

2020 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).
- 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 11 March 2021 at 05:07 PM by Paul Poliviou (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 26 March 2021 at 03:40 PM by Paul Coad (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

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 2020, the school had 30.19 equivalent full time staff, 1.49 Principal class, 16.6 teachers and 11.59 Education Support staff. In 2020, the school enrolment was 300 students with 148 female and 152 male students. The school community represents diverse cultural backgrounds with 28% 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 contributing to 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.

Our community includes families from diverse cultural and socioeconomic backgrounds, with half of the students from homes where English is their additional language and a high Student Family Occupation rating.

Our students are the central focus of all policies and programs at Chalcot Lodge primary School. The school is organised into Learning Areas that minimise class sizes and enhance collaborative teaching and learning.

We have high but achievable expectations for all students. Our priorities for the current Strategic Plan are English, Mathematics and Student Voice & Agency. Our teachers work within Professional Learning Communities to plan and implement a sequential, integrated up to date curriculum. Interactive technology, laptops and iPads are installed in every classroom to enhance student learning and to further engage students in their educational experiences.

We place a high priority on student well-being, including the development of appropriate social competencies and values of respect, integrity and excellence. Our unique learning environment and additional programs allow for and promote student participation and exploration in a range of learning experiences and also offer opportunities for student leadership. These additional programs include: Film; Radio; Robotics; Dance Crew; School Choir; Chess Club;

Vegetable Garden; STEAM Centre; Talent Quest; Productions; Swimming; Instrumental Music; School & House Captains; Junior School Council; ICT Leaders; Peer Mediators; Environmental and Gardening Team.

Chalcot Lodge Primary School offers an extensive range of curriculum programs that nurture student's individual skills and interests. Chalcot Lodge Primary School not only provides our students with the essential Literacy and Numeracy skills required to succeed in life, but also prepares our next generation of engineers, programmers, athletes, musicians, performers, film makers, radio DJs, chefs, scientist, environmentalists, essential workers and future leaders.

We enjoy an excellent reputation. 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 2020 the School Parent Survey indicated a positive endorsement in Parent Satisfaction of 89.7% which was above the State average (81.2%)

School Staff Survey

In 2020 the School Staff Survey indicated a positive endorsement in School Climate of 95.1% which was well above the State average (77.8%)

Framework for Improving Student Outcomes (FISO)

Chalcot Lodge Primary School delivered on the following KIS:

FISO: Excellence in Teaching and Learning

IMPROVE STUDENT OUTCOMES IN LITERACY

KIS: Building practice excellence - Build teacher knowledge and skill in all elements of Victorian Curriculum Literacy

Literacy achievements in 2020 included:

1. Teachers have knowledge of the Core Teaching Practices- Independent, Reciprocal, Language Experience, Literature Circles, Close Reading and Reading Conferences
2. Teachers are using the whole school Reading and Viewing Comprehension Continuum and Data Wall to track and monitor targeted students.
3. Teachers have a consistent understanding of how to use the Fountas & Pinnell Benchmark Assessment System to assess reading capabilities
4. Teachers collectively assess and track student growth and achievement across the school, using the Comprehension Profile Assessment and English Assessment Schedule to moderate.
5. Teacher capacity in NAPLAN data analysis has improved and informed teaching. Teachers are confidently able to:
6. Identify target students to achieve high learning growth in NAPLAN
7. Identify student growth against the VIC Curriculum to maximise the potential of all students to achieve high learning growth

IMPROVE STUDENT OUTCOMES IN NUMERACY

KIS: Evidence-based high-impact teaching strategies - Embed a whole school instructional model linked to High Impact Teaching Strategies

Numeracy achievements in 2020 included:

1. Professional development has been provided to staff on the collaborative learning aspect of the whole school instructional model.
2. Teachers have begun to implement the collaborative section of the CLPS Instructional Model into their teaching and learning programs.
3. Implementation of collaborative learning aspect of whole school instructional model.
4. Teaching staff worked in Professional Learning Committees to explore and design collaborative learning tasks in a staff and PLC meetings.

