

2015 Annual Report to the School Community

Thomas Chirnside Primary School

School Number: 5343

Name of School Principal: Bev Thompson

Name of School Council President: David Fitzgerald

Date of Endorsement: 9th May 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

Thomas Chirnside Primary School is located in the rapidly developing City of Wyndham and is a part of the South West Victoria Region of the Department of Education. The school has been providing a quality education for students for the past 22 years. More than fifty percent of students travel from outside the local neighborhood area to attend the school. In 2015 total staffing numbers were 36.5 teaching staff 32 EFT and support staff 4.5 EFT.

TCPS has an excellent reputation in the community and is well known for high levels of achievement in academic areas, visual and performing arts, cultural, and sporting activities. Students feel safe and cared for in a respectful environment. They develop understanding and tolerance of others in a culture that fosters constructive and respectful relationships.

The school and its community are proud to have been selected as a Stephanie Alexander Kitchen Garden school. During the past 5 years architect designed community kitchen and garden facilities have been developed for the SAKG program; and these, combined with the development of the Australian Government BER classrooms, have transformed the school environment. The attractive grounds include an extremely productive SAKG garden, and provide many varied extracurricular learning opportunities for our students.

In 2015 our school is continuing implementation of an instructional framework within the highly successful Professional Learning Community (PLC) model. Working in a PLC, teachers collaboratively plan a guaranteed and viable curriculum; they monitor individual student learning; and, act at point of need to ensure that all students experience success in learning. The school provides an innovative system of intervention for all its students. Our students are provided with extra time and support to learn essential content. Those students who already know the essential content of the curriculum are provided with extension and enrichment.

School Values are connected to TRIBES processes and strategies and these are used to develop understanding and tolerance in a culture that fosters constructive and respectful relationships.

Community feedback confirms that this school is highly regarded for its ability to provide students with a quality education and to also provide a strong foundation for future learning.

Achievement

Percentages of students at highest levels on NAPLAN 2015

2015 results saw many students perform at the highest levels on the NAPLAN assessments.

In Year 3 Reading, 39% of students achieved the highest levels on the assessment (Bands 5 or 6). In Year 3 Writing, 48% of students achieved Bands 5 or 6; and, in Year 3 Numeracy, 24% of students achieved at Bands 5 or 6.

In Year 5 Reading, 42% of students achieved the highest levels on the assessment (Bands 7 or 8). IN Year 5 Writing, 15% of students achieved Bands 7 or 8. In Year 5 Numeracy, 25% achieved Bands 7 or 8.

Year 5 Mean Scores above State Mean Scores

The Year 5 school mean scores on NAPLAN 2015 were above state mean scores:

Reading (495 school mean score compared with 484 state mean);
Writing (471 school mean score compared to 467 state mean score);
Numeracy (495 school mean score compared to 481 state mean score).

High Student Achievement on Australian Curriculum Victorian Essential Learning Standards

Teacher assessments on the Australian Curriculum Victorian Essential Learning Standards (AusVELs) show our students from Prep to Year 6 are achieving higher than those in similar schools in both English and Mathematics. These high level results reflect the comprehensive learning and assessment process for all students in English and Mathematics. Numeracy results have improved markedly and the school is currently focusing on improvements to Writing teaching and learning.

Engagement

The school has worked diligently to build students' engagement in their learning. The following strategies have contributed to success:

- Safe and collaborative classroom climate for learning.
- Implementation of Professional Learning Communities with a focus on student learning and engagement.
- Use of proficiency scales to set student learning goals;
- The use of real-life based projects; cooperative learning groups
- ICT used as a tool for learning in classrooms.

In 2015 all students have a Personalised Learning Improvement Plan developed from assessment results that included their learning goals. These learning plans reflect the focus of learning for the child. Personalised learning programs are supported by technology and the school is developing a focus on higher order thinking through problem-based learning and inquiry. The school aims to build a strong learning partnership with parents to enhance student's learning.

Thomas Chirnside Primary School works hard to maintain and improve attendance rates. Attendance rates are similar to others on school comparison measures. Student leadership and teamwork are an integral component of the extensive Year 5 & 6 learning program and this is supported through Outdoor Education and Camping Program. In 2016 the school will trial a process for improving homework connectedness to the actual learning program in the classroom through the use of proficiency scales for all essential content. These proficiency scales provide motivation and engagement to practice learning at home.

Wellbeing

Opinion data indicates that students feel safe and well cared for at school. Particularly improved were the variables of school improvement, stimulating learning and transitions. Thomas Chirnside Primary School focuses on providing a highly successful transition process across the school. The Kindergarten to Prep transition program includes a Readiness for Prep Program and also involves several visits to the school during Term 4 and these visits are enhanced by parent information sessions. The school has a close partnership with local Secondary Schools building on our successful transition policies and procedures. On Orientation Day in December all students, including those transferring to the school, spend a day with their new teacher and classmates getting to know each other and preparing for the year ahead.

