

2021 Annual Report to The School Community



School Name: Christmas Hills Primary School (1362)



- 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 2021 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 06 April 2022 at 04:15 PM by Jacqui Abrahams (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2022 at 10:00 AM by Bronwyn Woods (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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

Christmas Hills Primary School is a small school within the Shire of Nillumbik that we like to describe as an environment like no other. We are proud of our thriving and dynamic school community and are privileged to be located on the beautiful, traditional lands of the Wurrundjeri People, whose elders past and present we respect and acknowledge.

Our current enrolment of 25 students is organised into two multi-age classrooms, a P-2 and a 3-6. Our staff comprises several part-time and full-time teaching and support members with a FTE of 3.2. This consists of one Principal class member, two Classroom Teachers, one Classroom Support staff member, a Business Manager and one specialist teacher.

We are deeply committed to the happiness and well-being of our students and we ensure that they are provided with outstanding learning experiences throughout each and every school day. We provide an engaging and holistic learning environment that embraces the social learning opportunities, student led and cooperative learning that our multi-age setting allows for.

We prioritise the provision of specialist programs and we are proud of the outstanding range of programs across Art, Health and Physical Education, Science, Digital technologies as well as our unique Learning Adventures and Bush School Programs.

In recent years Christmas Hills Primary has undergone a transformation of our teaching and learning. We have brought individualised and progressive learning to the fore and renewed our focus on the school values (CHIRPS) of Caring, Honesty, Inquisitiveness, Respect, Persistence and Sharing. We are a proud School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships school, these programs provide a framework for our school community to support our students to learn in a supportive and inclusive school culture. Our School Strategic Plan clearly outlines our trajectory towards a more student-centred and led school where the children are involved and valued in all elements of school life along with our commitment to providing students with high quality literacy and numeracy programs.

As a school, we are specifically focused on empowering our students in their own learning and explicitly teaching them the skills they need to be active agents of their learning journeys. Across our school there is an expectation of diverse teaching and learning experiences, which allow students to access information and develop understandings in a variety of ways. We pride ourselves on providing a rich and engaging learning environment which is dynamic, individualised and where students move regularly throughout the course of the day to optimise their learning.

The Christmas Hills Primary School community is committed to working together to support the growth of each student. We live this commitment each day by having parent involvement in all aspects of our school from assisting with maintenance of the school yard, planning the strategic direction of the school, fundraising activities, as well as in the classrooms.

Framework for Improving Student Outcomes (FISO)

Our FISO Focus areas for 2021 were; Evaluating Impact on Learning and Building Communities.

The staff began to implement an Inquiry Cycle approach to professional learning to ensure we use data to improve curriculum planning and assessment with a focus on continually improving learning for each student. Our professional learning has focused on building the capacity of every teacher to consistently implement a data driven, evidence based approach to teaching and learning using the Christmas Hills model, with a focus on Literacy and Numeracy by:

- Placing student needs at the centre of program planning and delivery
- Supporting students to be reflective, questioning and self-monitoring learners
- Using data to evaluate learning
- Using student achievement data to identify focus areas of Professional Learning

During the 2021 school year, we had a particular focus on building a positive climate for learning. Staff, students and

parents worked together in partnership to ensure we were creating a supportive and productive learning environment for students regardless of whether learning was onsite or remotely due to COVID-19. Our primary focus during this time was supporting the health and well being of our students, and this was achieved through a strong focus on teachers empowering students to co-design their learning structure and experiences by exercising authentic agency in their own learning. Teachers consistently conveyed high expectations of learning, effort and engagement for all students throughout the year regardless of the learning structure. This provided students with predictability, routine and support to continue to achieve academic growth during what was a challenging year for all.

