

SCHOOL CONTEXT

Chilwell Primary School is an inner city school with a current enrolment of 390. The school was established in 1878 and has developed strong links with its community. Although the S.F.O. for the school is low the families at the school are drawn from a wide variety of backgrounds and economic circumstances. We have a low percentage of non English speakers. There is a high level of ownership of the school evidenced by both financial and physical support of the students and programs. A high percentage of our exiting students attend various private schools (80-90%) The precinct is serviced by a number of private school providers and Government schools.

The school sits on a small site, .99673 hectares. This presents a challenge to properly cater for the number of students on site. A number of playground arrangements have been implemented to cater for this challenge. These include lunchtime clubs, alternate days for year levels on the oval. A synthetic oval allows for year round use which assists us meeting the challenge. Facilities include: an Art room, Library, I.C.T. lab, STEM/Italian room and 17 classrooms. We are currently operating 17 classrooms with all classes being straight year levels.

Enrolments: Have steadily increased even though the school's catchment area is small. We have up to 45% of our enrolment living outside the catchment area. Various factors contribute to this fact eg Families moving outside the catchment area once enroled but continuing to transport students to the school once they move outside our area. Other factors include the increase in high density dwellings eg. townhouses. In 2019 we operated with 17 classes organised in "straight" year level configuration.

Staffing: The teaching and non teaching staff at Chilwell has remained steady. The school experiences little change in personnel. Currently the staff consists of 25 teachers, 2 principal class and 8 non teaching staff. The leadership profile is 1 Principal, 1 Assistant Principal and 2 Leading Teachers. We have 15 of the teaching staff in the top level of the teaching/leadership band.

Curriculum: The school has an emphasis on providing a balanced curriculum which is based on the Victorian Curriculum. The emphasis is placed on Literacy and Numeracy. The results in both Teacher judgments and NAPLAN have been very encouraging both for 2019 and for the 4 year Strategic Plan term. To support the teaching and Learning in the classroom we have in place a number of programs: a "Bring your own Device" program in years 2-6, i-pads supplied to each classroom, Catch up Numeracy and Literacy programs to support children who are at risk and the appointment of a Learning Specialist.

Specialist programs operate in the areas of Visual Art (Art Show every second year), Italian (Semester based), STEM (Semester based), Physical Education and an external provider of drama (Resulting in the annual school concert)

Teacher Development: The school has in place opportunities to continually improve the teachers' abilities-PD budget, Learning Walks and Coaching. These have been in place for the duration of the last Strategic Plan. The learning walks have now extended outside the school with individuals visiting

classrooms in other schools. Reporting back to the whole school is part of the staff meeting agenda. We have 4 members of staff who have undertaken the Professional Learning Community training. This has led to changes in the manner in which the class based meeting have been held and a great emphasis on data.

In 2019 the school learning communities were led by a staff member who had been through the professional Learning Community training.

Facilities: The school continued to emphasis the upkeep of its facilities. This was aided by the granting of a 2.41 million dollar upgrade of the South wing. This is due for completion at the beginning of 2020. The upgrade took the form of a refurbishment of the South Wing of the school.

FISO (Framework for Student Learning)

A.I.P. Goals and Framework for Improving Student Outcomes (FISO) and area addressed.

1 Every year students achieve a 1.0 growth against the Victorian Curriculum in English and Mathematics. Evidenced by:

* positive Relative Growth data between year 3 and 5 NAPLAN results.

*Growth targets set by each year level based on previous years data.

* An emphasis on the results in Writing. This was supported by Professional Development with Deb Sukarno and a follow up visit to support planning in the Teams.

FISO Initiative: Excellence in Teaching and Learning: Initiatives: Literacy and Numeracy tool kits, HITs document. (High Impact Teaching)

2 Engagement: Over the life of the Strategic plan we will provide a caring, learning environment in which students are inquisitive, actively engaged, empowered and challenged so that they achieve their potential and become positive members of the community.

Evidenced by:

*Both the Attitudes to School survey and the Pivot survey indicate positive progress in this area.

*Student Voice and agency has been a focus in order to give the students more ownership of their learning. Evidenced by:

*School successfully applied to be in the Respectful Relationship initiative.

FISO initiatives: Positive Climate for Learning.

3 Well-being: Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that wellbeing will be enhanced

We have continued to emphasis increasing teacher capacities throughout 2019. This is evidenced by;

*Participation in the Professional Learning Community initiatives which strengthened teacher cooperation.

*Learning Walks aimed at sharing expertise within the school. Learning Walks were also conducted to other schools/grades.

