

2022 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 of the previous calendar year 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 17 March 2023 at 03:46 PM by Meagan Bone (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 20 March 2023 at 08:35 AM 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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, established in 1878 is located in Newtown, an inner Geelong suburb, with a 2022 enrolment of 400. The school has catered for many generations of Geelong families and has developed close links with the local community, organisations and neighbouring preschools, secondary colleges. At Chilwell we create a learning environment for all students & staff in which we live by the school values of 'Kindness, Respect, Resilience and Persistence.'

Chilwell is a family-oriented school recognising and responding to the needs and diversity of family groups within our school community. Our staff and parents work together to provide a caring, secure and stimulating learning environment for all students. A strong partnership between home and school ensures that education is valued, giving students every opportunity to learn, building strong relationships and trust of staff whereby all are aware of and respect the rights of others in sharing in the life of the school.

We are committed to classroom programs with a 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 enhanced by Learning Technologies and guided by current, evidenced based curriculum philosophies. Our staff remain committed to continuous professional development. Team planning of curriculum and Professional Learning Teams promote a shared pedagogy, are driven by assessment data and supported high quality coaching. We have high quality specialist teaching programs in Physical Education, Visual Arts, LOTE (Italian) and STEM, (Science, Technology, both Design / Digital, and Mathematics).

The school has a fulltime teaching staff equivalent of 20.8, and 2.55 Educational Support staff, 2 administrative staff and 2 principal class members. We also employed a Chaplain .4, Disability, and Inclusion leader .4, and Psychologist .2.

Progress towards strategic goals, student outcomes and student engagement

Learning

Literacy and Numeracy continued as a major academic learning focus in 2022. The development and embedding of Reading and Numeracy Instructional Models provided teachers with a clear and consistent structure for the implementation of lessons. This was supported by professional learning pertaining to each area of the model and pedagogical approaches that aligned with current best practice.

Teachers worked collaboratively to plan curriculum in Professional Learning Community teams during shared planning time. Teacher collaboration data showed that 98% of teachers were happy with the collaboration opportunities provided to support curriculum development and the implementation of AIP goals.

Children continued to achieve above similar schools in English and Mathematics according to Teacher Judgements. 96% of children were identified as achieving at or above expected standard in English, compared to 92% and 87% for similar schools and state respectively. In Mathematics, 95% of students were deemed at or above expected standard compared to 92% for similar schools and 86% across the state.

This data was further supported by NAPLAN DATA. Year 3 and 5 Reading and Year 5 Numeracy data remained above the average of similar schools over a four year period by approximately 8%, outperforming the state average by approximately 20% in all three areas.

Year 3 Numeracy, while below similar school, was above the state average consistently over a four year period.

More than 40 students in Grade 5 and 6 participated in the Victorian High Ability Program with many offered positions in both Literacy and Numeracy classes, further testament to the high achieving student's capabilities and engagement.

The Tutor Learning Initiative continued to support identified students in Reading and Numeracy across grades Prep - 6. Two tutors were employed to work closely with teachers to develop programs directed at individuals identified learning needs.

Coaching and Learning Walks was offered to staff, to support them in achieving their professional learning goals, developing best practice pedagogies and strategies and to further build on opportunities for teacher collaboration.

Greater instructional consistency in curriculum delivery and pedagogical knowledge is evident in classrooms.

Wellbeing

We continued as a Lead School (2nd year) for the implementation of Respectful Relationships across the Geelong Region (Govt, Catholic and Non GOVT schools). Wellbeing Team presented at forums across Geelong outlining best practice around the implementation of RR curriculum.

The school community continued to come back together in the 2022 school year, engaging in school camps and excursions throughout the year. An active Buddy program took place between year 5 and prep students. This allows continued connections the following year within the grade 6 and 1 cohorts.

The school employed an Inclusion Coordinator (name change 2023) to build capacity of staff within classrooms to support students that require additional adjustments to support their learning and engagement. In addition to this staff were supported to develop Individual Education Plans that identified specific learning goals for students to achieve in academic and personal/social emotional learning.

A psychologist was employed one day a week alongside a school chaplain who was on site two days a week. Small group and individual support sessions took place, such as Theraplay and Social Emotional Learning groups. Families were also able to engage with the Chaplain when required. Both the Chaplain and Psychologist were at capacity with multiple students seeing allied health professionals externally.

