

2018 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 2018 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 05 September 2019 at 01:26 PM by Jacqui Abrahams (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

To be attested by 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 25 students is organised into two multi-age classrooms, a P-3 and a 4-6. 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/Education Support staff member 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 Music, 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 motto 'Where Learning is an Adventure'. 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. In both of our classrooms 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 expect our classrooms to be dynamic environments where students move regularly throughout the course of the day.

In Term 4 2018 the school underwent a review, and a new School Strategic Plan has now been developed for the next four years.

Framework for Improving Student Outcomes (FISO)

Our FISO Focus areas for 2018 were Building Practice Excellence and Empowering Students and Building School Pride. For the 2018 school year, we had a particular focus 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

Our Attitudes to School Survey and Staff surveys showed pleasing results and we are looking forward to consolidating this in the 2019 school year as we continue our focus on developing consistent approaches, collaboration and collective efficacy around evidence-based practice. We very much look forward to engaging more with local small schools in the North West Region and specifically the North East Melbourne Area.

Achievement

Our goal over the previous Strategic Plan period was to build teacher capacity to implement a data driven, evidence-based approach to teaching and learning to improve student outcomes in literacy and numeracy. Teacher judgements of student achievement for students in years Prep to 6 are now higher than those of similar schools, and NAPLAN outcomes for both years 3 and 5 are similar to similar schools, both in 2018 and across a four year average. It should be noted that our cohorts are very small, and therefore data is not available for numeracy in year 5. We aimed to increase the proportion of students achieving medium and high growth from year 3 to year 5, and were successful in doing so across the life of the Strategic Plan in all areas except for

reading.

Having made progress with these targets, the goal to build teacher capacity to implement a data driven, evidence-based approach to teaching and learning to improve student outcomes in literacy and numeracy is still a relevant and present challenge for the school. Our future approach will create changes in our teaching and learning program that allow for greater collaboration and consistency of practice. To help achieve this, we will build stronger relationships with other small, local schools to help enhance our program and build teacher capacity through shared planning, assessment, moderation and professional development in high impact teaching strategies.

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 this was well received so this will now become an annual event. Students presented at this and were heavily involved in planning and delivering the content of the session. 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.

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 in 2018 saw increases in positive responses for all elements of social engagement and school safety. We are a Better Buddies school and each student in the P-3 is assigned a senior buddy. They work together throughout the year for various special occasions and events, but also every week for a combined writing session. We also run a Restorative Practices approach when helping students to work through any problems or concerns. We have an outstanding representation on our Junior School Council (currently just over half of our students) who are actively involved in monitoring student well-being and have organised key social events throughout the year. Awards are given at each assembly around our School Values: Caring, Honest, Inquisitive, Resilient, Persistent and Sharing (CHIRPS - after our emblem, the Blue Wren). In 2019, the school will implement strategies and programs to positively impact school pride, through a review of Vision and Values; resilience, through involvement in The Resilience Program and Rock & Water training; and agreed positive behaviours through Department School-Wide Positive Behaviour Support.

Financial performance and position

The school retained an amount of \$23,401 combined funds in our High Yield and Official Accounts. We received a \$7,000 for Bushfire Vegetation Clearance which is committed for 2019. There were no extraordinary expenditure items identified by our Finance Subcommittee in 2018. 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 26 students were enrolled at this school in 2018, 14 female and 12 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

















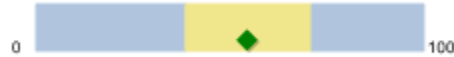


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>

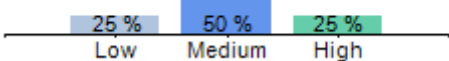
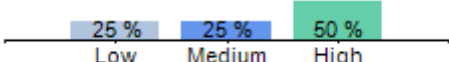

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p>No Data Available</p> <p>No Data Available</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing</p>  <p>25 % 50 % 25 % Low Medium High</p> <p>Spelling</p>  <p>25 % 25 % 50 % Low Medium High</p> <p>Grammar and Punctuation</p>  <p>75 % 25 % Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>









Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison</p> <p>A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>88 %</td><td>92 %</td><td>94 %</td><td>90 %</td><td>93 %</td><td>92 %</td><td>94 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	92 %	94 %	90 %	93 %	92 %	94 %	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	92 %	94 %	90 %	93 %	92 %	94 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$430,195
Government Provided DET Grants	\$81,664
Government Grants Commonwealth	\$17,348
Government Grants State	\$1,977
Revenue Other	\$2,325
Locally Raised Funds	\$22,878
Total Operating Revenue	\$556,386

Equity¹

Equity (Social Disadvantage)	\$5,000
Equity Total	\$5,000

Expenditure

Student Resource Package ²	\$284,216
Books & Publications	\$25
Communication Costs	\$2,188
Consumables	\$17,047
Miscellaneous Expense ³	\$17,096
Professional Development	\$4,931
Property and Equipment Services	\$24,104
Salaries & Allowances ⁴	\$42,792
Trading & Fundraising	\$2,055
Utilities	\$1,031

Total Operating Expenditure **\$395,485**

Net Operating Surplus/-Deficit **\$160,901**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$19,232
Official Account	\$4,169
Total Funds Available	\$23,401

Financial Commitments

Operating Reserve	\$10,780
Other Recurrent Expenditure	\$156
Funds for Committees/Shared Arrangements	\$5,466
Capital - Buildings/Grounds < 12 months	\$7,000
Total Financial Commitments	\$23,401

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 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)

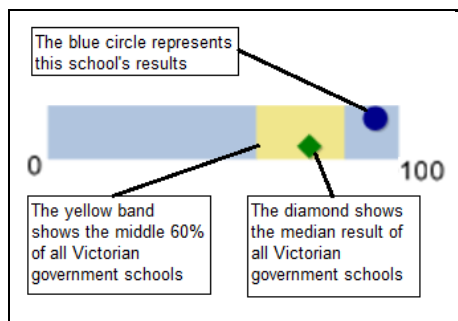
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

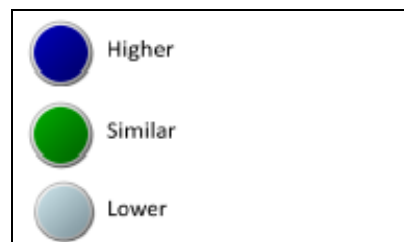


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').