5. Teachers are now consistently designing and implementing collaborative learning tasks in Numeracy
6. Teacher capacity and knowledge of the High Impact Teaching Strategies have been further developed through Learning Walks and during Numeracy sessions.
7. Built teacher capacity with the Numeracy Portal and introduced the Birth to Level 10 Numeracy Guide
8. Teacher capacity in NAPLAN data analysis has improved and informed teaching.
9. Followed Whole School NAPLAN Prioritisation Approach timeline
10. Target students in Top 2 bands identified- Extension and High Learning Growth strategies implemented
11. Year 4 and 6 students in Top 2 bands identified- Extension and High Learning Growth strategies implemented

KIS 1.a- Learning Catch-up and Extension CLPS CLOSING THE GAP (2020 Term 4 Case Study)
 Another major achievement was implementing the CLPS Closing the Gap Program (catch up and extension program for students who showed little or no growth in Literacy & Numeracy due to remote learning). This case study resulted in a high percentage of our student achieving learning growth during 2020. Without the intervention program, the percentage of student achieving 12 months learning growth would have been substantially lower.

FISO: POSITIVE CLIMATE FOR LEARNING

IMPROVE STUDENT ENGAGEMENT IN THEIR LEARNING

KIS: Empowering students and building school pride - Develop a whole school understanding of student voice and agency

1. Staff capacity improved in understanding and interpreting ATOSS data results in Student Voice.
2. Teachers have developed a greater awareness and understanding of how Student Voice is impacting and improving their teaching practice
3. Collaborated with Resilience Project Coordinator to build an understanding and connection of the focus areas in the Resilience Project Survey and its link to ATOSS items for Student Voice. The Resilience Project curriculum to be reviewed to identify lesson links that highlight Student Voice.
4. Teachers are beginning to Monitor student skills for student voice
5. Teachers have started to create various surveys (exit ticket/online survey questionnaire/class meetings) to encourage SV: to receive feedback from students on teaching and learning
6. Staff implemented strategies/activities that encourage SV e.g. class meetings and in teams
7. In PLC's, staff shared classroom strategies/activities for Student Voice
8. Teachers and students across all year levels are using the Student Voice terminology
9. Staff reflected on their teaching practice using developed reflection tool to review the implementation of SV
10. Staff started to focus on SV in Numeracy and seek feedback on learning from students
11. Completed School Staff Survey (SSS) to reflect on Promote Student Ownership of Learning Goals

KIS: Setting expectations and promoting inclusion - Embed school wide practices to improve student attendance

1. Teachers are implementing the CLPS attendance processes and protocols
2. Students at risk are continually being monitored via Panorama and COMPASS
3. Student attendance is improving

Achievement

During remote learning we were able to successfully utilise online platforms and resources for content-delivery and assessment.
 I am very proud that we were able to deliver a high quality education for our students that was as close as possible to the one that was being delivered when we were face to face teaching, albeit a modified version to suit the online

environment and in high consideration of the mental health and wellbeing of the whole school community. The two main priorities during Remote Learning and on return to onsite face to face teaching throughout 2020 was the well-being and a continued focus on academic emphasis, in particular catch-up and extension.

The overall success of CLPS 'Remote Learning' was evident by our extremely positive student and parent learning at home survey data, high attendance rates and positive student learning growth outcomes. 2020 June Learning from Home Survey data indicated:

- An average of 90% or higher positive endorsement from students for effective teaching practice for cognitive engagement
- 93% of parents felt the school was well prepared and well-resourced to deliver classes remotely
- 95% of parents satisfied with the education their child receives from this school with an overall positive endorsement of 87% in the schools approach to Remote Learning (9% neutral)

In consultation with the staff we continued on with our AIP in 2020.

STUDENT ACHIEVEMENT

ENGLISH

English Years Prep to 6

School percent of students at or above age expected standard was 93.4% (PERFORMANCE SUMMARY REPORT DATA)

Due to NAPLAN data not being available for Reading we used 2020 Teacher Judgement targets that were set in Term 1 2020 as our 12 Month Targets:

READING & VIEWING - Teacher Judgement (Targets set in Term 1 2020) - these targets are tracked every term.

