

2023 Annual Report to the School Community

School Name: Christmas Hills Primary School (1362)



- 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 29 April 2024 at 05:16 PM by Maria Parks (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 29 April 2024 at 05:17 PM by Jacqueline Bell (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

Christmas Hills Primary School is a small school within the Shire of Nillumbik set in an idyllic rural location, providing a holistic learning experience for students. We are privileged to be located on the beautiful, traditional lands of the Wurundjeri People, whose elders past and present we respect and acknowledge. We are deeply committed to our students' well-being, engagement and learning. Teachers work collaboratively to plan and deliver a range of learning experiences that are individualised, incorporating our wonderful bush location.

Our current enrolment of 24 students is organised into two multi-age classrooms, a P-2 and a 3-6. Our staff comprises of several part-time and full-time teaching and support staff members with an FTE of 3.2. This consists of one Principal class member, two classroom teachers, three classroom support staff members, and one specialist teacher. We offer a progressive and comprehensive curriculum ensuring students are supported and extended to meet their needs and aspirations. Our multi-age setting allows for a variety of student-led projects, promoting curiosity and autonomy in a safe and stimulating environment. In the classroom, we encourage and support the students to take risks with their learning as well as build effective communication skills and work cooperatively. We are proud of the range of programs we can offer including Art, Health and Physical Education, STEM, Digital Technologies, Respectful Relationships and Bush School.

The school's values of Caring, Honesty, Inquisitiveness, Respect, Persistence and Sharing (CHIRPS) underpin the culture of the school and reflect what we believe to be important in promoting social responsibility and building a positive school culture. Our values education is taught explicitly and integrated across our curriculum. It provides a consistent framework for our school community and our students and helps develop social cohesion and inclusion.

Our Christmas Hills Primary School community is committed to working together to support the growth and development of each student. It is a valued partnership where families are involved in different aspects of school life including assisting with the general maintenance of the schoolyard, fundraising, helping in the classroom and involvement on School Council.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 Christmas Hills Primary School continued to work towards improving learning growth across all curriculum areas with an increased focus on numeracy. Staff participated in a range of professional learning to develop their understanding of numeracy including the use of data to inform teaching and learning. They worked collaboratively with other small schools and regional staff and took part in various collegiate visits. The school continued to refine its instructional model utilising high-impact teaching strategies and delivering a student-centred approach. Teachers set high expectations and supported students to take responsibility for their learning, becoming active agents in their learning. The tutor learning initiative was fundamental to improving outcomes in numeracy and identifying gaps in learning. The program provided targeted intervention and supported the development of key concepts and skills. Student progress was tracked consistently leading to some quick gains in student learning and understanding. Our NAPLAN data for 2023 in Number and Algebra for Year 3 students showed that we had 67% of students performing in the Strong and Exceeding proficiency levels measuring favourably against similar schools. Unfortunately no Year 5 data was available.

Wellbeing

The school is continuing to embed shared expectations of behaviour which align with our CHIRPS values. These values are explicitly taught including a range of social-emotional learning skills. Our goal throughout the Strategic Plan period was to enhance student wellbeing by fostering positive and respectful attitudes toward each other and learning. The school is deeply committed to the wellbeing of students and prioritises students' mental health. We acknowledge that student wellbeing is central to student learning, and hence begin every day with our "Morning Circle" routine, a strategy from the Berry Street Model. In 2023 the school undertook training and professional learning, unpacking the Berry Street Model. It has become central to our wellbeing program and has assisted teachers with managing a range of student-presented trauma. The program has provided a practical approach to teaching and learning enabling our teachers to increase engagement of students with complex, unmet learning needs, and successfully improving students' self-regulation and growth. Professional learning of the Berry Street Model continues.