The Mental Health initiative funds were used to engage Project Rokit to explore resilience, building respectful relationships and cybersafety. This learning occurred with the students and a parent session was also held.

Student Attitude to School Survey data stated that 77.5% of students in grade 4-6 felt a sense of connectedness to school comparative to the state at 78%.

We had an average of 19.8 days absence per students, with a state comparison of 23.3 and 'Like School' at 21.5. Families respected and supported the requirement to minimise virus spread and ensured students remained at home when ill which supported minimising spread of COVID, colds and flu etc.

Engagement

Families engaged in a School Fair, Concert and Art Show in 2022. All three events were great community events, drawing large crowds and positive reflection and feedback.

Students engaged in a variety of student focused committees in grade 6. Particular committees maintained involvement and engagement, where other clubs including Junior School Council and the Environment did not actively action any of their set goals. This is to be reviewed and revamped in 2023 as it is important that student have voice and agency in their school.

A lot of work was implemented around the school values and bringing these to the forefront. Awards are presented in assembly and celebrated as a school community.

In excess of 40 students undertook the Victorian High Ability Program, an online program to support students working 18 months above the expected level in a specific learning area. This program was introduced to further engage students in accelerated studies.

The school moved from weekly to fortnightly newsletters upon feedback from families. More effort going into celebrating learning and events rather than just administrative purposes will be an ongoing focus. Years levels also sent out termly newsletters that unpacked what learning foci for each subject and events throughout the term.

A communication survey with parents was completed in Term 4 to assess the current communication methods and make proposed improvements in preparation for 2023.

Planning and preparation were established to create a new school website for launching in early 2023.

Other highlights from the school year

Grade 4,5 and 6 students attended outdoor reaction camps to further develop their leadership, social and physical education skills. They were excited by the challenges presented and eagerly engaged in all activities offered.

The school concert was held in Term 3, attended by 1,000 audience members. Feedback from students and families was positive. Lightning Premiership for Grade 5-6 students was well participated in.

Cross Country and House Athletics was well attended and participated in by all students. Both were well supported by parents. Solar Grant accessed and solar panels installed. Shade Sail grant successfully submitted with shade sails currently being constructed.

Financial performance

The school benefitted from GOVT grants pertaining to shade sails installation in 2022 resulting in 2 shade sails being implemented early in term 1, 2023. In addition to this the locally raised funds contributed toward the purchase of new Fountas and Pinnell reading program resources to be used in 2023 for tutoring prior to building out to classrooms at a later time. Other GOVT allocated funding allowed key works to be undertaken to the roof of all buildings.

Fundraising efforts saw money raised to revamp the prep courtyard early in Term1, 2023.

Funds raised from the 2022 Fair went towards the purchase of new BBQs, fridge and Marquees allocating \$10,000 of this budget. Funds received through the Student Resource Package were used for not only materials and subject resources, but additional resources for teaching and learning.

Staff undertook professional learning pertaining to specific components of teaching and learning and multiple staff undertaking the Dare to Lead program.

A high percentage of families contributed voluntary school funds to support the teaching and learning programs, allowing, and ensuring all students having access to relevant and specialised resources.

A high level of staff absenteeism at times throughout the year due to illness, has contributed to a higher spent budget for replacement of teaching staff, however this was managed.

All funds have been expended or committed to support the achievement of educational outcomes and operational needs of the school.

For more detailed information regarding our school please visit our website at
<https://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 2.0 (FISO 2.0).

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 400 students were enrolled at this school in 2022, 185 female and 215 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).

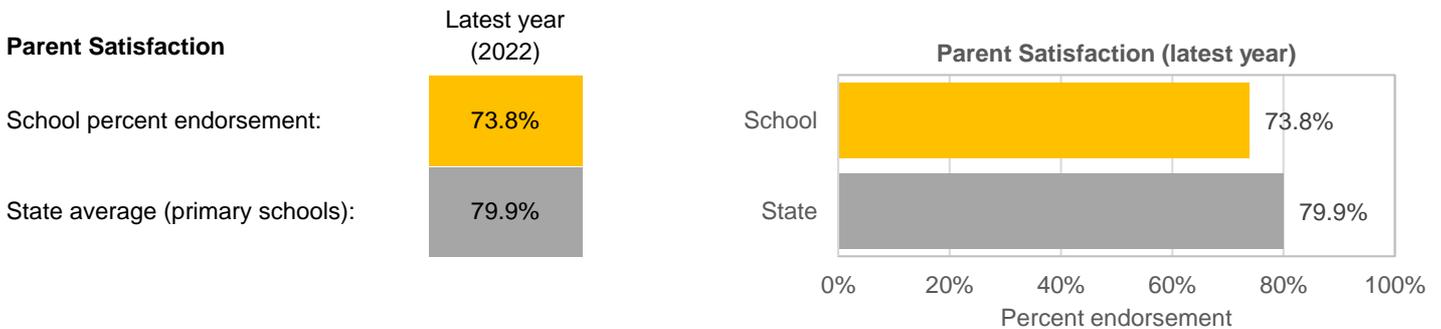
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

