

2022 Annual Report to the School Community

School Name: Chum Creek Primary School (3279)



- 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 of the previous calendar year 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 01 May 2023 at 09:58 AM by Michael Corr (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 May 2023 at 04:01 PM by Tabitha Barclay (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

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.

Our 56 students were divided into three class groups with an average class size of 18 students. The staffing composition consists of four teachers including one Principal class, three equivalent full-time classroom positions shared by five teachers and three part-time specialist teachers in Art, Library and Physical Education. We also have a Chaplain (0.4 EFT).

At Chum Creek Primary School we foster a friendly learning community which values acceptance, integrity and respect in a positive, challenging and engaging environment. The school's vision is based on the School Wide Positive Behaviour Support (SWPBS) values of Respect, Resilience and Ready To Learn.

Chum Creek enjoys its natural environment and 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. In 2022 our school celebrated 125 years of service to the Chum Creek and Healesville West community.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Chum Creek Primary School we are proud of our achievements in student learning. We have high expectations for all learners. Through our focus on personalised learning and individual student learning goals, we promote educational excellence, thinking skills, creativity and an inquiring mind in all students.

In 2022 the school was proud of our teacher judgement of student achievement, in both English and Mathematics, with 92.8% of students achieving at or above the expected level in English, and 90.8% achieving at or above the expected level in Mathematics. NAPLAN achievements are more difficult to measure due to low numbers of students sitting the tests. The school will continue to carefully gather quality data which will better align our judgements with the Victorian Curriculum standards. This is one of the goals in our Annual Implementation Plan.

For the remaining period of our School Strategic Plan we will continue to strengthen our primary focus on Literacy and Numeracy across the school. Major focus areas will include Writing and Numeracy A dedicated focus on literacy is already producing some positive outcomes and ensuring a high level of consistency across the school. Our involvement in Professional Learning Communities and Communities of Practice focusing on Literacy will enable us to work more closely with neighbouring schools and support each other to improve teaching practice and student outcomes in the area of reading and writing. Increased reflective teaching practices through a coaching and feedback model will improve consistency across the school.

Chum Creek continues to work within 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 school improvement work for the foreseeable future.

Wellbeing

At Chum Creek Primary School we care about the welfare of every child. We pride ourselves on being a supportive, friendly and caring school that provides an outstanding student management program with a strong emphasis on the development of our school values, positive learning attitudes and resilience. School Wide Positive Behaviour supports all that we do in this area and our students are frequently commended on their positive behaviours.

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations and the health and wellbeing of the school community. All Chum Creek Primary School staff were focused on

supporting students and their families and worked tirelessly to ensure learning packages were delivered to every student and daily checkins were a priority using Class Dojo, Webex, phone calls and text messages.

Engagement

Student attendance at Chum Creek Primary School is closely monitored. We regularly raise the profile of the importance of school attendance in the newsletter, reports and parent meetings. Our 2022 whole school attendance data shows an attendance rate of 85%. Across all year levels, the data ranges from 82% to 89%. Short and long term absences can be attributed to extended family holidays, illness and reasonable adjustments for individual students aligned to individual learning and behaviour plans, alongside the longer term effects of the COVID-19 lockdown period.

Student voice and agency is promoted. We have a strong student leadership team and students across all levels are given opportunities to have input into the programs and values of our school community. Our school captains organise and run the whole school assembly held on Monday afternoons and represent the school as student leaders within the school and in the wider community. Our wider student leadership team is involved in school improvement and student welfare projects. We are always working to source and provide opportunities for our students to actively demonstrate these values in school and in the community and we seek to ensure more authentic involvement in school decision-making.

Other highlights from the school year

Among other activities, our students participated in:

- school camp for Years 4-6;
- swimming program for all classes;
- whole school production of "Alice In Wonderland";
- MacRob extension program for gifted students;
- middle class sleepover;
- district athletic sports;
- "small School Swimming Carnival";
- "Friends of the Helmeted Honeyeater".
- regular excursions to Healesville Sanctuary.

Financial performance

In 2022, Chum Creek Primary School completed the year with a surplus of \$24,876. As well as funds provided by the Department our Parents Club work tirelessly to support our school's programs and provide extras like our school minibus. With the support of the Victorian School Building Authority we also successfully installed solar panels with a view to students learning about alternative sources of power as well as minimising the running costs of the school.

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.

For more detailed information regarding our school please visit our website at

<http://www.chumcreek.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 2.0 (FISO 2.0).

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 56 students were enrolled at this school in 2022, 31 female and 25 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).

