

# 2022 Annual Report to the School Community

School Name: Chalcot Lodge Primary School (5231)



- 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 of the previous calendar year 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.

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

# About Our School

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## School context

School Vision: Chalcot Lodge Primary School empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.

School values: The following values are agreed as being the foundations upon which all members of the school community should conduct themselves:

EXCELLENCE: Achieving your best

SAFETY: Looking after others and ourselves

PERSEVERANCE: Never giving up

EMPATHY: Understanding and helping each other

COURAGE: Being a risk taker with your learning

INCLUSIVE: Embracing everyone into our school community and understanding and celebrating our diversity

RESPECT: Showing consideration and thoughtfulness for others and our environment

RESILIENCE: Bouncing back

### \*\*\*School Context\*\*\*

In 2022, the SFOE value was Low - Medium. The school had 25.71 equivalent full time staff, 1.8 Principal class, 15.6 classroom teachers, 1.0 Learning Specialists, 1.0 Leading Teachers, 1.0 Tutors and 6.31 Education Support staff. In 2022, the school enrolment was 298 students with 134 female and 164 male students. The school community represents diverse cultural backgrounds with 27% of students having English as an additional language. As a total school community, we aim to provide a stimulating, positive and caring environment where learning is enjoyed and valued by all. The school is innovative, responsive to change and has a comfortable atmosphere where students, parents and staff enjoy working and learning together. The policies and programs reflect the value of consultative decision-making and genuine school community collaboration and partnership. This has resulted in strong community support and all members working towards a shared vision for the school. Chalcot Lodge Primary School is committed to safety and well-being of all children and young people. This is the primary focus of our care and decision-making. Chalcot Lodge Primary School has zero tolerance for child abuse, and is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention is paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved at Chalcot Lodge Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the well being and safety of all children and young people is at the forefront of all they do and every decision they make.

Chalcot Lodge Primary School offers an extensive range of curriculum programs that nurture student's individual skills and interests. Our Literacy and Numeracy approaches provide individualised learning pathways for all students based on best practice research. The school prides itself on exemplar explicit teaching of concepts, targeting students points of need and having high expectations for all students. We enjoy an excellent reputation within the community and wider education sector. Chalcot Lodge Primary School empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being. Our school values of excellence, empathy, inclusive, respect, resilience, courage, perseverance and safety are a part of every aspect at our school.

### \*\*\*Parent Satisfaction Summary\*\*\*

In 2022 the School Parent Survey indicated a positive endorsement in Parent Satisfaction of 88.8% which was well above the State average (79.9%)

### \*\*\*School Staff Survey\*\*\*

In 2022 the School Staff Survey indicated a positive endorsement in School Climate of 92.3% which was well above the State average (73.4%)

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## Progress towards strategic goals, student outcomes and student engagement

## Learning

It has been a very busy year with many strategies being implemented to improve student learning outcomes. The Tutoring Program and our focus on Reading has been very successful in improving student data. Students throughout the year were placed in fluid Literacy & Numeracy workshops based on formative and summative assessment to target their learning. These Learning Workshops cater for students of High Ability, at level or requiring support to achieve level.

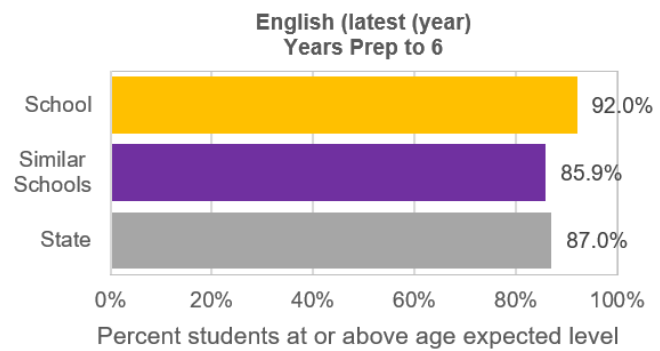
We have embedded strong Professional Learning Community practices across the school. Our Vision is to embed teacher collaboration in exploring research based best practice to improve student learning outcomes. We aim to build teacher collective efficacy in improving teacher practice and therefore improve student learning.

