

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 13 March 2024 at 05:02 PM by Meagan Bone (Principal)

- This 2023 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 18 March 2024 at 06:55 PM by Tony Lee (School Council President)

# How to read the Annual Report

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## 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.

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## 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Chilwell Primary School is an inner-city school in Newtown, in the heart of Geelong, established in 1878. With just under 400 students, Chilwell is very connected to the local community, parents, friends and local businesses including kindergartens, preschools and secondary colleges. Chilwell is a very family orientated school that recognises and responds to the needs and diversity of family groups within our school. The school has catered for many generations of Geelong families and are extremely proud of how we have created a learning environment for all students, staff and families whereby we live by the school values of 'Kindness, Respect, Resilience and Persistence.'

Our whole community works together to provide a caring, secure and stimulating learning environment for all students. A strong partnership between home and school ensure 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 supporting the 'whole child' through rigorous wellbeing lens along with at all times, developing classrooms programs that enable a positive and cooperative learning environment in which students can achieve their potential in all curriculum areas. Our staff remain committed to ongoing professional learning and development, also working in Professional Learning Communities to plan sequential and differentiated learning programs guided by evidence-based curriculum philosophies. This is driven by assessment data and supported by high quality coaching throughout the year by members of the leadership team around curriculum, engagement and inclusive practices.

We implement a specialist teaching program in Physical Education, Performing Arts, Visual Arts, and STEM (Science Technology (Design and Digital) & Mathematics).

The school has a full-time teaching staff equivalent of 22.8, 9 part time Educational Support Staff, 2.4 administrative staff and 2 Principal Class Team members.

In addition to this we have a .4 Counsellor, .25 Paediatric Occupational Therapist, and a .2 Psychologist.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023, 25 students were selected to participate in the Victorian High Ability Program in English and Mathematics and online course whereby students worked alongside multiple other students from around the state.

90% of students in Year 5 were strong or exceeding in NAPLAN Reading in comparison to the state at 77%. 82% of students in Year 5 were strong or exceeding in NAPLAN Numeracy in comparison to the state at 68%. In both Year 3 and 5 students surpass similar schools and the state by at least 5% in Reading, along with Year 5, 14% above state average.

In English we recorded 95.65% of students at or above the expected level in English compared to similar schools at 92% and the state at 87%. In Mathematics 95% of students are at or above the expected level compared to similar schools at 92% and the state at 86%.

34 students accessed the Tutor Learning Initiative in Literacy. This was run and taught by the Learning Specialist at school.

All teaching staff collaborated in Professional Learning Communities, whereby they had allocated time each week to analyse data, and planning in-depth, differentiated lessons for students, relevant to individual needs. In addition to this, staff undertook a rigorous professional learning schedule, which included moderating in both writing and numeracy. Along with this staff undertook professional learning around suitable adjustments to support students within the classroom, who present with varied learning styles and achievements within the classroom.

Students selected and undertaking Maths Olympiad in 2023, were acknowledged for obtaining results in the top 10% of all participants.

### Wellbeing

2023 was the final year of being recognised as a Respectful Relationships Lead School in the Barwon Region, testament to the work the lead staff and the teachers undertook over the past 2 years in addition to the 2 years of being a partner school. We joined The Resilience Project in 2023 and really engaged with this program. Students undertook lessons weekly pertaining to this, and actively used their TRP diaries to support with GEM (Gratitude, Empathy and Mindfulness).

We continued with the role of Inclusive Practice Leader and we introduced a Mental Health and Wellbeing leader, who worked together under a 'Wellbeing' banner. A lot of work was undertaken with staff around students with additional needs and adjustments made within each and every classroom to support all students. Lunchtime clubs were introduced and offered to all students. These evolved and changed over the year due to student voice and interests gauged.

A Counsellor was employed 2 days a week, along with appointing a Paediatric Occupational Therapist in October (with Ashby, Newtown and Hamlyn Banks PS) at .25.

Multiple groups undertook additional programs around social skill development, Project Art and community projects.