Achievement

In 2021 the school continued to work on its strategic plan goal of improving literacy achievement outcomes and learning growth. Despite the continued disruptions caused by moving between remote and onsite learning the majority of our students have maintained engagement with their learning. Staff have had a explicit focus on literacy and numeracy skills which has been effective in maintaining a strong whole school focus on this as a school priority. Throughout 2021, staff have been actively engaged in professional learning opportunities which have focused on using data to inform teaching and learning. This has included working with other small schools and regional staff in a shared professional learning sequence which focussed on quality writing assessment practices. The tutor learning initiative provided the opportunity to provide a targeted intervention program for students in reading, writing or numeracy. Our student achievement data shows that 80% of our students achieving a minimum of 2 years growth in the previous 2 year period in standardised assessments and 65% of students achieving at or above expected growth in reading, writing and mathematics in the previous 12 month period. Pleasingly our teacher judgement data shows that; 88% of our students are achieving at or above age expected level in reading (above state average), 76% of our students are achieving at or above expected level in writing and mathematics.

Engagement

Enhancing active engagement of every student in their learning was one of the selected foci for 2021. Student achievements are strongly celebrated in our school through a strong focus on students receiving immediate, specific and positive feedback. In addition to this our community celebrate student achievements via the school newsletter, website and Facebook page which have a consistent focus on student engagement, learning and achievement. We conducted our parent information evening and community information sessions exploring the topics of; Supporting students mental and physical health during a pandemic. In addition, we also held an information session which focussed on how School and Home can work in active partnership to support student learning. This was well received allowing our community to share expectations of how we all can work together to support the learning and development of each student. We value greatly school attendance and punctuality, and work to communicate with parents regularly throughout the year the importance of these. Attendance is followed up on a daily basis with families as well as end of term reports outlining student attendance throughout the term. This positive culture and focus on supporting our students mental health during the challenges of a pandemic were reflected in our attitude to school survey results which showed that 89% of students reported having a positive sense of 'life satisfaction' and 84% had normal/high levels of 'resilience', both of these are indicators for measuring students individual social and emotional wellbeing and were above average when compared to the results across the state and similar schools.

Wellbeing

Our goal throughout the Strategic Plan period was to enhance student well-being by fostering positive and respectful attitudes to each other and learning. The school is deeply committed to the happiness and well-being of our students and ensure that they are provided with outstanding learning experiences. The school aimed to improve student well-being as evidenced by the student Attitudes to School Survey and Parent opinion survey through the implementation of School Wide Positive Behaviour Support (SWPBS). Throughout 2021 students, staff and the wider school community were actively involved in developing shared high expectations for demonstrating our school values of; Caring,

Honesty, Inquisitiveness, Respect, Persistence and Sharing (affectionately known as CHIRPS). The school community continued to work together to embed our school values throughout the school by utilising the behaviour matrix throughout all aspects of 'school life'. In 2021, our focus on explicit and consistent expectations of behaviour was expanded to focus on developing a common understanding of 'Active Agency'. Students and staff worked in collaboration to develop Active Agent Mascots and define positive learning behaviours which allow support the statement that "Active Agents are empowered learners." In 2022, the parent community will be invited to participate in information sessions where students share their understanding of active agency and positive learning behaviour. In terms of the Attitude to school survey it demonstrated an increase in positive endorsement of the following factors from 2020-2021 'student voice and agency', 'self-regulation and goal setting' and 'learner confidence'.

Finance performance and position

Christmas Hills Primary School maintained a sound financial position throughout 2021. The School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The 2021 school year saw the installation of three new shade sails to provide students with shaded outdoor learning spaces along with upgrading school drainage to preserve our historic building and a number of other maintenance projects which have assisted in providing students with engaging learning spaces. In light of the Covid situation experienced in 2021 our school community participated in a number of events and workshops which provided our students, parents and staff with support to maintain vital community connections.

The school finished the 2021 school year with a surplus of \$18,412 as well as retaining an amount of \$75,711.41 combined funds in our High Yield and Official Accounts. There were no extraordinary expenditure items identified by our Finance Subcommittee in 2021. We received grant funding for specific projects from both School Sports Victoria, Nillumbik Council and Victorian School Building Authority.

