

# 2018 Annual Report to The School Community



**School Name: Thomas Chirnside Primary School (5343)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 01 May 2019 at 11:54 AM 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 Registration 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 2018 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 30 May 2019 at 02:49 PM by Sonia Owen (School  
Council President)

## 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 over 25 years. In 2018, 530 students enrolled at TCPS. There were 38.5 equivalent full time employees in total: principal class 2.5 EFT; teaching staff 30.5 EFT; and, education support staff levels were at 5.5 EFT. On the index of Index of Community Socio-Economic Advantage (ICSEA), this school has a score of 974 compared to the average score of 1000. ICSEA distribution for TCPS: 43% Bottom Quartile; 32% lower middle quartile; 19% upper middle quartile and 6% in the top quartile.

TCPS is a Stephanie Alexander Kitchen Garden School. In recent years the school facilities have been transformed with attractive grounds and new classroom areas. The school has strong community partnerships and these include the veterans from the Melbourne West Sub Branch of the Vietnam Veterans Association of Australia, with members actively involved in our school. In 2014 and 2017, our school was the State Winner of the Anzac Day Schools' Award.

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. Constructive and respectful relationships are fostered through inclusive classrooms and 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.

### Framework for Improving Student Outcomes (FISO)

School improvement initiatives aligned to the Framework for Improving Student Outcomes were focused on evaluating impact on learning as well as parents and carers as partners

During 2018, significant progress was made in aligning reporting to parents with proficiency scales. Staff Survey Opinion data related to teaching and learning is high and confirms that teachers at TCPS use formative assessment to improve student learning and collaborate to scaffold improved student learning achievement. Teachers also use assessment to inform planning for student learning.

The new TCPS Parents' Club was formed and made a significant contribution to the school community and organised community events to provide opportunities for families to participate in activities together at school.

A range of comprehensive formative and summative assessment data provides the basis of regular feedback and reporting to students and parents who are engaged as partners in improving student outcomes. The school has documented processes for Learning Conferences which enable students to feedback to teachers and parents on their learning progress and next steps for improvement.

During 2018, teachers continued 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 individual 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.

Student voice and agency is supported through the use of individual student 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.

Rigorous data analysis by skilled teacher teams ensures consistency of teacher judgement. Annotation of student work samples supports moderation and ensures assessment is accurate and supportive of learning growth.

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.

## Achievement

Assessment of student learning against the Victorian Curriculum standards showed TCPS students achieving at higher levels than those in similar schools. 94.3 % of students across Prep to 6 achieved at or above expected levels in English; 96.4% of students across Prep to 6 at this school achieved at or above expected levels in Mathematics.

2018 results showed many students perform at the highest levels on the NAPLAN assessments and school results for those working in the highest bands are comparable to similar schools.

NAPLAN Writing results showed Year 3 students achieved a mean score of 393 compared to the similar schools mean of 386; year 5 students achieved 459 compared to similar schools mean of 451.

In 2018, NAPLAN Writing results showed 90% of students in Year 3 achieved at or above National minimum standard; 64% achieved within the top 3 bands on NAPLAN and were working well above the year level standard. NAPLAN Writing results for year 5 students showed 95% achieved at or above National Minimum Standard; 25% within the top 3 bands and working well above the year level standard.

NAPLAN Reading results showed Year 3 students achieved a mean score of 417 compared to the similar schools mean of 408; Year 5 students achieved 480 compared to the similar school mean of 489.

NAPLAN Reading results showed 96% of students in Year 3 achieved at or above National minimum standard; 69% achieved within the top 3 bands on NAPLAN and were working well above the year level standard.

NAPLAN Reading results for year 5 students showed 97% achieved at or above National Minimum Standard; 41% within the top 3 bands and working well above the year level standard.

NAPLAN Numeracy results showed Year 3 students achieved a mean score of 388 compared to a similar school mean of 384; Year 5 students achieved a mean score of 461 compared to the similar school mean of 477.

NAPLAN Numeracy results showed 96% of students in Year 3 achieved at or above National minimum standard; 63% achieved within the top 3 bands on NAPLAN and were working well above the year level standard.

NAPLAN Numeracy results for year 5 students showed 100% achieved at or above National Minimum Standard; 30% within the top 3 bands and working well above the year level standard.

## Engagement

Students at Thomas Chirnside 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 engaged students directly in decisions about their individual learning progress.

