

2020 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).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 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 01 April 2021 at 12:37 PM by Gavan Welsh (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 April 2021 at 11:11 PM by Phil Joyce (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Chilwell Primary School is located in Newtown with an enrolment of 390 students (Feb Census). 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 up to date education 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), Catch Up Literacy and Numeracy programs and a well-resourced Library. This school has 25.8 equivalent full time staff, 2 principal class officers, 19.4 teachers and 4.4 Education Support staff.

The school completed the refurbishing of the South Wing early 2021. The new learning spaces are a huge improvement from the previous rooms.

Like all schools 2020 presented many challenges due to the pandemic. The staff, families and students approached the challenges in a most supportive and positive manner. The community is rightly very proud of the manner in which we met these challenges.

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.

COVID: Most of our work in FISO as a whole community was curtailed in 2020. (Coaching (in Literacy, Numeracy and I.C.T), Learning Walks, Staff's Professional Development Processes, Scheduled Meetings (Action Research Teams and Professional Learning Communities) were all not accomplished or at best undertaken off site. We continued to work, as best we could, on our AIP goals and we were able to undertake the school review, face to face, in term 4. This was late, however the outcomes of the review were supportive and gave directions/ goals moving forward.

During the lockdown the school, for the most part, operated as 3 mini schools; P-2, 3-4 and 5-6. These 3 aligned to the PLC structure. Specialists linked up with one of the 3 PLCs. Whole staff communication was via Webex or phone check ins.

Webex, Showbie and Seesaw were the main communication lines to the families and students.

On site supervision was supplied to Essential workers students and some where respite was warranted.

Post COVID: As mentioned our Review was undertaken our community were thrilled to return to on site learning. We prioritized the social / emotional aspects of the return but for the most part all returned very well. As a school we were most aware of the emotional wellbeing of our students upon their return to our school.

Achievement

COVID: Student achievement at Chilwell has continued to remain consistently high due to quality teaching from committed staff. The achievement throughout the year varied due to the effect of the off site nature of education for such a long period. Our provision of engaging and challenging activities during this time was a huge positive. This was supported by the families in what was a very different school situation. Communication between home and school was

via Webex and our 2 student platforms, Showbie and Seesaw. The effects of the offsite nature of our instruction will become more evident in 2021 when we are on site and close to our normal operation.

Post COVID: Upon our return to 'normal' school operation in term 4 2020, the year 4 and 5 classes, which had the highest numbers, were supported with an extra teacher for term 4. This was to support Literacy and Numeracy. Students were eager to capture 'normal' operation which assisted us in returning to school. The achievement focus was tempered by a judgement of the social and emotional situation of the group and individuals. The effect on the student's achievement has been mixed. For the most part progress has been maintained at a good level. 2021 will see a better understanding of the effects on progress. We implemented a tutoring program in Literacy and Numeracy in the year 4 and 5 cohort due to the number of students in each year level. This will continue into 2021 with State Government funding.

Engagement

2020 certainly presented challenges in this area. Challenges experienced during the year was difficult to judge due to the disjointed communication face to face.

COVID: The curriculum presented and assistance given via various platforms was excellent however catering for all students was certainly a challenge. Delivery was via a morning check-in and webex access throughout the day. Staff were mindful of the various home situations and the capacity of parents to support their children in such a unique circumstance. Respite was offered in many cases. The staff, parents and students were very resourceful and some great initiatives eg health tips for the week by our student leaders.

Post COVID: We all returned to school site learning well. Stamina, welfare issues and working in a school context were challenges for some but the work of supportive staff, teachers, chaplain and parents was provided when needed. Non attendance was not an issue throughout the year. Students not engaged were on site for respite days and staff were very proactive with communication with families and individual students. We will continue to track attendance during 2021.

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.

These measures were particularly important during the year.

SENTRAL is being implemented on a multifaceted approach for recording Wellbeing issues, through to student data being tracked and analyzed. Reports from SENTRAL are analyzed particularly in the area of attendance. Naturally, again, the pandemic made attendance tracking extremely difficult.

For many years the school has used "You can do It" as the platform guiding our wellbeing endeavors. We had planned to take on the Department's Respectful Relations program in 2020 but this has been shifted until 2021.

Communication and the positive relationships staff build with parents and carers was very important during the offsite period of 2020. Data from the Attitudes to School survey in all areas supports the work that is being undertaken.

Attitudes to School Data: The survey administered to year 4-6 students were very positive. This is also reflected in the 4 year data set. Each year leadership, individual staff and PLCs interrogate the data and trends to ascertain any trend or messages being given by the students.

Financial performance and position

The school during 2020 continued to be in a sound financial position. This in the most part due to:

- * The support of the community. This was very evident in 2020 when so many changes and challenges were being played out in our community.
- * Monthly finance meetings.
- * Regular review of both DET funds and local funds.

* Planned creation of reserve funds to cover such things as replacement of the synthetic oval, playground replacement, iPad renewal etc.

