2021 Annual Report to
The School Community

School Name: Churchill North Primary School (5117)

- 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 2021 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 05 May 2022 at 10:50 AM by Colin Price (Principal)

- This 2021 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 06 May 2022 at 09:56 AM by Amanda Watson (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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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 North Primary School is located in the township of Churchill in the Latrobe Valley, 13km south of Morwell, at the base of the Strzelecki Ranges – a comfortable two-hour drive from Melbourne. Close by is Federation University Gippsland Campus and Kurnai Secondary College.

At census in 2021, Churchill North PS had a population of 154; the spread of males and female students was in proportion. The school had a workforce composition of 10; 7 full time teaching staff, 3 specialist staff,16 Education Support, an Assistant Principal & Principal. (None of the workforce employed identified as indigenous)
Churchill North PS enjoys friendly, positive relationships with its families and is highly regarded in the community of Churchill.

Our school's vision is for: High quality instruction and learning for EVERY child, EVERY day in EVERY classroom and EVERY environment.

Our school values a safe, caring and supportive environment. Students were active in developing our agreed values of: - trust, courage, patience, team work, co-operation, respect, listening & responsibility.

Our Schools Philosophy is to facilitate a culture of challenge along with a growth mindset to enable students to develop as resilient, resourceful and confident young citizens, capable of engaging in all tasks and situations and achieving high standards; this is based on the notion that all staff take a genuine interest in the needs of all children, by providing a safe, caring and supportive environment in which to learn

Our school's vision is based on the concept of 'High quality instruction and learning for EVERY child' and as a school we are deeply connected to our motto of 'Learn together, Play together'. This underpins the attitude of our school community where we encourage all facets of the community to work collaboratively in educating our students 'together'.

Programs and activities that have directly contributed to a well-balanced school environment include:
•   Recognition of student achievement through termly Learning Power and Academic growth Awards
•   Individual learning Plans in Numeracy and Reading for students in Foundation and Grade 1, 6 months behind DET targets and students in Grade 2 - 6 who are 1 year or more behind.
•   Intervention & Extension in Reading & Numeracy targeted through PLT's
•   Lunch Time Links program that provides sporting and leadership opportunities for students
•   Sports & Health program
•   Language Program – support for expressive & articulation
•   Student leadership program
•   Active Junior School Council
•   Breakfast Club
•   Regular whole school activity days
•   Annual whole school concert
•   Swimming F-6
•   Bike education
•   Positive student welfare and family engagement program
•   Daily Before & After School Child Care Program & Playgroup which operates Wed & Fri
•   Kinder - Foundation Early Start program
•   Grade 6 -7 transition program

A comprehensive curriculum is provided in all domains; with specialist classes in ICT, Art, Sport & Mandarin. The STA program also supports language development in students who have been identified by a speech pathologist.

We pride ourselves on providing relevant learning programs; setting attainable goals; considering the individual needs and differences of students; promoting excellence and building the self-esteem of all students. We believe that learning can be fostered in a socially supportive environment, which is positive, caring, happy, friendly and stimulating.

The school is committed to the continual improvement and monitoring of student progress. It recognizes its accountability to parents, in particular feedback regarding student progress. Each term interim progress reports are sent home to families which reference the students 'Learning Power' (LPA) and 'Academic Growth' (AGA). An initial interview is established in Term 1 to support the relationships between home and school and clarify class & parental expectations. Comprehensive reports as per DET policy are sent home in Terms 2 & 4.

The school supports the belief that every child can and will learn, and that to nurture a child to their full potential involves the commitment of the whole school community. We believe strongly in the sense of family; family means nobody gets left behind or forgotten.

High quality teaching and learning is aligned to the work of the professional learning community at CNPS, staff work collaboratively in creating pre & post assessments, analyzing student data, teacher impact and within teams create high impact teaching tasks to support intervention and extension. Teaching staff hold each other accountable and measure growth and impact as part of the PLT cycle, opportunities for coaching and reflection are embedded and best practice reviewed as part of the cycle of improvement.

Our curriculum is based on a model where all students receive direct explicit instruction and then break into independent working groups. While this is occurring the teacher conducts guided practice with students grouped in ability based tiers and education support staff assist in small group activities or work with students on their identified gaps.