### LEARNING

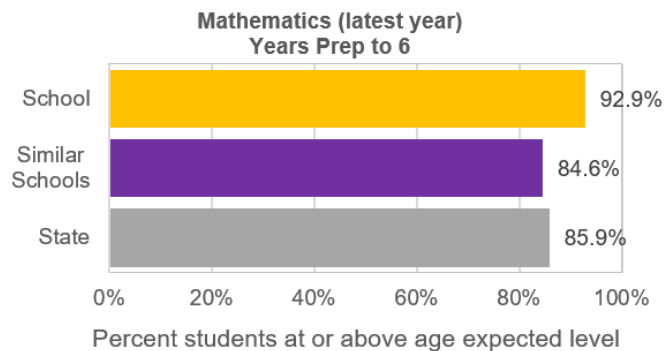
Teacher Judgement of student achievement

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

English Years Prep to 6	Latest year (2022)
School percent of students at or above age expected standards:	92.0%
Similar Schools average:	85.9%
State average:	87.0%



Mathematics Years Prep to 6	Latest year (2022)
School percent of students at or above age expected standards:	92.9%
Similar Schools average:	84.6%
State average:	85.9%



\*\*\*\*ENGLISH\*\*\*\*

#### TEACHER JUDGEMENT

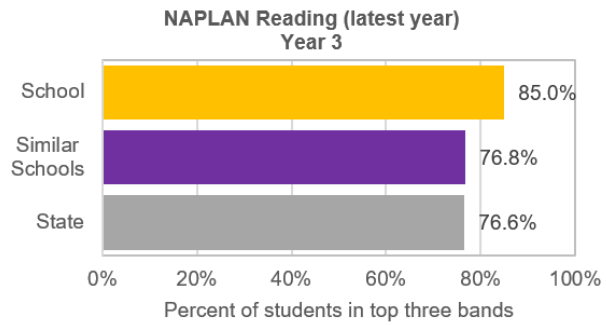
- 92% of students at or above age expected standards compared to the state average of 87% and similar school average of 85.9%

## READING

### NAPLAN READING (TOP 3 BANDS)

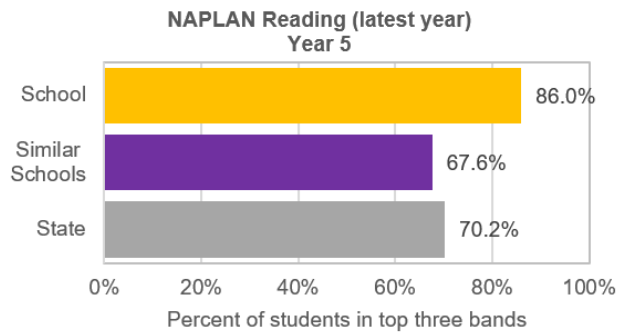
#### YEAR 3

Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	85.0%	82.5%
Similar Schools average:	76.8%	76.5%
State average:	76.6%	76.6%



#### YEAR 5

Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	86.0%	73.5%
Similar Schools average:	67.6%	67.3%
State average:	70.2%	69.5%



### NAPLAN READING (TOP 2 BANDS)

#### YEAR 3

- 68% of students in the top 2 bands compared to the state (58%), similar schools (58%) and network schools (55%)

#### YEAR 5

- 42% of students in the top 2 bands compared to the state (44%), similar schools (40%) and network schools (39%)

### LEARNING PROGRESS - READING

- Through PLC's built teacher efficacy in Reading by implementing research based best practice (Systematic synthetics Phonics approach, Fountas & Pinnell benchmarking assessment tool, Literacy Toolkit, LEXILES and resources such as Strategies that Work " Harvey & Goudvis)
- Developed, implemented and embedded the CLPS instructional model linked to the HITS
- Embedded a whole school approach to coaching
- Developed, implement and embedded a whole school Reading & Viewing comprehension continuum including data wall
- Built teacher capacity to analyse, moderate and use Reading & Viewing data to inform teaching and learning
- Consistent assessment across the school including Benchmarking tools such as NAPLAN, PAT and F&P and STARS and CARS
- Locally employed Speech Pathologist collaborating with teachers to provide high level support and coaching

## WRITING

### NAPLAN WRITING (TOP 2 BANDS)

#### YEAR 3

- 63% of students in the top 2 bands compared to the state (51%), similar schools (53%) and network schools (49%)

#### YEAR 5

- 22% of students in the top 2 bands compared to the state (29%), similar schools (27%) and network schools (29%)

*Even though the data is slightly below all comparatives, we have seen a continual increase over the last 4 years*

**LEARNING PROGRESS - WRITING**

- Structured PLC Inquiry cycle into writing from years 3 to 6
- Learning Specialist employed to facilitate coaching in writing
- Implementing a whole school assessment approach linked to the 6+ 1 traits and the Vic curriculum
- Developed, implement, and embedded a whole school Writing continuum including data wall