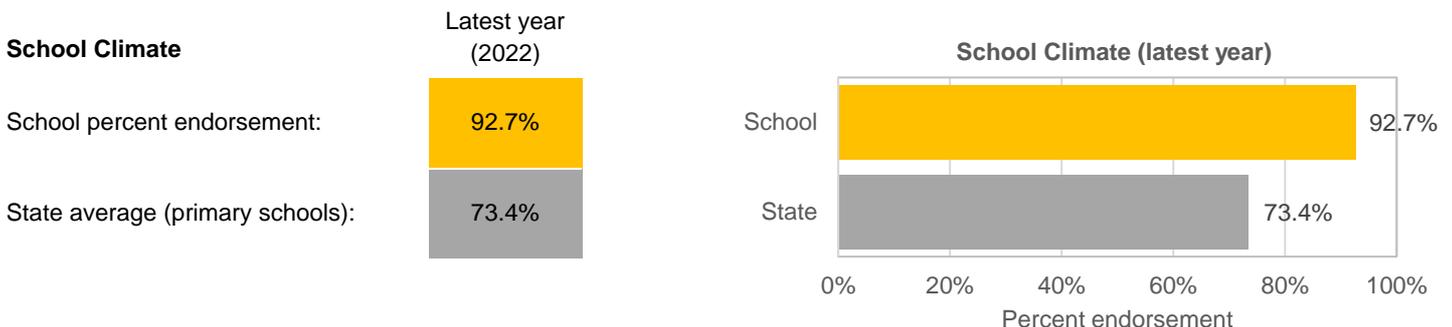


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

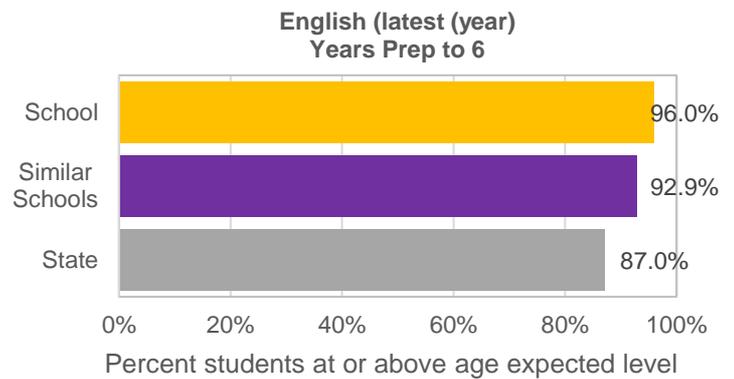
96.0%

Similar Schools average:

92.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

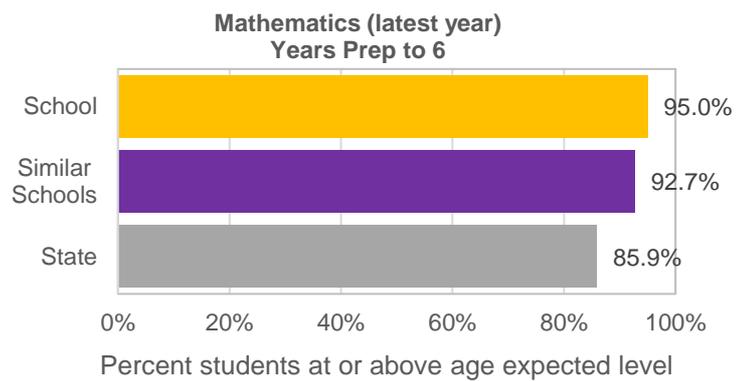
95.0%

Similar Schools average:

92.7%

State average:

85.9%



LEARNING (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.

