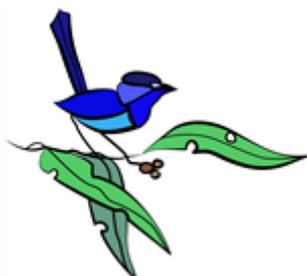


2020 Annual Report to The School Community



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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 April 2021 at 10:33 AM by Jacqui Abrahams (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 10:46 AM by Bronwyn Woods (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 17 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 3.1. 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 Languages, 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 2020 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 2020 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 2020 the school continued to work on its strategic plan goal of improving literacy achievement outcomes and learning growth; with all students having achieved a minimum of 12 months growth in a 12 month period in reading and writing. With NAPLAN data being unavailable in 2020 we were unable to measure our progress towards achieving our targets relating to percentage of students achieving the top 2 bands in Year 3 and Year 5 NAPLAN. Pleasingly our teacher judgement data shows that 87.5% of students are at or above the expected level in reading and viewing and writing. During remote learning, staff were able to continue to provide students with Individualised learning programs and support through the use of Google Classroom and Webex conferences. Students responded well to increased agency in their learning. Student feedback showed that they particularly engaged with the inquiry based project learning approach as well as having agency around the time frame they had to complete tasks. In 2021 we plan to continue to increase opportunities for students to develop and exercise agency to improve learning outcomes.

Engagement

Enhancing active engagement of every student in their learning was one of the selected foci for 2020. Student achievements are strongly celebrated in our school at assemblies and also via the school newsletter 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; School Wide Positive Behaviour and Fire season preparedness. 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 was reflected in our attitude to school survey results which showed that 87% of students reported having a positive sense of connectedness and 92% of students reported having a positive sense of inclusion in our school.

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 2020 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). Students worked collaboratively to develop a behaviour matrix which clearly explains the community expectations in terms of what our CHIRPS look like, sound like and feel like around our school. This Behaviour Matrix is now displayed around the school as well as being included in all new enrolment packs. In 2021 we will be continuing to revise our school policies to ensure they are reflective of these values and community expectations.

Financial performance and position

Christmas Hills Primary School maintained a sound financial position throughout 2020. The School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The school finished the 2020 school year with a surplus of \$17,814 as well as retaining an amount of \$72,000 combined funds in our High Yield and Official Accounts. There were no extraordinary expenditure items identified by our Finance Subcommittee in 2020. We received grant funding for specific projects from both School Sports Victoria and Lancare Australia which was expended and these grants have either been acquitted or are in the process.

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 15 students were enrolled at this school in 2020, 8 female and 7 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) which takes into account parents' occupations and education.

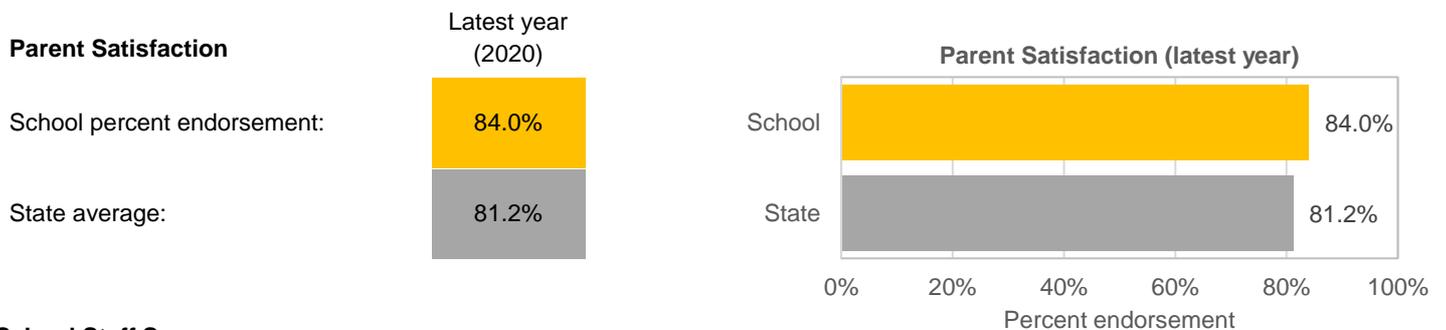
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