Framework for Improving Student Outcomes (FISO)

Across 2021 the school worked on the departments three key improvement strategies, Learning , catch up and extension, Happy active and healthy kids and Connected schools. The ongoing pandemic had a huge impact on this work with moving from face to face teaching and remote learning an issue. In particular the process for developing teacher observation and feedback, the PLC process and assessment schedule had to be paused or modified. The focus for 2021 was on Excellence in Teaching and Learning and Professional Leadership. Principal class had a focus on working with instructional leaders to analyse data and develop key actions on a termly basis this was timetabled and built stronger understanding for all leadership team members of what the focus of their role was. A TLI program was implemented with staff providing focused group instruction in reading and Numeracy to students who had slipped back in terms of the progress they were making.

PLC meetings continued via WEBEX. The assessment schedule was reduced and staff worked on improving the assessment tasks for when students did return. Seesaw was used as a remote learning platform teachers would post daily tasks on there for Reading, Writing and Numeracy. Specialist staff would provide their own sessions. Staff would provide feedback to students through Seesaw and communicate with parents using UEducate Us. Once students returned onsite there were ongoing issues with COVID infection in Term 4, that affected both staff and students, further impacting on the PLC work.

Achievement

The school did not meet all of it's AIP targets for either teacher judgement or NAPLAN results. The NAPLAN results in Numeracy and Reading were good for the Grade 3 cohort. 52% of Grade 3 students were in the top two bands for reading, similar schools were at 42% whilst the the state average was 60%. 23% of Grade 3 students were in the top two bands for Numeracy with similar schools at 22% and the state average at 41%. Grade 5 students had 22% of students in the top two bands for reading with similar schools at 27% and the state average at 43%. In Numeracy only 5% of students were in the top two bands with similar schools at 17% and the state at 33%. In teacher judgement The

growth targets for teacher judgement were met by the Grade 4 and Foundation students, but not by other year levels. The focus for staff in the coming year will be around looking at whole school planning and understanding what makes a high quality instructional task. The school will receive support from regional office staff to work on this. The decision has also been taken to realign the assessment schedule and simplify the PLC process.

16 students were funded through the Program for students with disabilities in 2021. Their ILPs were tracked through termly SSG meetings with all students receiving ES support to achieve their goals either 1 on 1 or in small groups.

Attendance data has decreased over 2021 the average number of absence days was up to 28.4 against 21.8 for similar schools and 14.7 as the sate average. This is a big jump given that our four year average was 21.6 days. COVID has had a strong impact on the school community and improving attendance will be a focus for 2022. Across the school attendance for all year levels was fairly similar ranging from 84% to 89%.

The student opinion survey continued to show strong results with the school achieving above the results of similar schools and the state average in many areas. This is a testament to the work of the welfare team and the strong relationships that classroom teachers build with the students. However, 41% of students reported low levels of resilience. This is something that the school will be working on in 2022.

Engagement

The school communicated with families via UEducate Us and Facebook. Staff would produce a video to introduce students to remote learning each morning. Tasks were posted up at the start of each week, although many parents requested paper copies of the work. The school offered and distributed devices to families, but many preferred to work in a more traditional way. Attendance trackers were completed by staff daily and forwarded to leadership and welfare support staff. Staff would track whether students logged in and if work was being completed. If there was no activity for a phone call would be made home by either the teacher or ES. After three days of no activity or contact the issue would escalated to leadership and welfare staff.

Engagement was often poor and some parents struggled to support their child's learning at home. Parents would report that their child was refusing to engage with the tasks and in more extreme cases having tantrums. Staff would offer modified tasks to those students who struggled to have more of a focus on hands on tasks such as cooking as a Maths or English tasks. Photos were posted to Facebook of students learning in their home environments to encourage students engagement. Examples of high quality work were also posted on Facebook, with one student from every grade.

Wellbeing

The schools Primary Welfare Officer and Leadership worked closely with staff to offer support to families that were struggling. Students that were identified as vulnerable were offered onsite leaning. Every family received a care package to support their wellbeing and vulnerable families received additional packages from Food Bank. ES staff monitored students on ILPs closely to support their ongoing learning growth. The ILPs were posted on Seesaw and the ES staff would provide written feedback on Seesaw or phone home. Regular staff meetings were held play a game together initially and then share any important information and gain feedback and what was and was not working. Staff had a rotating roster for onsite supervision and all staff participated in this. Students were provided with fun activity packs, that were delivered to their homes, and resources such as pencils, textas and books were provided.

Finance performance and position

Churchill North Primary School showed a net operating surplus of $83,939 in 2021. This was as a result of reduced expenditure and maintenance costs during remote learning, as well as issues in filling all staff positions that were required. Equally budgets for CRTs and PD were not fully expended. $464,491 was the amount of funding the school received in equity funding for social disadvantage. The school received a further $73,735 in funding for the tutor

learning initiative.