For more detailed information regarding our school please visit our website at
<https://www.christmashillsps.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 17 students were enrolled at this school in 2021, 9 female and 8 male.

0 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).

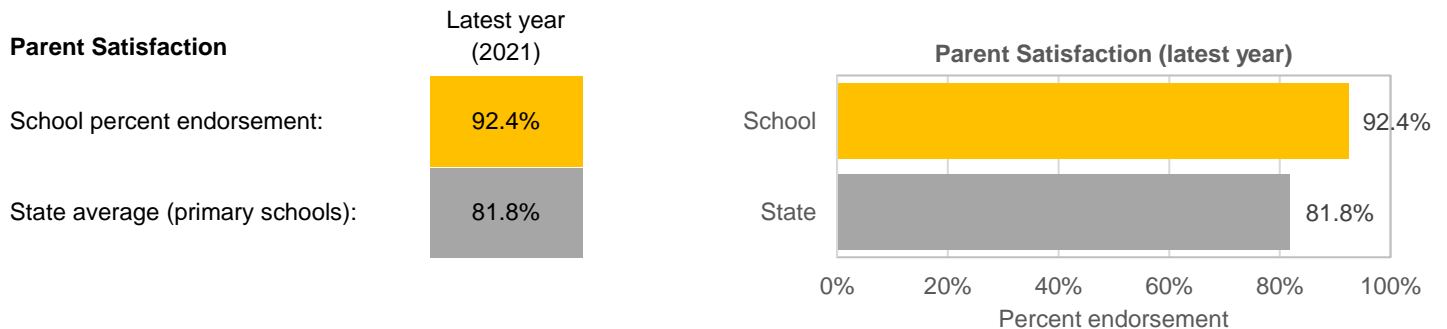
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

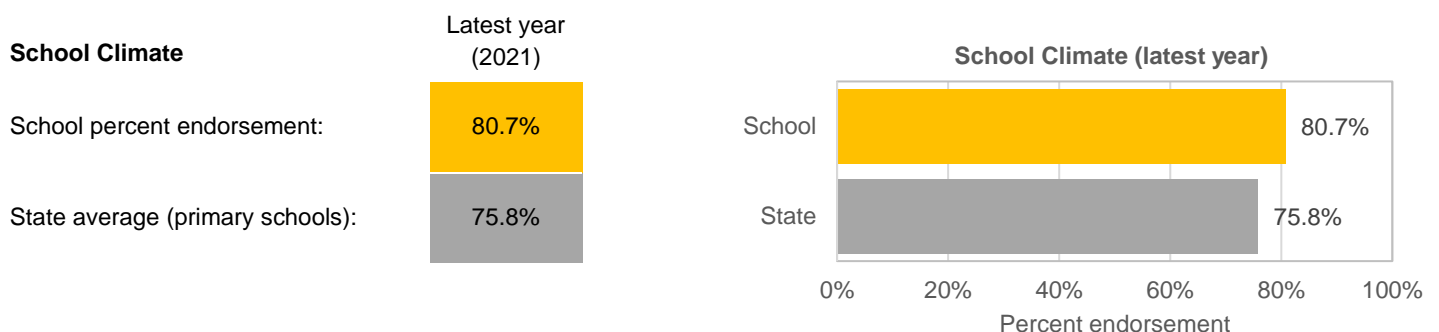


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

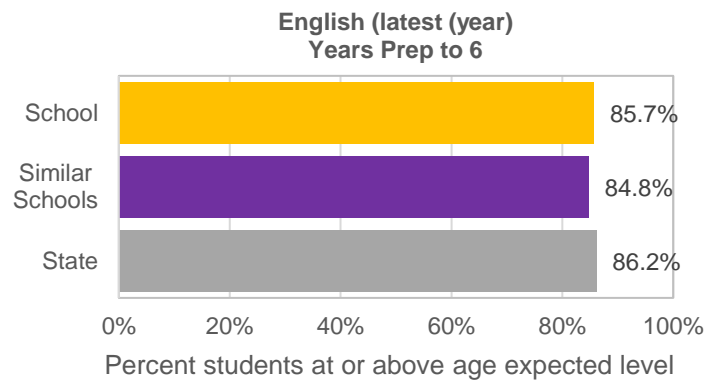
85.7%

Similar Schools average:

84.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

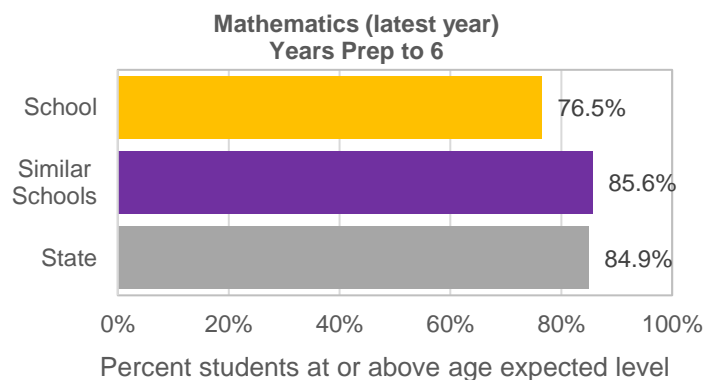
76.5%

Similar Schools average:

85.6%

State average:

84.9%



ACHIEVEMENT (continued)

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.

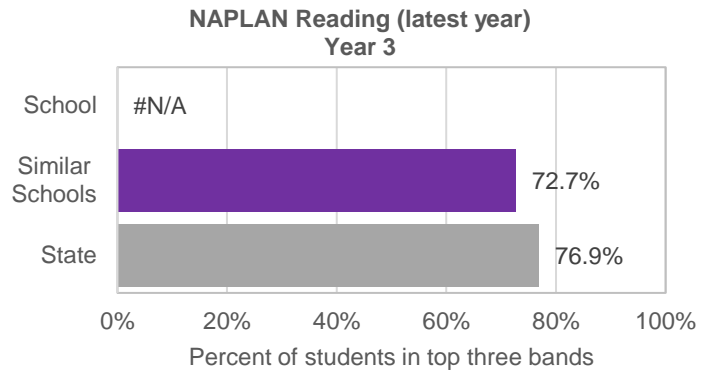
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

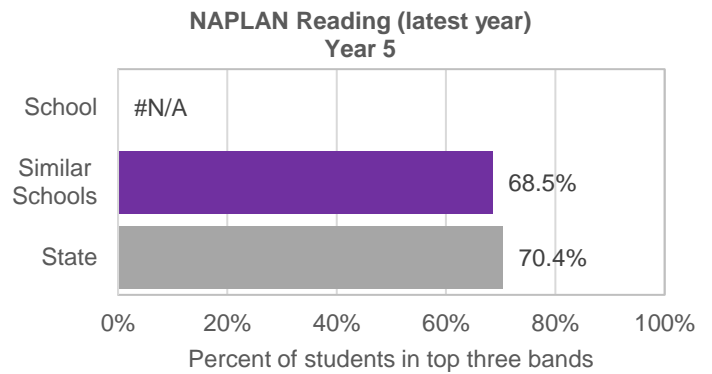
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	70.0%
Similar Schools average:	72.7%	77.6%
State average:	76.9%	76.5%



