

2020 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).
- 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 2020 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 13 May 2021 at 03:58 PM by Bev Thompson (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 July 2021 at 12:19 PM by Sonia Owen (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

At Thomas Chirnside Primary School students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. We help each and every child realise his or her full potential and become a life-long learner. Our learning community promotes understanding, respect, and inclusion, to support Aboriginal and Torres Straits Islander people, and those from diverse ethnic, racial, religious, and socio-economic backgrounds.

At TCPS a strong School Values program is promoted by an active Student Leadership Team and Student Council. School Values ensure the development of safe, inclusive and collaborative classroom environments. These are: RESPECT - Showing respect is about thinking about how you would like to be treated and treating others in that manner. Showing Respect is about appreciating other people's qualities. We display Respect with the following attitudes: Consideration, Courtesy, Tolerance and Caring.

EXCELLENCE - using the value of Excellence means that you are always striving to do your very best and that you are the best at what you do. We display Excellence with the following attitudes: Striving to do your best; Always wanting to improve; Persistence; Patience; and, Being positive about all that we do.

HONESTY- Honesty is about being truthful and fair. We display Honesty with the attitudes of trustworthiness and truthfulness

FRIENDLINESS - Being friendly is showing that you care about other people and it is about making others feel welcome. We display Friendliness with the following attitudes: Tolerance, Understanding, Care, and Helpfulness.

Thomas Chirnside Primary School is located in the City of Wyndham, amongst rapidly developing housing estates. This school is a part of the South West Victoria Region of DET, and has been providing a quality education for students for over 27 years. In 2020, there were 448 students enrolled at TCPS. The staff team included 35 teaching staff 30.2 Equivalent Full Time (EFT) including Principal class of 3.0 EFT. The total non-teaching staff was 4 with education support staff levels at 3.1 EFT.

The school has a significant number of students enrolled from outside of the local area due to several changes in school zones and boundaries as new schools have opened in recent years. 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 Index of Community Socio-Economic Advantage (ICSEA), shows this school has a score of 972 compared to the average score of 1000. ICSEA distribution for Thomas Chirnside Primary School: 45% Bottom Quartile; 30% lower middle quartile; 19% upper middle quartile and 6% in the top quartile. 32% of students were identified as having language backgrounds other than English.

TCPS is proud to be a Stephanie Alexander Kitchen Garden School. The school facilities include a dedicated kitchen, garden and extensive outdoor learning areas and these compliment the attractive grounds and new permanent classroom areas.

The school has developed strong community partnerships and these include a long standing association with the Veterans from the Vietnam Veterans Association of Australia. Unfortunately, the COVID-19 Pandemic restrictions in place during 2020, did not allow members to be as actively involved in our school as they usually would be. The school did not hold the usual Anzac Day and Remembrance Day commemorative ceremonies.

Framework for Improving Student Outcomes (FISO)

Using the Framework for Improving Student Outcomes (FISO), the dimension of 'Excellence in Teaching in Learning' was the focus for improvement in both literacy and numeracy. The Key Improvement Strategies (KIS) enacted in 2020 related directly to the work of Professional Learning Communities and the implementation of school wide instructional strategies and practice. Building Practice Excellence was the high impact improvement initiative.

However, many of the associated AIP actions and professional learning plans were modified to suit remote learning. The whole staff professional learning program in Numeracy was revised to allow for online workshops and was undertaken remotely by PLCs through the use of technology. Professional Learning Communities (PLCs) also worked together remotely on planning curriculum and other program modifications to support students during the many months of remote online learning. Teachers reported increased levels of 1:1 support and conferencing to support their students during remote learning.

Achievement

At the end of 2020, students at TCPS were assessed by their teachers against the Victorian Curriculum Standards. The assessment data used by teachers, took into account the learning growth of each student from Term 1 to term 4 and included the work samples and achievements of students online during remote learning.

During remote learning, staff were able to utilise a comprehensive range of online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.

Teachers referenced online assessment data and achievement levels evident during online conferencing sessions, with individual students during remote learning, as well as the usual formative learning data from common assessment tasks in English and Mathematics. The data was moderated and included the consideration of benchmark assessments in Reading; and mathematical understandings on the 1:1 Numeracy Interview.

Class teachers noted that students responded very well to the regular 1:1 conferencing provided by their teachers, and to having the opportunity to receive support via online conferencing platforms or a phone call.