The school continues to generate profits from both our OSHC service and the school canteen, despite the issues with lockdown, and these contribute to the healthy financial state the school enjoys. Priorities for future will be looking at staffing and ensuring we have the right levels of staff in the different roles required to achieve the schools aims of maximising students educational achievement. Along with this the school will evaluate furniture requirements and landscaping after the school rebuilding project.

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.

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 147 students were enrolled at this school in 2021, 78 female and 69 male.

NDP percent of students had English as an additional language and 6 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).
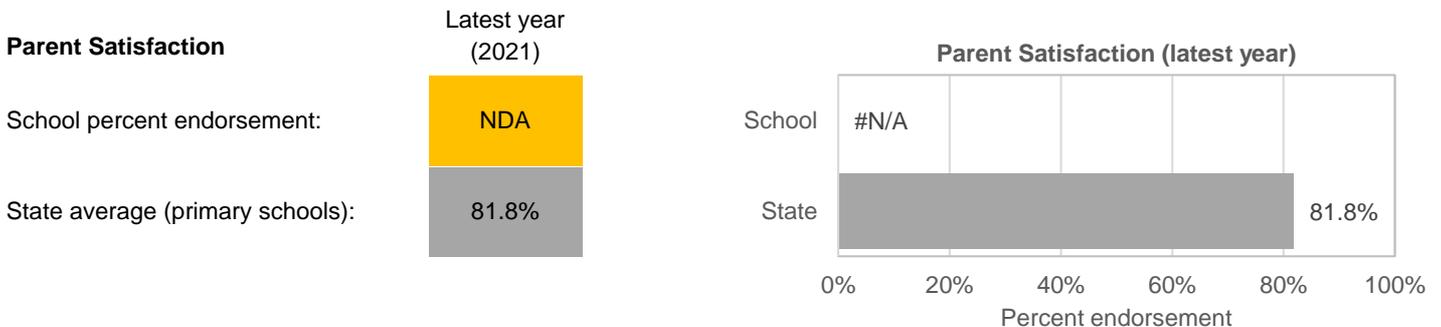
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.
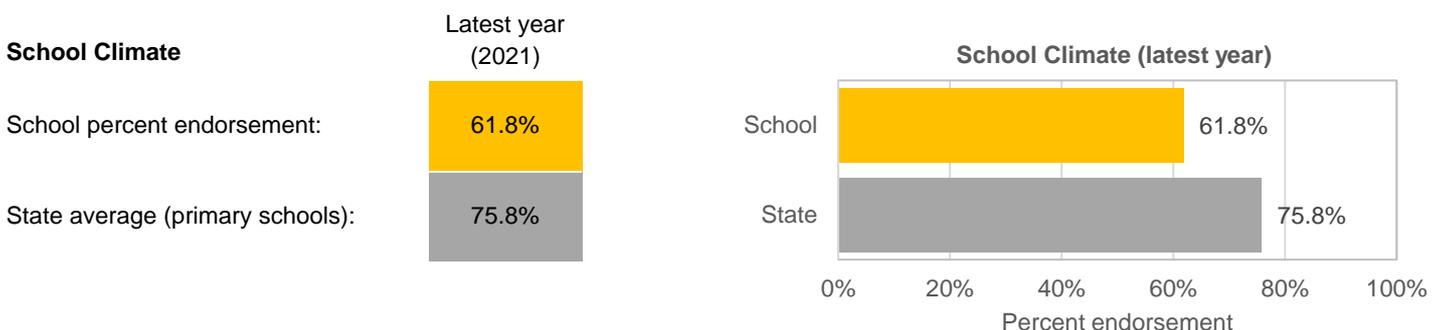
Parent Satisfaction	Latest year (2021)
School percent endorsement:	NDA
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

	Percent endorsement
School	#N/A
State	81.8%

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.