Engagement

Student engagement continued to be a priority for the school in 2023. Our Parent/Caregiver/Guardian Opinion Survey data reflected favourably that teachers provided a stimulating learning environment for students. School Connectedness data indicated an area for improvement. Throughout the year the school looked for opportunities to build and foster school connectedness, including engagement for all our students. The school investigated ways to build student voice and agency within programs and throughout the year provided opportunities for student-led projects. Some of these included Learning Adventures and our garden/cooking program. One of the highlights of the year was our school production and concert. Students actively engaged in writing the script for our production of "The Lorax" as well as making all the set props. Students participated in rehearsals, set changes and compiling music. The night was a tremendous success and led to many authentic learning opportunities in the classroom and on the night. Our Grade 6 Graduation and school concert was also on this night and we had a wonderful turnout from our families and community members. Building these strong partnerships between our community and school is something that our school has always prided itself on and will continue to be a major focus.

Our Student Attendance data is tracking similarly to 2022 with a percentage of students with 20 or more absence days at 54%. This result is above similar primary schools with similar characteristics. Throughout the year student attendance was monitored closely and the school worked to support families and children. We will continue to track student absenteeism data and follow processes including how we best support students and families.

Other highlights from the school year

Throughout 2023 the students at Christmas Hills Primary School had the opportunity to participate in many fun and engaging activities as part of a whole school experience. These included the Years 3-6 camp to Sovereign Hill in Ballarat, swimming lessons at Eltham Leisure Centre, sailing at Sugarloaf Dam, visiting Healesville Wildlife Sanctuary as part of an end-of-year celebration, putting on a whole school production to our community of 'The Lorax' written by our Year 6 students, participating in Kaboom Sports with the small schools in the network and our regular weekly Bush School sessions ran by Eco Explorers. The school also successfully submitted various Sporting Schools Grants enabling us to run a variety of sporting sessions over many weeks including basketball with the Wildcats, Jets Gymnastics sessions, and we also received as part of the grants various sporting equipment including soccer nets, hockey sticks, athletics equipment and tennis racquets.

Financial performance

Christmas Hills Primary School maintained a sound financial position throughout 2023. The School Strategic Plan (SSP) and the 2023 Annual Implementation Plan (AIP) continued to provide direction for the school and the basis for how funds would be allocated to support programs and priorities. The school finished the 2023 school year with a surplus of \$19,657. We retained an amount of \$194,026 in combined funds. These included our High Yield Investment Account (\$176,800) and our Official Accounts (\$17,227). There were no extraordinary expenditure items identified by our Finance Subcommittee in 2023. We received grant funding for specific projects from both School Sports Victoria, Nillumbik Council and the Victorian School Building Authority.

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 24 students were enrolled at this school in 2023, 10 female and 14 male.

NDP 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).

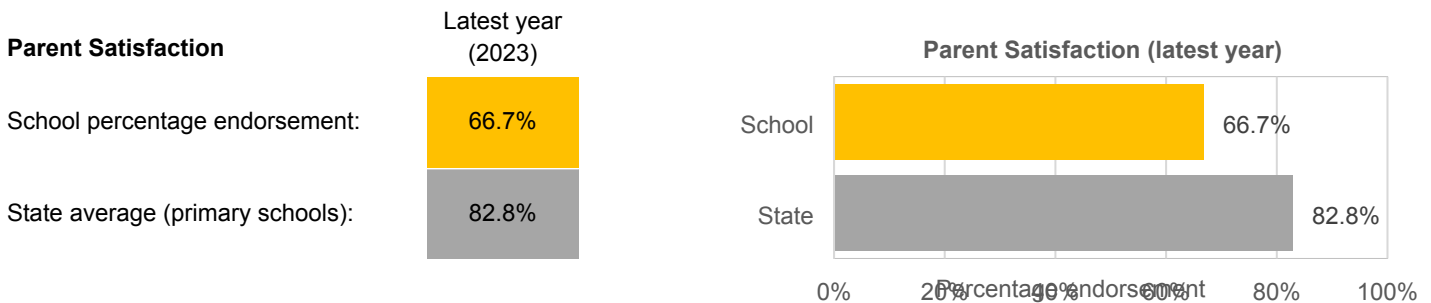
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

