

2022 Annual Report to the School Community

School Name: Churchill Primary School (4970)



- 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 28 April 2023 at 12:37 PM by Jacquie Burrows (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 09:47 AM by Kate Kerslake (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

Churchill Primary School (CPS) is situated in the heart of Latrobe Valley and is located 160kms east of Melbourne. The school was established in 1967 to accommodate the large number of families coming to and working in the local power stations. The school had an enrolment of 169 students. In 2022 our school had 28 staff members: 2 principal class, 1 learning specialist 1 Inclusive Practice Leader, 8 classroom teachers, 3 specialist teachers, 9 classroom-based Education Support (ES) staff, 1 intervention ES, a primary welfare officer and two administration ES staff. There are no aboriginal or Torres Strait Islander Staff. During 2022 the school structure was comprised of eight classes. Each team was led by a PLC leader. Specialist areas were PE and ICT. A Chinese language program is delivered across all grade levels. We have been able to add some powerful learning opportunities for our students through this program. The majority of students are from the local neighbourhood. The school population can fluctuate due to the transient nature of parts of the community. The school has a SFO ratio of 0.76. Approximately two thirds of families are eligible for the Camps, Sports and Excursion fund. Our reading model is based on "The Top 6" key components of reading instruction which aims to improve literacy levels by ensuring all students receive effective, evidence-based reading instruction based on the Science of Learning. At CPS teachers explicitly teach phonemic awareness, phonics, fluency, vocabulary and comprehension. Explicit direct instruction is the school's instructional model and teachers incorporates the use of High Impact Teaching strategies to enhance student's engagement, outcomes, and voice. Our core value statement: Kind Positive Learners underpin all that we do. We celebrate the efforts of our students, their passions and their achievements and recognize that students bring different knowledge and life experiences to new learning. . CPS is one of a number of Berry Street Education Model schools which supports all students to feel safe, valued and be ready to learn.

Progress towards strategic goals, student outcomes and student engagement

Learning

The schools Naplan results indicated a high performance overall and an improvement in the majority of areas. The school met two out of the three targets set in the Annual Implementation Plan in relation to reading in NAPLAN. The Year 3 cohort had 70% of students in the top two bands for reading, our target was to maintain 75%. Although we did not meet this target this was still significantly higher than similar schools and the state average. In Grade 5 we had 38% of our students in the top two bands, the target set was to maintain 40%. This was significantly higher than similar schools, but lower than the state average by 6%. A target of maintaining 0% of grade 5 students in the bottom 2 bands in NAPLAN reading was met. We had 1 student in bottom 2 bands. Even though the school has a focus on literacy, mathematics results were extremely strong with our grade 3 top two bands out performing the state significantly and our grade 5 top 2 bands were well above like schools.

The school's 2022 performance report placed the school in the "Influence" range. This indicates " indicating high performance and high growth based on a variety of data sets. This report recognises the school as a system leader.

At the end of the 2022 school year, Churchill Primary School had 18 students who had Individual Education Plans. Individual goals were established for these students and progress ins monitored regularly. Goals were reviewed with the families each term through Student Support Group Meetings. The students comprise those with diagnosed disabilities who met DET Program for Students with Disabilities requirements, students in Court Ordered Out of Home Care and Koorie students.

Wellbeing

Churchill Primary School has a strong focus on student wellbeing and this was strengthened to support students who returned to school after the last two years of Remote and Flexible Learning. The school has embedded the Berry Street Education Model at a universal level. This year the school revisited the Body component to proactively support students who may be feeling anxious or stressed. Individual students had a "Ready to Learn Plan" based on this component. The school also ran small group programs to support students who needed coping strategies or social skills. In response to a noticeable change in the way students are interacting online the school engaged and participated in the Cyber Safety Project. This was well received by the students and supported them feeling safe online and to understand actions they can take in relation to Cyber Bullying. The students report on the Attitude to School survey a positive endorsement of how the school manages bullying well above the state. Students at Churchill Primary School also report a much higher sense of connectedness than other students in Victoria.