**\*\*\*\*MATHEMATICS\*\*\*\***

**TEACHER JUDGEMENT**

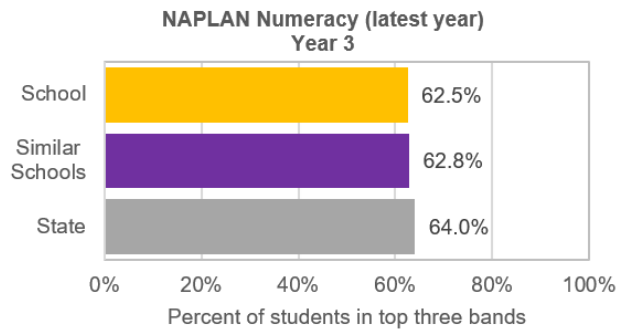
- 92.9% of students at or above age expected standards compared to the state average of 85.9% and similar school average of 84.6%

**NUMERACY**

**NAPLAN NUMERACY (TOP 3 BANDS)**

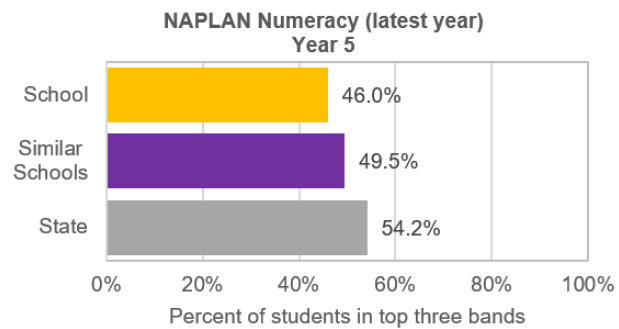
**YEAR 3**

Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	68.0%
Similar Schools average:	62.8%	63.5%
State average:	64.0%	66.6%



**YEAR 5**

Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	46.0%	53.4%
Similar Schools average:	49.5%	55.8%
State average:	54.2%	58.8%



**NAPLAN NUMERACY (TOP 2 BANDS)**

**YEAR 3**

- 35% of students in the top 2 bands compared to the state (39%), similar schools (38%) and network schools (34%)

**YEAR 5**

- 22% of students in the top 2 bands compared to the state (27%), similar schools (22%) and network schools (25%)

**LEARNING PROGRESS - NUMERACY (AIP PRIORITY GOAL)**

1. PLC Link leader (LT) attended weekly PLC data discussions to facilitate the tracking of student growth in the TLI and High Ability Program and has developed teacher's data literacy skills effectively monitoring for impact.
2. Leading Teacher worked with PLC's to continue to build teacher capacity with the implementation of the schools Instruction Model linked to High Impact Teaching Strategies through the CLPS observational model (coaching / learning walks / peer observations & feedback sessions) during Numeracy.

- Community of Practice established- LT presented provocations to the PLC teams, focused on the HITS Explicit teaching- Directly linked in with data collected within lessons to improve student outcomes.- Directly links to Bronwyn Jones Responsive teaching practices.
- Introduction of student agency through numeracy and the CLPS instructional model (learning intentions, success criteria and student feedback)

#### IMPACT

- Teachers having a more in depth understanding of students point of need and designing curriculum to meet these (PLC bunker)
- Teachers using research based techniques grounded in the science of learning (3 tier approach)
- Teacher understanding and implementation of high impact teaching practices are being embedded through the CLPS instructional model
- Teacher understanding and implementation of responsive teaching practices are being developed and trialed in their classroom
- Teacher efficacy with research based initiatives and data gathering tools have improved
- 5/6 students able to articulate their next steps of learning in Numeracy

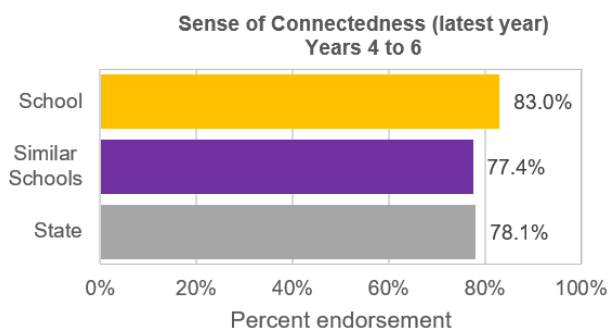
### Wellbeing

In 2022 Chalcot Lodge Primary School had a major focus on Student Well being. The Student Attitudes to School data is above the state average, indicating that our students feel a sense of connectedness to the school, have high expectations for success and are motivated and interested in their learning.