12 month Target 1

In 2020 the % of students in Foundation to Year 6 achieving at or above the expected level in Reading & Viewing was 83% (TARGET was 81%)

In 2020 the % of students in Foundation to Year 6 achieving above or within the expected RANGE in Reading & Viewing was 94% (TARGET was 93%)

12 month Target 1.1

In 2020 the % of students in Foundation to Year 6 achieving above the expected in Reading & Viewing level was 34% (TARGET was 38% or greater)

12 month Target 1.2

In 2020 the % of students in Foundation to Year 6 achieving at least 12 months learning growth in Reading & Viewing was 90% (TARGET was 91% or greater - CLOSING THE GAP Term 4 Target)

WRITING (as per the original target)

12 month Target 2.3

In 2020 the percentage of students from Foundation to Year 6 above expected level in teacher judgement Writing was 23% (TARGET was 18%)

MATHS

Mathematics Years Prep to 6 (PERFORMANCE SUMMARY REPORT DATA)

School percent of students at or above age expected standard was 94.3%

Due to NAPLAN data not being available for Numeracy we used 2020 Teacher Judgement targets that were set in Term 1 2020 as our 12 Month Targets:

Number & Algebra - Teacher Judgement (Targets set in Term 1 2020)

12 month Target 1

In 2020 the % of students in Foundation to Year 6 achieving at or above the expected level in Number & Algebra was 81% (TARGET was 82% or greater)

In 2020 the % of students in Foundation to Year 6 achieving above or within the expected RANGE in Number & Algebra was 95% (TARGET was 93% or greater)

12 month Target 1.2

In 2020 the % of students in Foundation to Year 6 achieving at least 12 months learning growth in Number & Algebra was 94% (TARGET was 93% or greater CLOSING THE GAP Term 4 Target)

Number & Algebra (as per the original target)

12 month Target 3.2

In 2020 the percentage of students in Foundation to Year 6, above expected level in teacher judgement Number and Algebra was 29% (TARGET was 28%)

12 month Target 3.3

2020 target: improve the percentage endorsement in the Staff survey in the factors:

1. Academic Emphasis was 87% (TARGET was 65%)

Students supported through the Program for Students with Disabilities (PSD) made very good progress in achieving their individual learning goals. Individual Learning Plans were developed for all students on the PSD and Student Support Group meetings were held each term (virtual meetings were held during the year).

FUTURE PLANNING

We have strategically aligned, where possible, our current KIS with the DET 2021 priorities. As well as implementing the 3 DET Priorities we will continue on with our Strategic Plan Goals.

KIS 1 Catch Up and Extension

1. Implement 'Tutoring Program' (catch up) program
2. Organise, plan and implement High Ability program

KIS 2 Happy, Active and Healthy Kids priority

1. Focus on Music/Dance/Drama/Visual Arts- within the classroom as a form of wellbeing
2. Implement a Trauma PD and strategies into planning and classroom sessions for staff
3. Continue to implement whole school Resilience Project Program (whole school approach to social-emotional learning)
4. Well being Coordinator to mentor teachers how to build strong and positive relationships with their students
5. Implement whole school activities to strengthen school structures (House activities, class and cohort meetings.)

KIS 3 Connected Schools Priority

1. Strengthen communication and connection with families, building home and school relationship
2. Complete ground works to make the school a great place to learn by updating the garden (community garden) and the cooking centre (for STEAM program).
3. Implement programs to connect with local communities; Open school facilities- STEAM centre, garden and library, (garden open to the local kinder and playgroup - Little Frogs), community garden (to connect with local families and local schools and centres.)

Engagement

The number of days absent per student from Years Prep to 6 in 2020 was 13.4 with year 1 and year 2 having highest days absent average. Unexplained absences increase from an average of 2.3 in 2019 to 6 in 2020. This figure may have been impacted due to COVID-19.

The schools KIS, to Embed school wide practices to improve student attendance has had a positive effect on student attendance rates.

in 2020 we:

1. Continued to build staff capacity with attendance processes and protocols
2. Implemented whole school attendance data wall to build staff capacity to analyse attendance data and implement strategies to improve attendance

Leaders:

- Provided professional learning opportunities for staff to improve on their understanding and implementation of attendance data, attendance processes and protocols.
- Analysed whole school, cohort and individual student attendance data to identify 9 focus students.
- Led the implementation of an attendance data wall highlighting 9 focus students across the school
- Facilitated PLC meetings focused on data analysis and moderation of cohort and individual student attendance.
- Led whole school meetings to analyse and discuss progress of 9 focus students on the attendance data wall.
- Developed and implemented meaningful strategies and activities to improve student attendance.
- Provided teachers with strategies and activities to support student attendance.

