

# 2018 Annual Report to The School Community



School Name: Churchill Primary School (4970)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2019 at 11:35 AM by Jacquie Burrows  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 May 2019 at 12:04 PM by Kate Kerslake (School  
Council President)

## About Our School

### School context

The school's vision is to develop "Respectful Positive Learners". Churchill Primary School is located in the Latrobe Valley region. It has an enrolment of 161 students in 2018 making 8 grades. The school offers three specialist classes, PE, Art and ICT. All students in Prep to 6 learn Chinese. The school has an above average percentage of students in the Program for Students with Disabilities and each class has a full time Education Support Staff Member. The school also has a Learning Support Leader, Learning Specialist and a Primary Welfare Officer. A speech therapist provides therapy for students one day a week. The school uses the Response to Intervention Model and uses Mini Lit and the Language Support Program for intervention.

### Framework for Improving Student Outcomes (FISO)

The school focused on the FISO dimension "Building Practise Excellence". The key strategy was to develop an Instructional Model in Literacy, specifically on how to Structure Lessons. Teachers collaborated to develop a scope and sequence for reading and writing. All staff have increased their knowledge of the Big 5 components of Phonological Awareness, Phonics, Fluency, Vocabulary and Comprehension by participating in high quality Professional Development.

The second FISO dimension the school focussed on was "Setting Expectations and Promoting Inclusion. The key strategy was to implement the Berry Street Education Model in the school. Students engagement in learning has shown improvement by learning self-regulation skills and "Ready to Learn Strategies". All staff have improved their knowledge of using Trauma Informed Practices.

### Achievement

The school's goal was for students to achieve 1 years learning growth in reading. The school has developed a suite of assessments tools and began using the York Assessment of Reading Comprehension. 85% of students deemed capable achieved 12 months reading growth. Naplan showed an increase in learning growth for reading with more students showing high growth and less students with low growth from grade to grade 5. The school will continue to use data to develop Individual Learning Plans and targeted teaching group for intervention and extension.

### Engagement

The school showed a decrease in attendance as compared to 2017. Data showed that students were absent for 19 days. The school welfare team will be reviewing the school's Attendance Policy and reviewing the current strategies to increase attendance in 2019.

Teachers have collaborated with students to set meaningful learning goals in literacy. 100% of students across the school had learning goals in writing and reading. There was a significant increase in students stimulated learning.

The student leaders at the school were extremely active and organised several whole school events for fundraising and to promote the school values. A highlight was the "Colour Run". The student leaders have also have organised lunch time activities which has decreased problematic behaviour in the yard and created a much more positive environment.

### Wellbeing

The highlight for Student Wellbeing in 2018 has been the implementation of the Berry Street Education Model. A focus has been on transitions and all classes start the day with a morning circle to promote connectedness. Students have been explicitly taught about stress responses and have developed "Ready to Learn" plans. Positive primers are inbuilt into learning to promote feelings of positivity. Student perceptions of Student Safety according to the Attitudes to School Survey has shown an increase, however concerns around Bullying has shown

no increase. Anti-Bullying education will be a focus in 2019 and explore this issue with students, staff and parents. The school will continue to embed the Berry Street Education Model and Respectful Relationships.

### **Financial performance and position**

Churchill Primary School showed a conservative net operating surplus at the end of 2018.

During 2018 equity funding supported the following initiatives at Churchill Primary School:

- Employment of a speech therapist one day per week to provide intensive speech articulation.
- Employment of a Teaching & Learning Coach (Intervention) to lead reading intervention.
- Purchase of resources & assets – class set of iPads, literacy & reading intervention resources.
- Employment of a Leading Teacher (Curriculum) for nine months to strength curriculum framework.
- Professional learning for staff including the Berry Street Education Model which supports all students to feel safe, valued and be ready to learn.

Churchill Primary School is in a sound financial position with surplus funds carried forward into 2019.

**For more detailed information regarding our school please visit our website at**  
<https://www.churchillps.vic.edu.au>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

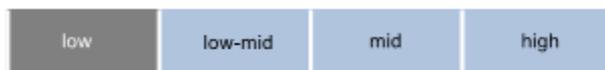
#### Enrolment Profile

A total of 161 students were enrolled at this school in 2018, 75 female and 86 male.

3 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

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

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



#### School Staff Survey

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

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



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Lower</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> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>57%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>57%</td> <td>5%</td> </tr> <tr> <td>Writing</td> <td>55%</td> <td>40%</td> <td>5%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>35%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>55%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	57%	24%	Numeracy	38%	57%	5%	Writing	55%	40%	5%	Spelling	40%	35%	25%	Grammar and Punctuation	25%	55%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>91 %</td> <td>91 %</td> <td>90 %</td> <td>88 %</td> <td>91 %</td> <td>91 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	90 %	88 %	91 %	91 %	86 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	90 %	88 %	91 %	91 %	86 %										

## 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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Lower</p> <p> Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</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	\$1,829,546	High Yield Investment Account	\$62,809
Government Provided DET Grants	\$443,623	Official Account	\$18,791
Government Grants Commonwealth	\$2,400	<b>Total Funds Available</b>	<b>\$81,599</b>
Revenue Other	\$10,913		
Locally Raised Funds	\$45,140		
<b>Total Operating Revenue</b>	<b>\$2,331,622</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$462,688		
<b>Equity Total</b>	<b>\$462,688</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,713,298	Operating Reserve	\$77,964
Books & Publications	\$373	Other Recurrent Expenditure	\$3,635
Communication Costs	\$3,174	<b>Total Financial Commitments</b>	<b>\$81,599</b>
Consumables	\$81,823		
Miscellaneous Expense <sup>3</sup>	\$116,467		
Professional Development	\$8,814		
Property and Equipment Services	\$122,640		
Salaries & Allowances <sup>4</sup>	\$149,781		
Trading & Fundraising	\$24,747		
Travel & Subsistence	\$2,606		
Utilities	\$24,525		
<b>Total Operating Expenditure</b>	<b>\$2,248,249</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$83,373</b>		
<b>Asset Acquisitions</b>	<b>\$16,299</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
 (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.  
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

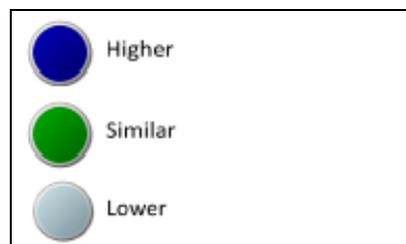


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').