

2016 Annual Report to the School Community



School Name: Thomas Chirnside Primary School

School Number: 5343

Name of School Principal:	Bev Thompson
Name of School Council President:	David Fitzgerald
Date of Endorsement:	8 th May 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 framework 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

Thomas Chirnside Primary School is located in the rapidly developing City of Wyndham and is a part of the South West Victoria Region of DET. The school has been providing a quality education for students for the past 23 years. In 2016 there were a total of 517 students enrolled. Staffing comprised 35.4 EFT: principal class 2.3 EFT; teaching staff 29 EFT; education support staff 4.1 EFT.

The school has an excellent reputation in the community and is well known for high levels of achievement in academic areas, as well as visual and performing arts, cultural and sporting activities. The school community is proud to have been selected as a Stephanie Alexander Kitchen Garden School and architect designed community kitchen and garden facilities have been developed. In recent years the school grounds have been transformed with attractive grounds and new classroom facilities. The School Values of Respect; Friendliness; Honesty; and, Excellence; are strongly connected to TRIBES processes and strategies and this ensures the development of understanding and tolerance within a school culture that fosters constructive and respectful relationships.

Framework for Improving Student Outcomes (FISO)

School improvement initiatives were focused on achieving excellence in teaching and learning as well as community engagement in learning. During 2016 implementation of the highly successful DuFour's Professional Learning community (PLC) model built practice excellence with teachers collaboratively planning a guaranteed and viable curriculum; and, learning goals in reading, writing and numeracy for all students.

The development of proficiency scales for essential curriculum content ensured accurate monitoring of individual students learning; and, allowed teachers to act at the point of need to ensure all students experienced success in learning. The school further provided for the learning needs of all students through the provision of extra time and support to learn essential curriculum content. Students who already know the essential curriculum content are provided with extension and enrichment. 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

2016 results showed many students perform at the highest levels on the NAPLAN assessments. Reading results show 65% of Year 3 and 55% of Year 5 students in the top 3 bands; 95% of students are at or above National Minimum Standard (NMS). Writing results show 82% of students in Year 3 in the top 3 bands with 100% of students achieving at or above NMS; and, 53% of year 5 students in the top 3 bands with 93% achieving at or above NMS. Numeracy results show 98% of students in Year 5 and 97% in Year 3 achieving at or above NMS; with 35% of Year 5 and 45% of Year 3 students in the top 3 bands.

On the Victorian Curriculum 91.9% of students across Prep to 6 at this school achieved at or above expected levels in English. In Mathematics scores on the Victorian Curriculum showed students at TCPS achieving at higher levels than those in similar schools with 93.9 % across Prep to 6 at or above standard.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Students at Thomas Chirnside Primary School are cared for in respectful, safe and collaborative learning environment. PLCs provided a school wide system of collaboration for improving student learning. In 2016 all students had individual learning goals for Reading, Writing and Numeracy and these were documented in a learning portfolio. These goals reflected the focus of learning for the individual child and evidence for achievement of each goal was also collated into the portfolio. TCPS achieved high levels of student engagement in learning.

Opinion data (High Reliability Schools Parent Survey 2016) indicated students at TCPS: know their learning goals; are able to track their learning progress; and, their teachers provide recognition to them for knowledge gain relative to their learning goals. Based on student needs the teacher: breaks the content into small chunks of information that can be easily processed by students; helps each student practice skills and strategies; and, deepens knowledge through engagement in more complex tasks (for example, decision making, problem solving or investigation). The school used the Every Day Counts strategy to promote higher levels of student attendance and addressed student absences through re-engaging students in schooling and/or meeting with parents.

Wellbeing

Opinion data (High Reliability Schools Student Survey 2016) indicated that students feel safe and cared for at this school. Students have access to a comprehensive outdoor education and camping program. A gymnasium and grassed oval provide the ideal environment for Physical Education and Sport. The Arts program included music and visual arts. TCPS provides a Stephanie Alexander Kitchen Garden program that promotes wellbeing through growing, harvesting, preparing and sharing tasty food using fresh fruit and vegetables. Community connections are created for our students with volunteers in both kitchen and garden classes. During 2016, TCPS invited families to come into the school for learning conferences, increasing family engagement in student learning and home practice of skills to improve student learning. Reporting to parents is focused on student progress towards their individual learning goals.