Engagement

To support student engagement the school follows the Inner Gippsland Approach to responding to attendance. The school has strong universal practices in place to manage attendance monitors attendance data carefully to respond to cohorts and individuals. Compared to like schools in the state our attendance is slightly better, however it is well below the state average. The school worked closely with families and agencies to wholistically support students who were having difficulty settling back into the school routine after the last two years of remote and flexible learning.

The school has focussed on building student agency through a whole school electives program. Students have been able to choose and class each week that matches their interest and this has been positively received. Elective subjects have included Robotics, Art, Performing Arts, Dance Coding and Outdoor Education.

Other highlights from the school year

The school has an extensive camp and excursion program, which provide many highlights for our school community throughout the year. The school is committed to providing our students rich opportunities to enhance their learning experience.

The school generally has one whole school excursion per term. The students enjoyed a day at the Melbourne Aquarium to support their studies on biological science. To launch our new STEM program the school attended Dream City a high tech play city where they learn through fun career activities with the aim to educate, entertain and inspire. This also tied in with the unit of work the junior section of our school took part in with Federation University, called "Possible Me" where students engage with career experiences. During this day the students also visited the Lume and were in awe of this multisensory experience this exhibition provided.

Our grade 3/4 students attended Camp Rum bug, where the participate in adventure activities for three days. The grade 5/6s attended the Melbourne Urban camp where they visited many landmarks and explored the city, including visiting the MCG and Eureka Skydeck. The students also participated ice skating and swimming at MUSEC. The students loved using public transport during this action-packed camp.

The school also hosted incursions including Starlab, an astronomy and earth science program in a huge dome. A second incursion was a performance based on a short listed picture storybook by Tony Bones. This annual event is always popular with the students who enjoy hearing and watching books come to life.

In the area of performing arts the school entered Wakakirri a National Story-Dance Festival and received a Certificate of Excellence for their performance based on Peter Pan called "Adventure to Neverland". Over thirty students took part and judges stated it was a "Super fun performance with incredible onstage team work".

At the end of the year the school held it's annual Christmas concert where classes performed for families Christmas songs and songs based on an Australian theme. The event was well attended, and families enjoyed a picnic dinner afterwards to celebrate the wonderful year.

Financial performance

Churchill Primary School showed a net operating surplus of \$12,459 at the end of 2022 with a healthy balance in our bank account. This surplus was due to the reduction of operating costs at our Hazelwood Estate Campus during Term 4.

The 2018-2022 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for allocation of funds to support school programs and priorities. These included but were not limited to:

- Continued employment of teaching and education support staff to deliver the MiniLit/MultiLit literacy program
- Continued employment of an Inclusive Practice Teacher to support classroom intervention and student integration
- Continued Professional Development of staff
- New class sets of Netbook computers
- Robotic kits for student development in STEM

The carried forward surplus will be utilised in 2023 for new furniture and upgrades to Block B to allow for extra grades as student numbers grow.

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 169 students were enrolled at this school in 2022, 81 female and 88 male.

NDP percent of students had English as an additional language and 11 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).

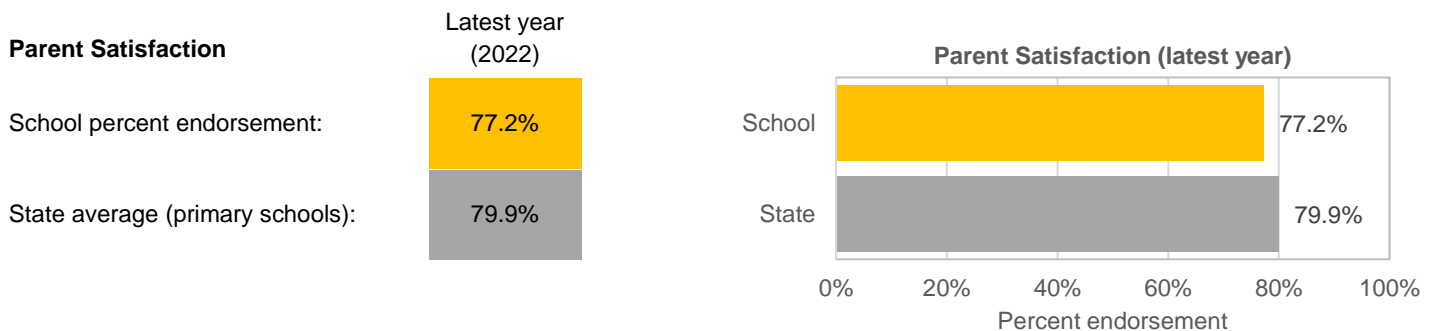
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