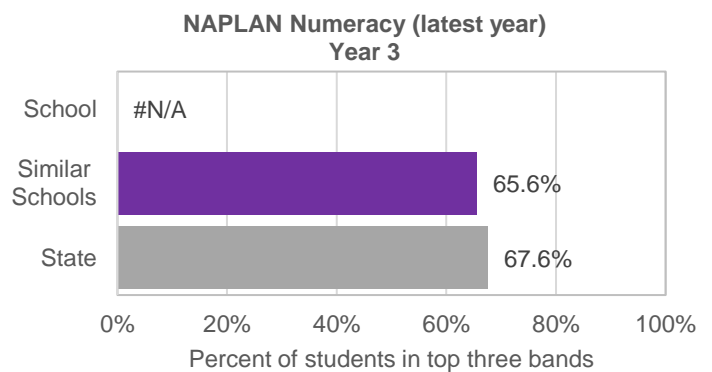
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	75.0%
Similar Schools average:	68.5%	65.1%
State average:	70.4%	67.7%



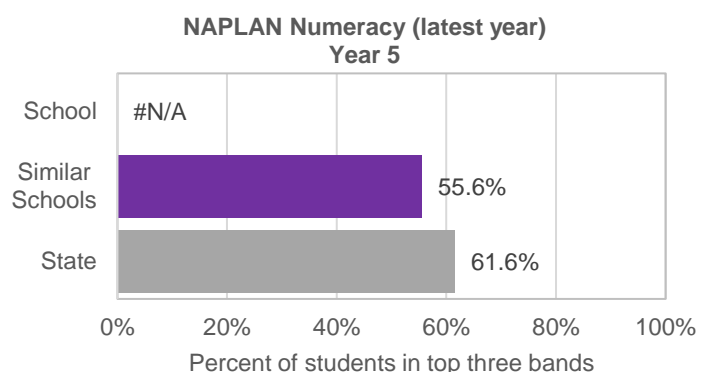
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	90.0%
Similar Schools average:	65.6%	73.3%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	57.1%
Similar Schools average:	55.6%	59.6%
State average:	61.6%	60.0%



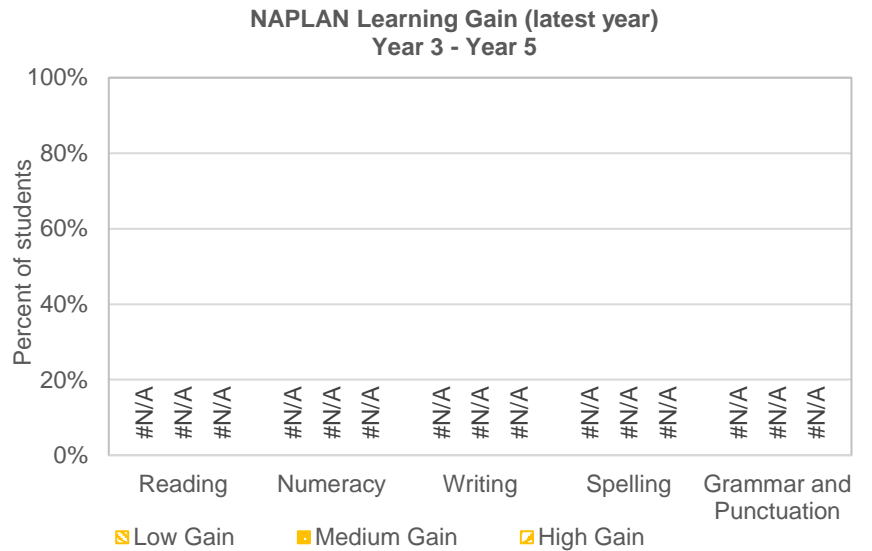
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	21%
Numeracy:	NDP	NDP	NDP	20%
Writing:	NDP	NDP	NDP	15%
Spelling:	NDP	NDP	NDP	16%
Grammar and Punctuation:	NDP	NDP	NDP	27%