Teachers:

- Undertook professional learning opportunities to build understanding and ability to analyse attendance data and implement attendance processes and protocols.
- Implemented whole school attendance processes and protocols.
- Participated in whole school attendance data analysis and discussions to identify 9 focus students.
- Contributed to professional discussions around progress in attendance of 9 focus students.
- Participated in fortnightly attendance data analysis during PLC meetings.
- Planed and implemented attendance strategies and activities.

Students will:

- Participated in fortnightly assemblies, where a junior and senior attendance award will be presented.
- Participated in class attendance activities.

Parents will:

- Participated in Absence Learning Plan meetings.

POSITIVE OUTCOMES

1. Students at risk are continually being monitored via Panorama and COMPASS
2. Student attendance is improving 13.4 in 2020 as compared to 16.1 in 2019

In 2020 we also had a KIS, to Develop a whole school understanding of student voice and agency

In 2020 we:

1. Built staff capacity in understanding and interpreting ATOSS data results in SVA
2. Built staff capacity to collect, monitor and track student voice
3. Introduced student voice and agency to staff and begin to implement through Numeracy

POSITIVE OUTCOMES:

1. Staff capacity improved in understanding and interpreting ATOSS data results in Student Voice.
2. Teachers have developed a greater awareness and understanding of how Student Voice is impacting and improving their teaching practice
3. Collaborated with Resilience Project Coordinator to build an understanding and connection of the focus areas in the Resilience Project Survey and its link to ATOSS items for Student Voice. The Resilience Project curriculum to be reviewed to identify lesson links that highlight Student Voice.
4. Teachers are beginning to Monitor student skills for student voice

5. Teachers have started to create various surveys (exit ticket/online survey questionnaire/class meetings) to encourage SV: to receive feedback from students on teaching and learning
6. Staff implemented strategies/activities that encourage SV e.g. class meetings and in teams
7. In PLC's, staff shared classroom strategies/activities for Student Voice
8. Teachers and students across all year levels are using the Student Voice terminology
9. Staff reflected on their teaching practice using developed reflection tool to review the implementation of SV
10. Staff started to focus on SV in Numeracy and seek feedback on learning from students
11. Completed School Staff Survey (SSS) to reflect on Promote Student Ownership of Learning Goals

12 month ACHIEVEMENTS

Improved the percentage endorsement in the ATOS variable of Student Voice and Agency to 79% (TARGET was 74%)

Improved the percentage endorsement in the ATOS variable of School Connectedness to increased to 88% (TARGET was 77%)

Improved the percentage endorsement in the ATOS variable of Motivation and Interest to increase to 83% (TARGET was 81%)

Improved the percentage endorsement of the variable Promote Student Ownership of Learning Goals in the Staff survey to 93% (TARGET was 78%)

Wellbeing

In 2020 Chalcot Lodge Primary School had a major focus on Student Well being in response to COVID-19. 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.

The following WELL-BEING structures and protocols were put in place during Remote Learning. This was a major contributing factor to the positive data.

REMOTE LEARNING AT CHALCOT LODGE PRIMARY SCHOOL - this approach took into account the Well being and Academic needs of our students and families. Families had a choice of 3 options, or a combination if required:

DELIVERY OF CURRICULUM

OPTION A: All lessons are delivered live.

OPTION B: lessons are pre-recorded to be viewed at any time.

OPTION C: Adjusted programs to suit families.

ONSITE TECHNICAL SUPPORT available to students and parents Mon – Fri: 8.45am – 4pm

YEAR PREP TO 2 STUDENTS:

P-2 students log in to Seesaw and WebEx on their devices (computers/tablets).

YEAR 3 TO 6 STUDENTS

Year 3-6 students log in to Microsoft Teams on their devices (computers/tablets).

- View/download the weekly work program in their allocated class space.
- Complete set activities in each learning session; activities are approximately 45 minutes long, allowing for 15-minute breaks away from the screen.
- Students continue to complete Specialist lessons at the scheduled times, according to the Whole School Timetable.
- Students able to access pre-recorded instructions to support learning.
- Students join alternate Teams or meetings, to complete extension or modified programs and activities.

PROGRAM for STUDENTS with DISABILITIES AND VULNERABLE STUDENTS

PSD students- complete online learning where able or alternative (hard copy) programs provided, to compete with flexibility and choice at their level.

