School Overview

Chiltern Primary School aims to provide innovative and enriching programs that challenge students to explore and achieve their full potential in a supportive and caring environment. We value and embrace family and community involvement.

Our school values are:

- Doing Your Best
- Respect
- Responsibility
- Care and Compassion
- Fair Go
- Honesty & Integrity

Chiltern Primary School has a Principal, 4.6 classroom teachers, 3 specialists part-time, 3 classroom support staff who are engaged to support and extend students with wide ranging learning opportunities, a business manager (0.6EFT) and a Primary Wellbeing Officer (PWO, 0.69).

Chiltern Primary School enjoys high standards of literacy and numeracy based on state-wide benchmarks. At Chiltern Primary School, the dedicated staff is committed to providing students with a broad and practical learning experience incorporating:

1. A strong emphasis on literacy and numeracy
2. Thinking skills embedded from Prep – Year 6
3. Specialist art, music and library programs
4. Active physical education and participation in interschool sports
5. A wide range of small group extension and support programs
6. Provision of LOTE (French)
7. Numerous opportunities for student leadership, voice and responsibility
8. A range of primary interventions that ensure student wellbeing, health and safety inc. a range of Go For Your Life initiatives. Our school has recently gained Kids Go For Your Life School accreditation.

Enrolments are steady in the range 85 - 95 over the previous five years.

General satisfaction

In a survey parents are asked to what extent they agree with the statement “Overall, I am satisfied with the education my child receives from their school.” The results are shown on a scale where 1=strongly disagree and 7=strongly agree. The mean score is reported. Parent satisfaction has remained very high over a long period of time.

The average number of days absent per teacher was 0.92 days.

Of the 8 teaching staff at Chiltern Primary School at June 2007, 100% were still at the school at June 2008. This figure across all Government schools was 87%.

All teaching staff have participated in professional learning throughout the year, including the Numeracy Common Curriculum, development of ITC skills and the Numeracy Australian Government Quality Teacher Program, in addition to significant localised professional learning. The non-teaching staff join in when relevant.

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at http://www.vit.vic.edu.au/.

Demographics
Principal's Report

Chiltern Primary School provides a balanced, integrated curriculum built upon stable literacy and numeracy blocks complemented by specialist programs in art, music and library. In addition, all students benefit from an active physical education program. All teachers routinely incorporate aspects of Information & Communication Technology (ICT) into the class program.

In general, student achievement in Prep – Year 2 and in NAPLAN (Years 3 & 5) continues to match and at times exceed the state and Like School Group benchmarks. This is evidence of the dedication of all staff and the commitment of the school to fully resource student learning programs.

The parent survey is sent to all families and a high response rate is enjoyed (at 88%, double the state average). Parent satisfaction with the school is very high with scores for each variable consistently above state benchmarks.

Shared school values and a strong commitment by the experienced teaching and non-teaching staff ensure the safety and wellbeing of all students. The provision of a broad range of activities and options leads to a high level of student engagement and low discipline issues. A pupil wellbeing officer provides out of class activities that assist in the provision of a stimulating playground environment and the delivery of primary intervention sessions in the classrooms. Student learning and participation beyond the classroom was further enhanced through excursions, skiing, interschool sport and cultural activities. Numerous leadership opportunities, such as Junior Student Council and House Captains and engaging programs such as WorkSafe Kids, eEnglish and Think.com appeal to all students.

Some specific highlights include:
- Participation in the With One Work project, an online collaborative project with other schools and the Benalla Art Gallery using art and embedded ITC's as a focus for inquiry
- The Move It! Years 4 – 6 technology & Science unit that was nominated for the regional curriculum excellence awards
- The Year 5/6 Melbourne Experience
- The Year P – 3 Aquarium & Art Gallery visit
- The Year 4 Media excursion incorporating a visit to the Neighbours set
- The ongoing tree planting program with the support of our local Landcare team
- The support of our local historical institutions for our P – 3 Gold unit

The School Council is a vibrant team committed to pursuing the best available for the school community. Without a doubt, it is the co-operative partnership between students, teachers, parents and community that make Chiltern Primary School a great state school.

Chiltern Primary School was recommended for Kids go For Your Life accreditation in late 2008. The school was commended on its capacity to implement policy and programs so every child can enjoy the benefits of healthy eating and physical activity. This accreditation is indeed a ‘pat on the back’ for the sustained professional efforts and concern for the general wellbeing of students by the whole staff over a number of years.

Interactive whiteboards are now installed in all classrooms. These have provided significant opportunity to further engage students in technologies and via the use of digital learning objects. Chiltern Primary School is a leader in this field with regular use by both students and teachers of these innovative classroom tools.

