

2023 Annual Report to the School Community

School Name: Chirnside Park Primary School (5194)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 11 April 2024 at 03:38 PM by Graham Elliott (Principal)

- This 2023 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 11 April 2024 at 03:54 PM by Krystal Poulten (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Chirside Park Primary School has earned a reputation as a caring, inclusive and high performing public school. At Chirside Park student well-being and student learning are strategically coupled to ensure that our students are in the best possible place to be happy, healthy and resilient learners. At Chirside Park Primary School our Vision is to stimulate growth by facilitating a culture that builds happy, resilient and self-motivated students who are on a continuous path of discovery. We aim to cultivate an inclusive community culture to inspire excellence and achievement, foster compassion and the acceptance of differences.

Our Purpose: We believe in a safe and stimulating learning environment that grows the minds and character unique to each child.

Our Priority Virtues are: Excellence, Respect and Empathy.

Chirside Park Primary School is located 39km North East of the Melbourne CBD on the edge of the picturesque Yarra Valley. The school has experienced significant enrolment pressure over the last three years and now caters for around 400 students. Chirside Park Primary School is a happy and settled school community, and we strive to practice gratitude, empathy and mindfulness on a daily basis.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we continued to focus on improving the quality of student learning across all areas of the curriculum, with a direct focus on numeracy through our school wide application of the Top Ten Instructional Model. Top Ten is developmentally sequenced hands-on mathematics units created by Australian primary teachers with enabling and extending prompts for all lessons. Top Ten has been very well received by teachers, students and the wider community as we continue to build instructional excellence in the area of mathematics across our school. Our commitment to the delivery of a guaranteed and viable mathematics curriculum is reflected in our school results in comparison to students across the country.

In regards to Year 3 Numeracy our results were very positive with 77.6% of students achieved either strong or exceeding in NAPLAN in 2023 compared to similar schools 67.4% and the state average 67.9%. In regards to NAPLAN Numeracy year 5 our results were outstanding with 82.2% of our year students achieving either strong or exceeding compared to the similar schools average of 67.4% and the state average of 67.9%. ***'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.***

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Wellbeing

Our Wellbeing goal in 2023 was to effectively mobilise available resources to support student wellbeing and mental health for all students.

One of the measures of our progress towards this goal is the Student Attitudes to School survey completed annually by all students in years 3-6. There is a metric within the survey called Sense of Connectedness. The percentage 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).

The schools 4 year average is 77.9% compared to the similar school average of 76.2% and the state average of 78.5%. Our results in 2023 were 72.1% with similar schools achieving 74.4% and the state average of 77%. We believe student wellbeing in the senior part of the school was lower in 2023 due to the impact of teacher shortages across Victoria. There were staffing challenges in the first semester of 2023 that impacted some students sense of connectedness to our school and this was reflected in the student survey. We believe that effective teacher recruitment will continue to be a challenge for all schools for the foreseeable future.

It is important to mention that wellbeing in schools also relates to staff wellbeing and how the parent community feels about what the school is doing to support their children with their education. Two highlights in 2023 are 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. 91.1% of our school staff indicated a positive school climate compared to the state average of 78%. The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey in 2023 was 100% compared to 82% across the state of Victoria.

Engagement

Absence from school can have a significant impact on student learning. Common reasons for non-attendance include illness and extended family holidays. Improvement in student attendance was a particular highlight for our school in 2023. Families responded positively to a concentrated effort of providing summarised termly attendance data provided to families of concern and several meetings were held with individual families to support improved attendance.

In summary attendance improved across the school by around 20% in 2023 which is significant. Chirnside Park Primary School students demonstrated stronger attendance results than similar schools and the state average. We would like to acknowledge our wonderful families who continue to collaborate positively with the school in regards to attendance and engagement.

Other highlights from the school year

Chirnside Park is experiencing significant enrolment pressure for a host of reasons and all of them positive. Our strong and continued academic performance in the three R's combined with a broad and balanced curriculum offers an inviting and engaging space for students. The continued growth of STEM education and a vibrant specialist program of Art, Music, PE and Auslan (sign language) offers students a lot to choose from within their weekly schedule. Student engagement in learning is clearly a factor in excellent student behaviour across the entire school.