Vulnerable students- complete online learning where able or alternative (hard copy) program provided, to compete with flexibility and choice at their level.

ONSITE students- to complete online learning with support of teachers and hard copy alternatives if required.

WELL BEING STRUCTURES AND PROCESSES DURING REMOTE LEARNING:

1. PSD students- alternative (hard copy option) learning programs developed, with flexibility and choice. Hard copy worksheets provided in these learning packs, with weekly phone calls and discussions regarding the programs and progress, learning and well-being of the PSD student.
2. Vulnerable students- students identified, contacted by the school via phone and an alternative (hard copy option) learning programs developed, with flexibility and choice. Hard copy worksheets provided in these learning packs, with regular phone calls and discussions regarding the programs and progress, learning and well-being of the PSD student.
3. Community engagement and activities- Weekly, whole school engagement activities and community challenges (out of school activities) created and sent out to families via Compass and the school newsletter. The school newsletter to be read out to all online classes every Friday. Students asked to send through photos of them completing these activities, to then be shared in the next weekly newsletter.
4. School Psychologist Service- The School Psychologist and Medicare Psychologist continued to provide services and support to families through Telehealth.
5. School Speech Pathologist Service- The Speech Therapist continued to support students in the Speech/Literacy Support Program through Zoom meetings.

When we did return to onsite learning throughout the year, the timetables were altered to allow for a broader range of Well being activities to be scheduled throughout the day

FUTURE PLANNING IN 2021

We have strategically aligned, where possible, our current KIS with the DET 2021 priorities. As well as implementing the 3 DET Priorities we will continue on with our Strategic Plan Goals.

KIS 2 Happy, Active and Healthy Kids priority

1. Focus on Music/Dance/Drama/Visual Arts- within the classroom as a form of wellbeing
2. Implement a Trauma PD and strategies into planning and classroom sessions for staff
3. Continue to implement whole school Resilience Project Program (whole school approach to social-emotional learning)
4. Well being Coordinator to mentor teachers how to build strong and positive relationships with their students
5. Implement whole school activities to strengthen school structures (House activities, class and cohort meetings.)

KIS 3 Connected Schools Priority

1. Strengthen communication and connection with families, building home and school relationship
2. Complete ground works to make the school a great place to learn by updating the garden (community garden) and the cooking centre (for STEAM program).
3. Connecting Communities Initiative: Implement programs to connect with local communities; Open school facilities- STEAM centre, garden and library, (garden open to the local kinder and playgroup - Little Frogs), community garden (to connect with local families and local schools and centres.)

Financial performance and position

In 2020 there was surplus of \$146,277 in the SRP, this is an accumulation of carry forward funds. Part of the carry forward money will be used in 2021 to employ a speech pathologist (0.2 EFT) and psychologist (0.2 EFT) as auxiliary staff.

In 2020 the school received Government Grants from the State totalling \$370,496. These funds were used to build a Sensory Garden and upgrade our drainage system.

In 2020 the school received Government Grants from the Commonwealth totalling \$18,397. These funds were used to upgrade the Kindergarten entrance to the school.

Total funds available in the High Yield Investment account and Official Account is \$254, 962

For more detailed information regarding our school please visit our website at
<https://www.chalcotps.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 300 students were enrolled at this school in 2020, 148 female and 152 male.

28 percent of students had English as an additional language and NDP 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.

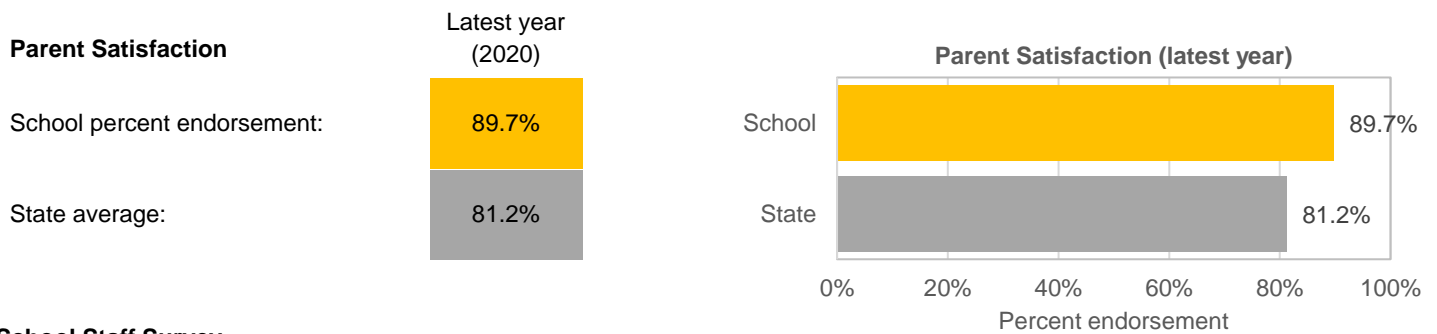
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