Although a drop in Sense of Connectedness 65.2% from a drop in a 4 year average of 74.4%, we note that this was a greater focus in the latter part of the year and work undertaken around ensuring students know who they could go to if they had concerns or worries. Professional Learning was undertaken around inclusive classrooms along with a very successful partnership with the Inclusion Outreach Coaching program. Staff had access to specifically trained educators that were able to develop their capacity to support and cater for all students within the classroom with additional learning needs and disabilities.

## Engagement

Multiple clubs were offered including art, yoga, chess, gardening, dance, reading, soccer; along with the connections with secondary schools saw exciting opportunities for students to engage with older role models and also experience the 'life of a secondary student' at multiple locations.

Not only did students engage with BATFORCE, around cyber safety and connections, parents were invited to attend sessions pertaining to this. We also hosted 'Raising Great Kids', a 6 week parent program run by the City Of Greater Geelong.

School Captains and House Captains participated in a Leadership Course through the Geelong Performing Arts Centre and enjoyed putting some of their learning into action.

Grade 6 student committees proved successful again this year. Multiple funds were raised for charities by the social services committee. The Learning 4 Life committee recognised students each fortnight in assembly, along with the introduction of House Activities each month.

Satisfaction and engagements was at 87% in the Parent Opinion Survey along with 83.5% of staff positive response to School Climate. There were areas that dropped in the staff opinion survey, which was a predicted outcome due to a lot of change in the early part of the 2023 school year.

Junior School Council actively met weekly, undertaking Nude Food, Walk to School Day celebrations along with the planning and implementation of a Cultural Day.

The leadership team embarked of a 5 day course with 3 other schools around managing staff, school improvement and culture.

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## Other highlights from the school year

We were successful in obtaining the Inclusive School Grant. This consists of \$300,000 for a sensory garden at the school, which is currently out for tender.

Grade 4, 5 and 6 students attended very successful camps at Lady Northcote, Anglesea and Healesville whereby they further developed their leadership, social and physical education skills.

Another very successful Chilwell Fair was held, raising near on \$40,000 for a shade sail over the senior playground and a Trivia evening raising \$17,000 for AstroTurf.

The School Concert was held successfully in term 3. Although this was not a fundraiser, due to higher numbers of tickets sold a small profit was recorded. This was used to purchase new sound systems and microphones for the students to use.

We were successful in obtaining \$4000 in musical equipment and participating in the Music in Schools Program, whereby we had a mentor supporting us in the development of our music program that is incorporated into our Performing Arts specialist classes.

Our Website was relaunched in 2023, now easy to navigate, with up to date information and school promotions. The Website is primarily aimed at potential new families to the school as our internal platforms such as Compass, Seesaw and Showbie are used for internal communication and promotion of learning. In addition to this, we are launching Instagram and Facebook for our school community in 2024.

## Financial performance

Chilwell's fundraising efforts in 2023 enabled a shade sail to be constructed over the senior playground along with the installation of AstroTurf in an area of the yard for students to enjoy.

Funds received through the Student Resource Package were used for materials and subject resources but additional resources to support and further enhance student learning. This included 3D printers, technology equipment and books to support our Learning for Life program including the Respectful Relationships and The Resilience Project curriculum.

Staff undertook various professional learning including presentations from Chris Varney and the 'I Can' Network, Hugh Cuylenburg from The Resilience Project among others. Particular staff completed the Berry St training, Music in Schools mentoring program and all staff benefited from a partnership with an Inclusion Outreach Coach, working alongside and coaching staff around making adjustments in the classroom to support individual needs.

A high percentage of families (90%) contributed to the voluntary school funds that support the teaching and learning programs.

There was a high absenteeism rate of staff at times due to illness, which contributed to a higher spent budget for replacement of teaching staff.

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 403 students were enrolled at this school in 2023, 182 female and 221 male.

9 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).

