

**2014 Annual Report to
the School Community**

Chalcot Lodge
Primary School

School Number:
5231



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 2014.

Name of School Principal:

Monica Ghirxi

Signature:

Name of School Council President:

Paul Newton

Signature:

About Our School

School Context

Chalcot Lodge Primary School, aims to provide 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.

The school has 25.2 equivalent full time staff: 2.0 Principal class, 16 teachers and 8.8 Education Support staff. In 2014, the school enrolment was 271, with slightly more boys than girls (146 boys and 125 girls). The school community represents diverse cultural backgrounds, with the proportion of students with English as an additional language high and an overall low to mid socio-economic profile.

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, desktops, 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. Class teachers take their classes each week to the school Library to borrow books and teach Library skills. Class teachers also teach Italian through the Languages Online Program.

Extra curricula programs include: Choir, Dance Crew, Productions, Student Leadership Program, Robotics Club, Directors and Actors Club, Chess Club, Environmental Club (The Green Team), Garden Club, Cookery Program, Instrumental Music, Social Skills and Wellbeing Program, Swimming, Religious Education and the Camping & Excursion Program.

Achievement

Teacher judgements against the Australian Curriculum/Victorian Learning Standards (AusVELS) indicate that 89% of students across the school achieved at or above the expected levels in Number, 90% of students achieve at or above in Reading & Writing, 88% 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 that of Victorian government schools.

Year 3 students' achievement data in NAPLAN tests for Reading compared similar with that of Victorian government schools while the NAPLAN tests for Mathematics compared better than that of Victorian government schools.

Year 5 students' achievement data in NAPLAN tests for Reading and Mathematics compared similar with that of Victorian government schools. NAPLAN data also indicates that from Years 3 to 5, 74% of students in Reading, 78% of students in Writing, 84% in Spelling, 77% in Grammar & Punctuation and 78% of students in Numeracy made medium to high learning gain.

Students supported through the Program for Students with Disabilities (PSD) made 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 2014, many strategies were put in place to enhance improved student learning outcomes, these included:

- The review and refinement of the Chalcot Lodge Scope and Sequence for Speaking & Listening;
- The review and refinement of the Chalcot Lodge Scope and Sequence for Writing;
- Development of pre / post tests in Measurement;
- Students were placed in differentiated collaborative 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; and
- The provision of professional development for teachers in the effective use of iPads and the explicit teaching of Writing and Reading skills.

Engagement

Average student attendance rates were similar to that of Victorian government schools with the number of days absent per student being 14.5 days.

Absence figures were negatively impacted upon by families who take extended holidays (particularly in the Year 5 cohort) and through long periods of illness by students (particularly the Prep and One 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 Engagement data compares similar to that of Victorian government schools. It is very pleasing to note that there is an improvement in students' perceptions, particularly in the area of Teaching and Learning.

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; the extensive ICT resources; the strong partnership between parents and the school; and the culture of the school as the 'Chalcot Family'.

Wellbeing

It is very pleasing to note that the school's Student Attitudes to School data compares more favourably to that of Victorian government schools. The data indicates that student morale is high, that they feel confident as learners and are connected to the school.

The Social Skills Program, has continued to develop positive communication skills for designated students and the lunch time 'Student Wellbeing Centre' has supported students with developing friendship groups and feeling connected with their peers.

The introduction of Student Led Conferences has empowered students to articulate their learning and areas for future growth. It has given students the opportunity to showcase their work and to celebrate their achievements with their parents/guardians.

Productivity

In 2014, the teaching staff consisted of 12 full time Classroom Teachers, 0.8 Physical Education Teacher, 0.6 ICT Teacher, 0.4 Performing Arts Teacher and 0.8 Visual Arts Teacher. All students from Years Prep to 6 participated in a weekly one hour Physical Education, ICT and Visual Arts session which were taught by specialist teachers. Students also participated in a weekly, half hour, Performing Arts session and a two hour, fortnightly, Cookery program. The teaching of a Language other than English (Italian) was taught by the classroom teachers through an online program.

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 that focused 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'.