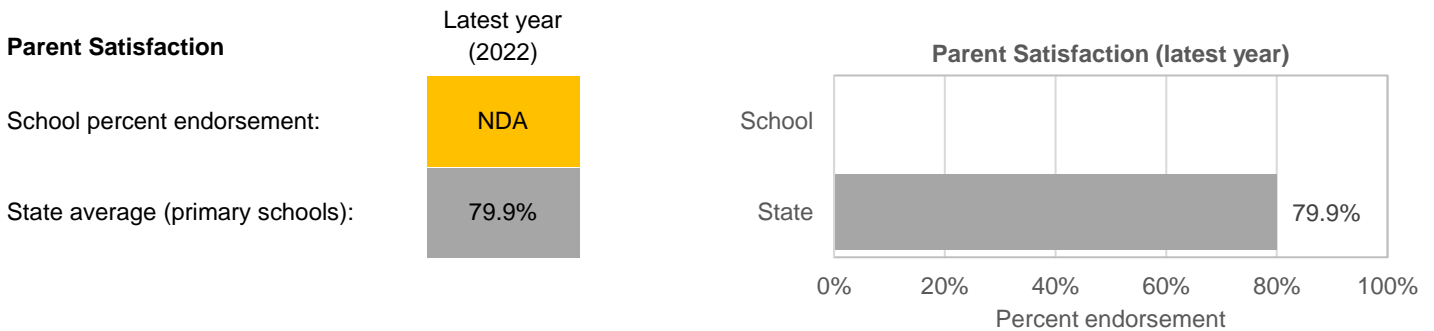
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

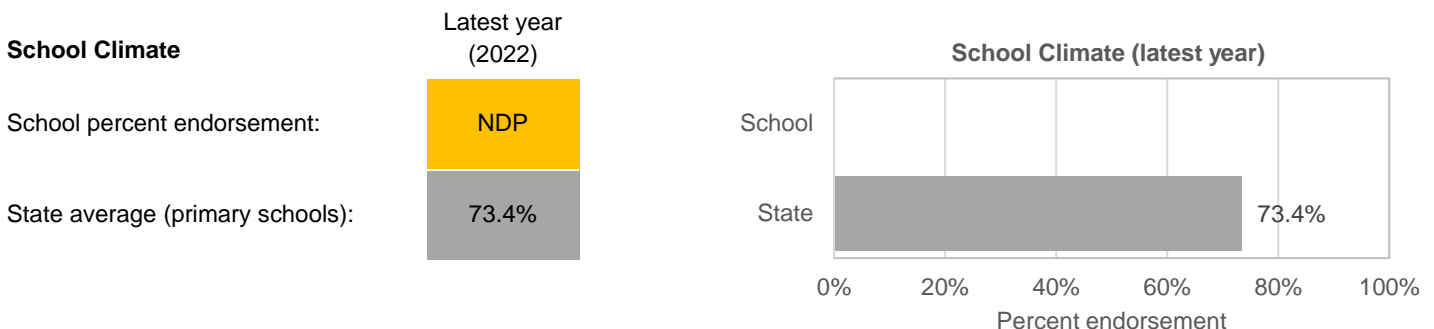


School Staff Survey

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

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

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



LEARNING

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
(2022)

School percent of students at or above age expected standards:

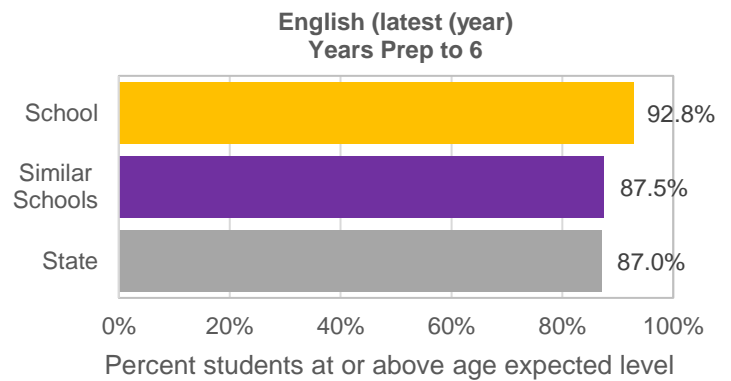
92.8%

Similar Schools average:

87.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

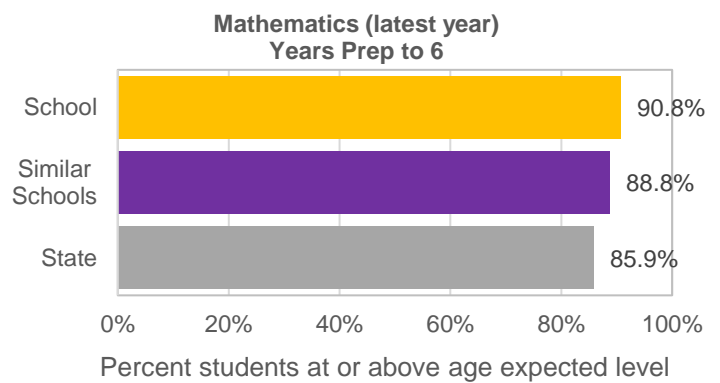
90.8%

Similar Schools average:

88.8%

State average:

85.9%



LEARNING (continued)

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

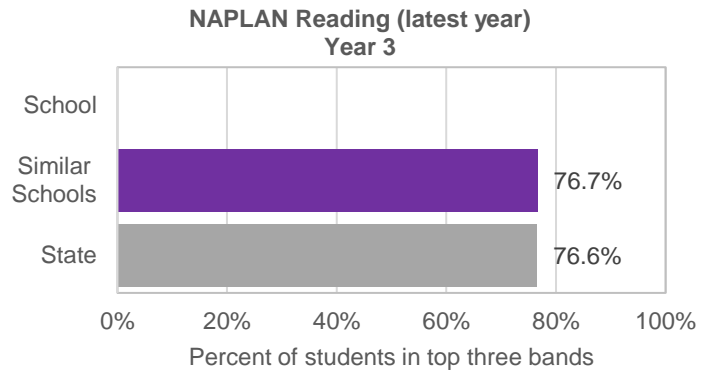
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

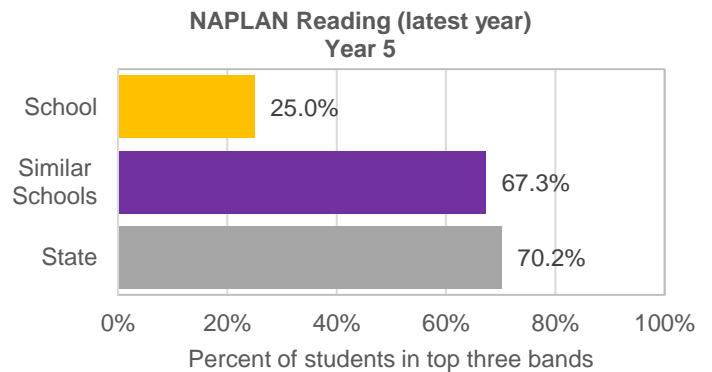
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	82.4%
Similar Schools average:	76.7%	76.0%
State average:	76.6%	76.6%



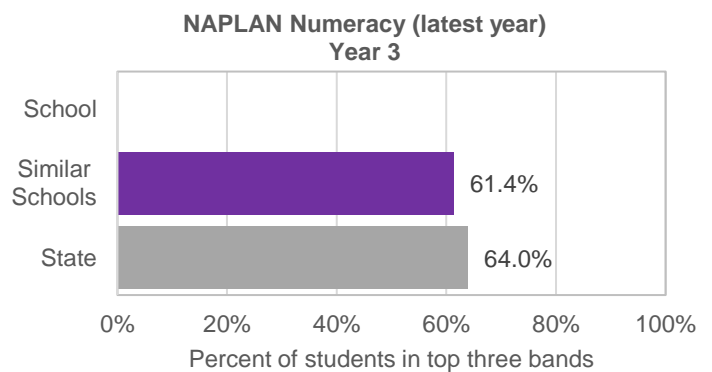
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	61.5%
Similar Schools average:	67.3%	66.5%
State average:	70.2%	69.5%



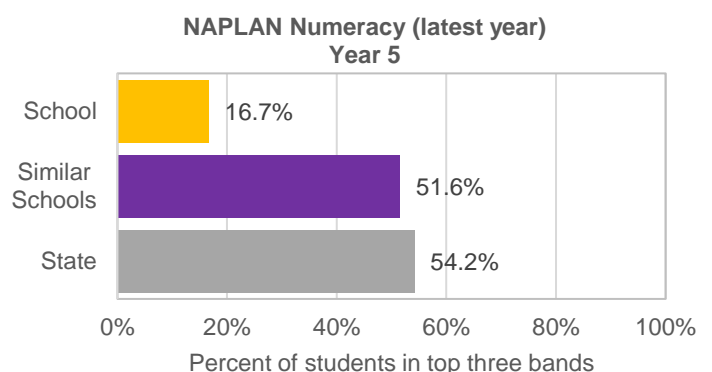
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	75.0%
Similar Schools average:	61.4%	65.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	16.7%	35.7%
Similar Schools average:	51.6%	54.2%
State average:	54.2%	58.8%



