

2017 Annual Report to the School Community



School Name: Churchill Primary School

School Number: 4970

- 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 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 2017 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 May 2018 at 01:16 PM 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 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 2017 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 28 August 2018 at 02:14 PM by Kate Kerslake (School Council President)



About Our School

School Context

Churchill Primary School is set in the Latrobe Valley. The school's current SFO index is .7705 and SFOE index of .653.

There are 7 Koorie students and 2 students in Out of Home Care, 9 EAL students and 13 students currently funded on the Program for Students with Disabilities. 157 students were enrolled in 2017.

The school is comprised of two buildings. The main building facing Coleman parade houses the office, staffroom and 8 classroom, four of which are situated in the attached BER wing constructed in 2007. The second building running parallel to the main building houses the library, multipurpose room, art room and ICT room.

In 2017 the school underwent upgrades to the buildings and a significant grounds upgrade. The works included replacing plumbing, construction of new fencing, a synthetic turf basketball court, Gaga Pit and the relocation of the staff car park.

Churchill Primary School has a current enrolment of 165 students in 7 teaching grades. Specialist subjects include Art/Performing Art, PE and STEM.

Framework for Improving Student Outcomes (FISO)

Churchill Primary School's FISO focus has been Building Practice Excellence. For several years the school has been an active participant in the Churchill School's Cluster. Building on this work Churchill Primary School is working with Yinnar Primary School and Churchill North Primary School, building teacher capacity to use evidence based practices in the teaching and learning of reading.

Churchill Primary School has also built a relationship with Bentleigh West Primary School and have participated in Professional Development to implement a systematic approach to teaching reading in 5 key areas. Along with this the school is developing a low variance curriculum using a Direct Instructional Model.

Achievement

Reading

There has been a significant increase in the percentage of students in the top 2 bands for Reading in Year 3 NAPLAN with 41% of students placed in the top 2 bands in 2017. This could be attributed to a strong focus on using systematic teaching of synthetic phonics and building teacher capacity to implement evidence based instruction in reading. This is the first group of students who were explicitly taught using a phonics based model consistently since Prep.

Year 5 students also demonstrated improvement in the number of students who were placed in the top 2 bands, with 17% of students represented in this group compared to 9% in 2016.

When looking at relative NAPLAN growth, there has been an increase in students with high growth in Reading. However, there has been a slight increase in the students in students with low growth. The majority of students who achieved low growth in 2017 were students with higher levels of achievement.

Writing

Improved results in relative growth from Year 3 to Year 5 was evidenced in Writing. Results grew from 7% in 2016 to 19% in 2017. However, there was also an increased number of students who demonstrated low growth in this period.

Numeracy

Forty-five percent of Year 3 students were placed in the top 2 bands for Numeracy in 2017. An average of thirty percent of students were in the top 2 bands between 2015 and 2017, this is higher than similar schools which placed 23% of students in the top 2 bands during the same period. Churchill Primary School is the highest ranked school compared to similar schools in the network for Year 3 students placed in the top 2 bands for Numeracy.

Engagement



Over the past three years Churchill Primary School has had a focus on improving student attendance. This has included first day contact for students away, attendance initiatives and a strategic approach using a Response To Intervention Model. The school continues to improve it's attendance. Results from the Attitudes to School Survey demonstrated 88% of Year 4 to 6 students have a positive attitude to school attendance. The school experienced a very high absence rate in term 3 compared to other years. This was attributed to a sickness (flu) which effected the school community. Prior to term 3 the school was tracking to be the state average for attendance, which is a remarkable achievement. Our attendance in 2017 was the highest it has been in four years, with students averaging 19.08 days off per term.

In the second half of the year teachers and students have collaborated to improve the student leadership opportunities at the school for 2018. The school has also focused on being more active in the community. A high light of 2017 was a school concert which was well attended by families and friends of Churchill Primary School.