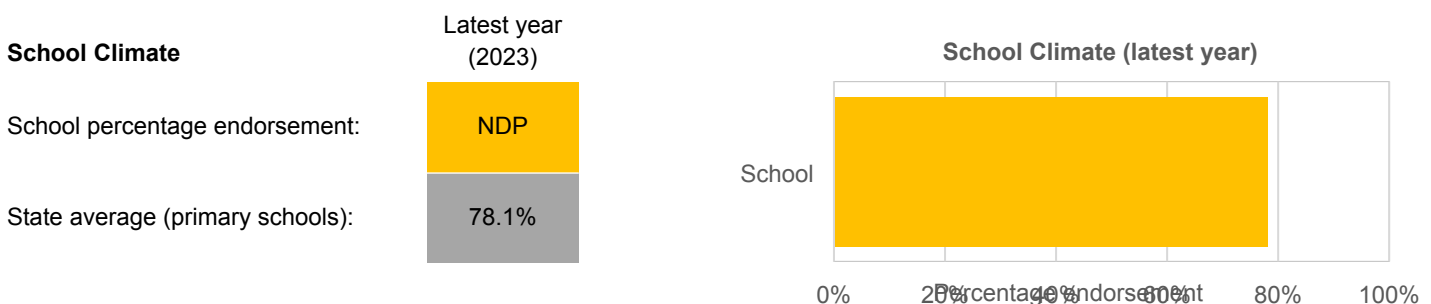


School Staff Survey

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:

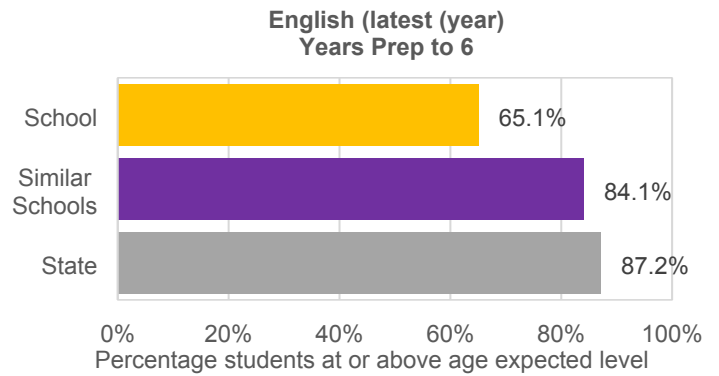
65.1%

Similar Schools average:

84.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

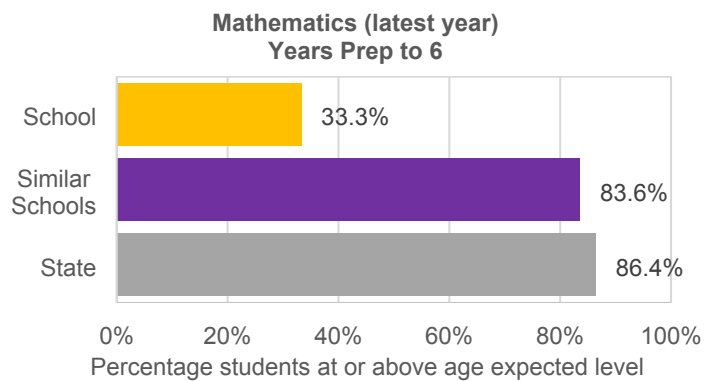
33.3%

Similar Schools average:

83.6%

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.