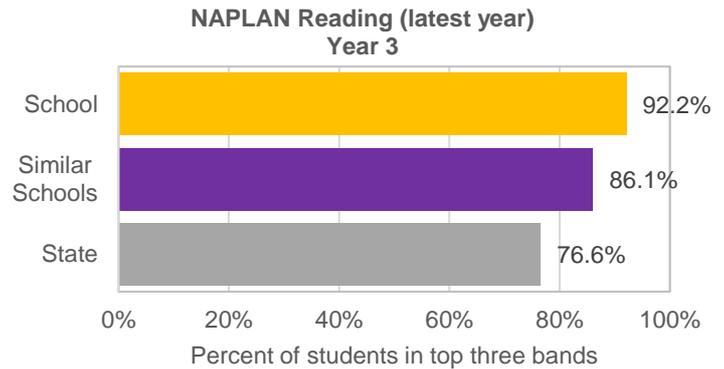
NAPLAN

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 2019, 2021 and 2022 data.

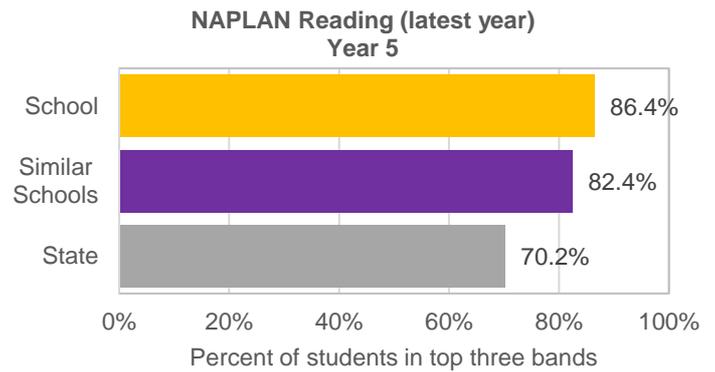
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.2%	94.6%
Similar Schools average:	86.1%	86.5%
State average:	76.6%	76.6%



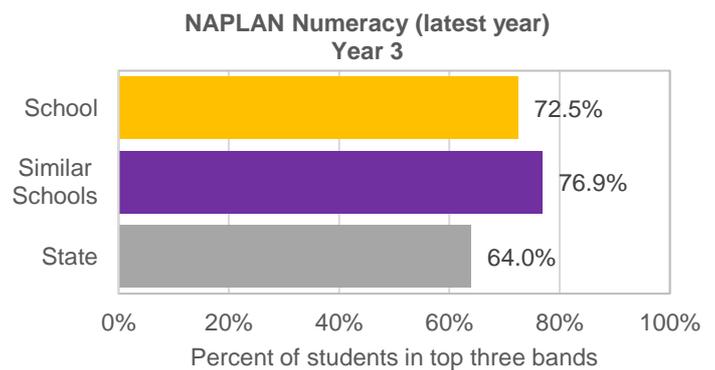
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.4%	89.4%
Similar Schools average:	82.4%	81.9%
State average:	70.2%	69.5%



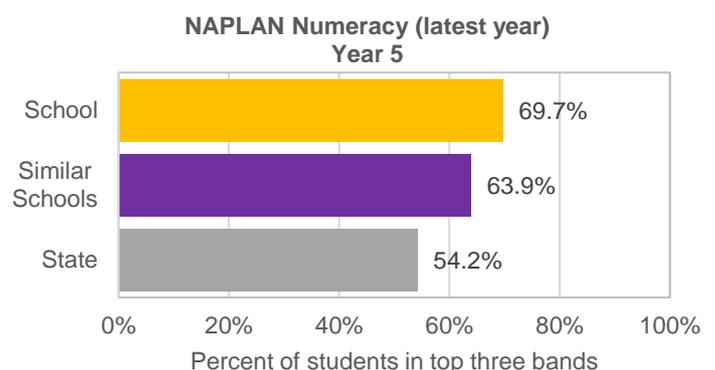
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.5%	80.3%
Similar Schools average:	76.9%	78.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.7%	78.2%
Similar Schools average:	63.9%	69.6%
State average:	54.2%	58.8%