A clear focus on the health, safety and wellbeing of students can be attributed to a number of factors including: provision of leadership opportunities for students; TRIBES processes and strategies including getting along with others; and, a strong school value program. TCPS provides a respectful, calm, safe and orderly environment so that all students can learn in a positive school environment.

For more detailed information regarding our school please visit our website at thomaschirnsideps.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 517 students were enrolled at this school in 2016, 251 female and 266 male. There were 13% 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 and Education index which takes into account parents' occupations and Education.



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.

No Data Available

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 judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</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" 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>30%</td> <td>52%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>49%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>64%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>54%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>54%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	52%	18%	Numeracy	40%	49%	11%	Writing	18%	64%	18%	Spelling	30%	54%	16%	Grammar and Punctuation	35%	54%	11%	<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 2016 attendance rate by year level:</p> <table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	93 %	92 %	91 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p style="text-align: center;"> Similar</p> <p style="text-align: center;"> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	93 %	92 %	91 %	93 %	93 %										



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

How to read the Performance Summary

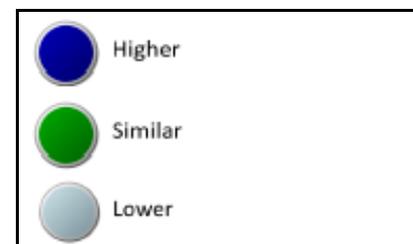
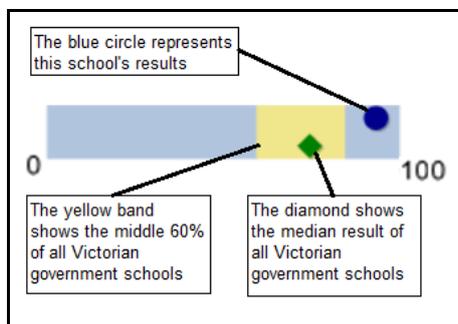
What are student outcomes?

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, 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.

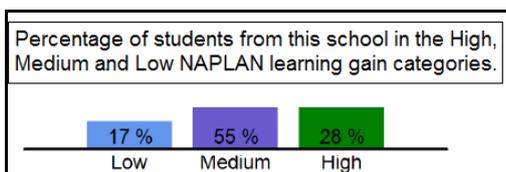
You can see these results for the latest year, as well as the average of the last four years (where available).

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/management/pages/performance.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

Thomas Chirnside Primary School has strong financial processes in place as evidenced by the balances of the school bank accounts. In 2016 a small net operating surplus was achieved. The schools overall strong financial position has allowed for the purchase of additional resources and technical assistance to support a new 1:1 iPad program and the Information Technology learning area.

Continuing strong financial management allows the school to provide unique learning opportunities through the Stephanie Alexander Kitchen Garden; The Arts; Languages; Sports; and, Camping programs.

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

Revenue	Actual
Student Resource Package	\$3,597,324
Government Provided DET Grants	\$457,647
Government Grants Commonwealth	\$172,873
Revenue Other	\$56,068
Locally Raised Funds	\$454,252
Total Operating Revenue	\$4,738,163

Expenditure	
Student Resource Package	\$3,594,361
Communication Costs	\$6,927
Consumables	\$67,079
Miscellaneous Expense	\$244,022
Professional Development	\$31,437
Property and Equipment Services	\$318,390
Salaries & Allowances	\$253,979
Trading & Fundraising	\$49,920
Utilities	\$61,595
Total Operating Expenditure	\$4,627,709

Net Operating Surplus/-Deficit	\$110,454
Asset Acquisitions	\$25,090

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$69,981
Official Account	\$21,345
Other Accounts	\$36,961
Total Funds Available	\$128,288

Financial Commitments	
Operating Reserve	\$37,123
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds incl SMS<12 months	\$42,000
Revenue Received in Advance	\$14,165
Total Financial Commitments	\$128,288

Student Resource Package Expenditure figures are as of 06 March 2017 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.