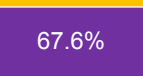
Reading Year 3

Latest year (2023)

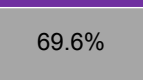
School percentage of students in Strong or Exceeding:



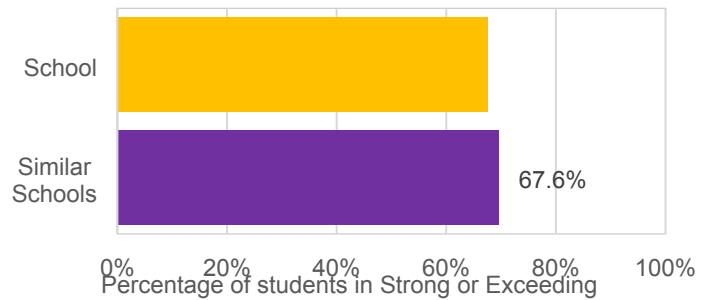
Similar Schools average:



State average:



NAPLAN Reading (latest year) Year 3



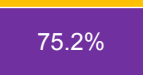
Reading Year 5

Latest year (2023)

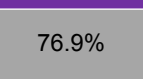
School percentage of students in Strong or Exceeding:



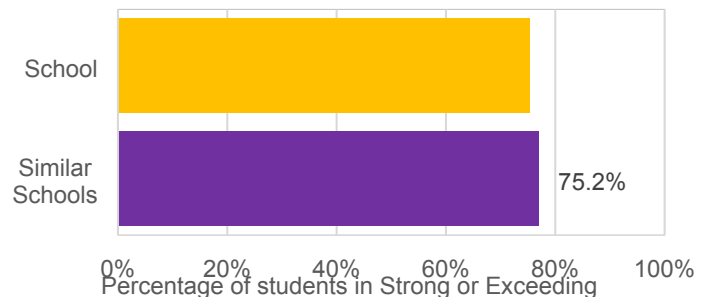
Similar Schools average:



State average:



NAPLAN Reading (latest year) Year 5



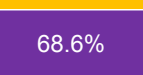
Numeracy Year 3

Latest year (2023)

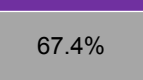
School percentage of students in Strong or Exceeding:



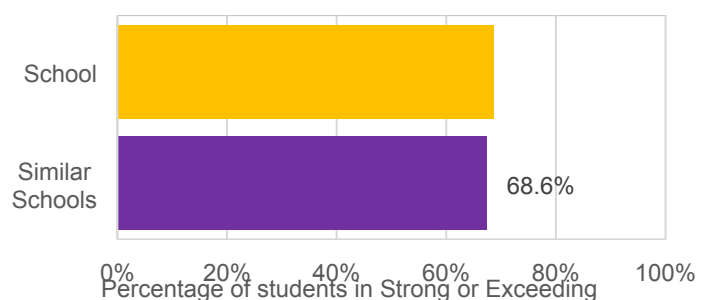
Similar Schools average:



State average:



NAPLAN Numeracy (latest year) Year 3



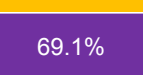
Numeracy Year 5

Latest year (2023)

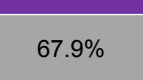
School percentage of students in Strong or Exceeding:



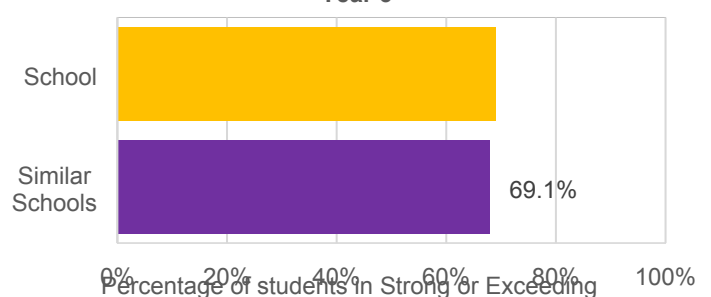
Similar Schools average:



State average:



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.

