

# 2018 Annual Report to The School Community



**School Name: Chirnside Park Primary School (5194)**



- 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 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 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 19 March 2019 at 09:13 AM by Janet Marinakos  
(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 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.

To be attested by School Council President

# Chirnside Park Primary School (5194)

## About Our School

### School context

CPPS is located 40km east of the Melbourne CBD in an urban development close to a rural environment. Many parents choose to send their children to the school because of its 'country' feel and safe position at the end of a road with extensive views of the Yarra Valley and the ranges beyond.

Chirnside Park Primary School is a learning community that aims to bring out the best in our students and help them to achieve their full potential. Our vision is to create a community of lifelong learners and to provide every child opportunities to learn and flourish. Our purpose is to create a safe and stimulating learning environment that grows the minds and character unique to each child. Our values of Excellence, Respect and Empathy are at the core of our learning and teaching programs and a strong culture of care and support exists within the school.

There is a strong focus on developing social and emotional intelligence and developing confidence and resilience as well as striving for excellence in their academic, artistic and sporting abilities.

We promote a 'whole school' approach to teaching and learning with a strong emphasis on Literacy and Numeracy and we have developed a specific Chirnside Park Teaching Model for the way we do things here.

Students at all levels have access to high quality resources including up-to-date technologies such as notebooks, iPads, and interactive whiteboards.

In 2018 the school started with an enrolment of 270 students but this gradually increased during the year to 283. The school's positive reputation has grown and enrolls students from a wide range of pre-schools and child care centres. There are 8 students funded on the PSD program, 2% of Indigenous students and 3% of students classed as ESL. Our students are catered for in 12 classes with multi-age classes from years 1-6. The school's workforce composition consists of 2 Principal class, 18 teaching staff and 9 Education Support staff. The school is funded for a Welfare Officer for a day and a half. Together with the 0.1 Social Worker and the whole staff team, the Welfare Officer supports students, staff and parents. There is an agreed whole school approach to student management and wellbeing.

There is a pleasing mix of experience and expertise amongst the teachers who work together in collaborative professional teams to provide an engaging and relevant curriculum at each level and specialist programs are offered in Visual Arts, Performing Arts, Physical Education and Mandarin. ICT is integrated across the curriculum at all levels via notebooks, PCs and iPads. Class teachers facilitate a weekly Library session in our Library Resource Centre. The school is committed to continuously improving the physical learning environment for students. There are a range of outdoor play opportunities in the school's extensive grounds. Tiger turf has been installed providing an attractive, safe surface for a range of ball games. There is a peace garden including an attractive amphitheatre and outdoor stage area as an inducement to creative play.

The school consists of a core building which houses the administrative and Specialist areas as well as a large General Purpose Room. The use of flexible learning spaces is encouraged and supported by the 5s and 6s in the BER Building and double classrooms with adjoining opening doors throughout the rest of the school. Our GP Room is available to all levels for special in-school activities and for P/E in inclement weather as well as being a home to OSHC. We are proud of our facilities and our extensive grounds with shady courtyards and gardens complementing a range of exciting play spaces.

A strong sense of community and the mutually supportive partnerships between students, parents and staff are a key feature of the school.

### Framework for Improving Student Outcomes (FISO)

Our FISO Key Improvement initiatives for 2018 were to build practice excellence particularly in Reading for the high end readers and to build teacher capability in implementing student voice and choice.

We provided quality professional learning to teachers to develop knowledge and skills of the high impact teaching strategies and to develop teacher knowledge and skills in the teaching of reading comprehension

We appointed a designated teacher to lead Literacy so we maintained a strong focus on the teaching of Literacy and developed consistency across the school.

# Chirnside Park Primary School (5194)

All teachers participated in our coaching program to learn from one another and to build their skills. Teachers developed skills in deep level questioning and conferencing with students to enable students to discuss concepts at a deeper level setting individual goals  
Teacher collaboration was strong and the focus was to work in teams to address data analysis ensuring we planned to address individual needs

There was an increased focus on student voice and choice. A highlight was the emphasis on raising the profile of the Junior School Council and they began to liaise with the School Council to give feedback and implement improvements across the school.

Individual goal setting was given a higher priority in both Literacy and Numeracy and students enjoyed being given an increased voice in developing the curriculum. The Year 5/6 students attended the term planning meeting with the teachers and gave their suggestions for the curriculum content.

