

2022 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 (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 21 March 2023 at 04:49 PM by Graham Elliott (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 29 March 2023 at 03:24 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).

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

At Chirnside Park we have earned a reputation as a caring, inclusive and high performing public school. We are proud of our academic achievements as proud of our strong community culture where parents and grandparents are heavily involved in the life of the school.

At Chirnside Park student well-being and student learning are strategically coupled to ensure that our students and our families are in the best position to be happy, healthy and resilient learners.

At Chirnside 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
- Cultivating an inclusive community based culture to inspire excellence and achievement
- Fostering compassion and the acceptance of differences

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

Our Priority Virtues: Excellence, Respect, Empathy

Chirnside Park Primary School is located 39km North East of the Melbourne CBD on the edge of the picturesque Yarra Valley.

The school caters for around 380 students, and has grown significantly over the last five years.

Chirnside 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 2022 Chirnside Park Primary School underwent a Departmental 4 Year Review against the Framework for Improving School Outcomes (FISO) Practice.

Schools engage in self-evaluation and departmental evaluation of their practices and performance using a range of data and including:

- System measures to support planning
- Illustrations of practice
- School-based student data and evidence

Schools are rated against 5 Core Areas listed below and are rated as either 1) Emerging, 2) Evolving 3) Embedding and 4) Excelling. Chirnside Park at the

conclusion of the review were as follows:

1) Leadership (**Excelling**) 2) Teaching and Learning (**Embedding**) 3) Assessment (**Embedding**) 4) Engagement (**Embedding**) 5) Support and Wellbeing (**Excelling**)

The positive outcome of the review is reflected in our 2022 results and our year 4 year averages in Reading and Numeracy:

Reading Year 3	Latest year (2022)	4-year average	Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	93.2%	87.2%	School percent of students in top three bands:	67.6%	76.1%
Similar Schools average:	78.1%	75.9%	Similar Schools average:	68.4%	68.6%
State average:	76.6%	76.6%	State average:	70.2%	69.5%

Numeracy Year 3	Latest year (2022)	4-year average	Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	77.2%	77.6%	School percent of students in top three bands:	59.5%	63.9%
Similar Schools average:	63.1%	65.5%	Similar Schools average:	49.6%	54.6%
State average:	64.0%	66.6%	State average:	54.2%	58.8%

Chirnside Park Primary School achieved significantly higher academic results over the last four years in Year 3 Reading, Year 3 Numeracy and Year 5 Numeracy in comparison to similar schools and the state average.

Wellbeing

Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. Our school employs a tiered approach to student well-being, and our school is committed to a strong and sustained focus on mental health and well-being. As part of **Tier One** intervention our school is committed to the delivery of a core component of the Victorian Curriculum which is the Resilience and Respectful Relationships program (RRRR). RRRR is a social and emotional learning and mental health intervention.

This includes the explicit teaching in all classrooms covering the topics of:

- Emotional literacy
- Personal strengths
- Positive coping
- Problem solving
- Stress Management
- Help-seeking
- Gender and identity
- Positive gender relations

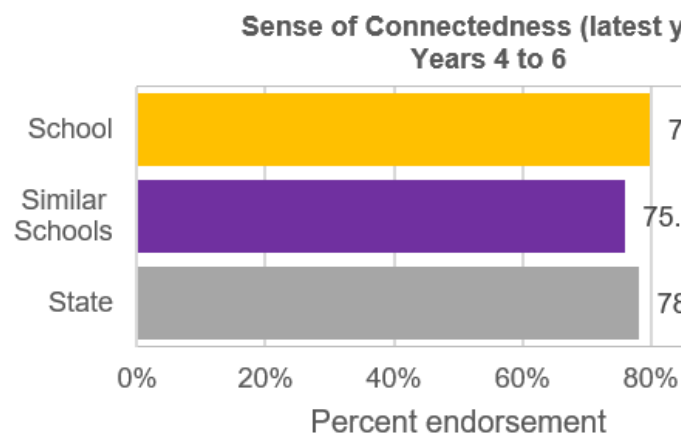
Tier One also includes the screening of all students F-6 in terms 1 and 4 using SAEBRS (Social, Academic, Emotional and Behavioural Risk Scale). SAEBRS is a teacher based rating scale of student risk for social emotional and behavioural problems. Students with a low sense of well being and mental health concerns are recommended for Tier 2 or Tier 3 intervention, **always in consultation with parents or caregivers.**

