

2021 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 2021 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 23 March 2022 at 01:27 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 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 2021 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 23 March 2022 at 09:08 PM by Tony Lee (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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 400 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. These principles were revisited as part of review of the school's Welfare and Wellbeing values. This resulted in the values being changed to Kindness, Respect, Resilience and Persistence. A school Chaplain is appointed to our school; the role is integrated with our Student Engagement Policy. We also employ a psychologist to further support our community. The school is situated in a shopping / café precinct with the area having a large number of schools in the vicinity, these include,

- * Government Schools- Fyans Park, Newtown and Geelong South Primaries and Matthew Flinders Secondary Girls
- * Private Schools - The Geelong College, Sacred Heart Girls Secondary, Lutheran School, St Roberts Catholic School and Geelong Grammar.

Classroom programs at Chilwell focus on developing a positive & cooperative learning environment in which children can achieve their potential in all curriculum areas. This has been assisted by the implementation of the Department's Respectful Relationships initiative. The school provides a sequential & inclusive curriculum based on the Victorian Curriculum and enhanced by Learning Technologies (A Bring Your Own Device - 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 by Literacy and Numeracy 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, a well-resourced Library and computer lab. During 2021 we implemented a Tutoring Program. This targeted those students effected by the COVID situation.

This school had 26.31 equivalent full time staff, 2 principal class officers, 18.35 teachers, .2 Disability and Impairment manager, .75 Tutors, .2 Chaplain, .2 Psychologist and 5.01 Education Support staff.

The school completed the refurbishing of the South Wing early 2021. This significantly improved the classroom and Art facility. The school has a continuing effort to present an attractive and engaging environment through scheduled maintenance and further additions to the facility.

Like all schools, 2021 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)

COVID:

The interruptions and challenge associated with our school was again evident during 2021. The lockdowns resulted in:

- * The school operated again in 3 mini schools. P-2, 3/4 and 5/6
- * Communication was through the 2 platforms, Showbie (3-6) and Seesaw (P-2).
- * Webex was an effective method of the staff - Family communication. This was effective, however the social interaction and sharing of ideas was more difficult than face to face meetings.
- * Again communication with the Department and Region was predominantly through Webex.
- * On site supervision was supplied to Essential workers students and some where respite was warranted.

POST COVID:

- * Parents, staff and children were very happy to resume on site learning during 2021. The return came with new

guidelines and obviously returning also brought some new challenges.

Some were expected eg some students did not keep up to expected learning levels and some challenges were unexpected eg. the effect of staff being in "hubs" to diminish the interaction of individuals.

the obvious challenge eg changes in the operations of the school when both onsite and remote are obvious. The uncertainty of the circumstances were obviously a challenge and the community must be complemented for their support and adaptability.

Regardless of these obvious challenges we worked through the goals set in our AIP including:

- * Establishing the Reader's Notebook into our school. This complemented the work undertaken in Writer's Notebook in previous years.
- * Student Voice and agency. School wide definition. Sharing of classroom work.
- * Respectful Relationships. Professional Learning and Curriculum Implementation as part of the school review of Values with Students, Staff and Community This will continue into 2022 with our school being chosen as a lead school.
- * The DET Goal of Healthy and Happy Kids, Connected Schools and Student 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. Community reconnection was a difficult goal given the nature of Department guidelines and the restrictions. We did manage to hold the 3 school camps (Years 4, 5 and 6) and conduct the school concert. These were a great way to assist in the reconnection of all the stakeholders and begin the "normalization" of 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 offsite 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 2022 when we are on site and close to our normal operation.

Both families and staff adapted the provision of learning to the new circumstances. Both groups need to be acknowledged for the manner in which they supported the students academically and from a welfare perspective. Staff communication with families and students was excellent given the new challenges, numbers of students and the individual context of each student. Parents were excellent in their support, altering routines, fitting work commitments around school and learning a lot about Webex and schooling! From a staff perspective we were very efficient at locating suitable remote resources.