WELLBEING

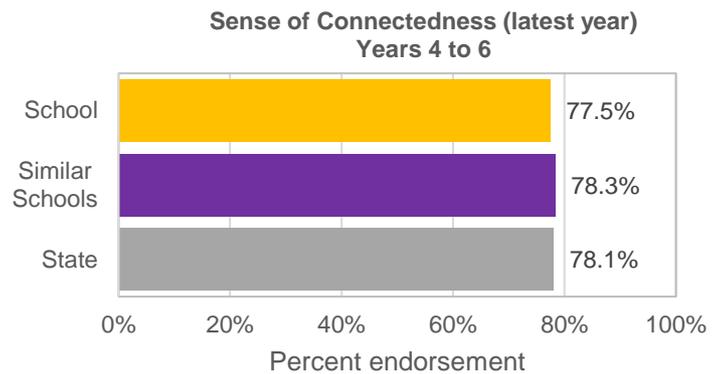
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	77.5%	80.1%
Similar Schools average:	78.3%	79.3%
State average:	78.1%	79.5%

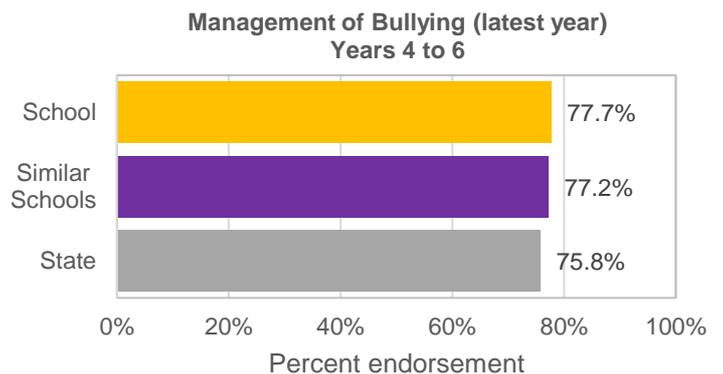


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	77.7%	78.2%
Similar Schools average:	77.2%	79.8%
State average:	75.8%	78.3%



ENGAGEMENT

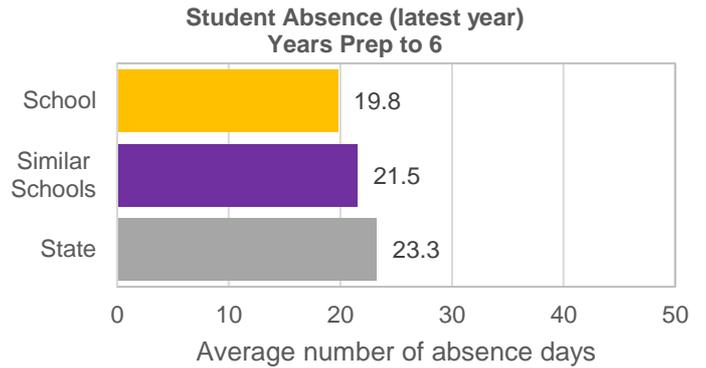
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.8	13.1
Similar Schools average:	21.5	14.9
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	92%	90%	90%	90%	88%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2022

Revenue	Actual
Student Resource Package	\$3,466,733
Government Provided DET Grants	\$527,697
Government Grants Commonwealth	\$60,628
Government Grants State	\$0
Revenue Other	\$24,000
Locally Raised Funds	\$388,447
Capital Grants	\$0
Total Operating Revenue	\$4,467,506

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,946
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,946

Expenditure	Actual
Student Resource Package ²	\$3,267,835
Adjustments	\$0
Books & Publications	\$7,034
Camps/Excursions/Activities	\$103,091
Communication Costs	\$3,930
Consumables	\$105,463
Miscellaneous Expense ³	\$14,387
Professional Development	\$9,211
Equipment/Maintenance/Hire	\$81,332
Property Services	\$110,204
Salaries & Allowances ⁴	\$381,445
Support Services	\$59,598
Trading & Fundraising	\$92,403
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,337
Total Operating Expenditure	\$4,260,269
Net Operating Surplus/-Deficit	\$207,236
Asset Acquisitions	\$32,472

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$680,175
Official Account	\$43,836
Other Accounts	\$43,985
Total Funds Available	\$767,997

Financial Commitments	Actual
Operating Reserve	\$159,920
Other Recurrent Expenditure	\$29,795
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$205,751
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$45,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$23,280
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$139,000
Total Financial Commitments	\$604,745

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.