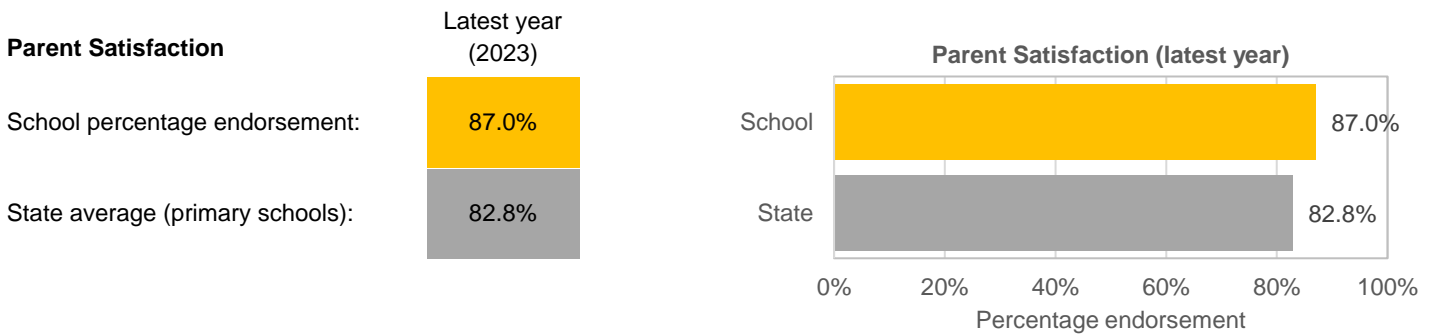
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

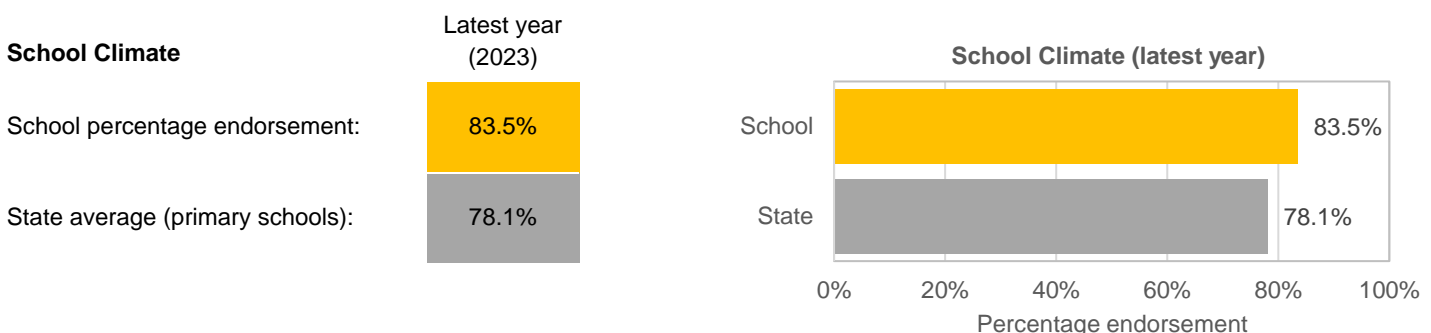


### School Staff Survey

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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

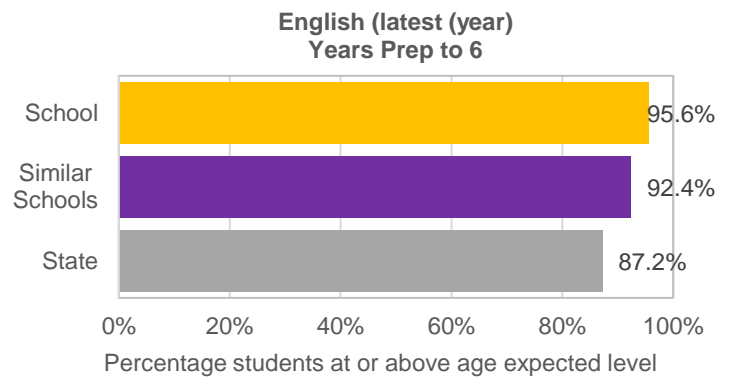
95.6%

Similar Schools average:

92.4%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

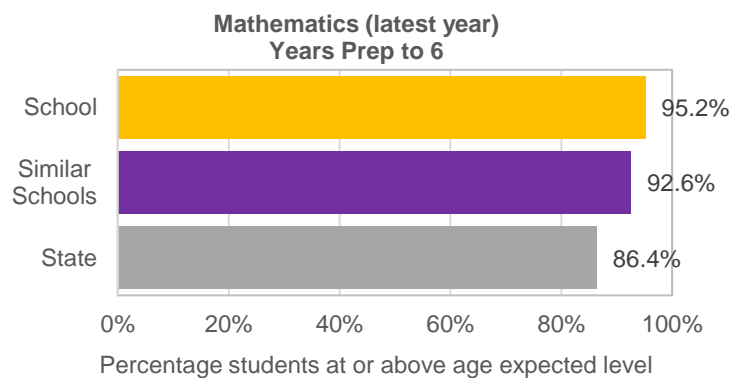
95.2%

Similar Schools average:

92.6%

State average:

86.4%





## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

79.7%

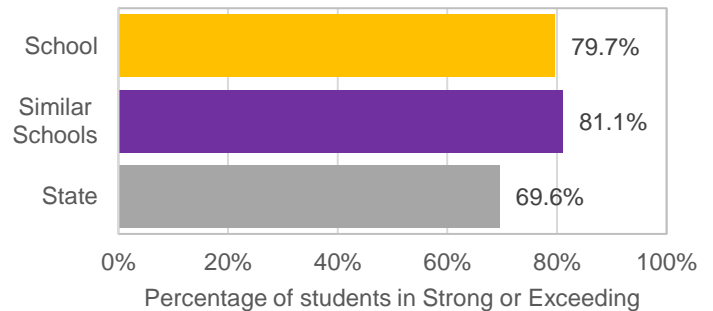
Similar Schools average:

81.1%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

89.8%

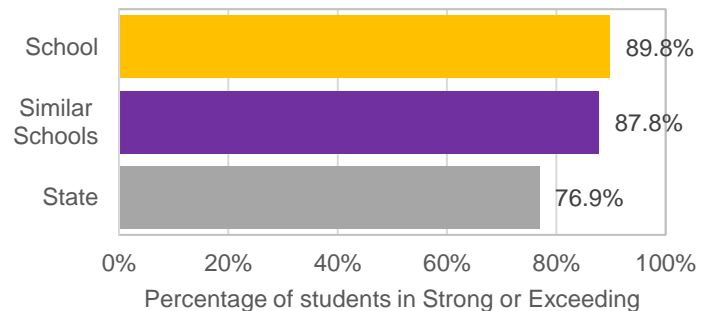
Similar Schools average:

87.8%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

78.5%

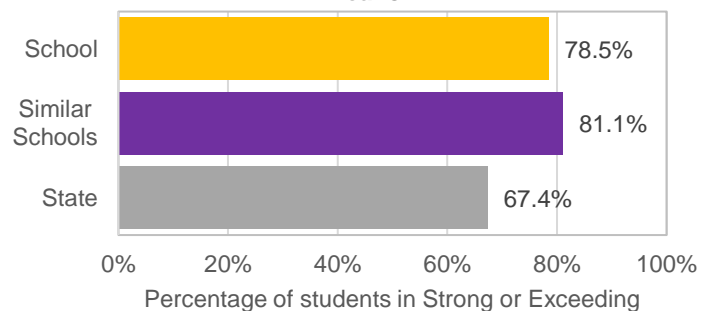
Similar Schools average:

81.1%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

81.6%

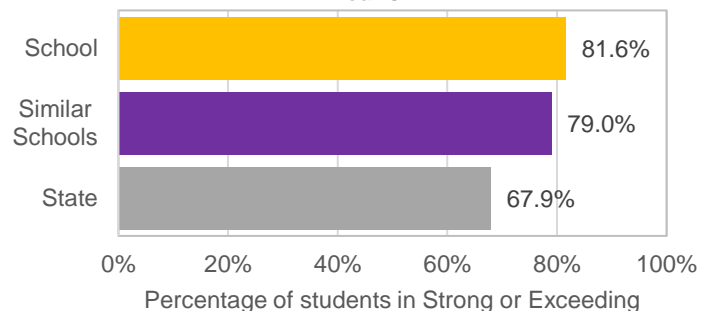
Similar Schools average:

79.0%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



## 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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

92.2%

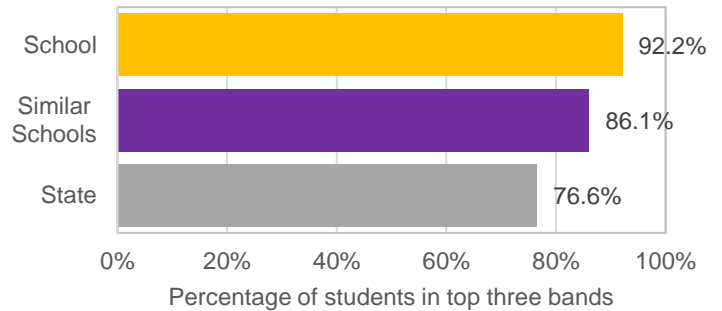
Similar Schools average:

86.1%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

86.4%

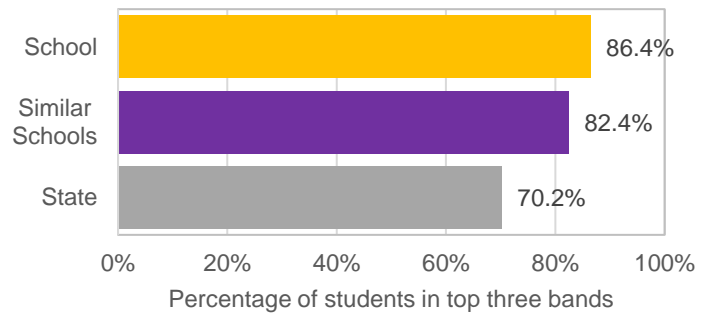
Similar Schools average:

82.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

72.5%

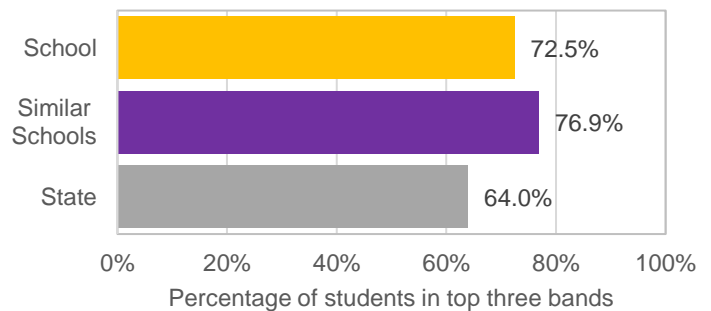
Similar Schools average:

76.9%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

69.7%

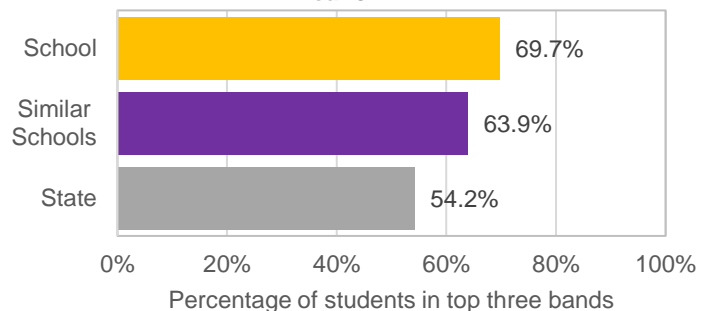
Similar Schools average:

63.9%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

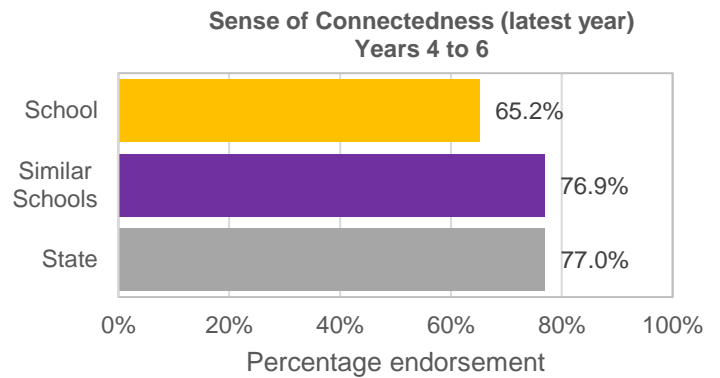
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	65.2%	74.4%
Similar Schools average:	76.9%	78.5%
State average:	77.0%	78.5%

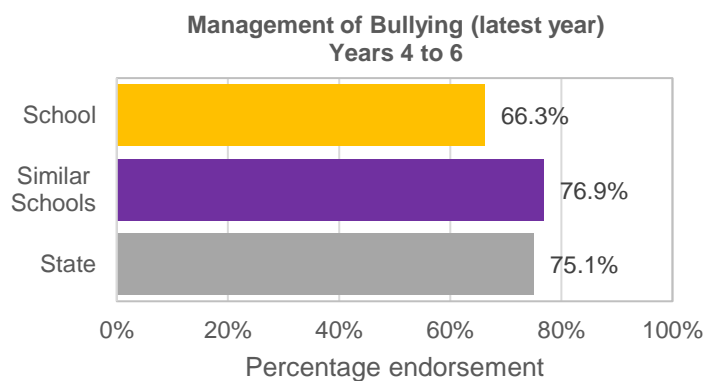


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	66.3%	73.5%
Similar Schools average:	76.9%	78.6%
State average:	75.1%	76.9%



## ENGAGEMENT

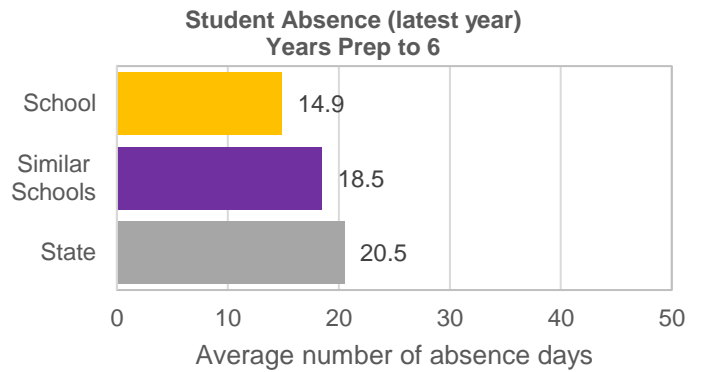
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	14.9	13.9
Similar Schools average:	18.5	15.8
State average:	20.5	18.1



### 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 (2023):	91%	93%	94%	93%	94%	93%	90%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,949,367
Government Provided DET Grants	\$472,444
Government Grants Commonwealth	\$2,507
Government Grants State	\$0
Revenue Other	\$43,440
Locally Raised Funds	\$413,341
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,881,100</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,853
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$13,853</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,879,350
Adjustments	\$0
Books & Publications	\$5,134
Camps/Excursions/Activities	\$116,862
Communication Costs	\$5,907
Consumables	\$104,002
Miscellaneous Expense <sup>3</sup>	\$19,594
Professional Development	\$17,641
Equipment/Maintenance/Hire	\$78,639
Property Services	\$176,437
Salaries & Allowances <sup>4</sup>	\$272,856
Support Services	\$32,694
Trading & Fundraising	\$95,658
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,276
<b>Total Operating Expenditure</b>	<b>\$4,828,050</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$53,050</b>
<b>Asset Acquisitions</b>	<b>\$37,124</b>

- (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 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$599,015
Official Account	\$47,742
Other Accounts	\$19,869
<b>Total Funds Available</b>	<b>\$666,626</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$140,449
Other Recurrent Expenditure	\$2,629
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$179,039
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$162,000
<b>Total Financial Commitments</b>	<b>\$524,118</b>

*All funds received from the Department of Education, 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.*