Post COVID: Upon our return to 'normal' school operation towards the end of 2021 wellbeing was the focus, but we quickly got back to the learning program through an assessment of where the children were, what was learnt, what was lost, what needed to be revisited. The balance and the return of students was individual, some came back extremely well, others needed support in many areas - academic and well-being. The Chaplain, psychologists and the communication between the school and home were vital in the identification and support needed by the individual.

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 was mixed. For the most part progress it has been maintained at a good level. 2022 will see a better understanding of the impact on progress. We implemented a tutoring program in Literacy and Numeracy in the school cohort during 2021. This will continue into 2022 with State Government funding.

Engagement

2021 again presented challenges in this area. Challenges experienced during the year was difficult to judge due to the disjointed communication face to face. The use of technology as the means of communication between student - Teacher, Teacher - Parents and Staff to Staff was effective but all would agreed it was not as effective as face to face interaction.

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 and if the situation indicated the program was modified and more support offered. The staff, parents and students were very resourceful and some great initiatives came out of the lockdown. The student leaders also showed leadership in the weekly School Assembly. Their tips and suggestions of how to keep fit, how to organize work and balancing their day were excellent. The support student to student was also very evident.

Post COVID: We all returned to school site learning positively. 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. We will continue to track attendance during 2022. As a staff we also faced some challenges associated with coming back on site as a whole school.

The Attitudes to School Survey will be again examined in 2022 to highlight issues and areas that we need to monitor. An interesting aspect of a return to school on site will be around attendance at school due to families being wary of the "normal" school environment or medical issues in the family.

Parent Survey: The return rate was extremely low. The reason for this is not obvious given the close working relationship between the school and home. Naturally we will take some knowledge for this but it will be more valuable when we examine with the 2022 Survey which we hope will see a return to higher return numbers.

Wellbeing

Support for the wellbeing of our students takes many forms at Chilwell including:

- * 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.
- * Employment of our Chaplain and Psychologist to work with both students and their families.
- * The Buddies program for Prep & 5 students.
- * Communication lines open and responsive. Again the use of the two platforms were vital during both the on and off site periods on 2021.
- * Staff communication was again vital in supporting them as well as providing a conduit for issues to be raised and wellbeing to be tracked. The use of hubs was a Government guideline for our safety but it did "isolate" us into sections in the school.

Attitudes to School Data: The Annual survey administered to year 4-6 students was 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. As always there were aspects which we need to both delve in deeper or track over a period of time to see trends.

These measures were particularly important during the year which had the COVID challenges.

Staff Survey: This was most positive and supported the work that all staff did during the offsite and onsite periods of 2021. The weekly check in, phone calls to staff, Webex meetings and the return to school site was also most welcomed. The staff reflection on student learning pointed out some areas which will need to be addresses or monitored in 2022.

Finance performance and position

The Finance committee met on a regular basis during 2021 to continue to monitor, support the 2021 budget and develop 2022 Budget. The Sub committee consisted of a parent chairperson, School Council President, Business Manager and Principal. The meeting was opened to any community member to attend. The obvious challenges were overcome with a flexible approach in terms of meetings, administering the budget and some unknown factors.

The school was also awarded a Grant to install shade sails around the school. Finance from the school will be used to supplement the installation. An application to develop a Sensory Garden area was unsuccessful, but will be applied for again in 2022.

The school's finances were not a major concern due to:

- * Planned creation of reserve funds to cover such things as replacement of the synthetic oval, playground replacement, iPad renewal etc.
- * Our Equity Funding is low but is used to supplement programs to support our students learning eg Tutoring, welfare programs and support.
- * Fundraising was obviously low but the support through voluntary contributions was outstanding. The budget was adjusted accordingly and spending in all areas was diminished. We did manage at the end of 2021 to conduct both the school concert at the Arena and a cocktail party for parents. Both were highlights both for the students and the community. The events also contributed funds into the school.
- * Government Funding to support the Tutoring program.
- * Lower expenditure of program Budget Teams due to the off site nature of much of the year.
- * Less expenditure on the Facilities.
- * Less expenditure on utilities. This was also assisted by the connection of our Solar Panels.
- * Cleaning expenditure was lower during off site learning and when we returned the Governments increase in funding to support the increase in cleaning also assisted.

