2019 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 2019 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 07 April 2020 at 01:54 PM by Jacqui Abrahams (Principal)

The 2019 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 23 July 2020 at 01:44 PM by Andrea Hopper (School Council President)

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 15 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, three 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, self-motivated 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 and our unique Learning Adventures Program.

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. 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.

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 in control 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.

Framework for Improving Student Outcomes (FISO)

Our FISO Focus areas for 2019 were; Curriculum planning and assessment, Vision values and culture as well as Setting expectations and promoting inclusion. For the 2019 school year, we had a particular focus on building a positive climate for learning. The school community reviewed our school values and students have been working to unpack each one to set consistently high expectations across the school. The staff began to implement an Inquiry Cycle approach to professional learning to ensure use data to improve curriculum planning and assessment. Our professional learning has focused on and 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

Achievement

In 2019 the school continued work on its strategic plan goal of improving literacy achievement outcomes and learning growth.

Our NAPLAN results showed that 100% of our Year 3 students were in the top two bands for writing and 67% of our Year 3 students were in the top two bands for reading. Due to our small cohort data for Year 5 NAPLAN is not available.

Pleasingly our teacher judgements show 88% of our students across the school are performing at or above the age expected level in reading and 82% in writing.

In 2020 we will continue to focus on improving literacy achievement outcomes and learning growth with a particular

emphasis on using data to inform teaching and provide each student with quality teaching and learning which is targeted at their point of need as we work towards all of our students achieving at or above the expected rate of growth in reading and writing.

Engagement

Enhancing active engagement of every student in their learning was one of the selected foci for 2018. 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 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 these were well received and will be annual events. 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. In 2019 we made changes to our late arrival and early leaver processes to reduce disruption to classes and continue to prioritise the teaching and learning in our classrooms. Our school prides itself on having a strong sense of community, connectedness and inclusion. 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 2019 students, staff and the wider school community were actively involved in a review of our school values, the community agreed that the values of; Caring, Honesty, Inquisitiveness, Respect, Persistence and Sharing represent our school community expectations. Each week we celebrate students who have demonstrated these values at our school assembly with CHIRPS alerts. In 2020 we will continue to unpack each of our values to ensure consistent and high expectations across the school.

Financial performance and position

Christmas Hills Primary School maintained a sound financial position throughout 2019. The School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

In 2019 the school was fortunate to receive a $100,000 government grant which was utilised for the upgrade of our Shelter in Place.
The school finished the 2019 school year with a surplus of $8,850 as well as retaining an amount of $75,000 combined funds in our High Yield and Official Accounts. There were no extraordinary expenditure items identified by our Finance Subcommittee in 2019. We received grant funding for specific projects from both School Sports Victoria and the FRRR 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 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: ***"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.***

Enrolment Profile

A total of 25 students were enrolled at this school in 2019, 10 female and 15 male.

0 percent of students had English as an additional language and 0 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: High

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	71.2	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	67.4	79.5	68.5	87.9

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary year levels.*

"Similar School Comparison" is a way of comparing school performance to similar schools in Victoria that takes into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are 'Similar', 'Above' or 'Below' relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English

- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	**Percent**	**Percent**	**Percent**	**Percent**	
English	90.4	89.7	81.7	95.0	Similar
Mathematics	94.1	90.3	81.8	95.8	Above

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (latest year)	np	76.5	60.0	90.0	np
Year 3	Numeracy (latest year)	np	67.7	50.0	84.6	np
Year 5	Reading (latest year)	np	67.6	50.0	83.1	np
Year 5	Numeracy (latest year)	np	59.3	41.2	76.4	np

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (4 year average)	84.6	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	78.6	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	55.6	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	np	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	**Percent**	**Percent**	**Percent**
Reading	np	np	np
Numeracy	np	np	np
Writing	np	np	np
Spelling	np	np	np
Grammar and Punctuation	np	np	np

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	**Number**	**Number**	**Number**	
Average number of absence days (latest year)	25.1	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	21.9	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	**Percent**	**Percent**	**Percent**	**Percent**	**Percent**	**Percent**
Attendance Rate (latest year)	91	88	84	86	84	89	89

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	86.7	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	84.9	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	85.2	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	86.0	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	$473,022
Government Provided DET Grants	$107,228
Government Grants Commonwealth	$4,300
Government Grants State	$0
Revenue Other	$12,274
Locally Raised Funds	$14,628
Capital Grants	$0
Total Operating Revenue	**$611,452**

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]	$347,710
Adjustments	$0
Books & Publications	$0
Communication Costs	$2,459
Consumables	$12,681
Miscellaneous Expense [3]	$16,365
Professional Development	$22,687
Property and Equipment Services	$19,788
Salaries & Allowances [4]	$16,459
Trading & Fundraising	$1,504
Travel & Subsistence	$0
Utilities	$2,490
Total Operating Expenditure	**$442,141**
Net Operating Surplus/-Deficit	**$169,311**
Asset Acquisitions	**$0**

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	$65,709
Official Account	$3,239
Other Accounts	$0
Total Funds Available	**$68,948**

Financial Commitments	Actual
Operating Reserve	$14,564
Other Recurrent Expenditure	$156
Provision Accounts	$0
Funds Received in Advance	$33,878
School Based Programs	$22,116
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$5,799
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$7,000
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$83,512

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE *ABOUT OUR SCHOOL* SECTION REFER TO?

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

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

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

WHAT DOES THE *PERFORMANCE SUMMARY* SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
    - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
    - English and Mathematics for Teacher Judgements against the curriculum
    - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement
- student attendance and engagement at school, including:
    - 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) factors:
    - 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 *SIMILAR SCHOOL COMPARISON* REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES '*DATA NOT AVAILABLE*' OR '*NP*' 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, 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 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').