Another key factor relating to positive engagement from students in the life of the school is our strong commitment to an F-6 curriculum that explicitly develops Emotional Literacy (EL). For students this comes in the form of The Resilience Project (TRP). The TRP has had a very positive impact on our students on a daily basis. The parent information evening and continued supply of EL resources to parents has been incredibly positive in supporting students to develop Gratitude, Empathy and Mindfulness both at home and at school. Personalised feedback from parents to teachers and leadership has been particularly positive. Our school wide TRP celebration day for students and staff was great fun and our commitment to the Resilience Project will be expanded in 2024. We continue to be incredibly proud of our students in the sporting arena. We had a wide ranging number of students achieve high ranking individual and team results in a range of sports but one of the things we are most proud of is how our students display empathy for students from other schools when our senior students take part in Interschool Sport. Our annual sports day at the Yara Valley Athletics Track in term one was a highlight again with particular mention going to our Prep students for completing a very busy and tiring day in exceptional fashion.

The Circus Music Production at the George Wood theatre for our Prep-2 students was excellent and we are looking forward to the year 3-6 production in 2024. Following on from Pirates of the Curry Bean in 2022 will be tough to match but I know our year 3-6 students will be up to it.

Our partnership with Yara Ranges Technical college supported students at the college to achieve their VCE whilst seeing the addition of a Gaga Pit and completion of the Ampitheatre undercover area for students. In addition two new activity centres and a new sandpit were added to the school facilities. None of this would be possible without the excellent fundraising efforts of the school community. The introduction of the school Quiz Night was particularly good fun with a rousing community rendition of Neil Diamond's 'Sweet Caroline' being a highlight, along with a significant amount of money raised on the night.

Due to enrolment pressure from within zone the school received a new double classroom relocatable building that was very much needed. Credit to the Education Department for managing this incredibly well. The new building received a complete fit out ready for students to begin 2024.

In summary 2023 was a very positive and productive year for our school community and we are very proud of our collective achievements.

Financial performance

Chirnside Park Primary School is in a strong financial position moving in to 2024 and will have all the necessary funds to continue to support the school wide vision. We are pleased to announce that after significant time and effort by a range of people, a small number of our students with disabilities have received funding through the new Disability Inclusion Funding model. The school had committed funds to these students already with the hope of receiving ongoing funding so this will support the school to remain in a financially stable position moving in to 2024 and beyond, whilst supporting our most vulnerable students to continue to flourish as a part of our school community.

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 380 students were enrolled at this school in 2023, 188 female and 192 male.

7 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

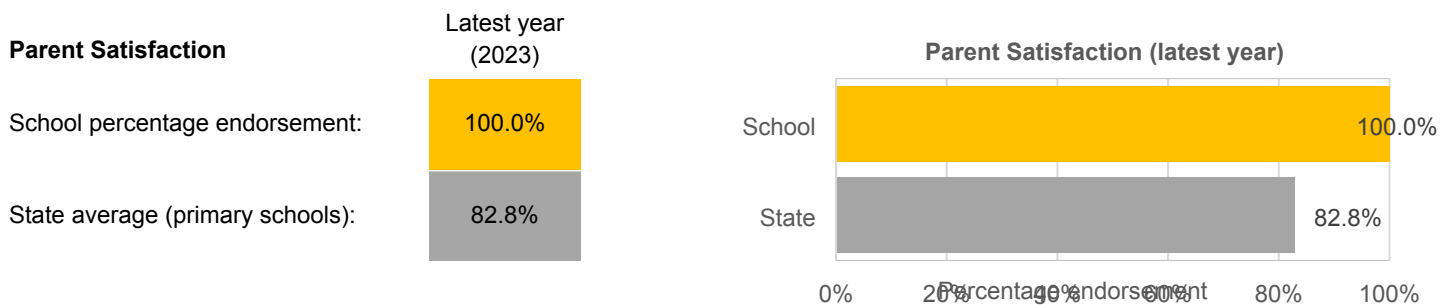
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