Target population for the Respectful Relationships program and SAEBRS is the students. To compliment the Respectful Relationships program we see the introduction of the Resilience Project into our community in 2023

Student Attitudes to School – Sense of Connectedness

A key school and systems of measure of a student's wellbeing is their sense of connectedness to their school. 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) by students at CPPS.

Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	79.8%	80.2%
Similar Schools average:	75.8%	77.2%
State average:	78.1%	79.5%



In 2022 and over the last four years, the sense of connectedness students at CPPS feel about their school is greater than similar schools and the state average.

Engagement

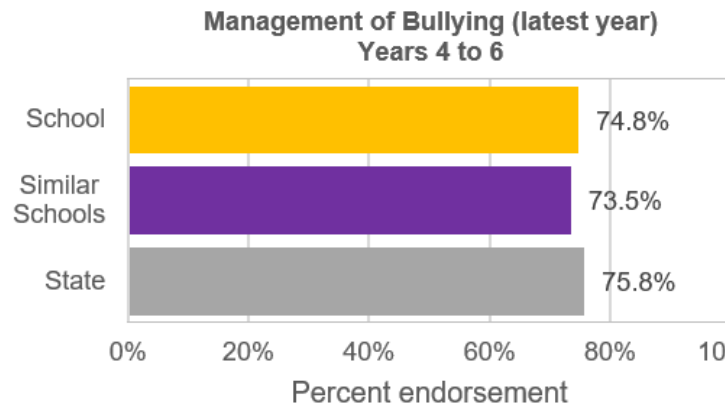
At CPPS leaders and teachers have co-designed a set of teaching and learning agreements and techniques to minimise classroom interruption and maximise on-task learning. Teachers have designed their practice to offer support and extension learning for students within each lesson, and something we are proud of at CPPS is the fact that all students at our school have their own co-designed (teacher alongside the student) reading, writing and numeracy tasks. What this means in essence is that regardless of the year level (straight year level or composite level) all students are well supported, and their individual point of learning need and student engagement is enhanced.

Increased student engagement has also translated into approximately 50 students across the school being identified as High Ability Students (10% ahead of the Victorian Standards) in 2022. Individual Education Plans have been developed for these students in consultation with students and families to ensure they remain engaged and challenged at their individual point of need.

In addition, leaders and teachers at CPPS consistently implement evidence based good teaching practice including High Impact Teaching Strategies which have a proven effect size on student engagement and achievement. Leaders and teachers build strong positive relationships with students and families to support student engagement, effort and belief in their capacity to succeed.

Students need to feel safe and secure at school so that they can settle and engage in their learning. Along with strong sense of connectedness, students need to feel confident about the management of inappropriate behaviour and bullying within the school. The percent endorsement on the Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of responses (agree or strongly agree) by students at CPPS in regards to how the school deals with bullying, if and when it does occur.

Management of Bullying Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	74.8%	78.9%
Similar Schools average:	73.5%	76.6%
State average:	75.8%	78.3%



Other highlights from the school year

Covid-19 continued to present CPPS with a number of challenges in 2022. It was incredibly positive to have the students and families back on site and at increased capacity, however both student and staff sickness presented staffing and student attendance challenges that continued to have an impact throughout the school year. Despite the challenges the school flourished in a number of key areas.

Key highlights included: The Year 3-6 school Production titled 'Pirates of the Curry Bean' held at the George Wood Theatre. This was a quality production that was enjoyed and embraced by the wider community.