Teachers at this school collaborate to plan curriculum and use data to inform planning for learning and success for every individual student. 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.

Teachers at TCPS believe student engagement is the key to learning and 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 decision making, problem solving and investigation.

The school supports growth and learning of the whole student and in 2018, 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 student attendance above the median result for all Victorian schools. The importance of school attendance is promoted in every classroom and the school works with parents to support student attendance.

A Learning Expo was held in March to promote engagement in learning and to celebrate student achievements. The Learning Expo is an opportunity for students to share their learning with family and to develop pride in their learning efforts. 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 practise of skills to improve student learning. Reporting to parents is focused on student progress towards their individual learning goals.

## Wellbeing

TCPS provides a respectful, calm, safe and orderly environment so that all students can learn in a positive and inclusive school environment.

In 2018 the school achieved certification as a Safe, Supportive and Collaborative school, from the Marzano Research, High Reliability Schools network. Opinion data on the High Reliability Schools Student Survey indicates that students feel safe and cared for at this school.

A clear focus on the health, safety and wellbeing of students ensures high levels of engagement in learning and builds strong partnerships between home and school. In 2018, the school participated in the National Day of Action Against Bullying, Students and parents also participated in the Bravehearts Protective Behaviours program. A Breakfast Club provides a nutritious start to the day for many of our students and counselling services are available.

A strong School Values program is promoted by an active Student Leadership Team and Student Council. TCPS also 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.

## Financial performance and position

Thomas Chirnside Primary School has strong financial processes in place as evidenced by the balances of the school bank accounts. In 2018 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 and specialist subjects such as visual and performing arts as well as a strong sporting program and outdoor activities.

The school has been able to maintain all facilities and playground areas to a high standard and has added security fencing around the school oval.

**For more detailed information regarding our school please visit our website at**  
<http://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 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

#### Enrolment Profile

A total of 510 students were enrolled at this school in 2018, 257 female and 253 male.

16 percent were EAL (English as an Additional Language) students and 2 percent 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## 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><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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> Lower</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><b>NAPLAN Learning Gain</b> 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>43%</td> <td>39%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>46%</td> <td>46%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>48%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>34%</td> <td>43%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>55%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	43%	39%	18%	Numeracy	46%	46%	7%	Writing	40%	48%	12%	Spelling	34%	43%	22%	Grammar and Punctuation	38%	55%	7%	<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 Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b>                      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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 999"> <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>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	91 %	92 %	92 %	92 %	91 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	91 %	92 %	92 %	92 %	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><b>Students Attitudes to School - Sense of Connectedness</b></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>○ Lower</p> <p>○ Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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>○ Lower</p> <p>○ Lower</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,948,381	High Yield Investment Account	\$172,942
Government Provided DET Grants	\$820,665	Official Account	\$46,790
Government Grants Commonwealth	\$203,105	Other Accounts	\$39,383
Revenue Other	\$6,714	<b>Total Funds Available</b>	<b>\$259,115</b>
Locally Raised Funds	\$474,329		
<b>Total Operating Revenue</b>	<b>\$5,453,194</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$367,330		
<b>Equity Total</b>	<b>\$367,330</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,863,678	Operating Reserve	\$202,439
Books & Publications	\$1,339	Funds Received in Advance	\$8,900
Communication Costs	\$5,831	Asset/Equipment Replacement < 12 months	\$23,357
Consumables	\$118,033	Maintenance - Buildings/Grounds < 12 months	\$24,418
Miscellaneous Expense <sup>3</sup>	\$260,504	<b>Total Financial Commitments</b>	<b>\$259,115</b>
Professional Development	\$29,790		
Property and Equipment Services	\$327,070		
Salaries & Allowances <sup>4</sup>	\$403,386		
Trading & Fundraising	\$138,404		
Travel & Subsistence	\$3,736		
Utilities	\$80,336		
<b>Total Operating Expenditure</b>	<b>\$5,232,108</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$221,086</b>		
<b>Asset Acquisitions</b>	<b>\$33,118</b>		

(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 15 March 2019 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.

# 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).

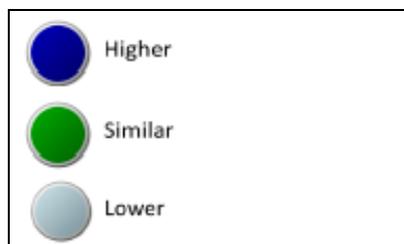


## What does *School Comparison* refer to?

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*' or '*ND*' 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').