Wellbeing

There have been improvements in the attitudes to school survey/In the Happy, Healthy and Resilient kids there were some positive results from our grade 4-6 students. 92% of the students surveyed identified an advocate at school, 92% of students have a high expectation for success, 85% of students identified as being resilient and 90% felt a sense of inclusion. One hundred percent of Year 4 students represented positively to having an advocate at the school. The school has a strong emphasis on well-being and has extended on its work in teaching Positive Psychology to using the Berry Street Education model.

The school has also focussed on developing future student leader roles with the current student leaders in an effort to increase student voice and participation in the school.

Along with an upwards trend with our Attitudes to School Survey the Staff Opinion Survey has shown growth, particularly in developing a positive school climate. This indicates the staff are cohesive and have a shared vision. They also are using collective efficacy and responsibility to improve student outcomes.

In 2017 the school received

For more detailed information regarding our school please visit our website at
[enter web address here]



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>Enrolment Profile</p> <p>A total of 157 students were enrolled at this school in 2017, 80 female and 77 male.</p> <p>4 percent were EAL (English as an Additional Language) students and 8 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</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>NAPLAN Year 3</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>NAPLAN Year 5</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> 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>NAPLAN Learning Gain 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>44%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>44%</td> <td>50%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>56%</td> <td>25%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>73%</td> <td>0%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>47%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	44%	19%	Numeracy	44%	50%	6%	Writing	56%	25%	19%	Spelling	27%	73%	0%	Grammar and Punctuation	33%	47%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	38%	44%	19%																							
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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>Average Number of Student Absence Days</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>School Comparison 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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <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>92 %</td> <td>88 %</td> <td>90 %</td> <td>92 %</td> <td>90 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	88 %	90 %	92 %	90 %	89 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	88 %	90 %	92 %	90 %	89 %	92 %										



Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</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: 2017</p>	Similar

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)

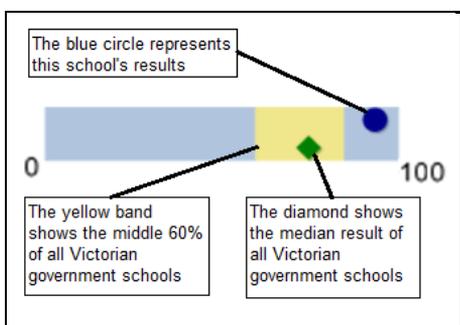
Engagement

- 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*' 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').



Financial Performance and Position

Financial performance and position commentary

In 2017 Churchill Primary showed a net operating deficit, however this does not take into account the funds carried forward from the previous year. During 2017 Churchill Primary School allocated funding for completion of grounds & classroom upgrades. Equity funding supported the employment of an inclusion coach, teacher professional development, employment of a reading recovery teacher, classroom resources and the delivery of the STAR Program.

Churchill Primary School is in a sound financial position with carried forward funds at the end of 2017 allocated to further grounds works and ICT infrastructure upgrades in 2018

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,858,929	High Yield Investment Account	\$105,889
Government Provided DET Grants	\$299,364	Official Account	\$17,450
Government Grants Commonwealth	\$4,900	Total Funds Available	\$123,339
Revenue Other	\$23,354		
Locally Raised Funds	\$72,366		
Total Operating Revenue	\$2,258,912		
Equity¹			
Equity (Social Disadvantage)	\$419,020		
Equity Total	\$419,020		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,813,600	Operating Reserve	\$61,550
Books & Publications	\$111	Asset/Equipment Replacement < 12 months	\$25,000
Communication Costs	\$3,231	Capital - Buildings/Grounds incl SMS<12 months	\$20,000
Consumables	\$86,762	Maintenance - Buildings/Grounds incl SMS<12 months	\$16,550
Miscellaneous Expense ³	\$77,758	Total Financial Commitments	\$123,099
Professional Development	\$9,084		
Property and Equipment Services	\$148,976		
Salaries & Allowances ⁴	\$93,236		
Trading & Fundraising	\$17,826		
Travel & Subsistence	\$438		
Utilities	\$21,127		
Total Operating Expenditure	\$2,272,148		
Net Operating Surplus/-Deficit	(\$13,236)		
Asset Acquisitions	\$0		



- (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 05 March 2018 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.