For more detailed information regarding our school please visit our website at
www.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 375 students were enrolled at this school in 2021, 174 female and 201 male.

8 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).

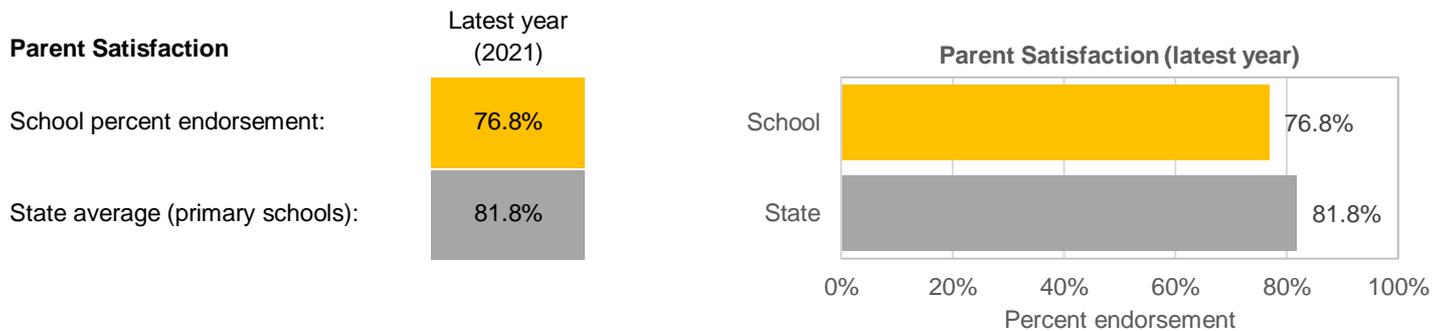
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

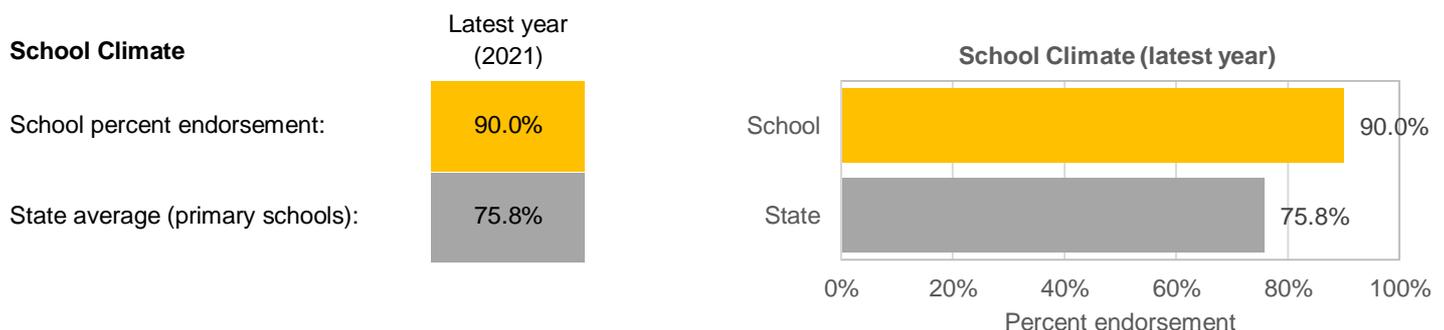


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

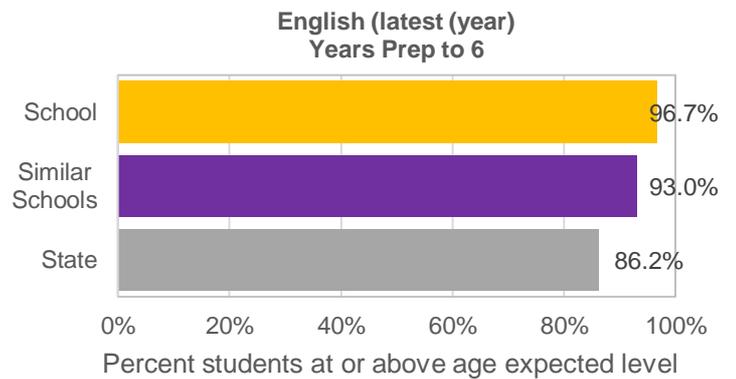
96.7%

Similar Schools average:

93.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

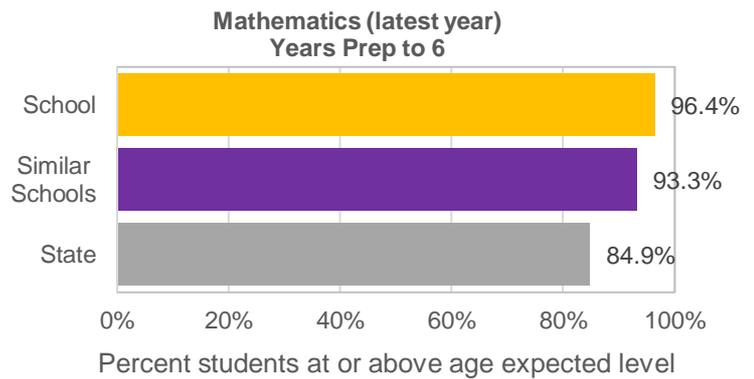
96.4%

Similar Schools average:

93.3%

State average:

84.9%



ACHIEVEMENT (continued)

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.

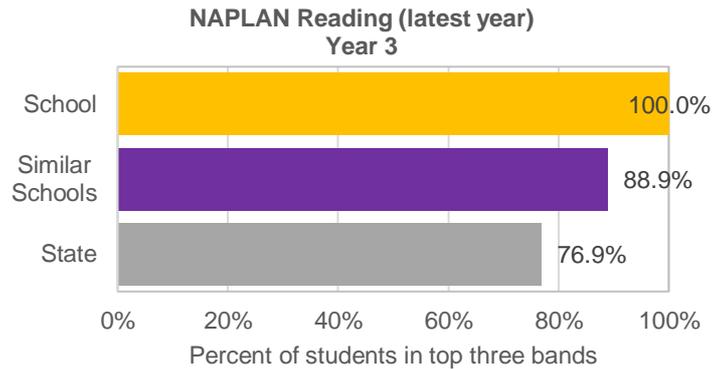
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

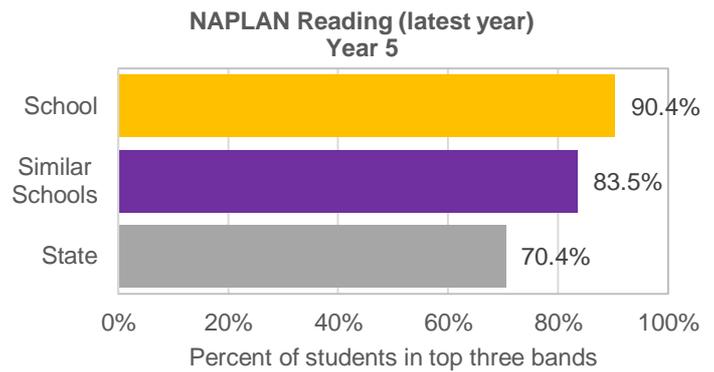
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	97.4%
Similar Schools average:	88.9%	87.7%
State average:	76.9%	76.5%



