

2015 Annual Report to the School Community

Chalcot Lodge Primary School

School Number: 5231



Name of School Principal:

Monica Ghirxi

Name of School Council President:

Paul Newton

Date of Endorsement:

23/03/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Chalcot Lodge Primary School aims to develop a supportive community of active learners who are confident, curious, creative and critical thinkers. The school provides a high quality education for each student in a safe, supportive and inclusive environment, preparing them for life and learning as global citizens in an ever changing world.

In 2015, the school had 25.72 equivalent full time staff: 2.0 Principal class, 14.4 teachers and 10 Education Support staff. In 2015, the school enrolment was 295, with slightly more boys than girls (153 boys and 142 girls) and the school community represents diverse cultural backgrounds.

Focus is on provision of high quality education which addresses the individual learning needs of each student. A comprehensive and relevant curriculum is provided, with a focus on Literacy and Numeracy. Our teachers are highly skilled, dedicated and caring professionals and the school regards a close parent / school partnership as vital. Student learning is enhanced through the daily use of technology, with interactive whiteboards, laptops and iPads in each classroom. The Media Centre includes a computer lab, radio station and TV studio. Specialist teachers are employed to present programs including Performing Arts, ICT & Media, Sport & Physical Education and Visual Arts.

The school proudly offers an extensive range of extra-curricular programs that nurture student's individual skills and interests. Chalcot Lodge not only provides our students with the essential Literacy and Numeracy skills required to succeed in life, but also prepares our next generation of engineers, programmers, athletes, musicians, performers, film makers, radio DJs, chefs, environmentalist and future leaders. The school offers programs such as; Choir, Dance Crews, Productions, Camping and Sports Programs, Student Leadership Program, Robotics Club, Chess Club, Buddy Program, Instrumental Music, Swimming, Vegetable Garden Program, Cookery and Media Program.

There is a strong parent / school partnership. Mutual respect between parents, students and staff allows open communication and collaborative decision-making at all levels, thus contributing to the community working positively to support and achieve our shared vision.

The excellent learning environment provided at Chalcot Lodge Primary School is evidenced by its productive, vibrant and happy atmosphere. This contributes to the high student achievement levels and the pride and positive school spirit demonstrated by the community both within and beyond the school. We call ourselves the 'Chalcot Family!'

Achievement

Teacher judgements against the Australian Curriculum/Victorian Learning Standards (AusVELS) indicate that 87% of students across the school achieved at or above the expected levels in Number, 91% of students achieve at or above in Reading & Writing, 87% of students achieved at or above in Writing and 95% of students achieved at or above in Speaking & Listening. Teacher assessments from AusVELS for Years Prep to 6 compared similar with the median of all Victorian government schools.

It is very pleasing to report that the Year 3 students' achievement data in NAPLAN tests for both Reading and Numeracy are higher than that of the median of all Victorian government schools. It is also important to note that the 4 year average in Numeracy has remained higher than the median of all Victorian government schools.

Year 5 students' achievement data in NAPLAN tests for Reading and Numeracy compared similar with the median for all Victorian government schools, with 70% of students from Years 3 to 5 making medium to high learning gain.

Students supported through the Program for Students with Disabilities (PSD) made very good progress in achieving their individual learning goals. Individual Learning Plans were developed for all students on the PSD and Student Support Group meetings were held each term.

In 2015, many strategies were put in place to enhance improved student learning outcomes across the curriculum, these included:

- Curriculum Leaders and Committees established for English, Mathematics, Information and Communication Technology (ICT) and Inquiry to ensure all school projects were completed and new initiatives implemented;
- High quality resources investigated, purchased and used in the teaching and learning of English, Mathematics and Inquiry;
- Development of pre / post tests in the mathematical area of Space;
- The introduction of the Seven Steps Writing program implemented in years Prep to 6;
- Strategies from the Readers CAFÉ program, with a particular focus on comprehension skills, implemented in Years Prep to 6;
- Students placed in differentiated collaborative teaching and learning groups according to their individual learning needs in Number and Reading;
- Students deemed at risk progressed through their own Individual Educational Learning Plans;
- Students participated in Inquiry learning which was designed to develop meta cognition, questioning and research skills;
- The implementation of the Cathy Walker investigative Learning Approach in Year Prep;
- Designated students in Years Prep to 2 participating in the Literacy Intervention program;
- The provision of professional development for Teachers and Educational Support Officers in the effective use of ICT devices and the explicit teaching of Writing and Reading skills.