## Achievement

Our Aus VELS results in Literacy and Numeracy for 2018 generally approximate to the state median. Our Year 3 Reading results are not as strong as we would have expected given the focus we have had on improving Reading. However this can be partially explained by the large influx of students from other schools at this level who were performing below expected levels. We have a highly successful reading intervention program and this is addressing the problem but it will take time. We are also intending to increase the numbers who have access to the program and extend it into Year 3-6 as many children who come in new to the school are extremely low.

In the NAPLAN we are achieving excellent results in Writing This has been a strong focus for us and we have participated in extensive professional learning over the last few years where we have continually refined our programs. Grammar and Punctuation and Numeracy. In Year 5, results across the board are all above similar schools. We are particularly proud of our results in relative growth.

Our school is adding significant value to the students learning between Year 3 and 5 and achieving excellent results when compared to other schools in the areas of Reading and Numeracy. In Writing our growth is outstanding with 46% achieving in the high growth category. When evaluating our Literacy results we see a need to make Spelling a higher priority. We plan to reintroduce our structured program DIPL which has always led to very high results. This should complement the Jolly Phonics program which has been highly successful in Years Prep-2.

Our focus school wide is to develop consistency of practice and to continue to build staff capacity. Significant resources have been committed to staff professional development and the use of an expert consultant has fostered implementation of these new programs. Staff reflection is considered very important and peer observations a corner stone of how we operate. A team approach now focuses on the use of data to improve our teaching and learning and thorough documented school wide planning ensures the teams are focused and purposeful.

Next year we would like to source a Numeracy Intervention program as we see a need to assist our low achievers in a more systematic way.

## Engagement

Our absence data is very good with our results demonstrating that we have a low level of absenteeism across the school in comparison with other schools.

Introducing STEAM this year has made a big impact on the level of engagement particularly in the 5/6 area

Our focus on student voice and choice has also been influential in keeping student interest level high.

Individual goal setting has meant that work is purposeful and relevant and setting their own goals via conferencing in Reading and Writing is leading to incrementally improving results

The introduction of 3 way conferences has led to meaningful conversations with students and parents and increased motivation to achieve higher results.

# Chirnside Park Primary School (5194)

Playing an active role via the SRC in a range of decision making has meant that students have influenced the improvement process

A particular highlight has been the implementation of a series of surveys to gain feedback from students across a range of subjects

Another highlight has been involving the students in developing anti bullying and behavioural policies

In 2018 we had an increased focus on genuine student leadership and included more opportunities. Lunch time programs promoted involvement in a variety of different areas. In 2019 we plan to increase and extend this to cater for a diverse range of interests.. In 2019 further strengthening of student leadership and more opportunities for student voice and advocacy will be a priority

## Wellbeing

Our Preschool to Foundation Transition program is highly successful and ensures children are confident and enthusiastic when starting school. It is a rich and varied program spanning over three terms. This program also assists new parents in building a connectedness with the school community. Transition between year levels is also seen as very important and our Cares and Concerns spreadsheet is seen as vital to ensuring that children have a smooth transition from one year to the next. Every year we review our start up program and careful planning and in-depth communication between all areas of the school ensure children are well supported and continuously moving forward with their learning. We have strong relationships with our feeder secondary schools and students participate in a range of transition opportunities to develop student confidence. In Year 6 we also conduct a leadership program to emulate secondary school approaches to learning and our Year 5/Foundation Buddy program builds self-esteem and self-worth. As resilience and social skills continue to be major issues we are planning to continue to implement new programs to assist in the development of social and emotional learning in 2019. Our results in the Attitude to Schools Survey show that the students have a high sense of connectedness to the school and that our management of bullying issues is excellent. This can be directly attributed to the fact that the school has developed clear school wide approaches to behaviour and sees this as imperative to ensure focused purposeful teaching can take place. The school generally has well behaved students and bullying is recognized as unacceptable. There is a strong emphasis on our Virtues Program which develops good character in a proactive way. These good character traits are reinforced symbolically through visual displays as well as classroom practice. However cyber bullying is still seen to be an increasing issue and a trio of presentations –students, staff and parents were held to address this. We are looking to source other programs to address this in 2019. Our Year 5 and 6 students Attitudes to School Survey overall results are very strong and this can be attributed to the increased focus on student leadership and other school wide programs promoting involvement.