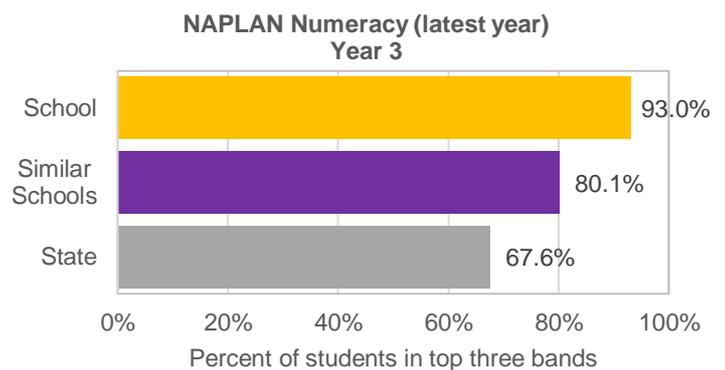
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.4%	89.6%
Similar Schools average:	83.5%	82.5%
State average:	70.4%	67.7%



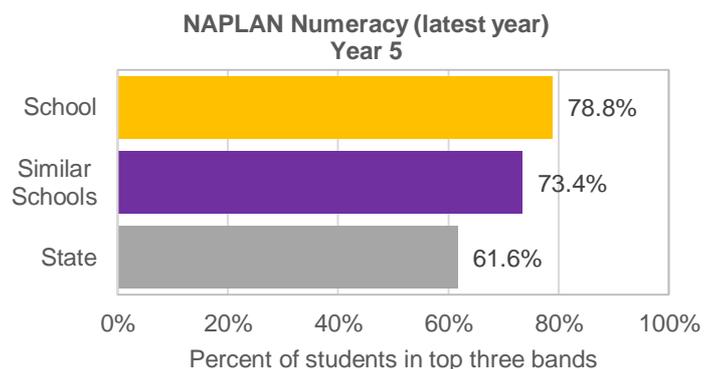
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.0%	88.7%
Similar Schools average:	80.1%	81.5%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.8%	84.8%
Similar Schools average:	73.4%	72.7%
State average:	61.6%	60.0%



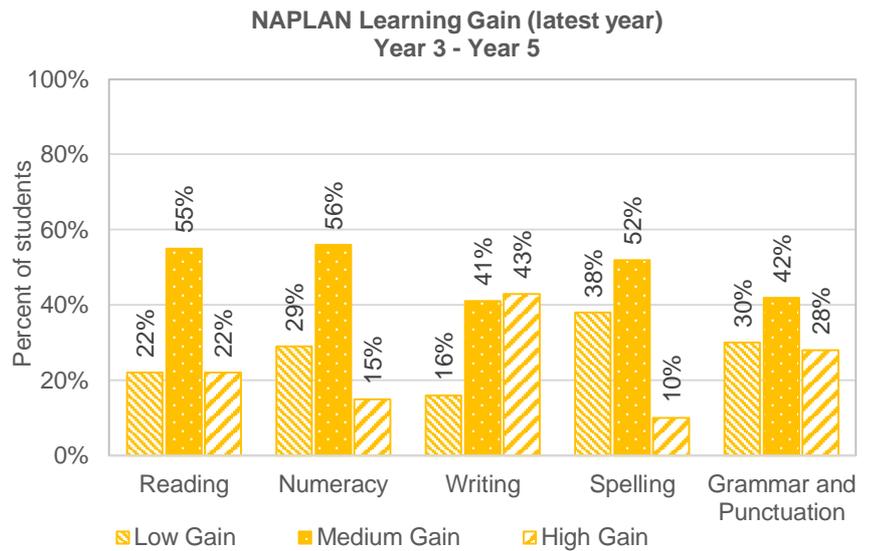
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	22%	55%	22%	28%
Numeracy:	29%	56%	15%	23%
Writing:	16%	41%	43%	32%
Spelling:	38%	52%	10%	28%
Grammar and Punctuation:	30%	42%	28%	24%