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 2014, staff professional development focused on improving teachers' knowledge, skills and expertise in the area of Learning Technologies, particularly with the use of Ipads, the use of GradeXpert as a tool for recording student assessment and the explicit teaching of Writing & Reading to improve student learning outcomes.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 271 students were enrolled at this school in 2014, 125 female and 146 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Higher</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Higher</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
 Result for this school: ● Median of all Victorian government schools: ◆




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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>55%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>55%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>55%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>45%</td> <td>39%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>58%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	55%	19%	Numeracy	23%	55%	23%	Writing	23%	55%	23%	Spelling	16%	45%	39%	Grammar and Punctuation	23%	58%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1034 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>91 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	93 %	94 %	92 %	92 %	94 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	93 %	94 %	92 %	92 %	94 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

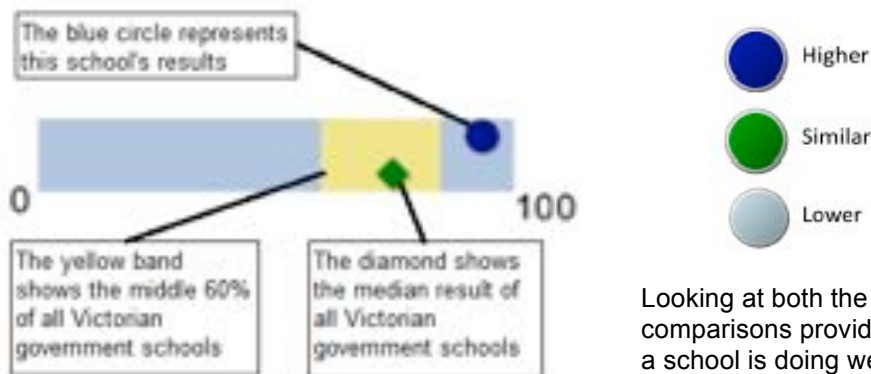
What are student outcomes?

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.

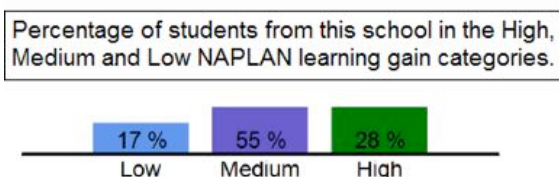
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



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 Indigenous 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.

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, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$1,957,255
Government Provided DE&T Grants	\$279,259
Government Grants Commonwealth	\$3,687
Revenue Other	\$11,345
Locally Raised Funds	\$139,971
Total Operating Revenue	\$2,391,516

Funds Available	Actual
High Yield Investment Account	\$2,035
Official Account	\$2,156
Other Accounts	\$315,367
Total Funds Available	\$319,558

Expenditure	
Student Resource Package	\$1,918,516
Books & Publications	\$4,224
Communication Costs	\$3,606
Consumables	\$49,057
Miscellaneous Expense	\$101,214
Professional Development	\$5,231
Property and Equipment Services	\$184,165
Trading & Fundraising	\$16,640
Utilities	\$24,003
Total Operating Expenditure	\$2,306,656

Financial Commitments	
Operating Reserve	\$52,977
Asset/Equipment Replacement < 12 months	\$3,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$30,508
Cooperative Bank Account	\$11,442
Revenue Received in Advance	\$21,837
School Based Programs	\$167,194
Asset/Equipment Replacement > 12 months	\$25,636
Capital - Buildings/Grounds incl SMS>12 months	\$3,297
Maintenance -Buildings/Grounds incl SMS>12 months	\$3,667
Total Financial Commitments	\$319,558

Net Operating Surplus/-Deficit	\$84,860
Asset Acquisitions	\$8,180

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.

Financial performance and position commentary

The school is in a sound financial position and allocation of funding to programs accurately reflected the sources of funding.

In 2014, there was a surplus of \$113 637 in the School Resource Package and a deficit of \$28 777 in the cash budget. The 2014 balance was supplemented through a credit to cash transfer of \$74 898, which was placed into an investment account to maximise cash revenue through interest earned, which totaled \$11 244.

Included in the government provided DE&T figure of \$279 259 is the credit to cash transfer of \$74 898, a furniture grant of \$6 600 and NCC grant of \$1 500.

The financial commitment for facilities including: buildings, grounds, urgent and planned maintenance and inspections was supplemented by the amount of \$73 639 from school funds, over and above the amount provided for this purpose by the Department. In 2014, refurbishment of the senior hard court cost \$21 160, removal of the Bunya Bunya tree and fence was approximately \$7 000, mulch & playground inspections totaled \$10 172 and the building of the new bike shelter cost

\$3 238. In excess of \$22 000 was spent on furniture and fittings, including the refurbishment of the new portable. Approximately \$30 000 was spent on computer equipment. The new portable movie screen was purchased at a cost of \$8 180, shown in the report under Asset Acquisitions.

Miscellaneous expenditure included \$68 165 for casual relief teachers for staff absences due to both illness and professional development.

As shown in the Financial Commitments, excluding the operating reserve, most of the committed funds will be expended within twelve months. 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 \$21 537. These funds were used to enhance the teaching and learning environment.