In 2008, many students continued to participate in the Active After School Program that aims to improve the health and well being of Australia’s children. We are pleased to be able to continue to provide this opportunity for our families.
In 2009, Chiltern Primary School is dedicated to move students further along the educative continuum to becoming responsible learners with enquiring minds who understand and pursue their personal needs. Our objective remains to stay abreast of educational innovation and to continue to provide best practice engaging programs for all.

In conclusion, I would like to share some comments made by parents on this year’s Parent Opinion Survey:

- The teachers and staff at Chiltern Primary are dedicated to providing an interesting and stimulating curriculum for the students. It is a friendly happy school with lovely grounds and fantastic classrooms. Congratulations!
- I have found the Chiltern Primary School to be very efficient in all aspects of education. And very happy to have both my children attend here.

Ray Gallagher, Principal
Student Progress & Achievements

Student Learning

The 2007-10 School Strategic Plan purpose is to continue to develop and implement innovative education programs with a focus on literacy and numeracy that promotes high achievement of all students at all levels.

Student Learning priorities of the 2008 Annual Implementation Plan were to:

- Improve student learning outcomes for writing for P-6
- Introduce differentiated Mathematics Curriculum as the basis for reviewing teacher policy, assessment and the full audit of current teaching methods and resources
- Improve student learning through the teaching of a range of Information and Communication Technologies skills

Key outcomes

All staff participated in a writing workshop and developed a detailed framework for writing P – 6. All staff were introduced to Mathematics class profiles and developmental pathways to assist with targeted assessment and lesson planning. After an audit of current practice, a whole school eLearning plan was developed that will ensure continued improvement of infrastructure and embedding of technologies in the classroom.

This Year 5 cohort has been previously identified as a group as having students with additional needs requiring targeted support.

Year Prep reading data was inconclusive (80% at level 5) due to the smaller number of students and some concerns as to readiness for school for some students. There was 95.2% reading accuracy at Level 15 in Year 1 and 100% reading accuracy at Level 20 in Year 2. The introduction of the Butterfly Program, a phonetics awareness reading strategy development program, without doubt, had a significant positive impact on reluctant readers during 2008.

A number of students at all levels access additional support for speech and language issues. The school provides considerable classroom aide support, teachers’ modification of instruction, the provision of individual learning plans for students at risk and alternative programs that engage students, particularly boys.

In 2009, Chiltern Primary will:

- Continue to closely assess and monitor for precision assessment including the use a range of available tools including VCAA On Demand testing, developmental continuum assessments, teacher moderation and anecdotal records
- Implement an electronic assessment database
- Continue to engage a wide range of teaching & learning strategies (personalisation) and ensure these are reflected in the planning, groupings and programs so that the needs of all individual students are met
- Continue to use ICT’s where appropriate including digital learning objects, IWB activities and other creative technologies
- Continue to develop Individual Learning Plan’s for all students
- Access quality professional learning as required that is targeted, focussed, based on current data and reflect best practice
- The school is committed to continue to resource significant support for class teachers via 1:1 Education Support staff, small withdrawal groups, extension aide support and extension programs
- Continue to develop the partnership between school, families & learning. Teachers will provide regular information about classroom programs, and new initiatives in the newsletter to assist parents with their child’s learning.
- Maintain the Butterfly Program in Years P – 3, embed it into class practice where appropriate

The percentage of students achieving at or above the National Minimum Standard (as identified by the NAPLAN tests) in Years 3 & 5 is presented in the two graphs. Year 3 outcomes were excellent with all areas gaining 100% above the minimum standard, except reading at 90% (2 students). Year 5 outcomes although satisfactory, were not as strong.
Student Engagement and Wellbeing

The current school strategic plan has the following goal: to develop a safe, caring and stimulating environment that encourages learning and fosters respect and pride for the school and individual – a place where the whole school community works in harmony to ensure the best possible learning outcomes for students.

In 2008, a priority was to reduce the number of absences to below the state average. The 2008 absence data is again improved but remains slightly above the state average – 13.9 days absent per student compared to 13.4 average state-wide (See graph). We believe this is due to extended family vacations and widespread illness impacting on families in 2008. Individuals’ attendance patterns are closely monitored and families have been supported with any specific school attendance issues. The importance of school attendance has been highlighted in the newsletter a number of times throughout the year.

The 2008 Student Connectedness to School Survey (Years 5 & 6 only) (See graph) demonstrates a high level of connectedness. Year 5 and 6 students were asked to what extent they agreed with each of the five statements - I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to going to school - on a scale where 1=strongly disagree and 5=strongly agree. The mean score is reported. Most pleasing is the continued improved response to the Student Distress variable from 5.3 (2006) to 5.6 (2007) to 6.2 in 2008 on a 7 point scale (higher being better) – this is a response to not feeling tense, negative, frustrated or stressed at school. A wide range of middle years strategies are utilised with a particular emphasis on learning styles with student responsibility for their own learning being employed. The number of suspensions in 2008 was well down as were serious incident reports. Via the parent opinion survey, parents have indicated high satisfaction with Student Safety, Approachability and Learning Focus. 11 of the 12 School Climate variables were rated above state means.

