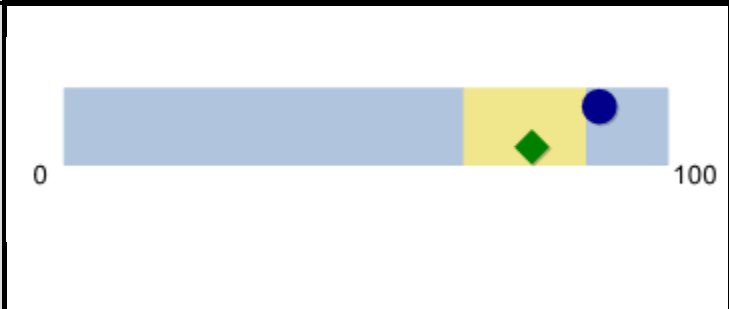
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






**School Staff Survey**


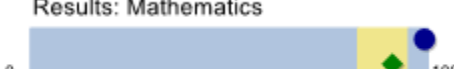


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## 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>Teacher Judgement of student achievement</b></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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>


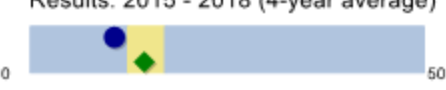


## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>44%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>54%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>60%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>36%</td> <td>38%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	44%	24%	Numeracy	20%	54%	26%	Writing	12%	50%	38%	Spelling	22%	60%	18%	Grammar and Punctuation	26%	36%	38%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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 2018 attendance rate by year level:</p> <table border="1" data-bbox="523 913 1008 1003"> <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>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	95 %	94 %	94 %	94 %	94 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	95 %	94 %	94 %	94 %	94 %										



## Performance Summary

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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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,843,491	High Yield Investment Account	\$122,068
Government Provided DET Grants	\$311,810	Official Account	\$24,045
Government Grants Commonwealth	\$71,850	Other Accounts	\$298,129
Revenue Other	\$17,248	<b>Total Funds Available</b>	<b>\$444,242</b>
Locally Raised Funds	\$444,670		
<b>Total Operating Revenue</b>	<b>\$3,689,068</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$7,002		
<b>Equity Total</b>	<b>\$7,002</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,738,228	Operating Reserve	\$136,259
Books & Publications	\$858	School Based Programs	\$27,430
Communication Costs	\$7,114	Maintenance - Buildings/Grounds < 12 months	\$89,000
Consumables	\$105,128	Asset/Equipment Replacement > 12 months	\$34,890
Miscellaneous Expense <sup>3</sup>	\$108,301	Maintenance - Buildings/Grounds > 12 months	\$151,450
Professional Development	\$17,178	<b>Total Financial Commitments</b>	<b>\$439,029</b>
Property and Equipment Services	\$117,790		
Salaries & Allowances <sup>4</sup>	\$357,496		
Trading & Fundraising	\$100,250		
Utilities	\$32,419		
<b>Total Operating Expenditure</b>	<b>\$3,584,761</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$104,307</b>		
<b>Asset Acquisitions</b>	<b>\$12,600</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 04 March 2019 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.





# 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)

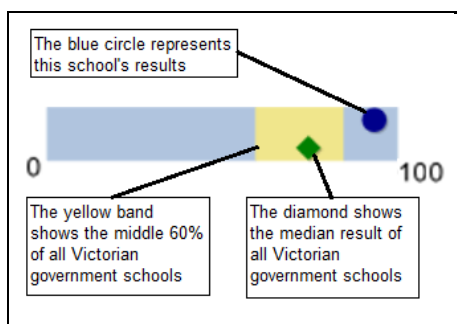
### Engagement

- 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).

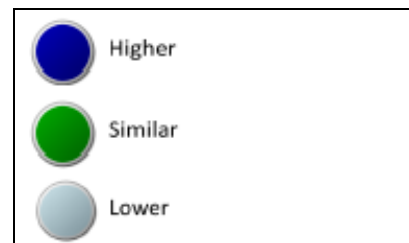


## What does *School Comparison* refer to?

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*' or '*ND*' 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').