2016 Annual Report to the School Community

School Name: **Chalcot Lodge Primary School**

School Number: 5231

Name of School Principal:	**Monica Ghirxi**
Name of School Council President:	**Paul Newton**
Date of Endorsement:	**23/03/2017**

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 framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

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 2016, the school had 27.03 equivalent full time staff: 2.0 Principal class, 14.8 teachers and 10.23 Education Support staff. In 2016, the school enrolment was 281 with 141 female and 140 male students. The school community represents diverse cultural backgrounds with 24% of students having English as an additional language.

Chalcot Lodge Primary School focuses on providing a high quality education which addresses the individual learning needs of each student. A comprehensive and relevant curriculum is provided, with a key 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 also 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 Crew, Production, Camps and Sporting, Student Leadership, Robotics, Coding, Chess, Buddies, Instrumental Music, Swimming, Gardening, Cookery and Media.

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 collaboratively to support and achieve our shared vision.

The School Performance Summary report highlights the excellent learning and teaching at Chalcot Lodge Primary school. The report highlights that:
- the teacher assessment of students in Years Prep to 6 working at or above the expected level in English and Mathematics is similar to most schools;
- the percentage of students in the top 3 bands of testing in all areas of NAPLAN at Year 3 is higher than most schools;
- the percentage of students in the top 3 bands of testing in NAPLAN Reading at Year 5 is significantly higher than most schools and that all other areas of NAPLAN are similar; and
- both parent and staff survey results are higher than that of most schools.

The excellent learning environment provided at Chalcot Lodge Primary School is also 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!'

Framework for Improving Student Outcomes (FISO)

FISO Initiative - Excellence in teaching and learning
- Building practice excellence
- Curriculum planning and assessment

In 2016, 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 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 (Mandarin) focusing on the Chinese culture was taught by the classroom teachers. Year 6 students also participated in an online Mandarin language 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 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 Wellbeing 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 2016, staff professional development focused on improving teachers' knowledge, skills and expertise in the area of Reading, Oral Language, Investigative Learning, ICT and in strenghthening the use of GradeXpert as a tool for recording student assessment.

The following actions were implemented in 2016 to ensure the successful achievement of the school's key improvement strategies and FISO inititives.
- Student improvement targets for Reading, Writing and Number set for all year levels.
- Building Teacher Capacity in understanding the Reading process (The Big 6) and Speech Language & Communication skills.
- Implementing Toe by Toe and LEAP program by the Educational Support Officers for designated students.
- Reviewing whole school Assessment Schedule.
- Embedding Readers Café and 7 Steps Writing into classroom practises.
- Using Michael Ymer 'hands on', engaging activities during Mathematics sessions.
- Development of Pre/Post Testing in the area of Geometry.
- Implementing Kathy Walker Investigative Learning Approach years Prep to 2.
- Building Teacher Capacity in Kathy Walker Learning Approach years Prep to 6.
- Implementing ICT peer coaching program for teachers.
- Introduction of Radio program for Year 4 students.
- Introduction of Mandarin from years Prep to 6.
- Familiarisation of the new Victorian Curriculum to be implemented in 2017.
- A focus on improving student attendance.
- The full use of Tiqbiz and Qkr as a preferred form of communication with the school community.

Achievement

Teacher judgements against the Australian Curriculum/Victorian Learning Standards (AusVELS) indicate that:
- 96% of students across the school achieved at or above the expected levels in Science- Inquiry Skills;
- 92% of students across the school achieved at or above the expected levels in Number & Algebra;
- 91.4% of students achieve at or above in Reading &Viewing;
- 84.6% of students achieved at or above in Writing; and
- 96.5% of students achieved at or above in Speaking & Listening.

Teacher assessments from AusVELS for Years Prep to 6 compares similar with the mean of all Victorian government schools.