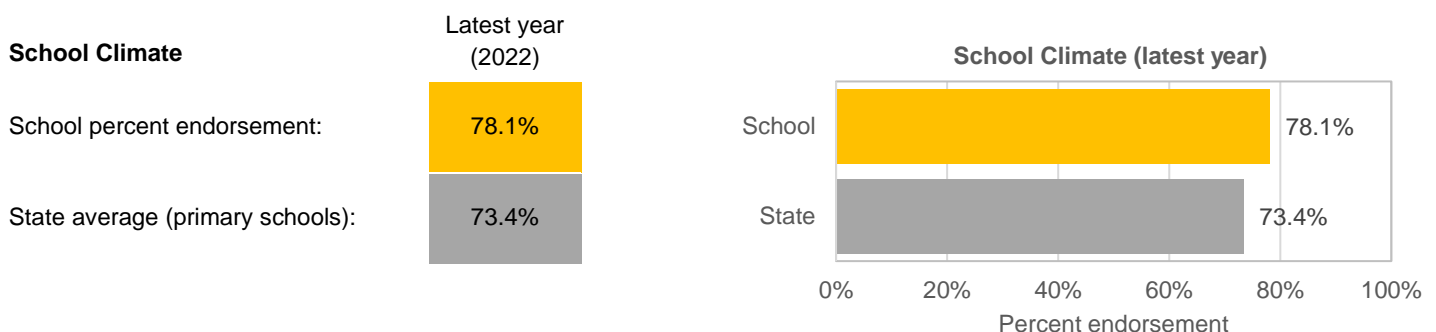


School Staff Survey

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:

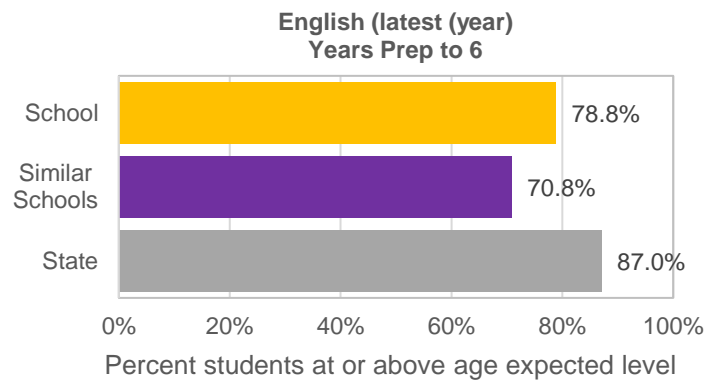
78.8%

Similar Schools average:

70.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

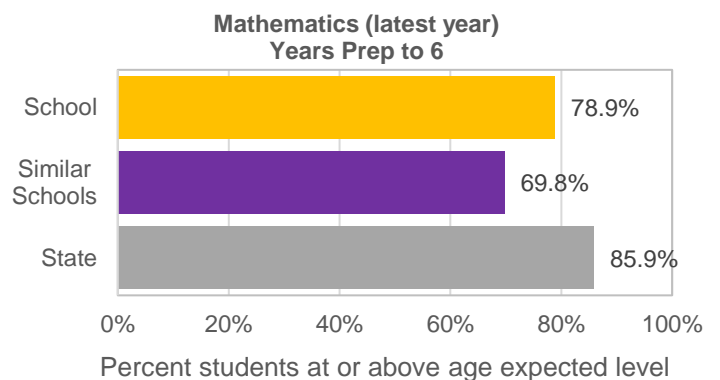
78.9%

Similar Schools average:

69.8%

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.