#### WELLBEING

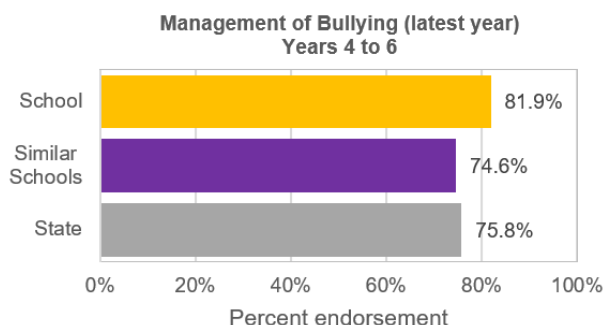
##### Student Attitudes to School – Sense of Connectedness

Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	83.0%	85.8%
Similar Schools average:	77.4%	79.4%
State average:	78.1%	79.5%



##### Student Attitudes to School – Management of Bullying

Management of Bullying Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	81.9%	82.3%
Similar Schools average:	74.6%	78.0%
State average:	75.8%	78.3%



#### WELLBEING PROGRESS (AIP PRIORITY GOAL)

- Implemented and monitored for impact the CLPS Behaviour Management flow chart linked to the Zones of Regulation and whole school values
- Data regularly collected to monitor the effectiveness of the SWPB strategies and reward system
- Attitudes to School data used to identify key areas of focus to improve student engagement and wellbeing

- Ongoing Professional Learning to support staff with the effective implementation of the School Wide Positive Behaviour approach
- Tier 1 work being completed by the school psychologist, speech pathologist and social worker. Accountability measures implemented to collect data to monitor the effectiveness of these programs
- COMPASS wellbeing tracking tool and data being used to improve student wellbeing and engagement

**IMPACT**

- Students able to return to green zone faster. Students able to discuss how they feel and verbalise what strategies work best for them. Compass used to track student behaviour.
- Staff have shared many positive strategies to help recognise and focus on positive behaviour.
- Whole school approach implemented to rewarding and recognising positive behaviour linked to our school values - consistent whole school approach
- Peer mediation program being successfully implement (student agency) - decrease in behavioural issue (COMPASS / Peer Mediation data)
- A consistent approach to positive behaviour management across the school being implemented
- Each week students completed a weekly check in to identify how they feel about themselves, family, friends and school. By the end of the cycle students have shown progress specifically in areas about themselves, friendship and school. Positive feedback from parents have included calls to classroom teachers asking when the program will be run next term.
- Tracking behaviour and patterns have assisted in decreasing issues outside in the yard and classrooms
- Central location for all behavioural data has allowed for easier monitoring and communication across the school

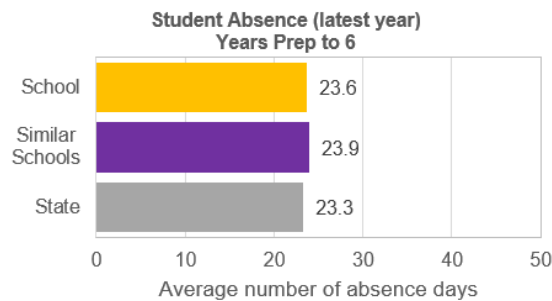
**Engagement**

In 2022 Chalcot Lodge Primary School continued to implement strong practices towards attendance. COVID-19 protocols however presented challenges to our implementation approach.

Over a 4 year average the school absences are below the state and similar school averages.

Average Number of Student Absence Days

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	23.6	16.6
Similar Schools average:	23.9	17.3
State average:	23.3	17.0



**Attendance Rate (latest year)**

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	91%	88%	88%	88%	90%	82%

**ENGAGEMENT PROGRESS**

- Attendance protocols embedded across the school
- Implemented whole school attendance data wall to build staff capacity to analyse attendance data and implement strategies to improve attendance
- Students at risk are continually being monitored via Panorama and COMPASS

- Whole school approach to attendance
  - Teachers regularly discuss and monitor attendance data wall in PLC's
  - Students - participate in whole class attendance activities and aim to attend school everyday
  - Parents - Support their child to attend school everyday / Follow and support whole school protocols / Inform the school of absent days providing reasons why

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## Financial performance

In 2022 Chalcot Lodge Primary School had a net operating surplus of \$144,261. Of these funds, \$19 240 was transferred to the High Yield Investment account to employ a psychologist one day a week (0.2 EFT) and \$12 500 to employ a speech pathologist for semester 1 as auxiliary staff. Our equity funding was used to fund the employment of a psychologist, speech pathologist, provide financial assistance to equity funded families and contribute to smaller class sizes across the school. We received Commonwealth and Government Grants totaling \$37 377 consisting of sporting school and a shade sail grant. Locally raised funds totaled \$181 946, consisting of: fundraising; donations; hire of school facilities; charities; and parent voluntary contributions. In 2022 the total funds available in the High Yield Investment account and Official Account was \$459 957.