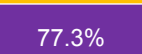
**Reading
Year 3**

Latest year
(2022)

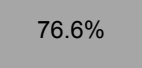
School percentage of students in the top three bands:



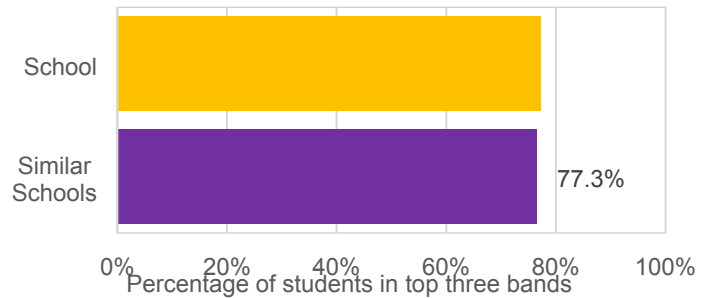
Similar Schools average:



State average:



**NAPLAN Reading (2022)
Year 3**



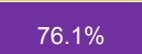
**Reading
Year 5**

Latest year
(2022)

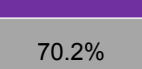
School percentage of students in the top three bands:



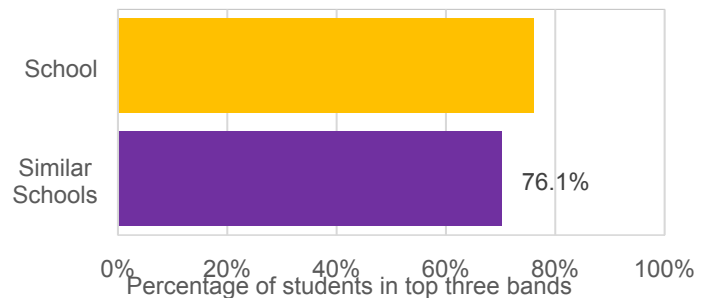
Similar Schools average:



State average:



**NAPLAN Reading (2022)
Year 5**



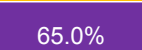
**Numeracy
Year 3**

Latest year
(2022)

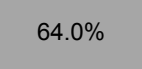
School percentage of students in the top three bands:



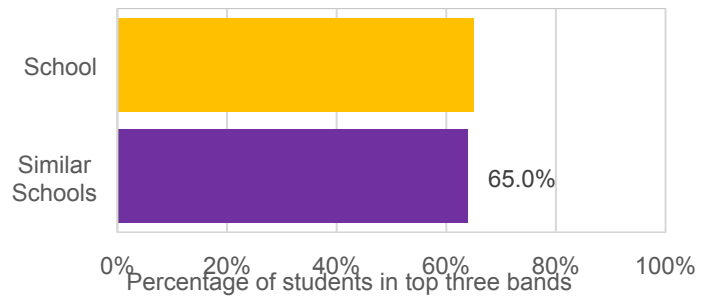
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)
Year 3**



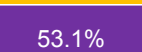
**Numeracy
Year 5**

Latest year
(2022)

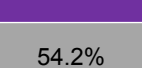
School percentage of students in the top three bands:



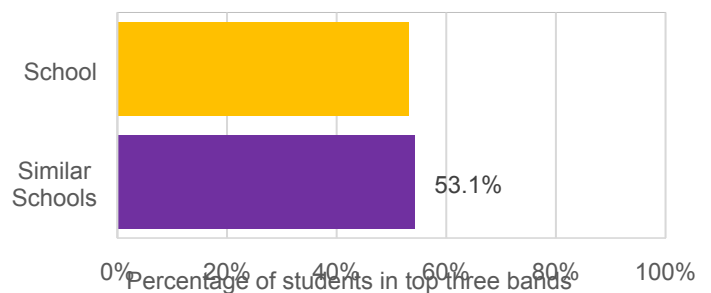
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