2022 also saw the introduction of the inaugural CPPS Sports Day that saw the 4 Houses compete against each other for the coveted Sports Day Spirit Cup.

The year 3/4 and 5/6 camps were challenging to organise with complex risk assessments post-covid, but were a much needed respite and well deserved opportunity for students across the school. Teachers from Prep-6 were also very gracious in their willingness to organise a wide variety of learning activities and incursions for students from Prep-6.

2022 saw our continued investment in technology for 21st Century Learning, including: 90 new lap tops, 6 new Interactive classroom panels and Printers to launch the new STEM (Science, Technology, Engineering and Mathematics) specialist program.

The colour run held in term 4 was great fun and a massive community fundraising initiative, raising a significant amount of money for the school which will go towards two activity learning activity sheds for the Prep students to utilise at recess and lunch time.

The biggest highlight for 2022 includes the continued excellent behaviour, engagement and achievement of our students. CPPS continues to grow and flourish as a caring and high performing school supported by a great parent community who value positive educational outcomes, and we are proud to continue our success in 2023.

Financial performance

Quality of teacher practice is universally renowned as the most significant influencing factor on student achievement. Our continued investment in the Teacher Growth and Development model has school budget implications including a significant financial commitment to staff professional learning. Further budgeting implications included the creation of two leading teacher roles in 2022, as well as a continued Learning Specialist role. The Learning and Learning Specialist provide formal coaching support for all teachers Prep-6 in regards to improved teacher practice against the Annual Improvement priorities. Our own school based observations and assessment triangulated with the Reading and Numeracy results outlined in this report are testament to the fact that the financial commitment to developing teacher capacity and consistency across the school is well worth the investment.

In addition to our investment in teachers, the school continues to invest in new IT software, hardware, and infrastructure to ensure that the students have access to the latest technology for twenty first century learning.

The school remained in a strong financial position at the conclusion of 2022.

For more detailed information regarding our school please visit our website at <https://www.chirnsideparkps.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 354 students were enrolled at this school in 2022, 181 female and 173 male.

8 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).

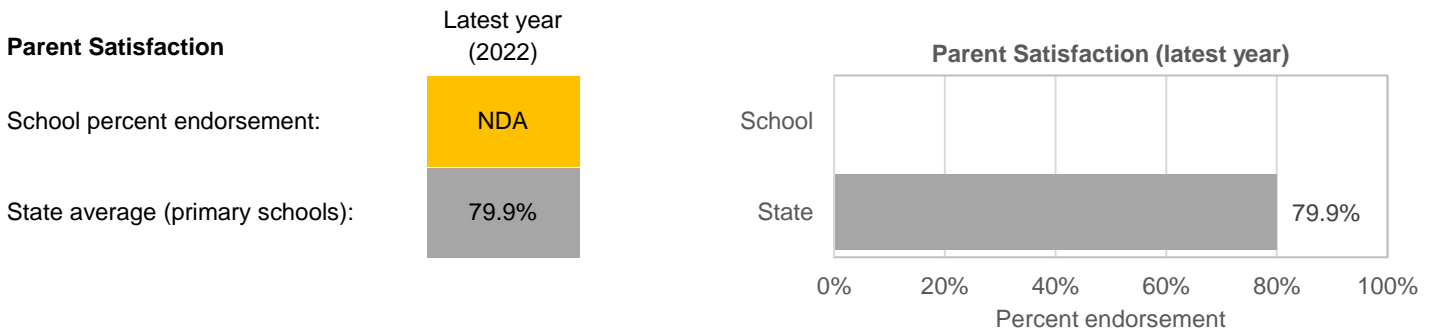
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