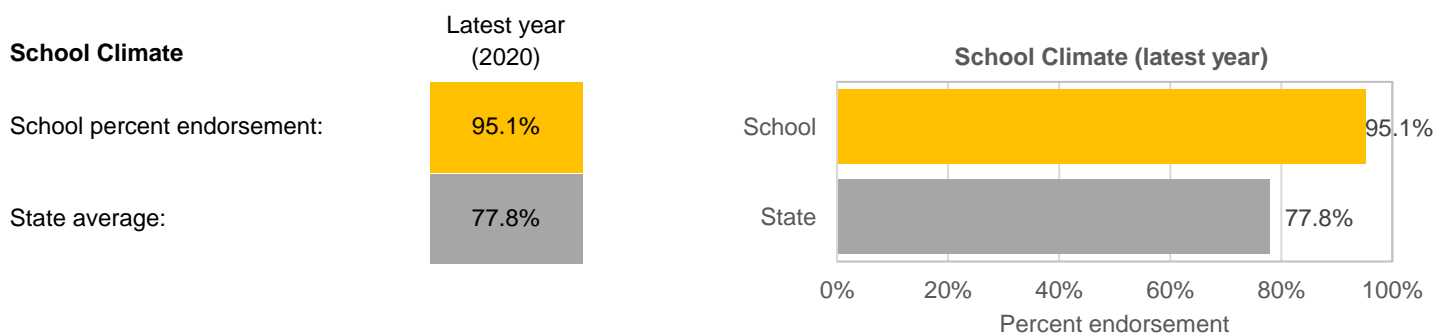


School Staff Survey

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:

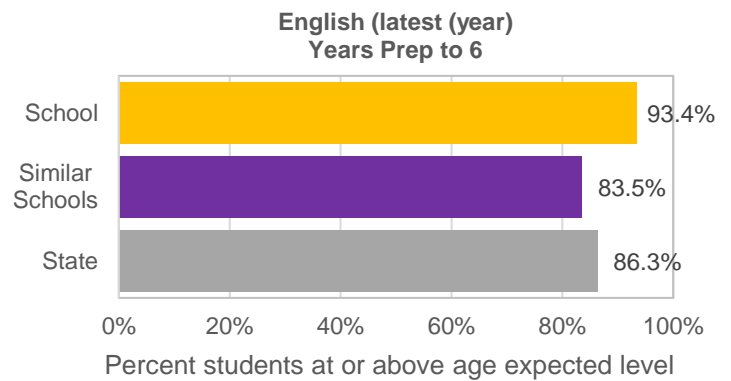
93.4%

Similar Schools average:

83.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

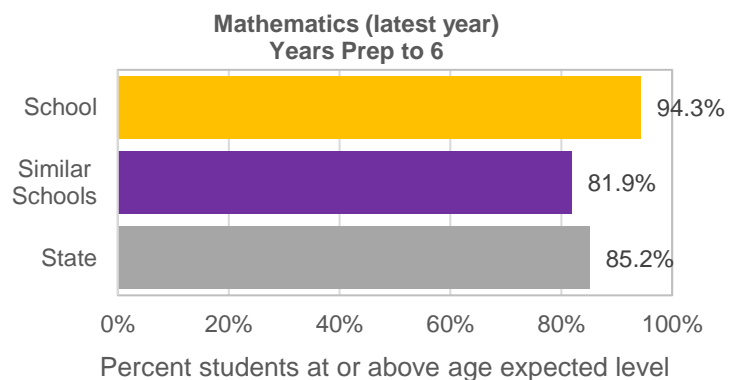
94.3%

Similar Schools average:

81.9%

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

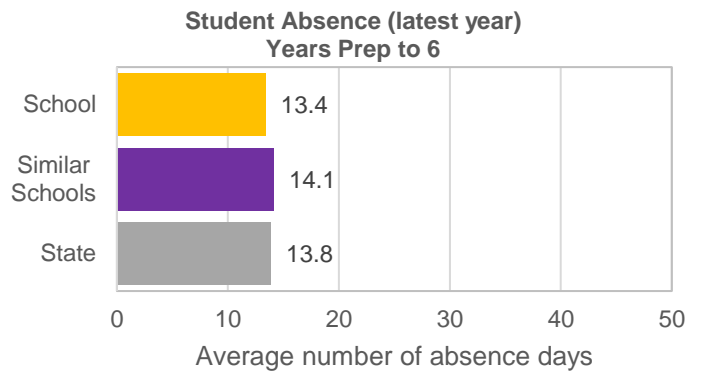
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	15.5
Similar Schools average:	14.1	15.8
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):	94%	92%	93%	94%	94%	93%	93%

WELLBEING

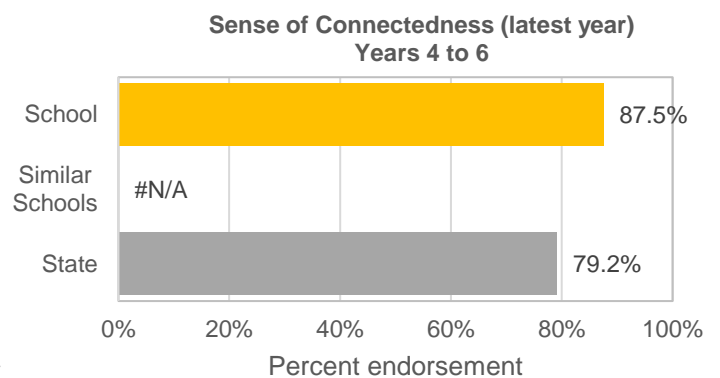
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	87.5%	83.0%
Similar Schools average:	NDP	80.4%
State average:	79.2%	81.0%



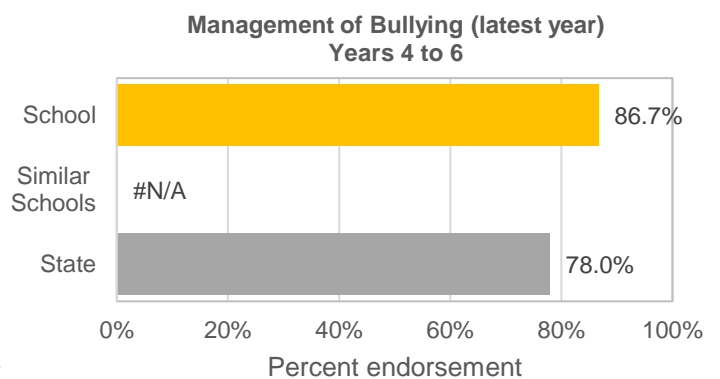
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	86.7%	80.1%
Similar Schools average:	NDP	80.1%
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	\$2,959,706
Government Provided DET Grants	\$370,496
Government Grants Commonwealth	\$18,397
Government Grants State	NDA
Revenue Other	\$3,639
Locally Raised Funds	\$103,784
Capital Grants	NDA
Total Operating Revenue	\$3,456,021

Equity ¹	Actual
Equity (Social Disadvantage)	\$133,617
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$133,617

Expenditure	Actual
Student Resource Package ²	\$2,884,217
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$8,251
Communication Costs	\$3,183
Consumables	\$62,042
Miscellaneous Expense ³	\$14,235
Professional Development	\$11,660
Equipment/Maintenance/Hire	\$68,045
Property Services	\$124,351
Salaries & Allowances ⁴	NDA
Support Services	\$100,552
Trading & Fundraising	\$10,797
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$22,411
Total Operating Expenditure	\$3,309,744
Net Operating Surplus/-Deficit	\$146,277
Asset Acquisitions	\$0

(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	\$248,202
Official Account	\$6,759
Other Accounts	NDA
Total Funds Available	\$254,962

Financial Commitments	Actual
Operating Reserve	\$56,683
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$28,000
School Based Programs	\$76,600
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	\$27,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$188,283

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.