The Year 3 students achievement data in NAPLAN tests indicate that:
- 91.6 % of students are above the National Minimum Standards for Punctuation & Grammar;
- 91.4 % of students are above the National Minimum Standards for Numeracy;
- 90% of students are above the National Minimum Standards for Reading:
- 89.5% of students are above the National Minimum Standards for Spelling; and
- 93.6% of students are above the National Minimum Standards for Writing.

The Year 3 mean score in relation to National Minimum Standards for all areas of NAPLAN is higher than that of all Victorian government schools. The Year 3, four year average scores for both Reading and Number continues to be higher than the state median.

The Year 5 students achievement data in NAPLAN tests indicate that:
- 97 % of students are above the National Minimum Standards for Punctuation & Grammar;
- 94 % of students are above the National Minimum Standards for Numeracy;
- 97% of students are above the National Minimum Standards for Reading:
- 94% of students are above the National Minimum Standards for Spelling; and
- 88% of students are above the National Minimum Standards for Writing.

The Year 5 mean score in relation to Minimum Standards for all areas of NAPLAN is also higher than that of all Victorian government schools. It is also pleasing to note that the percentage of students in Years 3 and 5 in the top 2 NAPLAN bands for Numeracy, Reading and Writing are above that of similar schools.

The Year 5, four year average scores for Reading is higher than the state medium and Number is silimar.

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 2016, 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 where completed and new initiatives implmentent;
- All students Prep to 6 participated in the Seven Steps Writing program;
- students continued to be 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 Indvidual Educational Learning Plans;
- students participated in Inquiry learning which was designed to develop meta cognition, questioning and research skills;
- The Kathy Walker investigative Learning Approach was implemented in Years Prep to 2;
- Designated students in Years Prep to 6 participating in Literacy Intervention programs; and
- Teachers undertaking professional development in enhnacing their understandings of the reading process (The Big 6) and Speech Language & Communication skills.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

| ☐ Victorian Early Years Learning and Development Framework | ☒ AusVELS **X** | ☐ Victorian Curriculum | ☐ A Combination of these |

Engagement

The average student attendance rate is silimar to the median of all Victorian government schools with the number of days absent per student from Years Prep to 6 being 15.98 days. The percentage of students with 20 or more absent days was also similar to the results of primary schools with similar characteristics.

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 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. Individualised intervention programs and return to school plans have been developed for designated students to enhance school connectedness and improve student attendence.

The students at Chalcot Lodge feel safe and happy at school. The Student Attitudes to School data compares similar to or above the median of all Victorian government schools. Most student responses are in the 3rd quatile with Connectedness to Peers, Student Morale and Stimmulating Learning being in the higher end of the 2nd quatile.

Parent Opinion Survey data indicates the school has a stimulating learning environment and offers a wide range of extra-curricula actvities. Parent satisfaction is above that of similar school.

All student participated in the Cookery Program and the school's innovative ICT/Media Program. These programs foster student engagement, parent participation and support 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 and parent satisfaction 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 Wellbeing is similar to that of the median of all government schools. The attitude to school survey indicates that students have good morale, they believe that they are well behaved and feel connected to their peers and school.

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

During 2016, the school has continued on an 'Inquiry Learning' journey with the implmentation of the Kathy Walker Investigative Learning Approach being implmented in Years Prep to 2 . The staff have continued to have 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.
Parents also feel that their children are safe, well behaved and that the school has very good behviour management.
Parent Opinion Survey data indicates that Student Safety is similar to that of like schools and that both Classroom Behaviour & Behaviour Mangement is above that of like schools.