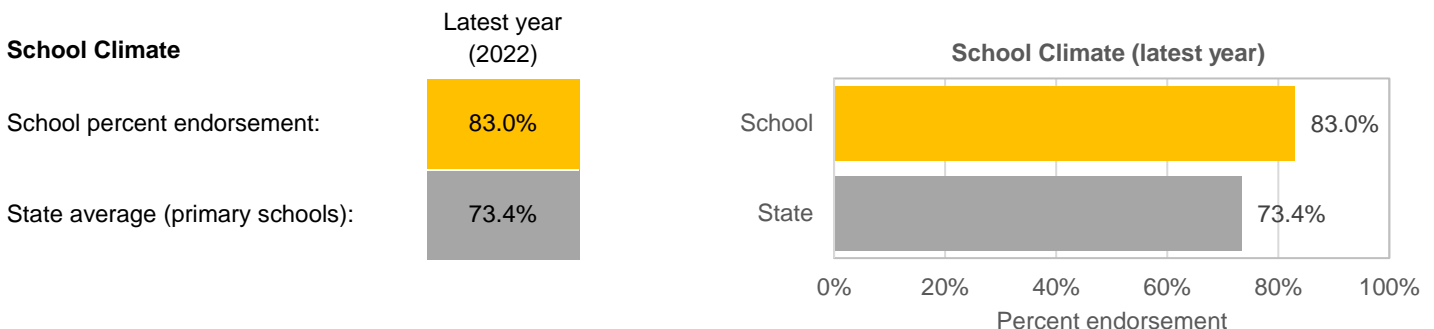


School Staff Survey

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:

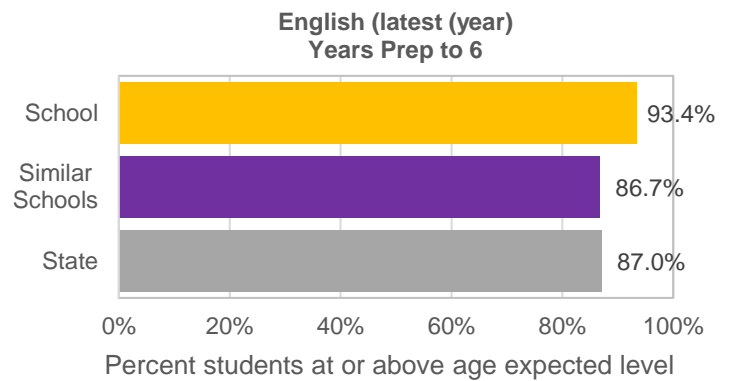
93.4%

Similar Schools average:

86.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

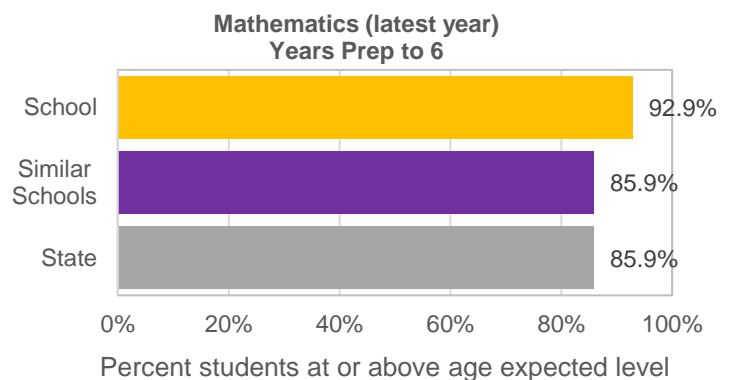
92.9%

Similar Schools average:

85.9%

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.

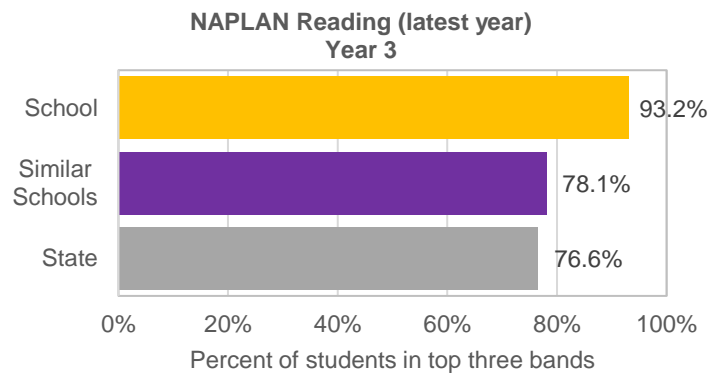
NAPLAN

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.