The health, safety and wellbeing of students can be attributed to a number of factors that include:

- TRIBES processes and strategies are implemented and these are connected to the School Values,
- Development of a respectful, calm, safe and orderly learning environment.
- A focus on the High Reliability Schools Framework and building of a safe and collaborative culture.
- The Stephanie Alexander Kitchen Garden program is implemented across years 3 – 6. The facility is purpose built and highly productive with students actively involved in the indoor and outdoor activities.
- Provision of leadership opportunities for a range of students.

TCPS holds annual Anzac Day and Remembrance Day ceremonies. Veterans from conflicts both past and present join the school community for these occasions. The Lone Pine Memorial was built by veterans and is a reminder of the strong community partnerships supporting our students learning. 2014 was the 10th anniversary of the first Remembrance Day commemorative service at the school.

Productivity

The school uses all human and physical resources to provide a quality learning environment.

Students have access to a comprehensive outdoor education and camping program. A separate gymnasium and large grassed oval provide the ideal environment for Physical Education and Sport. The Arts program includes Music, Visual Arts, West African Drumming and Dance and the opportunity to participate in cultural learning activities.

The school sponsors a Stephanie Alexander Kitchen Garden program and has purpose-built facilities dedicated to the SAKG program. The Stephanie Alexander Kitchen Garden facilities promote engagement in learning across the curriculum and allow students to develop skills for work while enhancing their ability to work in a team environment with others. The SAKG program focuses on real life experience and gives students an opportunity to develop independence and resiliency. The Early Learning Centre provides a developmental play based learning; and, language immersion.

TCPS tracks and monitors student learning against proficiency scales and regularly reports to parents on student progress against learning goals. The school has developed as a safe and collaborative culture and focused resources on ensuring all students have access to effective teaching in every classroom.

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

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 492 students were enrolled at this school in 2015, 246 female and 246 male. There were 9% of EAL (English as an Additional Language) students and 2% 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

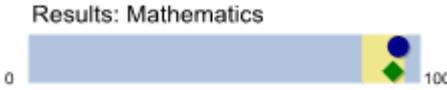
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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> Higher</p> <p> Higher</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</p> <p>No Data Available</p> <p>Mathematics</p> <p>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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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"> <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>30%</td> <td>58%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>65%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>55%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>56%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>41%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	58%	12%	Numeracy	23%	65%	13%	Writing	32%	55%	13%	Spelling	36%	56%	8%	Grammar and Punctuation	36%	41%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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="563 824 1042 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>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	94 %	93 %	93 %	92 %	<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										
93 %	93 %	93 %	94 %	93 %	93 %	92 %										

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>No Data Available</p> <p> Lower</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>No Data Available</p> <p> Lower</p>

How to read the Performance Summary

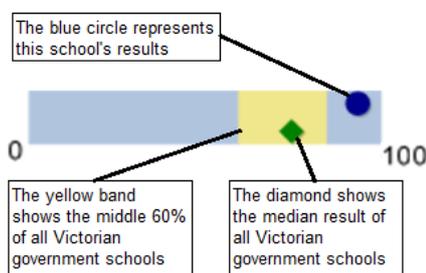
What are student outcomes?

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.

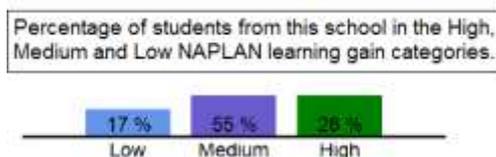
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

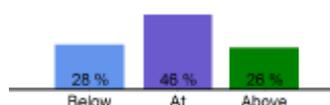


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



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.

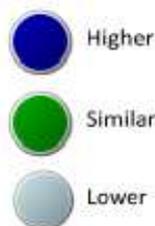


What is a School Comparison?

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/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	Funds Available	Actual
Student Resource Package	\$3,380,935	High Yield Investment Account	\$708
Government Provided DET Grants	\$402,438	Official Account	\$18,687
Government Grants Commonwealth	\$161,069	Other Accounts	\$35,692
Revenue Other	\$6,393	Total Funds Available	\$55,087
Locally Raised Funds	\$350,072		
Total Operating Revenue	\$4,300,907		
Expenditure		Financial Commitments	
Student Resource Package	\$3,416,968	Operating Reserve	\$13,000
Books & Publications	\$3,785	Asset/Equipment Replacement < 12 months	\$27,600
Communication Costs	\$8,027	Revenue Received in Advance	\$14,487
Consumables	\$55,881	Total Financial Commitments	\$55,087
Miscellaneous Expense	\$185,582		
Professional Development	\$14,497		
Property and Equipment Services	\$223,063		
Salaries & Allowances	\$408,323		
Trading & Fundraising	\$53,690		
Travel & Subsistence	\$1,455		
Utilities	\$66,609		
Total Operating Expenditure	\$4,437,878		
Net Operating Surplus/-Deficit	(\$136,971)		
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

Thomas Chirnside Primary School has strong financial processes in place as evidenced by the balances of the school bank accounts.

In 2015 there was a small net operating surplus. The schools overall strong financial position has allowed for works to be undertaken on the grounds and facilities. The school also purchases additional resources and technical assistance to support the Information Technology learning area.

Continuing strong financial management allows the school to provide quality literacy and numeracy learning opportunities such as those provided through the Stephanie Alexander Kitchen Garden.