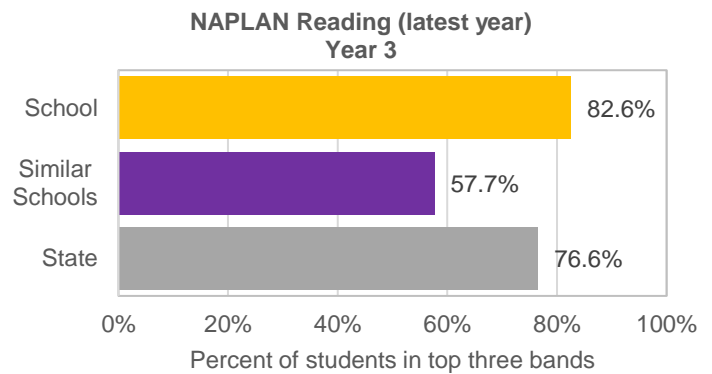
NAPLAN

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.

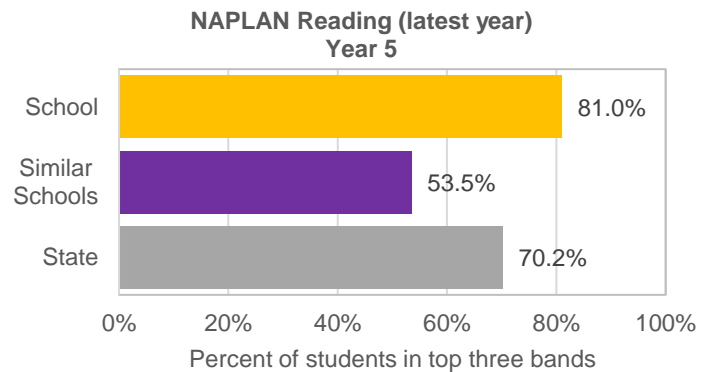
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.6%	81.0%
Similar Schools average:	57.7%	59.7%
State average:	76.6%	76.6%



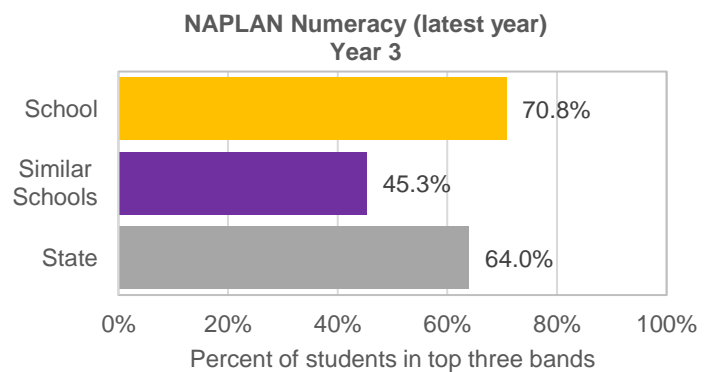
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.0%	73.1%
Similar Schools average:	53.5%	54.8%
State average:	70.2%	69.5%



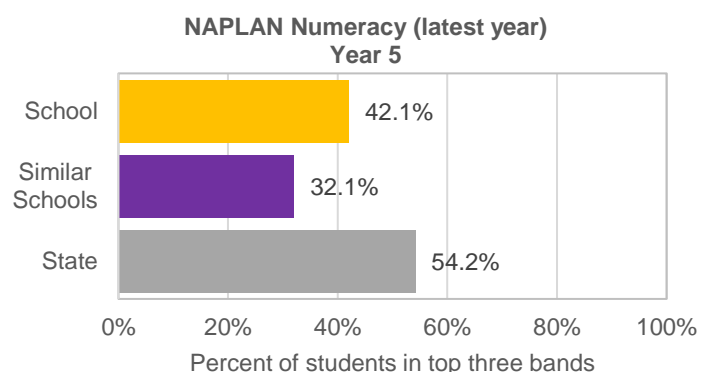
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.8%	63.6%
Similar Schools average:	45.3%	47.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.1%	61.9%
Similar Schools average:	32.1%	38.6%
State average:	54.2%	58.8%