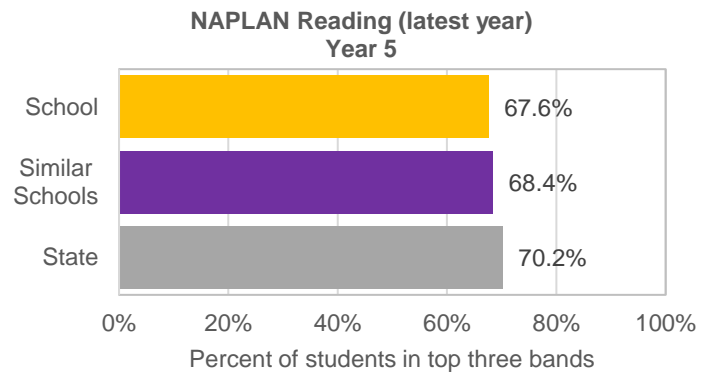
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.2%	87.2%
Similar Schools average:	78.1%	75.9%
State average:	76.6%	76.6%



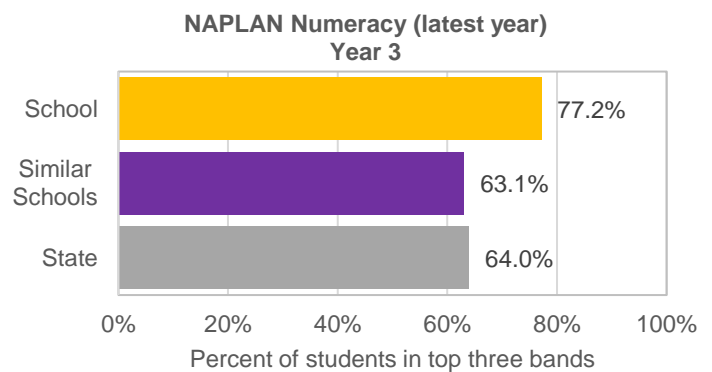
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.6%	76.1%
Similar Schools average:	68.4%	68.6%
State average:	70.2%	69.5%



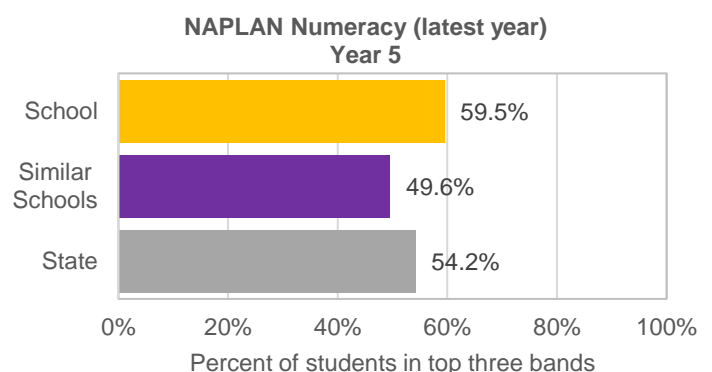
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.2%	77.6%
Similar Schools average:	63.1%	65.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.5%	63.9%
Similar Schools average:	49.6%	54.6%
State average:	54.2%	58.8%



WELLBEING

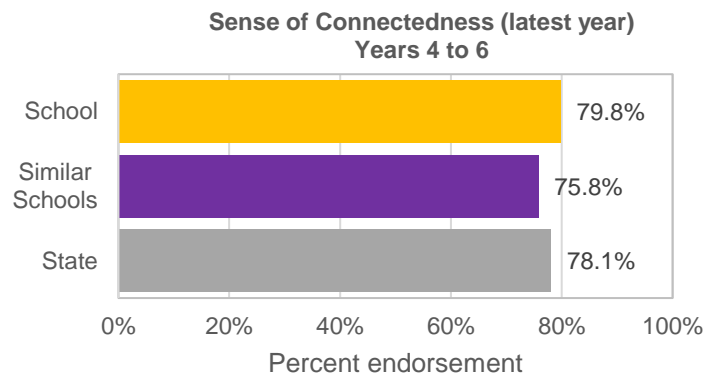
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	79.8%	80.2%
Similar Schools average:	75.8%	77.2%
State average:	78.1%	79.5%