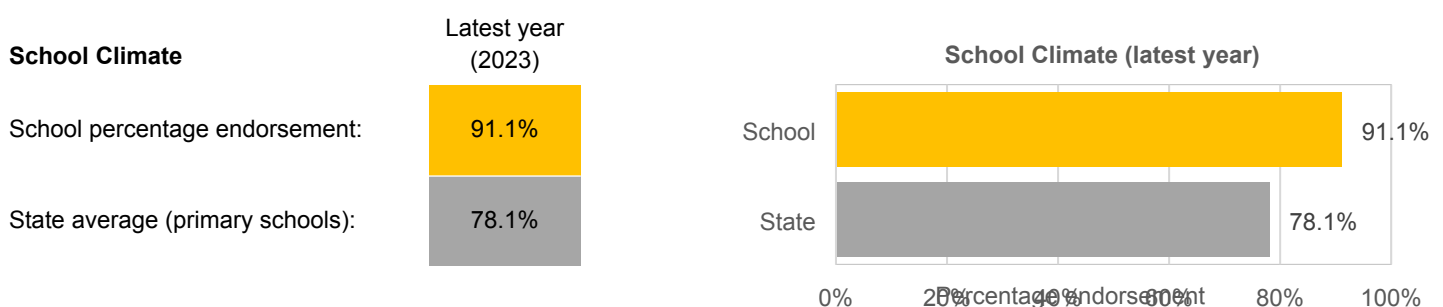


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

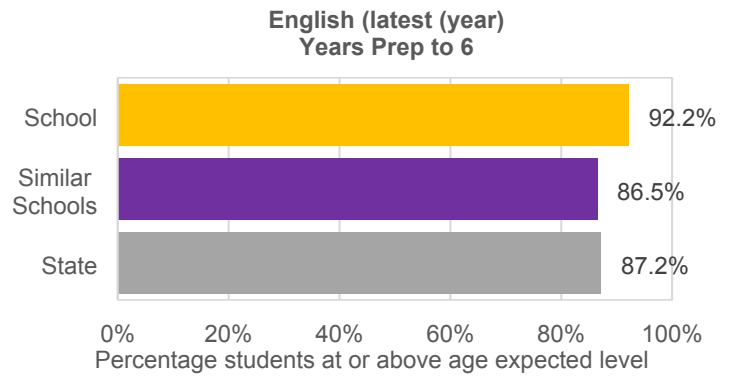
92.2%

Similar Schools average:

86.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

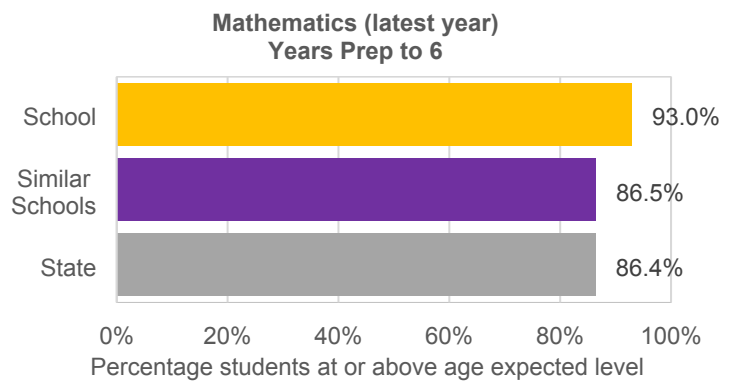
93.0%

Similar Schools average:

86.5%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

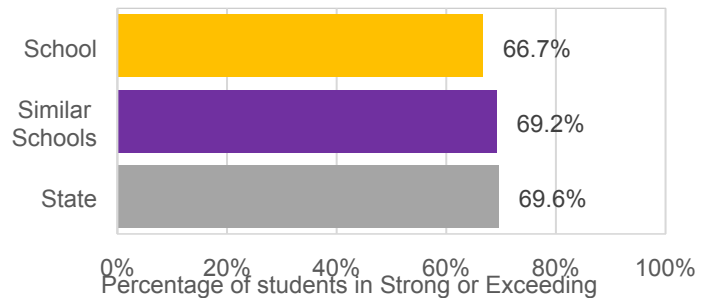
Similar Schools average:

69.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.1%

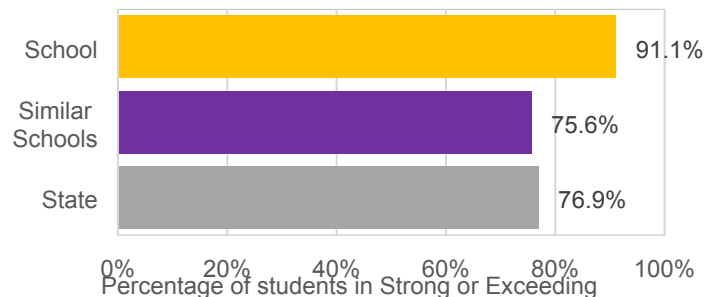
Similar Schools average:

75.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.6%

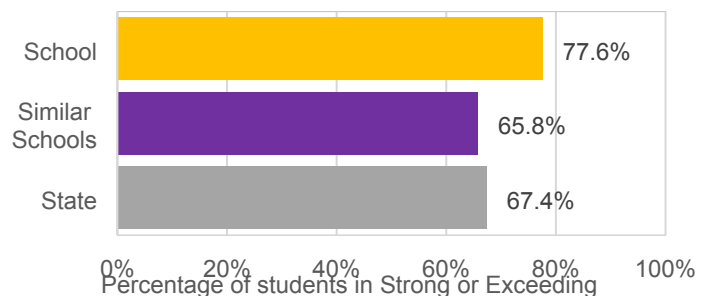
Similar Schools average:

65.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.2%

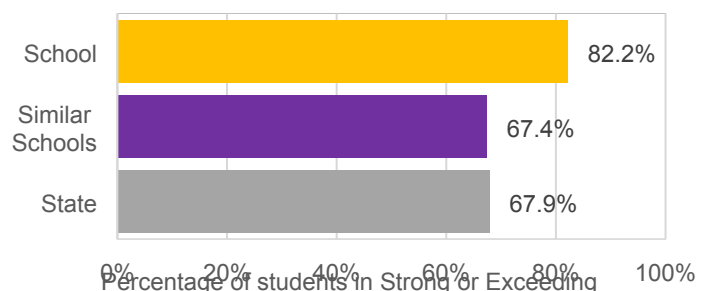
Similar Schools average:

67.4%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

93.2%

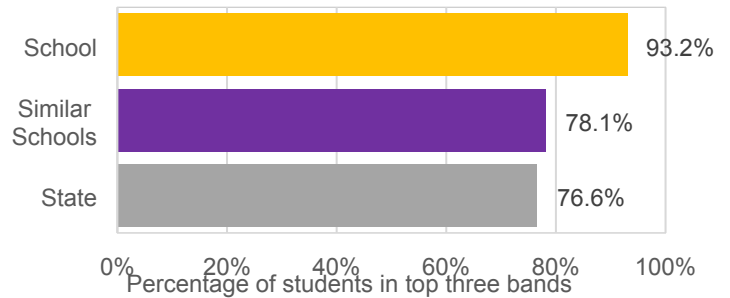
Similar Schools average:

78.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

67.6%

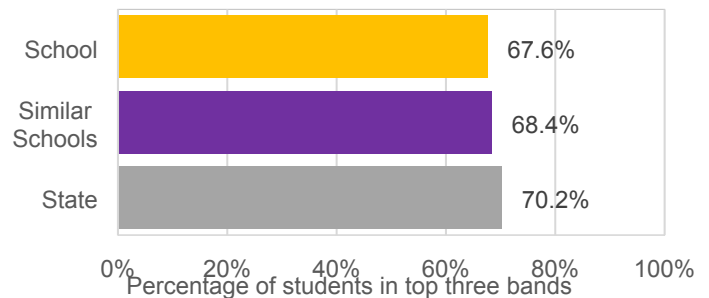
Similar Schools average:

68.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

77.2%

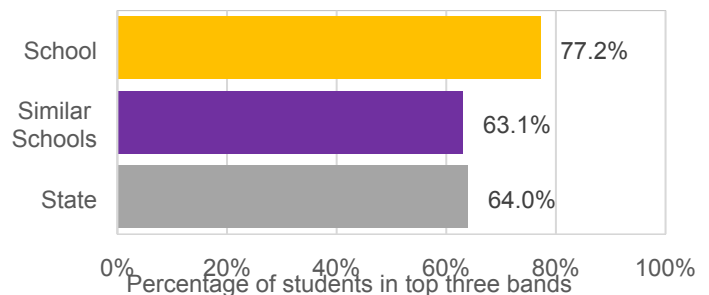
Similar Schools average:

63.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

59.5%

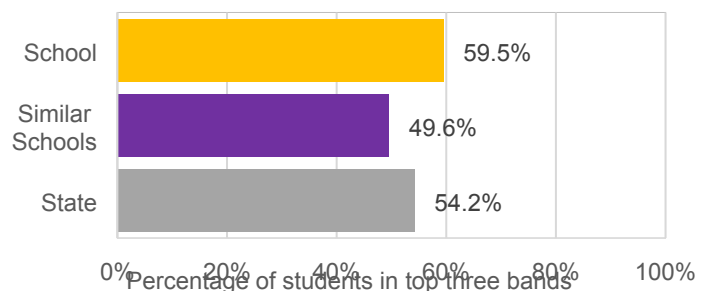
Similar Schools average:

49.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

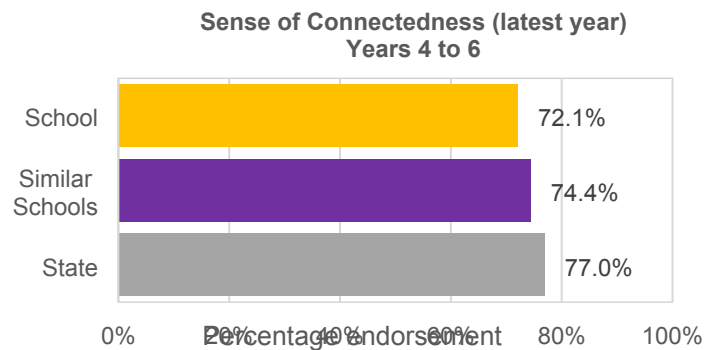
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	72.1%	77.9%
Similar Schools average:	74.4%	76.2%
State average:	77.0%	78.5%

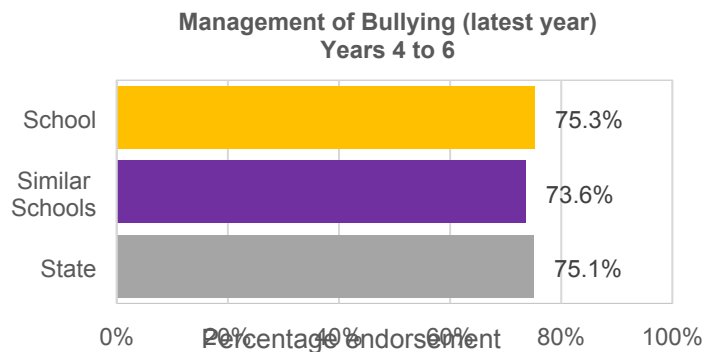


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	75.3%	76.0%
Similar Schools average:	73.6%	75.2%
State average:	75.1%	76.9%



ENGAGEMENT

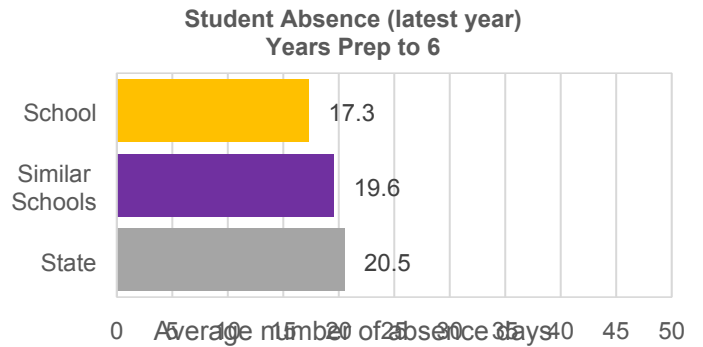
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School average number of absence days:	17.3	15.4
Similar Schools average:	19.6	18.2
State average:	20.5	18.1



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 (2023):	92%	93%	92%	90%	89%	91%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,968,114
Government Provided DET Grants	\$357,973
Government Grants Commonwealth	\$5,871
Government Grants State	\$0
Revenue Other	\$16,148
Locally Raised Funds	\$272,266
Capital Grants	\$0
Total Operating Revenue	\$4,620,372

Equity ¹	Actual
Equity (Social Disadvantage)	\$54,329
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$54,329

Expenditure	Actual
Student Resource Package ²	\$3,711,388
Adjustments	\$0
Books & Publications	\$264
Camps/Excursions/Activities	\$107,787
Communication Costs	\$11,999
Consumables	\$106,221
Miscellaneous Expense ³	\$74,888
Professional Development	\$19,812
Equipment/Maintenance/Hire	\$48,597
Property Services	\$91,019
Salaries & Allowances ⁴	\$135,097
Support Services	\$20,625
Trading & Fundraising	\$45,178
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,166
Total Operating Expenditure	\$4,414,040
Net Operating Surplus/-Deficit	\$206,332
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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$180,285
Official Account	\$73,021
Other Accounts	\$0
Total Funds Available	\$253,306

Financial Commitments	Actual
Operating Reserve	\$103,284
Other Recurrent Expenditure	\$333
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$151,400
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$39,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$64,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$358,018

All funds received from the Department of Education, 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.