Engagement

The average student attendance rate is similar to the median of all Victorian government schools with the number of days absent per student from Years Prep to 6 being 16.23 days.

Absence figures were negatively impacted upon by families who take extended holidays (particularly in the Year 1 & 4 cohort) and through long periods of illness by students (particularly the 1 & 2 cohort). Student attendance was monitored and cases of recurring absences were pursued with parents, first by class teachers and then, if necessary, by the Student Wellbeing Coordinator or Principal.

Student Attitudes to School data compares similar to the median of all Victorian government schools. It is very pleasing to note however, that in the area of Stimulating Learning, the school's factor mean score is well above the regional data.

All student participation in the Cookery Program and the school's innovative ICT/Media Program fostered student engagement, parent participation and supported learning and teaching in an exciting and authentic context. Education Week Celebrations, Family Day activities and the Chalcot film night have continued to be an excellent opportunity to strengthen school connectedness and to showcase students' Media, Art and Literacy skills.

The positive student attitude towards school is enhanced by: the comprehensive Student Engagement and Wellbeing Program; an engaging curriculum focussing on individual learning needs; student access to extensive extra curriculum programs and the strong partnership between parents and the school; and the culture of the school as the 'Chalcot Family'.

Wellbeing

The Students Attitudes to School data in relation to 'Connectedness to school' and 'Student Safety' is similar to that of the median of all government schools. The attitude to school survey indicates that student morale is high, they believe that they are well behaved and feel connected to their peers and school.

The extensive ICT, Student Leadership, Buddies and Social Skills programs, have continued to develop positive communication skills for students across the school and the lunch time 'Student Wellbeing Centre' has supported students with developing friendship groups and feeling connected with their peers.

During 2015, the school has continued on an 'Inquiry Learning' journey. The staff have had extensive professional development on what 'Inquiry Learning' looks like in the classroom and have been planning and implementing Global Inquiry Learning units of work. This has given students the opportunity to have a voice in what they are learning, develop their thinking and metacognitive skills and be engaged in local and global environmental issues and topics.

Student voice has also been enhanced through Student Led Conferences. These conferences have allowed students to take responsibility for sharing their learning with their peers and parents/guardians. It gives students the opportunity to showcase their work, to celebrate their achievements and discuss their future learning.

Productivity

In 2015, all students from Years Prep to 6 participated in a weekly one hour Physical Education, ICT and Visual Arts session which are taught by specialist teachers and a fortnightly two hour Cookery session supported by an Educational Support Officer. During one semester, Students also participated in a weekly one hour Performing Arts session. The teaching of a Language other than English (Italian) was taught by the classroom teachers through an online program. The introduction of Madarin will commence in 2016, with a focus on the teaching and learning of the Chinese culture and geography.

All classroom teachers worked within Professional Learning Teams to plan and implement an engaging differentiated curriculum that focused on Literacy, Numeracy and Global Inquiry. The school's detailed and comprehensive timetables enabled all teachers to plan and teach in collaborative groups which focus on the individual learning needs of students, particularly in the areas of Number and Reading. Individual Educational Learning Plans were also developed for all students identified as 'at risk' and for those students on the Program for Students with Disabilities.

Literacy Intervention and Social Skills programs were facilitated by Educational Support Officers and additional support for students with English as an additional language was provided. Educational Support Officers were also employed to assist with the individual learning needs of students funded through the Program for Students with Disabilities.

During 2015, staff professional development focused on improving teachers' knowledge, skills and expertise in the area of Learning Technologies, particularly with the use of Media technology, Ipads, the use of GradeXpert as a tool for recording student assessment and the explicit teaching of Reading & Writing skills and Global Inquiry Learning to improve student learning outcomes.

In 2015, significant financial resources were allocated to:

- staff professional development;
- upgrading computers, purchasing laptops & Ipads for the classrooms;
- tinting of the hall windows;
- installation of four new air conditioning units in classrooms;
- upgrading classroom furniture in the senior school; and
- establishing a Bike Education program and a newly built bike shed.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 286 students were enrolled at this school in 2015, 138 female and 148 male. There were 17% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.




