

2017 Annual Report to the School Community



School Name: Thomas Chirnside Primary School

School Number: 5343



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 May 2018 at 01:05 PM by Bev Thompson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 May 2018 at 05:56 PM by David Fitzgerald (School Council President)

About Our School

School Context

Thomas Chirside 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 25 years. In 2017 there were 541 students enrolled. Staffing comprised 38.7 EFT: principal class 2.5 EFT; teaching staff 31 EFT; education support staff 5.2 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 facilities have been transformed with attractive grounds and new classroom areas.

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.

The school has strong community partnerships and veterans from the Melbourne West Sub Branch of the Vietnam Veterans Association of Australia are actively involved in our school. In 2017, our school was the State Winner of the Anzac Day Schools' Award.

Framework for Improving Student Outcomes (FISO)

School improvement initiatives aligned to the FISO were focused on achieving excellence in teaching and learning as well as community engagement in learning. During 2017, teachers worked within the highly successful DuFour's Professional Learning community (PLC) model; building practice excellence and collaboratively planning a guaranteed and viable curriculum as well as learning goals for all students in reading, writing and numeracy.

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. 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 in a safe and caring environment; and to also provide a strong foundation for future learning.

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 as well as motivation to do well in learning; 94% of students in Years 4 to 6 indicated through the student attitudes to school survey that they were motivated and interested in learning; 90% had high levels of learning confidence; 98% had high expectations for success.

Achievement

Assessment of student learning against the Victorian Curriculum standards showed TCPS students achieving at higher levels than those in similar schools with 92.4% of students across Prep to 6 at this school achieving at or above expected levels in English; and 94.4% of students across Prep to 6 at this school achieving at or above expected levels in Mathematics.

2017 results showed many students perform at the highest levels on the NAPLAN assessments.

NAPLAN Writing results were high with TCPS students in Year 3 achieving an overall average score of 414, above similar schools (397) and equal to the average for all schools (414); and Year 5 average score of 474, was also above similar schools (454) and just above the average score for all schools (473).

In 2017, 75% of students in Year 3 achieved within the top 3 bands on NAPLAN and were working well above the year level standard. Writing results for year 5 students showed 80% in the top 3 bands and working well above the year level standard.

NAPLAN Reading results for TCPS showed students in Year 3 achieving an overall average score of 419, above similar schools (408); Year 5 average score (488) was also above similar schools (481). NAPLAN Reading results also show 70% of Year 3 and 50% of Year 5 students achieving in the top 3 bands and working well above the year level standard.

NAPLAN Numeracy results for TCPS showed students in Year 3 achieving an overall average score of 399, above similar schools (387); Year 5 average score of 467 was below similar schools (472). Numeracy results showed 46% of Year 5 students in the top 3 bands and working well above year level standard; and 62% of Year 3 students in the top 3 bands and working well above year level standard.

Engagement

Students at Thomas Chirside Primary School are cared for in a respectful, safe and collaborative learning environment. PLCs provided a school wide system of collaboration for improving student learning and engage students directly in decisions about their individual learning progress.

Opinion data 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. Absence data showed an increase in students with 20 or more days away from school (TCPS - 26% compared to similar schools - 20%) and this is an area for improvement in 2018.

Each Semester, TCPS invites families to come into the school for learning conferences. This provides an opportunity to increase family engagement in student learning and to promote home practice of skills to improve student learning. Reporting to parents is focused on student progress towards their individual learning goals.

Wellbeing

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. 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.

Opinion data on the High Reliability Schools Student Survey 2017, indicated that students feel safe and cared for at this school.

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 Values 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 thomas_chirside_ps@edumail.vic.gov.au



Two vertical lines on the left and right sides of the page, defining a large empty rectangular area for writing or drawing.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 529 students were enrolled at this school in 2017, 262 female and 267 male.</p> <p>16 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</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>56%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>58%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>42%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>49%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>47%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	56%	14%	Numeracy	35%	58%	7%	Writing	32%	42%	26%	Spelling	33%	49%	18%	Grammar and Punctuation	32%	47%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	30%	56%	14%																							
Numeracy	35%	58%	7%																							
Writing	32%	42%	26%																							
Spelling	33%	49%	18%																							
Grammar and Punctuation	32%	47%	21%																							



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	92 %	92 %	90 %	90 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	90 %	92 %	92 %	90 %	90 %	91 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

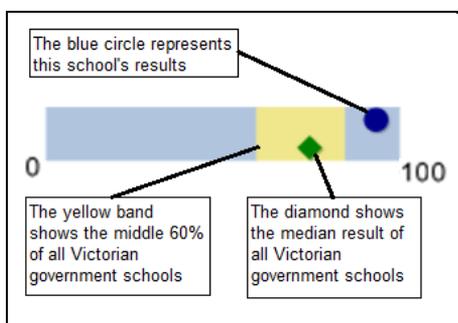
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

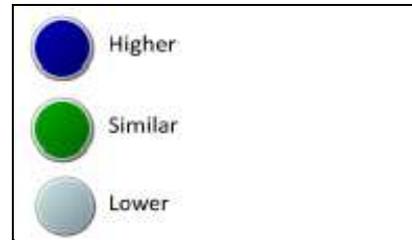


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

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 2017 a net operating surplus was achieved. The schools overall strong financial position has allowed for the purchase of additional resources and technical assistance to support 21st Century Learning 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, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,794,476	High Yield Investment Account	\$58,690
Government Provided DET Grants	\$648,440	Official Account	\$54,185
Government Grants Commonwealth	\$162,585	Other Accounts	\$38,420
Revenue Other	\$5,493	Total Funds Available	\$151,295
Locally Raised Funds	\$537,663		
Total Operating Revenue	\$5,148,656		
Equity¹			
Equity (Social Disadvantage)	\$246,485		
Equity Total	\$246,485		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,709,622	Operating Reserve	\$151,295
Books & Publications	\$1,263	Total Financial Commitments	\$151,295
Communication Costs	\$6,500		
Consumables	\$87,158		
Miscellaneous Expense ³	\$270,250		
Professional Development	\$17,637		
Property and Equipment Services	\$362,360		
Salaries & Allowances ⁴	\$370,390		
Trading & Fundraising	\$109,088		
Travel & Subsistence	\$302		
Utilities	\$67,295		
Total Operating Expenditure	\$5,001,867		
Net Operating Surplus/-Deficit	\$146,789		
Asset Acquisitions	\$40,819		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.