*Coaching continued in Literacy and Numeracy.

*Staff all participated in a Review process based on both school goals and goals set by the leadership.

*Respectful Relations being applied to undertake in 2020.

* Implementing the Amplify document. (Departments guide to student Voice and Agency in schools.)

FISO Initiatives: Positive Climate for Learning.

Achievement

Overview: The results from both Teacher judgement and NAPLAN (Years 3 and 5) continue to be strong when compared State wide and against similar schools. The staff continue to use data effectively to inform goal setting and evaluations of the students and their work. The Professional Learning Teams continue to follow the Departments Planning cycle as a guide to their work. The school has supplied support through programs and class structures for students who require assistance, but has also supplied assistance for those who are achieving at a high level.

While the academic results are outstanding the school continued to work with families to develop the social and emotional aspects of the students.

The student's attendance reflects both the regard families have for the school and education and also the positive attitude students have to the classrooms/teachers.

Highlights:

Coaching and Learning walks continue to both enhance teacher capacities and share the extensive expertise within the school.

High level of achievements in Literacy and Numeracy. This has been evident in both Teacher Judgments and NAPLAN.

Further development of staff teams in the school. eg. training for middle management in leadership.

High level of support given to the school by families and the wider community. eg. high level of involvement in Fundraising efforts.

Students have continued to be at the center of decision making and operations in our school.

Future directions:

2020 is the Review year for the school. This will not only give us the chance to reflect on the past 4 years but also to use that learning to plot the future directions in our 2020-2024 Strategic Plan.

Engagement:

Attendance rate for all Year levels continues to be above 90%. Most time away from school is attributed to family holidays.

The comparison with similar schools again highlights the low level of absenteeism at our school. This may be put down to the strong support of education by the families and the quality of programs offered at the school.

The factors in the Attitudes to School survey again support the work being undertaken in the area of Engagement. Of note is the high result given in the Disconnectedness to Peers questions. Students agree that they are connected to their peers. (>80% agreement for the 4 years of the Strategic Plan and the 2019 the result was 87% agreement)

Various programs and lunch time sessions have also contributed to the Engagement area. eg; lunchtime sessions in coding, art, engaging Specialist subjects, activities involving camp, excursions etc all contribute to a varied curriculum.

The students also are able to access a large number of sporting options both within the school day and also outside school hours.

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Wellbeing

Our school continues to place a high emphasis on the well-being of both our students, staff and community. The school strives to for a partnership between home and the school.

*Clear and open communication lines have been developed using: messaging/sharing platforms- Showbie, Google classroom, Seesaw, individual diaries, weekly newsletter, Parent Teacher interviews, open sessions, 3 way interviews and an open door approach.

*Continued employment of a Chaplain one day per week. Melissa works with individuals, groups on a range of issues.

*Employment of a trained psychologist one day per week.

*A buddies program supports students in the prep and Year 1 level by linking senior students to the younger ones.

*Use of the You can do it program.

*Use of the SENTRAL program has been effective in tracking both the academic and social issues of students.

*Review of the You can do it program in semester 2. This resulted in the school successfully applying for entry into respectful relations initiative which will be carried forward in 2020.

2019 saw the review of the school's Engagement and Well-being policy. This was tabled at School Council late in Semester 2.

*Respectful Relations and implementing the Amplify document.

*All staff have undertaken training in anaphylaxis and mandatory reporting. First aid training has also been undertaken enabling the school to support, if needed, to any injured student.

Results from the Attitudes to School Survey and the Pivot survey were very encouraging. 2019 was the first year that our school had chosen to participate in the pivot survey. The results are at an individual class level and also at a whole school level.

Financial Position

The school continues to be in a sound financial position due to;

*Regular finance meetings. This sun committee meets before every Council meeting. Program budget processes are well ingrained in the school. Each program has a program leader (teacher) who administered the budget and evaluates the program annually with input from all staff.

*Planned reserves of funds. This has been in place for some years. Areas of reserves include; replacement of the oval, class i-pads and desktop computers in the school's lab.

*Support by the community to fundraisers and contributions. Many families donate to the building and library fund which greatly assists the maintenance of school facilities.

*Commitment of the office staff to keep up to date with changes and attending training. 2019 saw a shift in the personal in the office. This was achieved seamlessly due to the support given and the staff willingness to learn via Professional Development and networking.

Our Equity funding is low but contributes to the provision of Catch up programs in Literacy and Numeracy.

During 2019 the school's ability to seek term deposit arrangements were ceased. All monies were placed back into the high yield account.