

# 2017 Annual Report to the School Community



School Name: Chum Creek Primary School

School Number: 3279



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 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 11 May 2018 at 10:33 AM by Michael Corr (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 Regulation 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 2017 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.

Attested on 29 May 2018 at 02:20 PM by Tabitha Barclay (School Council President)

## About Our School

### School Context

Chum Creek Primary School is situated in the outer east of Melbourne, close to the rural town of Healesville, within the North-Eastern Victorian region.

Most of our students attend from the local area, but a number of students travel from further afield.

The school has seen a steady growth in student numbers over recent years. Our 65 students (55 in 2014 and 51 in 2013) were divided into 3 class groups with an average class size of 21 students. The staffing composition consists of four teachers including one Principal class (three equivalent full-time classroom positions shared by five teachers) and two part-time teaching support staff. We also have a Chaplain (.4 EFT).

Chum Creek has a strong reputation for teaching toward a sustainable lifestyle as well as a strong focus on learning about the environment. We enjoy being well supported by a strong local and parent community.

### Framework for Improving Student Outcomes (FISO)

During the year Chum Creek Primary School worked with three other nearby small primary schools to facilitate opportunities for students to experience learning and make connections outside of our school, using each of our schools areas of strength to open up options for the other schools. The group focused on supporting each other to continually implement and improve both the teacher delivery of the new Victorian Curriculum as well as student engagement opportunities.

Chum Creek has since applied to join the Victorian Professional Learning Communities (PLC) initiative along with three other different local schools. Our engagement in this program along with these other schools will form the basis of our FISO work for the foreseeable future, and we are currently awaiting guidance on this.

### Achievement

The National Assessment - Literacy and Numeracy (NAPLAN):

Year 3: Four-year average trend data shows that for all students at year 3 are achieving higher than the state average. Unfortunately owing to small sample size our Reading data was too small to sample, and our year 3 Numeracy was slightly below the state average but still within the middle 60% of Victorian Government Primary Schools.

Year 5: Year 5 are achieving above the state average in both Reading and Numeracy in 2017, and this reflects the four-year average trend data which is also shows Year 5 Reading and Numeracy to be above the state average.

Please note that our school trend data could be unreliable due to very small participation cohorts.

### Engagement

During 2017 our school sought to improve student resilience and ensure students were engaged in their learning and connected to their peers, teachers and school. The achievement was measured using the 2017 Student Attitude to School Survey (ATSS). The measures of both "Sense of Connectedness" as well as "Management of Bullying" are higher than the Median of all Victorian Government Primary Schools and also above the middle 60% of Victorian Government Primary Schools – a pleasing result.

There has been significant emphasis and growth in two aspects of the curriculum - art and sport.

These programs are highly valued and supported by the community. They provide a range of engaging learning opportunities for students and offer our students choice in their learning.

Visits to quality live theatre are enjoyed each year as is the active participation by all children in interschool sports competitions, local shows and poetry competitions etc. Student voice in learning is an area the school is continually developing, notably through our Student Representative Council. All of our students are encouraged to reflect on and monitor progress in their learning and inform future individual learning goals.



## Wellbeing

Our survey data (Students and Parents) remains very high and compares very favourably to other schools. We are particularly thrilled with our Students' Attitudes to School Survey results in the area of 'Management of Bullying' that places us higher than similar schools. The 'Sense of Connectedness' results are also excellent and well above the Median for all Victorian Government Primary Schools and again higher than like schools.

Chum Creek Primary School has a comprehensive and unified approach to wellbeing ensuring the safety of students and effective behaviour management. School values are incorporated into every aspect of school life. Our approach to teaching is underpinned by strong, respectful relationships between students and teachers. To enhance this Chum Creek Primary School offers a range of programs supporting the emotional and wellbeing needs of the students, and these are co-ordinated by our Chaplain.

School and community functions are extremely well supported and well attended, reflecting a strong sense of shared purpose and cohesion within the Chum Creek Primary School community as well as the authentic connection between the school, parents and local community.

Our Chaplain/School Welfare officer has provided another opportunity for our students to be involved in social skills programs that help develop the intrapersonal and interpersonal skills of our students. She also provides great support for families and students who may be experiencing difficulties throughout the year.

For more detailed information regarding our school please visit our website at  
[www.chumcreek.vic.edu.au](http://www.chumcreek.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 63 students were enrolled at this school in 2017, 36 female and 27 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</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><b>NAPLAN Year 3</b></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>No Data Available</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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><b>Reading</b></p> <p><b>Numeracy</b></p> <p><b>Writing</b></p> <p><b>Spelling</b></p> <p><b>Grammar and Punctuation</b></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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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 2017 attendance rate by year level:</p>	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>90 %</td> <td>94 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	94 %	92 %	91 %	92 %	86 %	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	94 %	92 %	91 %	92 %	86 %										



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2017</p>	Similar

# 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)

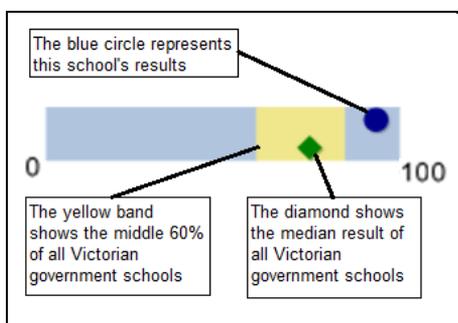
### Engagement

- 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).

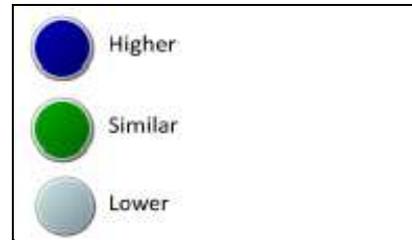


## What does *School Comparison* refer to?

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*' 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').

## Financial Performance and Position

### Financial performance and position commentary

At the end of 2017 Chum Creek Primary School had a net surplus of \$68,000. Part of this surplus will be used to meet anticipated extraordinary demands on funds to pay for programs for students who – under advice from DET - will need extra support during 2018. Despite this, we had enough to ensure that our school improvement initiatives through 2017 were still able to be effectively financed and implemented.

Fundraising efforts netted approximately \$8,000, which contributed to replacing carpets and vinyl in two of our three classrooms as well as partially repainting same, as well as the refurbishment of our vegetable gardens.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$660,130	High Yield Investment Account	\$172
Government Provided DET Grants	\$101,814	Official Account	\$5,419
Government Grants Commonwealth	\$19,492	Other Accounts	\$36
Revenue Other	\$6,515	<b>Total Funds Available</b>	<b>\$5,627</b>
Locally Raised Funds	\$45,376		
<b>Total Operating Revenue</b>	<b>\$833,328</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$6,578		
<b>Equity Total</b>	<b>\$6,578</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$584,091	Operating Reserve	\$5,627
Books & Publications	\$245	<b>Total Financial Commitments</b>	<b>\$5,627</b>
Communication Costs	\$2,585		
Consumables	\$18,738		
Miscellaneous Expense <sup>3</sup>	\$33,957		
Professional Development	\$1,626		
Property and Equipment Services	\$30,430		
Salaries & Allowances <sup>4</sup>	\$69,330		
Trading & Fundraising	\$14,892		
Travel & Subsistence	\$1,243		
Utilities	\$7,852		
<b>Total Operating Expenditure</b>	<b>\$764,989</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$68,339</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 05 March 2018 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.*