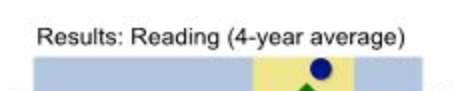







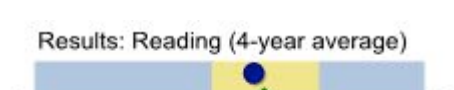
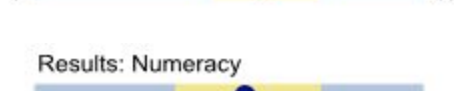





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>57%</td> <td>10%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>63%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>57%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>47%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>60%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	57%	10%	Numeracy	20%	63%	17%	Writing	30%	57%	13%	Spelling	27%	47%	27%	Grammar and Punctuation	33%	60%	7%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1050 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>90 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	93 %	93 %	92 %	93 %	91 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	90 %	93 %	93 %	92 %	93 %	91 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

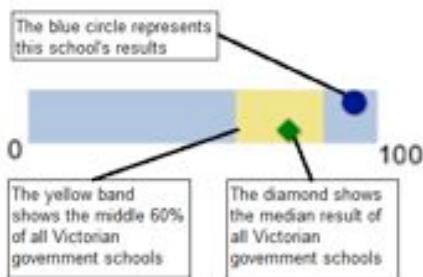
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

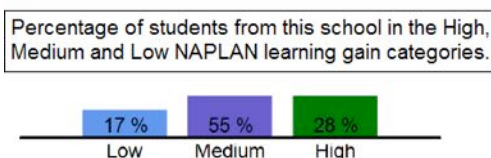
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

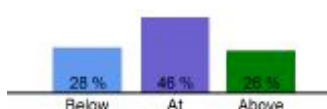
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,236,973
Government Provided DET Grants	\$290,000
Government Grants Commonwealth	\$3,187
Revenue Other	\$13,838
Locally Raised Funds	\$153,725
Total Operating Revenue	\$2,697,723

Funds Available	Actual
High Yield Investment Account	\$5,717
Official Account	\$1,977
Other Accounts	\$313,147
Total Funds Available	\$320,842

Expenditure	
Student Resource Package	\$2,138,339
Books & Publications	\$3,580
Communication Costs	\$3,577
Consumables	\$44,961
Miscellaneous Expense	\$164,160
Professional Development	\$16,301
Property and Equipment Services	\$126,933
Salaries & Allowances	\$91
Trading & Fundraising	\$13,583
Travel & Subsistence	\$58
Utilities	\$27,534

Financial Commitments	
Operating Reserve	\$60,328
Maintenance - Buildings/Grounds incl SMS<12 months	\$38,715
Revenue Received in Advance	\$25,555
School Based Programs	\$134,925
Asset/Equipment Replacement > 12 months	\$51,982
Maintenance -Buildings/Grounds incl SMS>12 months	\$9,336
Total Financial Commitments	\$320,842

Total Operating Expenditure **\$2,539,114**

Net Operating Surplus/-Deficit **\$158,608**

Asset Acquisitions **\$0**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

In 2015, there was a surplus of \$98,634 in the SRP and a surplus of \$59,975 (including \$9713 in CSEF) in the cash budget. The 2015 balance was enhanced through the credit to cash transfer of \$38,733, which was placed into an investment account to maximise cash revenue through interest earned, which totaled \$10,786. The cash surplus is to be used for the Library upgrade in 2016 costing approximately \$170,000.

Included in the government provided DET figure of \$280,287 is the credit to cash transfer of \$37,733, ICT Grant of \$4000, EYKLN Program Grant of \$4700, Quick Vic Grant of \$400 and School Self-Assessment Grant of \$5,000.

The financial commitment for facilities including: buildings, grounds, urgent and planned maintenance and inspections were supplemented by the amount of \$22,667, over and above the amount provided for this purpose by the Department.

In 2015 tinting of the hall windows cost \$4,140, 4 new air conditioning units for classrooms cost \$3,278, furniture for classroom cost \$5981, \$3,590 was spent on establishing the new Bike Education Program and \$7,810 was spent on the designs of the Library Upgrade.

Miscellaneous expenditure included \$86,972 for casual relief teachers for staff absences due to both illness and professional development.

Locally raised funds were gained through parent curriculum and grounds maintenance contributions, facilities hire and fundraising by the school and the Parent Club. Fundraising profit for the year was \$28,663.