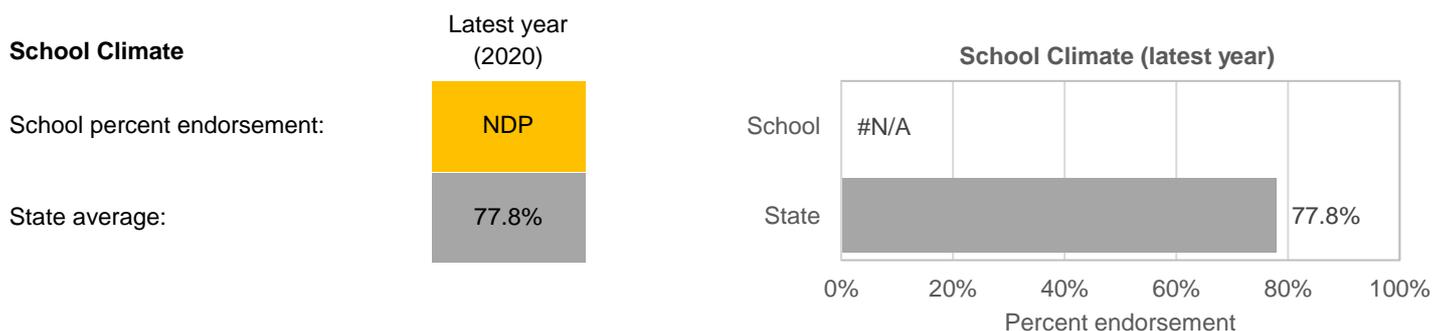


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

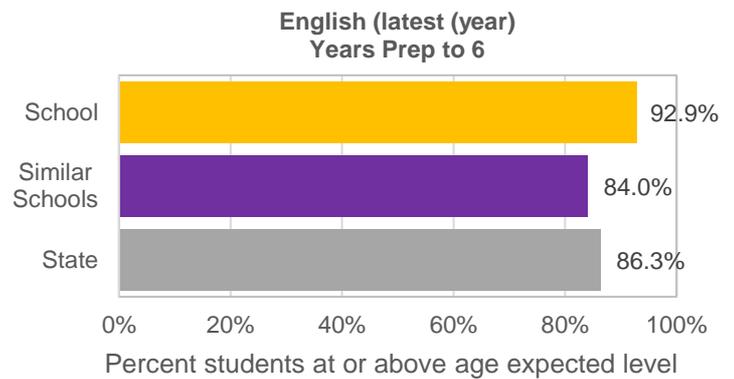
92.9%

Similar Schools average:

84.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

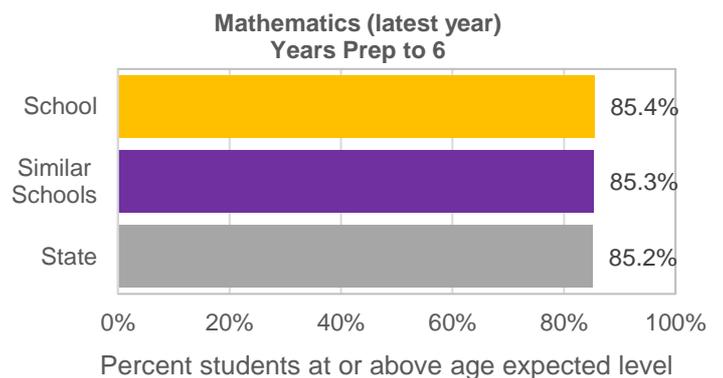
85.4%

Similar Schools average:

85.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

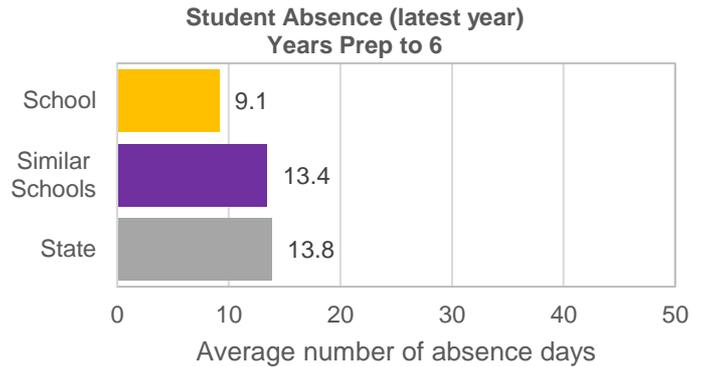
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.1	18.2
Similar Schools average:	13.4	15.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	NDP	NDP	NDP	NDP	NDP	NDP

WELLBEING

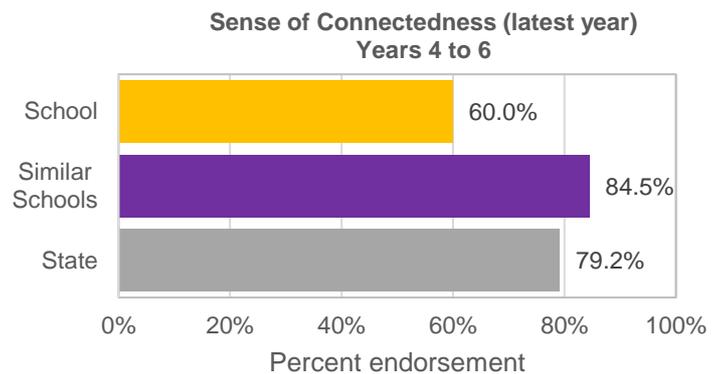
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	60.0%	81.1%
Similar Schools average:	84.5%	81.7%
State average:	79.2%	81.0%



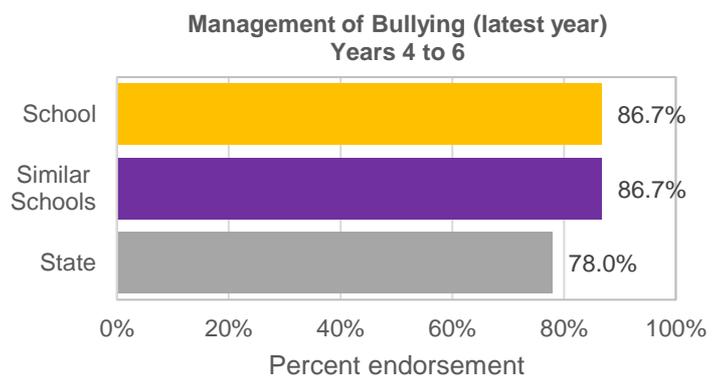
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	86.7%	85.6%
Similar Schools average:	86.7%	84.3%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$374,780
Government Provided DET Grants	\$65,846
Government Grants Commonwealth	\$1,950
Government Grants State	NDA
Revenue Other	\$16,383
Locally Raised Funds	\$5,060
Capital Grants	NDA
Total Operating Revenue	\$464,019

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

Expenditure	Actual
Student Resource Package ²	\$356,125
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$1,852
Communication Costs	\$1,690
Consumables	\$5,551
Miscellaneous Expense ³	\$2,532
Professional Development	\$15,455
Equipment/Maintenance/Hire	\$5,498
Property Services	\$43,455
Salaries & Allowances ⁴	\$4,107
Support Services	\$3,918
Trading & Fundraising	\$409
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$2,723
Total Operating Expenditure	\$443,315
Net Operating Surplus/-Deficit	\$20,704
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$63,196
Official Account	\$9,380
Other Accounts	NDA
Total Funds Available	\$72,576

Financial Commitments	Actual
Operating Reserve	\$10,000
Other Recurrent Expenditure	\$845
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$37,907
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$300
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$26,082
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$75,134

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.