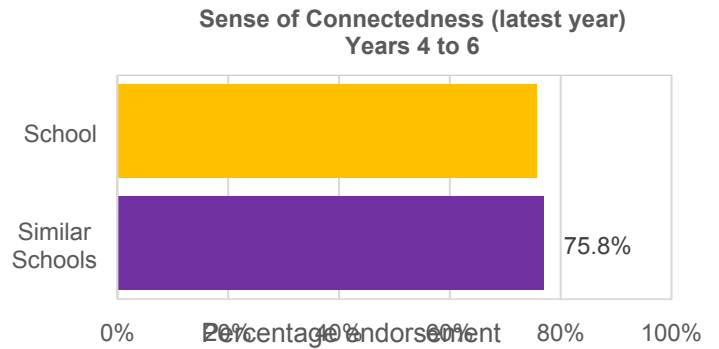
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	NDP	62.2%
Similar Schools average:	75.8%	79.2%
State average:	77.0%	78.5%

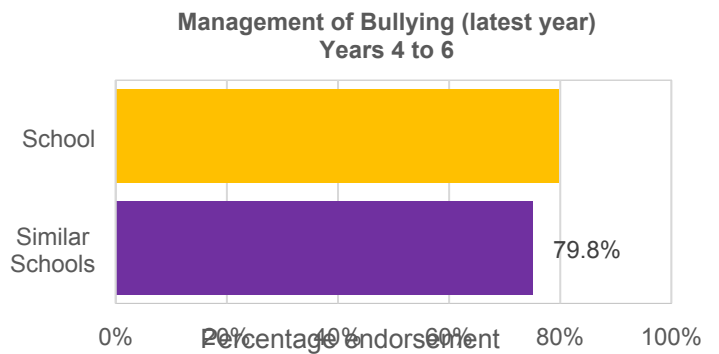


Student Attitudes to School – Management of Bullying

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:	NDP	64.2%
Similar Schools average:	79.8%	82.4%
State average:	75.1%	76.9%



ENGAGEMENT

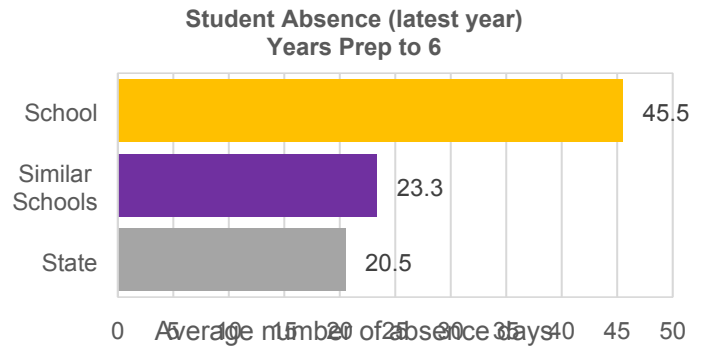
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	45.5	26.3
Similar Schools average:	23.3	20.1
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):	NDP	83%	80%	80%	NDP	61%	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$553,609
Government Provided DET Grants	\$153,817
Government Grants Commonwealth	\$19,917
Government Grants State	\$550
Revenue Other	\$7,909
Locally Raised Funds	\$5,310
Capital Grants	\$0
Total Operating Revenue	\$741,113

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$476,241
Adjustments	\$0
Books & Publications	\$3,963
Camps/Excursions/Activities	\$6,317
Communication Costs	\$2,506
Consumables	\$8,774
Miscellaneous Expense ³	\$4,770
Professional Development	\$5,727
Equipment/Maintenance/Hire	\$6,146
Property Services	\$41,941
Salaries & Allowances ⁴	\$42,008
Support Services	\$7,085
Trading & Fundraising	\$20,204
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$3,629
Total Operating Expenditure	\$629,312
Net Operating Surplus/-Deficit	\$111,801
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 16 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	\$176,800
Official Account	\$17,227
Other Accounts	\$0
Total Funds Available	\$194,026

Financial Commitments	Actual
Operating Reserve	\$19,657
Other Recurrent Expenditure	(\$110)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$157,141
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	\$18,618
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$195,306

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.