ENGAGEMENT

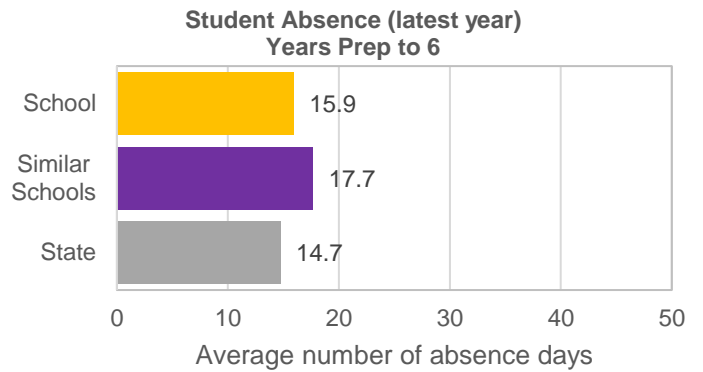
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.9	17.6
Similar Schools average:	17.7	15.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDA	97%	NDP	NDP	87%	NDP	NDP

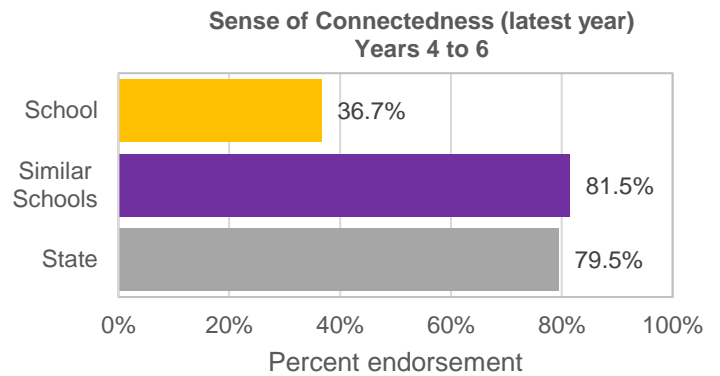
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	36.7%	72.7%
Similar Schools average:	81.5%	81.6%
State average:	79.5%	80.4%

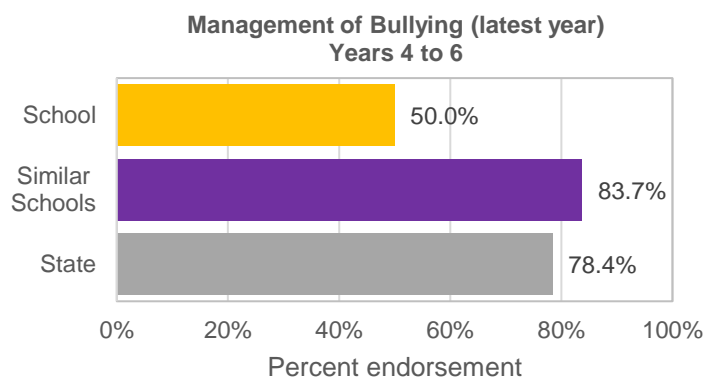


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	50.0%	81.1%
Similar Schools average:	83.7%	84.4%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$309,787
Government Provided DET Grants	\$85,858
Government Grants Commonwealth	\$4,800
Government Grants State	\$0
Revenue Other	\$43,409
Locally Raised Funds	\$4,989
Capital Grants	\$0
Total Operating Revenue	\$448,844

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$291,375
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$4,929
Communication Costs	\$2,436
Consumables	\$4,625
Miscellaneous Expense ³	\$2,475
Professional Development	\$290
Equipment/Maintenance/Hire	\$4,876
Property Services	\$96,297
Salaries & Allowances ⁴	\$19,759
Support Services	\$4,000
Trading & Fundraising	\$45
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$3,086
Total Operating Expenditure	\$434,194
Net Operating Surplus/-Deficit	\$14,650
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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$63,939
Official Account	\$11,276
Other Accounts	\$0
Total Funds Available	\$75,215

Financial Commitments	Actual
Operating Reserve	\$10,000
Other Recurrent Expenditure	\$6,490
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$31,120
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$27,400
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$75,010

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.