WELLBEING

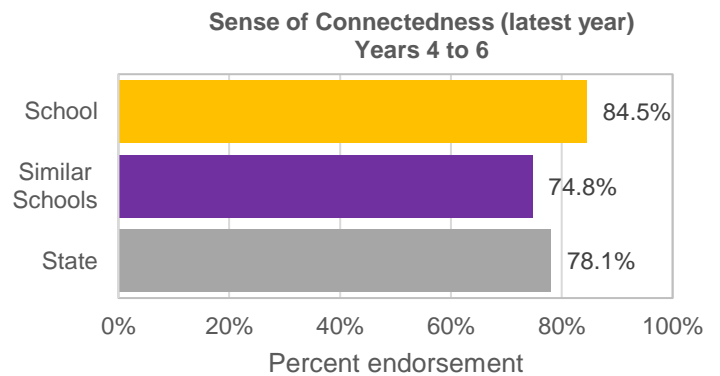
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	84.5%	77.7%
Similar Schools average:	74.8%	75.9%
State average:	78.1%	79.5%

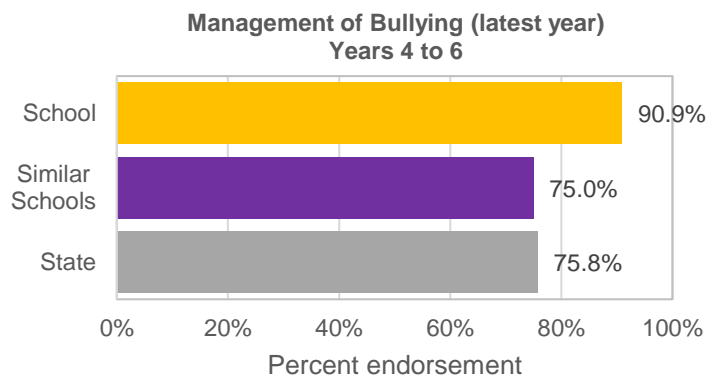


Student Attitudes to School – Management of Bullying

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:	90.9%	84.3%
Similar Schools average:	75.0%	76.4%
State average:	75.8%	78.3%



ENGAGEMENT

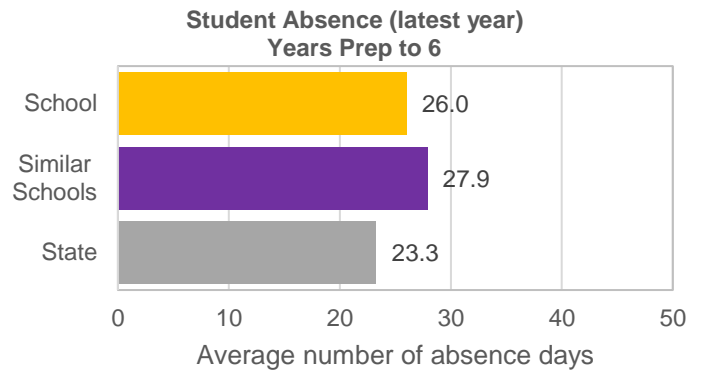
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	26.0	22.1
Similar Schools average:	27.9	22.0
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%	88%	88%	90%	79%	87%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,229,990
Government Provided DET Grants	\$598,082
Government Grants Commonwealth	\$0
Government Grants State	\$39,840
Revenue Other	\$118,611
Locally Raised Funds	\$57,082
Capital Grants	\$0
Total Operating Revenue	\$3,043,604

Equity ¹	Actual
Equity (Social Disadvantage)	\$511,396
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$511,396

Expenditure	Actual
Student Resource Package ²	\$2,204,784
Adjustments	\$0
Books & Publications	\$5,816
Camps/Excursions/Activities	\$56,208
Communication Costs	\$10,098
Consumables	\$95,872
Miscellaneous Expense ³	\$26,538
Professional Development	\$2,259
Equipment/Maintenance/Hire	\$157,299
Property Services	\$191,071
Salaries & Allowances ⁴	\$211,201
Support Services	\$30,498
Trading & Fundraising	\$25,151
Motor Vehicle Expenses	\$7,217
Travel & Subsistence	\$2,429
Utilities	\$29,621
Total Operating Expenditure	\$3,056,063
Net Operating Surplus/-Deficit	(\$12,459)
Asset Acquisitions	\$20,000

- (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	\$382,477
Official Account	\$16,336
Other Accounts	\$0
Total Funds Available	\$398,813

Financial Commitments	Actual
Operating Reserve	\$118,367
Other Recurrent Expenditure	(\$4,968)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$108,310
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$195,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$416,710

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.