* Monies "left over" from the \$4.1 million allocated to the refurbishment of the South Wing. These monies resulted in re-carpeting, replacement blinds, solar paneling of the South Wing.

Fundraising was non-existent but the support through voluntary contributions was outstanding. The budget was adjusted accordingly and spending in all areas was diminished.

Our Equity Funding is low but is used to supplement programs to support our students learning eg Catch Up Literacy and Numeracy.

For more detailed information regarding our school please visit our website at
<http://chilwellps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 388 students were enrolled at this school in 2020, 193 female and 195 male.

7 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

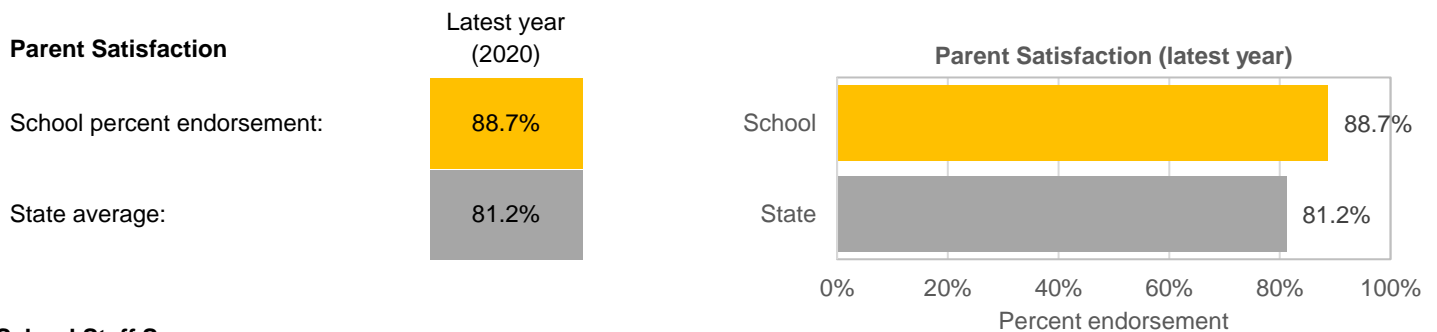
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

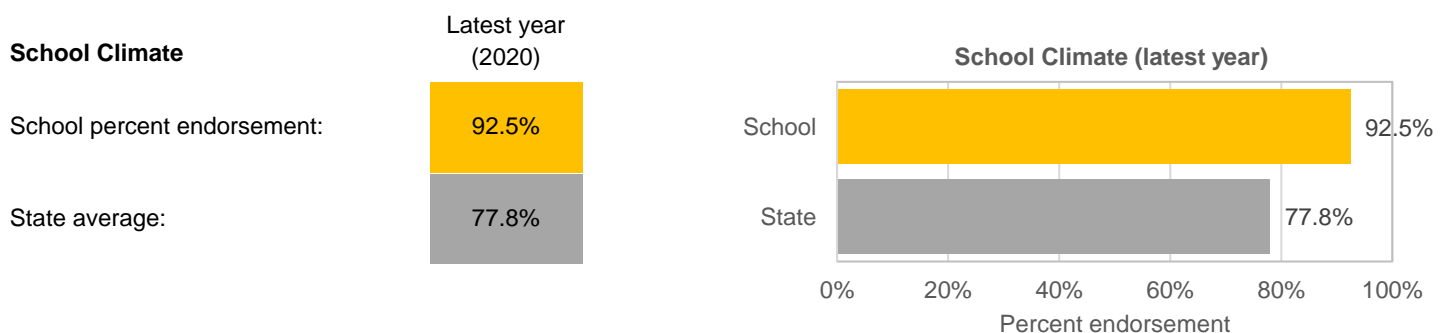


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

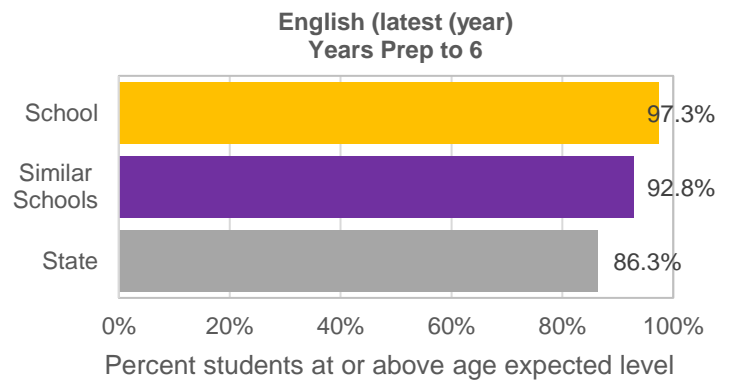
97.3%

Similar Schools average:

92.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

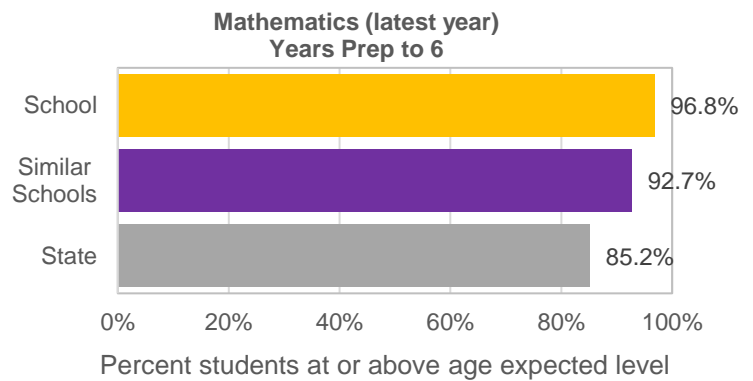
96.8%

Similar Schools average:

92.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

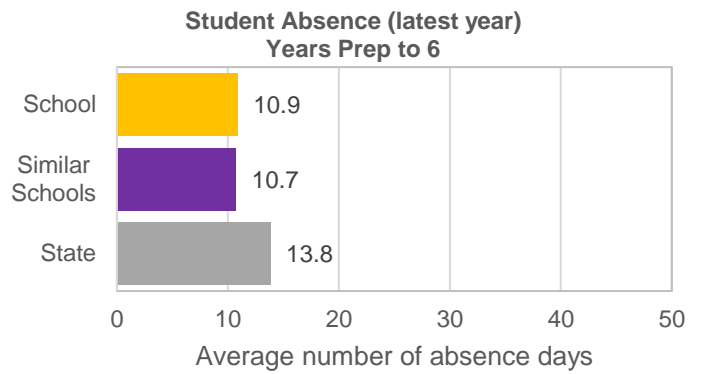
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.9	11.5
Similar Schools average:	10.7	13.6
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	95%	93%	94%	94%	94%	95%

WELLBEING

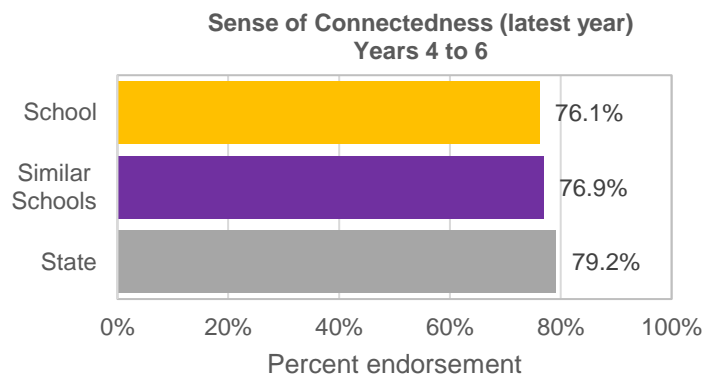
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	76.1%	84.4%
Similar Schools average:	76.9%	79.2%
State average:	79.2%	81.0%



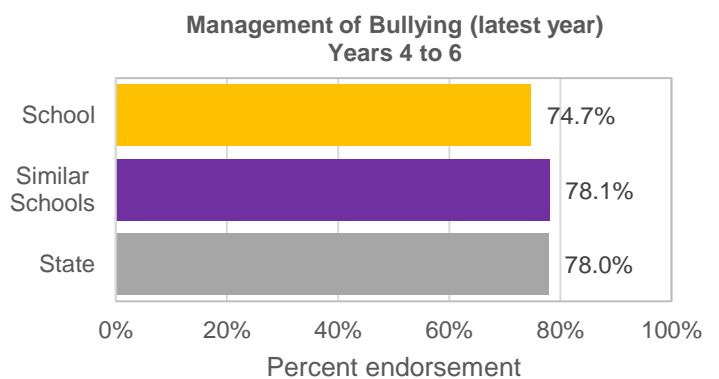
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	74.7%	84.0%
Similar Schools average:	78.1%	80.4%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,940,904
Government Provided DET Grants	\$510,366
Government Grants Commonwealth	\$101,276
Government Grants State	NDA
Revenue Other	\$4,988
Locally Raised Funds	\$259,825
Capital Grants	NDA
Total Operating Revenue	\$3,817,360

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,947
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$12,947

Expenditure	Actual
Student Resource Package ²	\$2,916,610
Adjustments	NDA
Books & Publications	\$339
Camps/Excursions/Activities	\$53,700
Communication Costs	\$3,605
Consumables	\$89,623
Miscellaneous Expense ³	\$10,167
Professional Development	\$12,938
Equipment/Maintenance/Hire	\$33,091
Property Services	\$93,981
Salaries & Allowances ⁴	\$223,060
Support Services	\$22,814
Trading & Fundraising	\$37,405
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$33,287
Total Operating Expenditure	\$3,530,621
Net Operating Surplus/-Deficit	\$286,739
Asset Acquisitions	\$56,870

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$687,218
Official Account	\$9,485
Other Accounts	\$41,157
Total Funds Available	\$737,861

Financial Commitments	Actual
Operating Reserve	\$98,614
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$119,292
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$4,888
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$109,750
Asset/Equipment Replacement > 12 months	\$51,410
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$179,450
Total Financial Commitments	\$563,404

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.