## Financial performance and position

The school has improved its financial position over the years and has moved from being in a deficit position with no cash to being in surplus with money in the bank. This has enabled ICT resources to be upgraded and expanded and a Literacy and Numeracy Intervention program implemented from P-6 as well as several refurbishment projects. The school is pleased to report that the annual result is in surplus largely due to conservative spending on staffing due to extenuating circumstances. (a staff member on Family Leave whose potential for early return was high and another staff member who is on extended work cover - provision for her unknown date of return to the school needed to be accounted for.)

Equity funding of \$77,914 was able to be spent on extra staffing for literacy and numeracy support as well as expanding resources in those areas.

Fundraising initiatives enabled us to build a specially designed Prep playground as well as add to our IT resources. We received a grant based on a Condition Assessment audit which enabled us to resurface our basketball and netball courts although we needed to use extra school raised funds to complete this project.

Some of the extra funds are planned to be used on some refurbishments of the administrative area as well as

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supporting children in the classroom with extra educational support staff being employed




Draft




# 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.

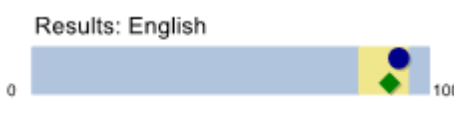
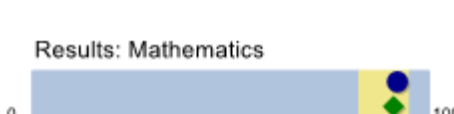


Members of the community can contact the school for an accessible version of these data tables if required.

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><b>Enrolment Profile</b></p> <p>A total of 283 students were enrolled at this school in 2018, 150 female and 133 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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> 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 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> Higher</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> Higher</p> <p> Higher</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 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>	<p><b>Reading</b></p> <p><b>Numeracy</b></p> <p><b>Writing</b></p> <p><b>Spelling</b></p> <p><b>Grammar and Punctuation</b></p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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: 

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="545 913 1032 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>93 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	95 %	94 %	93 %	93 %	93 %	<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> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	95 %	94 %	93 %	93 %	93 %										

## 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><b>Results: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Higher</p> <p> Similar</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><b>Results: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Higher</p> <p> Similar</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	\$2,226,991	High Yield Investment Account	\$332,632
Government Provided DET Grants	\$295,202	Official Account	\$16,395
Revenue Other	\$26,406	<b>Total Funds Available</b>	<b>\$349,028</b>
Locally Raised Funds	\$201,646		
<b>Total Operating Revenue</b>	<b>\$2,750,245</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$39,832		
<b>Equity Total</b>	<b>\$39,832</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,073,727	Operating Reserve	\$83,140
Books & Publications	\$5,225	Other Recurrent Expenditure	(\$125)
Communication Costs	\$14,581	School Based Programs	\$60,000
Consumables	\$55,121	Asset/Equipment Replacement < 12 months	\$40,000
Miscellaneous Expense <sup>3</sup>	\$88,858	Capital - Buildings/Grounds < 12 months	\$26,013
Professional Development	\$21,092	Maintenance - Buildings/Grounds < 12 months	\$50,000
Property and Equipment Services	\$164,171	Capital - Buildings/Grounds > 12 months	\$90,000
Salaries & Allowances <sup>4</sup>	\$149,109	<b>Total Financial Commitments</b>	<b>\$349,028</b>
Trading & Fundraising	\$28,981		
Utilities	\$32,581		
<b>Total Operating Expenditure</b>	<b>\$2,633,446</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$116,799</b>		
<b>Asset Acquisitions</b>	<b>\$0</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 04 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)

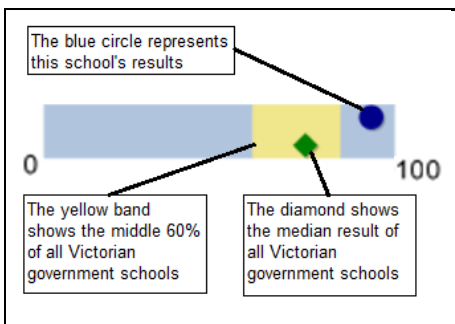
### Engagement

- 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).

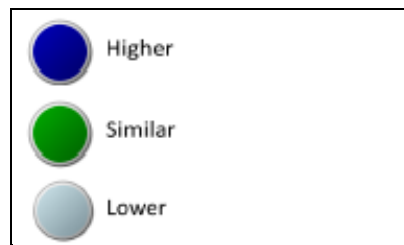


## What does *School Comparison* refer to?

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').