Our staff has an acute awareness that children learn best when the learning engages them, when the program meets their needs with individual and open ended tasks and when they feel supported. The staff survey ranked at the 94th percentile that ‘This school promotes the concept of students being individuals', an excellent outcome. Teachers routinely take into account students’ different abilities, backgrounds, learning styles and intelligences. Programs such as Butterfly Reading, small group intervention and support, eMaths and eEnglish cluster initiatives, the WorkSafe Kids Club, Think.com, gardening activities, our regular excursions, sports and skiing programs all contribute, we believe, to student engagement and satisfaction.

Students are able to participate in decision-making and take responsibility through a range of leadership opportunities including Junior Student Council, House Captains, assembly presenters, Indigo Shire Junior Council, organisation of special day’s and gardening – all activities that assist in developing responsible individuals and provide for an active role in school decision making.

Parents are informed regularly through the newsletter of how they can, at home, support their children’s education. Our Primary Wellbeing Officer (PWO) has had an impact through the anger management sessions, play and lunchtime activities as well as co-ordinating a range of Kids Go For Your Life activities. The PWO continued to strengthen community partnerships through morning teas and informal parent interaction.

Through our vibrant visual art and music program, participation in numerous regional events including the Wodonga Arts Festival and local art show. The participation in the With One Work Weary Dunlop collaborative project exceeded all expectations with a huge positive impact on both participating students and their families.
Student Pathways and Transitions

Chiltern Primary School is committed to ensuring a smooth pathway for all students to, within and from our care.

In 2008 an extensive transition to school program was again implemented:

- An initial meeting with all school based stakeholders to review previous years and devise the current transition program was held. The Prep teacher visited the preschool for observation and discussion of children’s needs. The preschoolers toured Chiltern Primary with parents to familiarise themselves with school environment for a half day and then later for a full day session. Information packages were made available to potential enrollees at the preschool. Parent tours were held as required to discuss school programs, class structure, opportunities and support. Each preschool child was matched with a Year 5 Buddy who assisted with orientation sessions. Prep Entry and Numeracy Assessments were conducted as were school nurse checks and all outcomes were shared with parents.

- New parents attended a morning tea early in the Prep year to discuss and evaluate this process. As in previous years, a very high level of satisfaction was indicated particularly with the student focussed approach and the ease in which their children began school.

As students progress through Chiltern Primary, the classroom teacher, in consultation with the Principal and parent, best determine the classroom placement that will provide optimum outcomes for individual students. In 2008, all parents were satisfied with their child’s classroom placement. The composite make up of our classes assists in ensuring there is no abrupt change in teaching approaches to the middle years. Students identified at risk have individual learning plans. The schools’ Program for Students with Disabilities funded students had a learning plan with social and cognitive goals that was prepared and reviewed by the Program Support Group twice per term.

In order to develop a seamless transition to secondary school, it begins in Year 5:

- The secondary school held a guided tour for all Years 5 & 6 followed by a whole day visit using specialist facilities and class arrangements that promoted peer interaction.

- All students attend the state-wide transition day in term 4.
- A Transition Group of teachers met a number of times to discuss transition matters.
- Students are pre-tested with a common assessment task. Student portfolios containing evidence of student achievement were made available.
- A Graduation evening, planned by the students, to celebrate seven years of primary education, was supported by all staff.
- A detailed transition form was prepared and 1:1 discussions with the Year 7 Co-ordinator occurred to ensure the social and learning needs of individuals are met. Once at secondary school, ongoing dialogue occurs between the new teachers and our primary teacher.

An underlying success of this transition process is the professional collegiate relationships developed between the schools across the middle years. The inclusion of the Year 5 students defines this transition as a process, not an event, and student’s anecdotal feedback has been most positive. In addition, the Ovens & Murray Valleys Cluster provides a wide range of cross cluster learning opportunities that students participate in and become known to each other over time.

The 2008 Parent Survey rated Chiltern Primary School, as in previous years, well above the state benchmarks, in the Transitions category My child is well prepared for the next stage in their education, My child has been supported in their transitions at school and My child was well supported when they started back at school this year.

To assist new families with transition to our school, a morning tea was held and informal discussions familiarising them with the school occurred. New students were brought up to speed with current programs by the Primary Welfare Officer.

The Army Museum at Bandiana was a popular segment of the Move It! unit in Year 3 – 6.
Future Directions

In our 2008 – 2010 Strategic Plan, our school purpose statement is to provide innovative and enriching programs that challenge students to explore and achieve their full potential in a supportive and caring environment. We value and embrace family and community involvement.