Students also responded well to self-directed and project-based learning tasks during the remote learning period. In 2021, we plan to incorporate more opportunity for student to engage in project-based learning into our curriculum.

TCPS students achieved above expected levels when assessed against the Victorian Curriculum Standards:

- 87 % of students across Prep to 6 achieved at or above age expected levels in English;
- 90.4% of students across Prep to 6 at this school achieved at or above age expected levels in Mathematics.

No NAPLAN tests were conducted in 2020.

Engagement

The school achieved high levels of engagement in remote learning. Teachers stayed in daily contact with students and parents during remote learning, with all students able to seek support and have conferences with their class teacher via online platforms.

Attendance levels were above state and similar schools.

The Every Day Counts strategy was used to promote higher levels of student attendance and to address student absences through re-engaging students in schooling. This included making strong connections with parents of students with high absence levels and assisting families to implement successful strategies. The importance of school attendance is promoted in every classroom and the school works with parents to support student attendance.

To support student engagement during the transition back to onsite learning, our school focused on providing safe, supportive and inclusive classroom learning environments. A comprehensive approach was developed that included approaches and strategies from the School Wide Positive Behaviour Support program, TRIBES community agreements and processes and focusing on School Values such as: be respectful; be safe; and, be a learner.

Teachers explicitly taught strategies for using a growth mindset rather than a closed mindset. Teachers utilised modelling of problem solving in difficult situations so that individual students felt safe and supported. An increase in student independence and engagement was evident. These strategies are to be continued into 2021.

A high proportion of students at TCPS who previously experienced challenges in terms of their engagement connected strongly with the opportunities for learner agency during the remote learning period. In 2021 our PLCs will focus on opportunities to continue building student agency in the classroom.

Wellbeing

Our school modified the delivery of health and wellbeing supports to students and their families, and facilitated contact with class teachers on a daily basis as well as using the expertise of outside supports and agencies.

The comprehensive focus on health, safety and wellbeing of students ensured high levels of engagement in learning and built strong partnerships between home and school.

On the return to school in Term 4, from school closures due to COVID-19, our students participated regularly in outdoor and fitness activities and games. These activities and games were designed to promote activity and were structured to allow students to enjoy participating with others and to feel included at school.

Food Bank and Breakfast Club resources were donated directly to families during the periods of school closures due to the COVID-19 pandemic.

During onsite learning our students were cared for in a respectful, calm, safe and orderly environment and all students were supported by their teachers to learn in a positive and inclusive school environment. The school is certified as a Safe, Supportive and Collaborative school, by the Marzano Research, High Reliability Schools network.

On returning to school in Term 4, our students received high levels of support from class teachers to engage with others in a positive, inclusive and engaging classroom.

The Stephanie Alexander Kitchen Garden and specialist subjects in STEM, Physical Education and Sport, as well as The Arts, provided many of our students with opportunities to extend their learning, develop skills and explore their individual talents.

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 2020 a net operating surplus was achieved. The schools overall strong financial position has allowed for the purchase of additional resources and development of play areas.

Continuing strong financial management allows the school to provide unique learning opportunities through the Stephanie Alexander Kitchen Garden and specialist subjects such as Kitchen, Gardening, Visual Arts, Physical Education and STEM.

During 2020 the school continued to update facilities and purchase new furniture for use in classrooms. The grounds are well maintained and include a grassed courtyard with shade trees. The school was able to maintain all facilities and playground areas to a high standard and has completed internal fencing projects to enhance health and safety of students.

The school council plans to continue upgrading the play areas with additional new playground equipment to be installed in 2021.

During 2020, equity funding assisted the school to provide 1:1 devices and technical support to families to support online learning programs during the COVID-19 pandemic. The school also provided numerous online learning resources to assist students maintain improvement in their achievement levels during online learning e.g. Mathematics, etc

For more detailed information regarding our school please visit our website at
<http://thomaschirnsideps.vic.edu.au>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 451 students were enrolled at this school in 2020, 226 female and 225 male.