For more detailed information regarding our school please visit our website at
www.chalcotps.vic.edu.au

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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 281 students were enrolled at this school in 2016, 141 female and 140 male.
There were 24% 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 and Education index which takes into account parents' occupations and Education.

low	low-mid	mid	high

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
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary*.	Results: English 0 ————————————— 100 Results: Mathematics 0 ————————————— 100	● Similar ● Similar

Performance Summary

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

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 23 % (Low) 47 % (Medium) 30 % (High) **Numeracy** 20 % (Low) 57 % (Medium) 23 % (High) **Writing** 40 % (Low) 43 % (Medium) 17 % (High) **Spelling** 23 % (Low) 33 % (Medium) 43 % (High) **Grammar and Punctuation** 27 % (Low) 53 % (Medium) 20 % (High)	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. 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. Average 2016 attendance rate by year level:	Results: 2016 0 ──── 50 Low absences <------> high absences Results: 2013 - 2016 (4-year average) 0 ──── 50 Low absences <------> high absences	● Similar ● Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
89 %	93 %	91 %	93 %	92 %	92 %	93 %

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	● Similar ● Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	● Similar ● Similar

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, P-12 and specialist schools, 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.
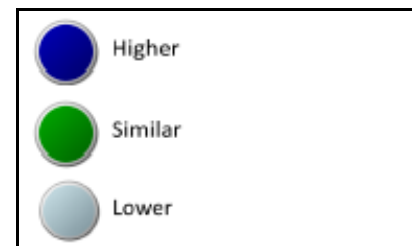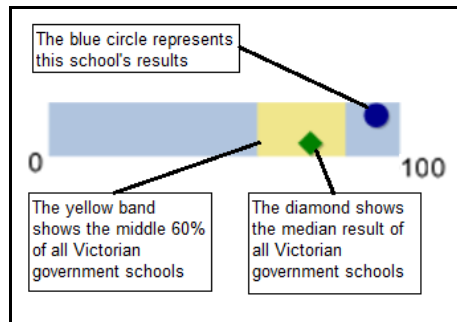
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
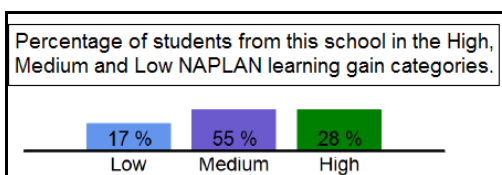
What are the changes in student achievement?
The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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.

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/manage ment/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 and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$2,397,053
Government Provided DET Grants	$303,315
Government Grants Commonwealth	$7,618
Revenue Other	$14,246
Locally Raised Funds	$130,646
Total Operating Revenue	**$2,852,877**

Expenditure	
Student Resource Package	$2,254,076
Books & Publications	$335
Communication Costs	$3,156
Consumables	$48,737
Miscellaneous Expense	$139,020
Professional Development	$9,440
Property and Equipment Services	$364,709
Trading & Fundraising	$13,536
Utilities	$17,169

Total Operating Expenditure	**$2,850,179**
Net Operating Surplus/-Deficit	**$2,699**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$44,158
Official Account	$5,524
Other Accounts	$205,136
Total Funds Available	**$254,819**

Financial Commitments	
Operating Reserve	$61,755
Asset/Equipment Replacement < 12 months	$17,500
Capital - Buildings/Grounds incl SMS<12 months	$25,000
Maintenance - Buildings/Grounds incl SMS<12 months	$36,000
Revenue Receipted in Advance	$21,386
School Based Programs	$93,178
Total Financial Commitments	**$254,819**

In 2016, there was a surplus of $44,363 in the SRP and a deficit of $140,278 (including $10169 in CSEF) in the cash budget.

Included in the government provided DET figure of $291,894 is the EYKLN Program Grant of $3,400. Other Grants received were Sports Grant x3 of $4,900 and Vic Curriculum F – 10 Planning Grant of $1251.

The financial commitment for facilities including: buildings, grounds, urgent and planned maintenance and inspections were supplemented by the amount of $154,026.83, over and above the amount provided for this purpose by the Department.

In 2016 refurbishing the Library cost $169,665, classroom repairs cost $8,727, furniture for classroom cost $5508, laptop upgrades cost $34,000, $11,178 was spent on upgrading the junior playground and $7153 was spent on Professional Development.

Locally raised funds were gained through parent curriculum ICT donations & grounds maintenance, facilities hire and fundraising by the school and the Parent Club. Fundraising profit for the year was $21,555.

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.