Three key goals have been identified for this period:

- To improve student learning outcomes for writing for P-6
- To provide an environment that fosters and develops student wellbeing and connectedness to school and peers
- To improve the transition processes to, within and from the school

The following key implementation strategies have been identified for 2009:

1. Numeracy - enhance teaching and learning across the school through:
   - Numeracy Teaching
   - Numeracy Assessment
   - Numeracy improvement practices
   - Catering for students at risk

2. Introduce all key components of the Regional Literacy Strategy through the implementation of the Literacy Common Curriculum

3. To improve attendance rates at all year levels through engagement with cluster and school based approaches to build the involvement of all students and their families in the daily life of the school

4. To continue to explore and implement emerging technologies across P – 6 as tools for community engagement and improved learning that meets the needs of students in the 21st century (our elearning vision)

Our school will continue to strengthen our community of learners to maximise the participation of all stakeholders – students, families and the wider community and promote our school as a centre of excellence and opportunity.

Our school aims to continue to develop innovative and enriching programs based on VELS with high expectations utilising a range of assessment strategies, new technologies, authentic experiences and parent & community engagement that build on the strong foundations of literacy and numeracy. We desire to explore the benefits of a formalised mentoring program, particularly to improve the engagement of boys.

We aim to continue to implement and explore the potential of emerging technologies across P – 6 as tools for student and community engagement and improved learning that meet the needs of students in the 21st century and develop Chiltern Primary as an exemplary setting.

A new master plan, that ensures an environment that addresses Chiltern Primary Schools’ maintenance, potential expansion, indoor & outdoor learning spaces, surrounding environment and physical needs, is essential and is a high priority for the school.

The visit of the Weary Dunlop mini sculpture as part of the With One Work project was a highlight of 2008.
Financial Performance and Position

A 2008 Indicative School Budget was presented to staff and School Council in March. All program areas were well resourced and detailed budget lines provided. Staff members are responsible for various curriculum areas. Each classroom was provided with a $1000 materials budget over and above the teaching program budget to assist in the delivery of classroom programs. The Management & Accountability sub-committee oversaw the process and prior to each Council meeting (twice per term) ensured that the budget was on target and reflected the schools priorities.

### Financial Performance – Operating Statement Summary for the year ending 31st December, 2008

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<tr>
<th>Revenue</th>
<th>2008 Actual</th>
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<tr>
<td>DE&amp;T Grants</td>
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<td>Commonwealth Government Grants</td>
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<td>Other</td>
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<td><strong>Total Operating Revenue</strong></td>
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<table>
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<th>Expenditure</th>
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<td>Salaries and Allowances</td>
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<td>Bank Charges</td>
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<td>Consumables</td>
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<td>Books and Publications</td>
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<td>Communication Costs</td>
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<td>Health and Personal Development</td>
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<td>Professional Development</td>
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<td>Support/Service</td>
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<tr>
<td>Miscellaneous</td>
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<tr>
<td><strong>Total Operating Expenditure</strong></td>
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| Net Operating Surplus/-Deficit | -$80548   |
| Capital Expenditure           | $12379    |

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package. Hence, figures quoted only reflect cash rather than cash & credit transactions.

A summary of audited receipts and payments is presented. The school was in receipt in 2007 of nearly $50,000 in federal government funding for the installation of the water tank and associated water saving infrastructure in 2008.

Of note is the significant contribution by the school to locally employed staff, primarily as classroom aide support to provide the 1:1, small group and extension programs available to students.

The Environment goal of the Charter is to develop a safe, caring and stimulating environment that encourages learning and fosters respect and pride for the school and the individual. School expenditure on building maintenance and cleaning was once again beyond that provided by the School Resource Package. A gardener who maintains the school grounds is employed as well as a maintenance person to conduct ongoing urgent repairs and maintenance.

A large proportion of the families are in receipt of the EMA (School is Like School Group 7) and the School Materials Account is kept to a minimum and many activities – excursions, cultural events and materials are heavily subsidised to maximise participation. During 2008, Chiltern Primary school was in receipt of $10,000 Drought relief funding that was used to subsidise excursions and cultural events to minimise financial burden on families.

An independent audit of the schools' financial management procedures was undertaken with no concerns raised regards our management practices.
School Contact Information

<table>
<thead>
<tr>
<th>Address:</th>
<th>Albert Road, Chiltern, VIC, 3683</th>
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<tbody>
<tr>
<td>Principal:</td>
<td>Ray Gallagher</td>
</tr>
<tr>
<td>School Council President:</td>
<td>Debbie Summerfield (2009)</td>
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<tr>
<td>Telephone:</td>
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<td>Email:</td>
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<tr>
<td>Web site:</td>
<td><a href="http://www.chilternps.vic.edu.au">www.chilternps.vic.edu.au</a></td>
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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Ray Gallagher, Principal, 05 57 261 421.