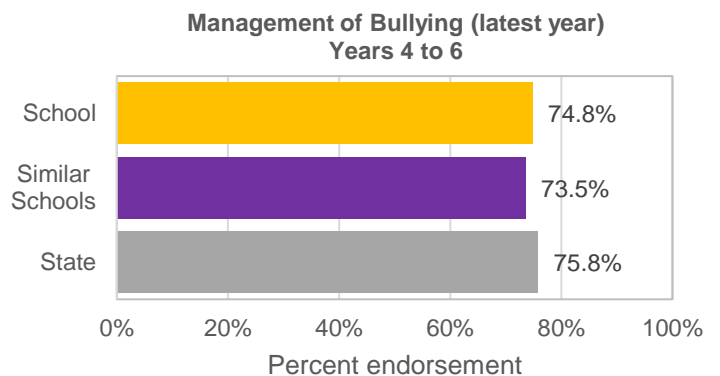


Student Attitudes to School – Management of Bullying

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:	74.8%	78.9%
Similar Schools average:	73.5%	76.6%
State average:	75.8%	78.3%



ENGAGEMENT

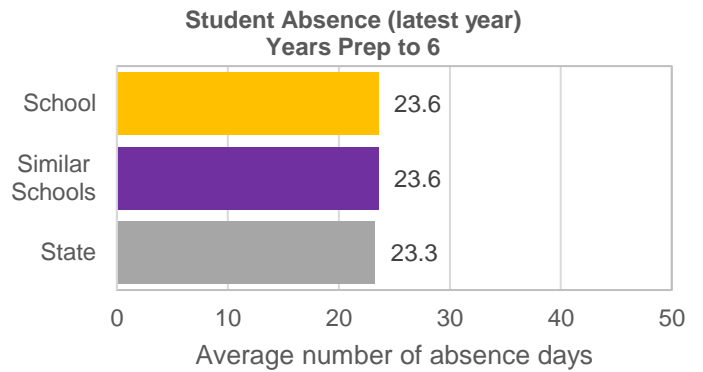
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.6	15.5
Similar Schools average:	23.6	17.4
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):	86%	90%	88%	87%	89%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,546,310
Government Provided DET Grants	\$360,630
Government Grants Commonwealth	\$6,900
Government Grants State	\$0
Revenue Other	\$7,546
Locally Raised Funds	\$242,362
Capital Grants	\$0
Total Operating Revenue	\$4,163,747

Equity ¹	Actual
Equity (Social Disadvantage)	\$58,013
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$58,013

Expenditure	Actual
Student Resource Package ²	\$3,320,795
Adjustments	\$0
Books & Publications	\$1,297
Camps/Excursions/Activities	\$107,316
Communication Costs	\$13,342
Consumables	\$87,628
Miscellaneous Expense ³	\$21,613
Professional Development	\$30,979
Equipment/Maintenance/Hire	\$81,270
Property Services	\$82,466
Salaries & Allowances ⁴	\$152,056
Support Services	\$32,528
Trading & Fundraising	\$46,795
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,380
Total Operating Expenditure	\$4,012,465
Net Operating Surplus/-Deficit	\$151,283
Asset Acquisitions	\$109,486

- (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	\$270,885
Official Account	\$47,819
Other Accounts	\$0
Total Funds Available	\$318,704

Financial Commitments	Actual
Operating Reserve	\$102,943
Other Recurrent Expenditure	(\$139)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$164,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$94,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$421,304

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.