21 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

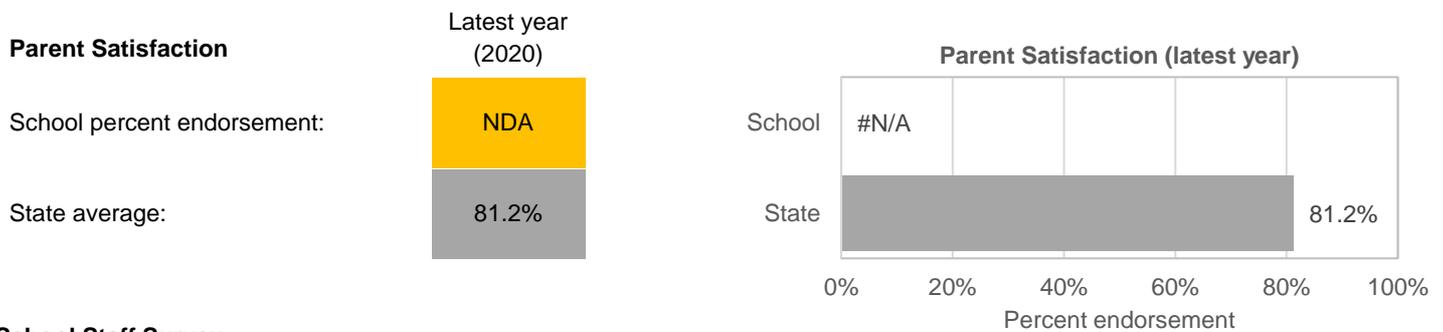
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

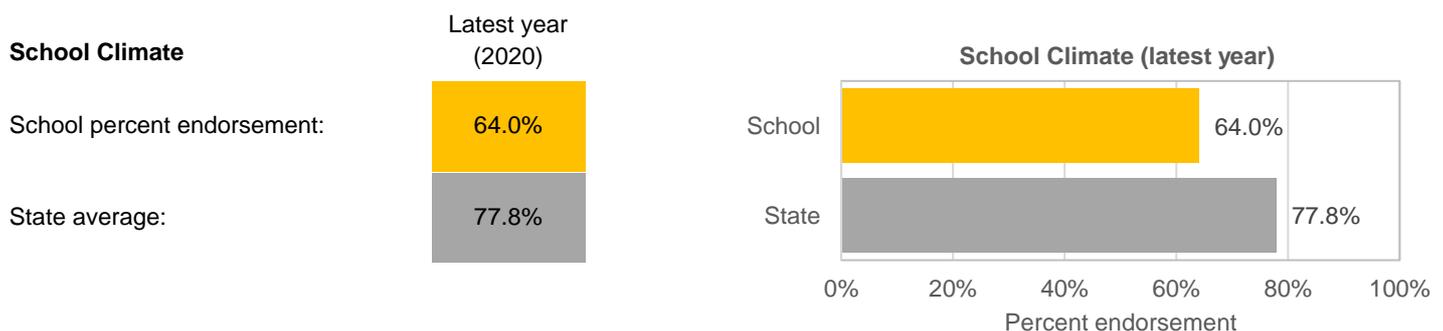


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

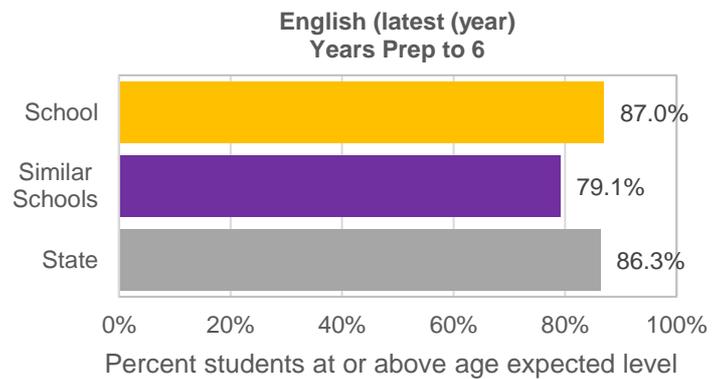
87.0%

Similar Schools average:

79.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

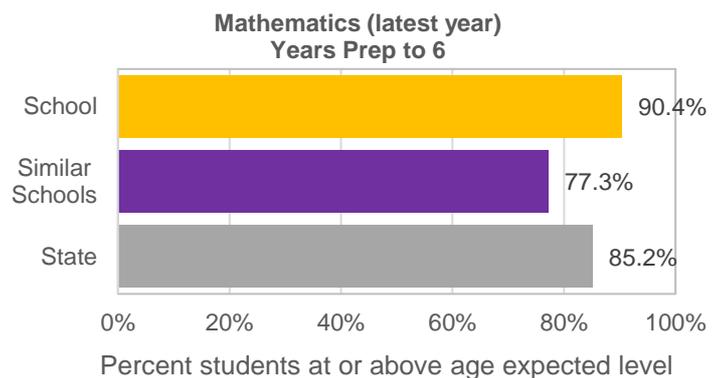
90.4%

Similar Schools average:

77.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

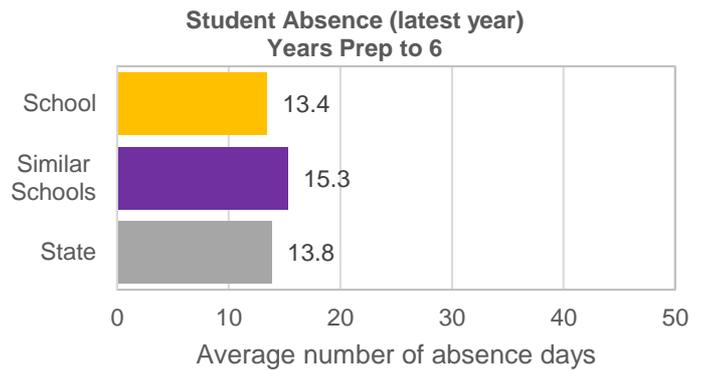
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.4	15.8
Similar Schools average:	15.3	16.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	94%	93%	92%	93%	92%	94%

WELLBEING

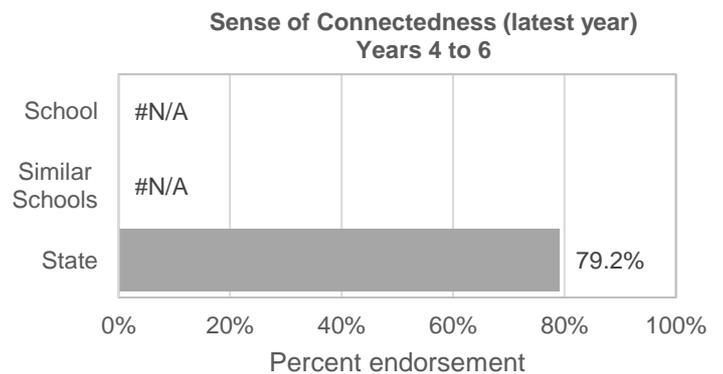
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	63.9%
Similar Schools average:	NDP	79.4%
State average:	79.2%	81.0%



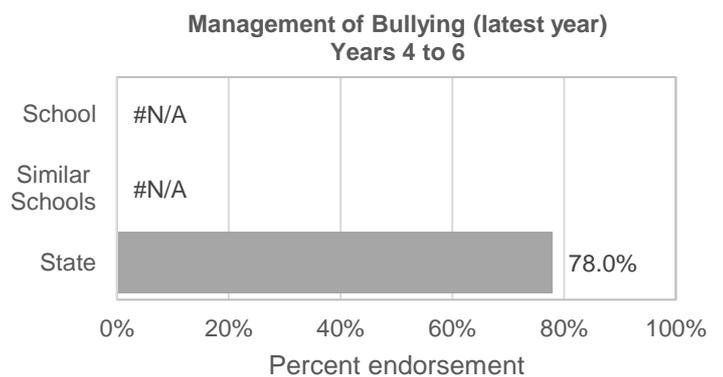
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	63.3%
Similar Schools average:	NDP	79.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,735,852
Government Provided DET Grants	\$789,490
Government Grants Commonwealth	\$202,106
Government Grants State	NDA
Revenue Other	\$9,625
Locally Raised Funds	\$190,217
Capital Grants	NDA
Total Operating Revenue	\$4,927,289

Equity ¹	Actual
Equity (Social Disadvantage)	\$430,351
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$430,351

Expenditure	Actual
Student Resource Package ²	\$3,713,448
Adjustments	NDA
Books & Publications	\$255
Camps/Excursions/Activities	\$11,130
Communication Costs	\$8,048
Consumables	\$90,004
Miscellaneous Expense ³	\$19,238
Professional Development	\$10,203
Equipment/Maintenance/Hire	\$106,366
Property Services	\$160,850
Salaries & Allowances ⁴	\$522,236
Support Services	\$119,340
Trading & Fundraising	\$68,002
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$76,851
Total Operating Expenditure	\$4,905,971
Net Operating Surplus/-Deficit	\$21,318
Asset Acquisitions	\$122,792

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$77,523
Official Account	\$34,873
Other Accounts	NDA
Total Funds Available	\$112,396

Financial Commitments	Actual
Operating Reserve	\$112,396
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$112,396

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.