WELLBEING

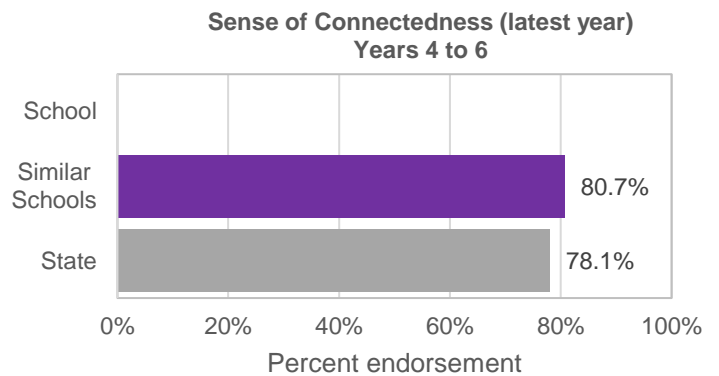
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	90.0%
Similar Schools average:	80.7%	81.5%
State average:	78.1%	79.5%

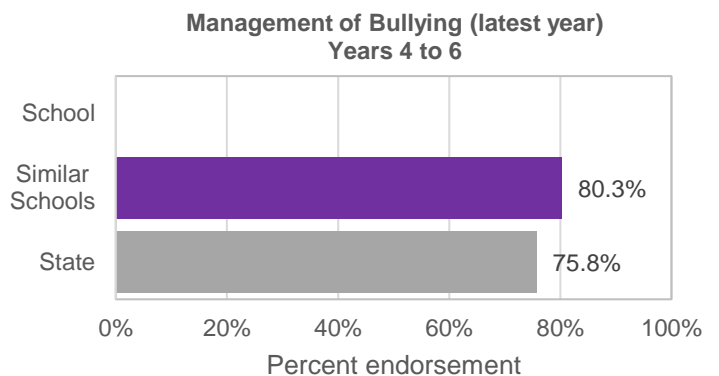


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	88.9%
Similar Schools average:	80.3%	82.8%
State average:	75.8%	78.3%



ENGAGEMENT

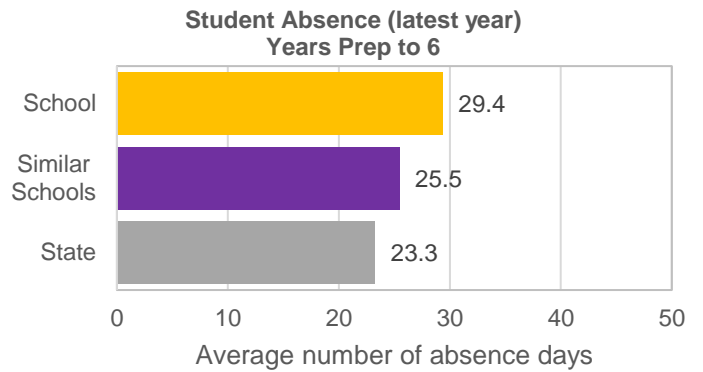
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	29.4	20.0
Similar Schools average:	25.5	18.2
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	87%	86%	82%	85%	89%	79%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$667,737
Government Provided DET Grants	\$79,621
Government Grants Commonwealth	\$45,630
Government Grants State	\$0
Revenue Other	\$2,556
Locally Raised Funds	\$51,559
Capital Grants	\$0
Total Operating Revenue	\$847,103

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,420
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,420

Expenditure	Actual
Student Resource Package ²	\$604,116
Adjustments	\$0
Books & Publications	\$456
Camps/Excursions/Activities	\$18,347
Communication Costs	\$2,345
Consumables	\$9,949
Miscellaneous Expense ³	\$8,029
Professional Development	\$624
Equipment/Maintenance/Hire	\$5,571
Property Services	\$42,703
Salaries & Allowances ⁴	\$83,926
Support Services	\$28,335
Trading & Fundraising	\$8,202
Motor Vehicle Expenses	\$1,660
Travel & Subsistence	\$0
Utilities	\$7,963
Total Operating Expenditure	\$822,227
Net Operating Surplus/-Deficit	\$24,876
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$150,366
Official Account	\$19,654
Other Accounts	\$0
Total Funds Available	\$170,020

Financial Commitments	Actual
Operating Reserve	\$29,956
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$25,000
School Based Programs	\$65,570
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$36,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$157,526

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.