ENGAGEMENT

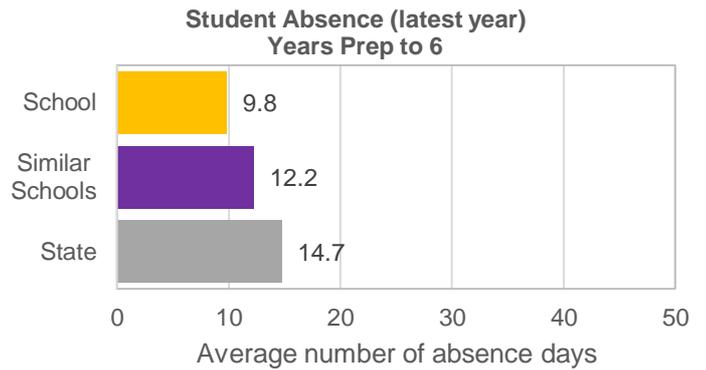
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	9.8	10.9
Similar Schools average:	12.2	13.1
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	95%	95%	95%	94%	95%	95%

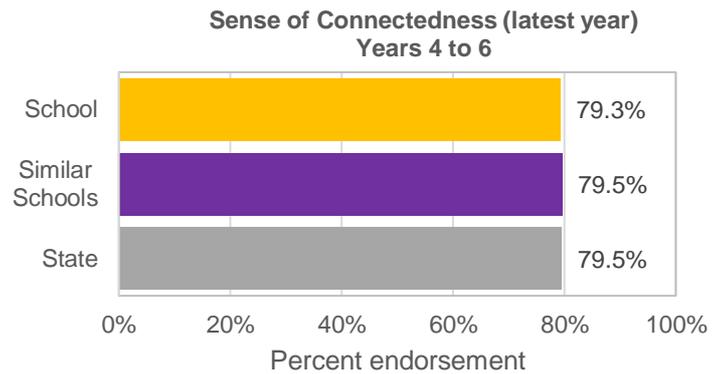
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.3%	82.6%
Similar Schools average:	79.5%	79.0%
State average:	79.5%	80.4%

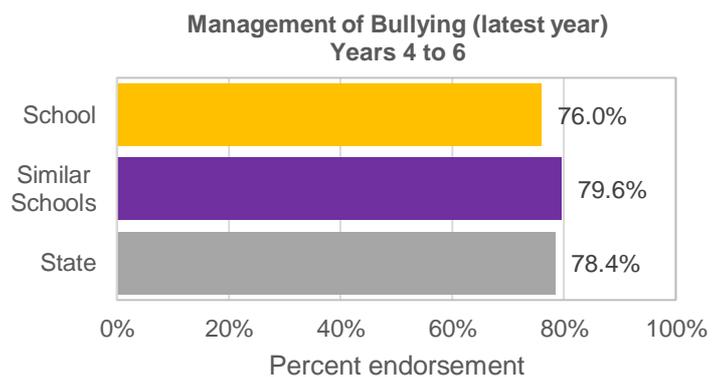


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	76.0%	81.2%
Similar Schools average:	79.6%	80.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$2,984,434
Government Provided DET Grants	\$395,329
Government Grants Commonwealth	\$63,416
Government Grants State	\$0
Revenue Other	\$13,921
Locally Raised Funds	\$287,679
Capital Grants	\$194,701
Total Operating Revenue	\$3,939,479

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,697
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,697

Expenditure	Actual
Student Resource Package ²	\$2,946,773
Adjustments	\$0
Books & Publications	\$1,623
Camps/Excursions/Activities	\$71,335
Communication Costs	\$3,474
Consumables	\$92,274
Miscellaneous Expense ³	\$8,841
Professional Development	\$7,923
Equipment/Maintenance/Hire	\$59,423
Property Services	\$84,949
Salaries & Allowances ⁴	\$203,256
Support Services	\$31,173
Trading & Fundraising	\$59,640
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,129
Total Operating Expenditure	\$3,595,813
Net Operating Surplus/-Deficit	\$148,965
Asset Acquisitions	\$311,361

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$620,966
Official Account	\$47,017
Other Accounts	\$43,416
Total Funds Available	\$711,399

Financial Commitments	Actual
Operating Reserve	\$105,184
Other Recurrent Expenditure	\$1,695
Provision Accounts	\$0
Funds Received in Advance	\$7,932
School Based Programs	\$143,030
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,766
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$33,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$210,770
Total Financial Commitments	\$547,376

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.