School Climate	Latest year (2021)
School percent endorsement:	61.8%
State average (primary schools):	75.8%

School Climate (latest year)

	Percent endorsement
School	61.8%
State	75.8%

ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:	56.9%
Similar Schools average:	70.8%
State average:	86.2%

English (latest (year)
Years Prep to 6

School 56.9%
Similar Schools 70.8%
State 86.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
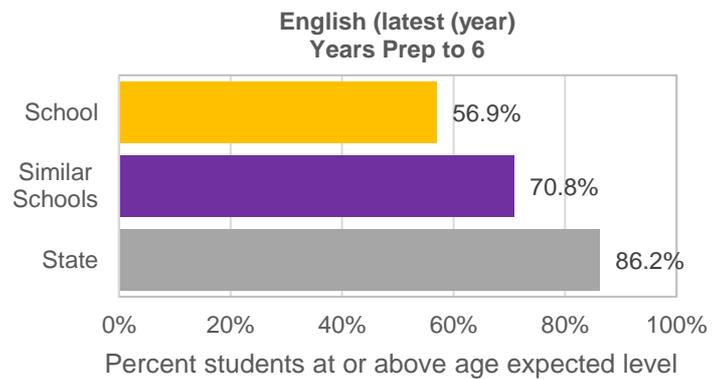
Mathematics
Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:	53.4%
Similar Schools average:	68.4%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School 53.4%
Similar Schools 68.4%
State 84.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
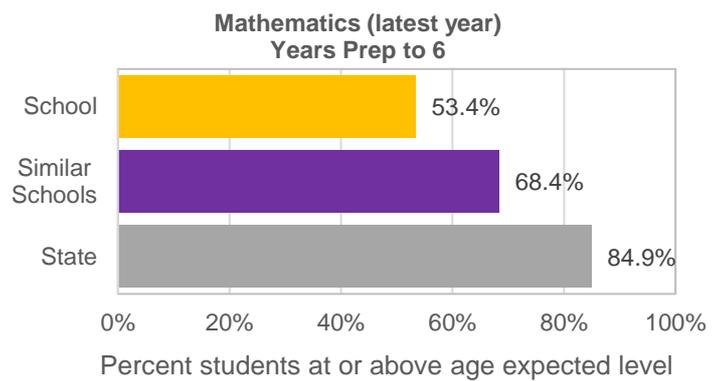
ACHIEVEMENT (continued)

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 2018, 2019 and 2021 data.
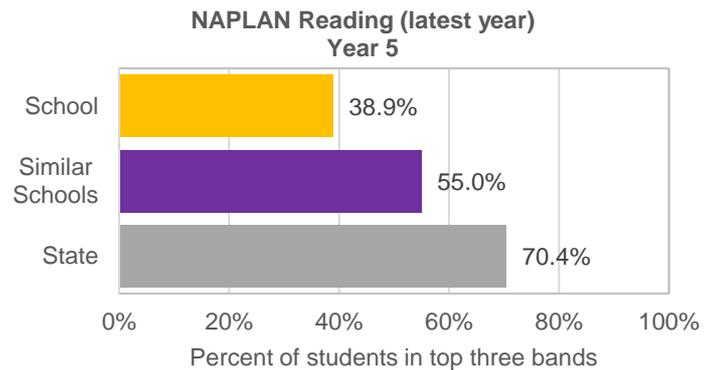
Reading Year 3	Latest year (2021)	4-year average		NAPLAN Reading (latest year) Year 3
School percent of students in top three bands:	74.1%	62.7%		School 74.1%
Similar Schools average:	62.7%	62.1%		Similar Schools 62.7%
State average:	76.9%	76.5%		State 76.9%
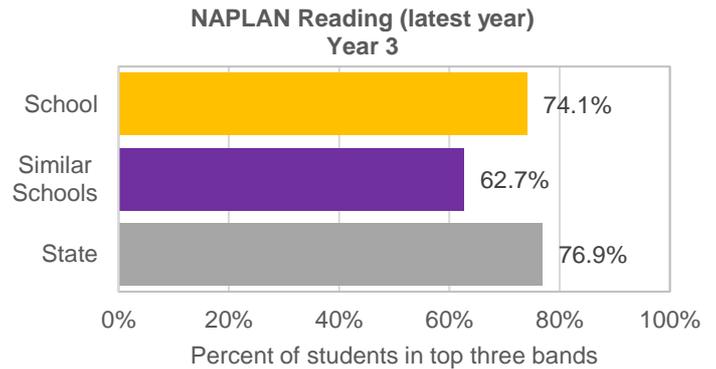
Reading Year 5	Latest year (2021)	4-year average		NAPLAN Reading (latest year) Year 5
School percent of students in top three bands:	38.9%	43.3%		School 38.9%
Similar Schools average:	55.0%	53.3%		Similar Schools 55.0%
State average:	70.4%	67.7%		State 70.4%

Numeracy Year 3	Latest year (2021)	4-year average		NAPLAN Numeracy (latest year) Year 3
School percent of students in top three bands:	57.7%	45.5%		School 57.7%
Similar Schools average:	48.9%	52.9%		Similar Schools 48.9%
State average:	67.6%	69.1%		State 67.6%
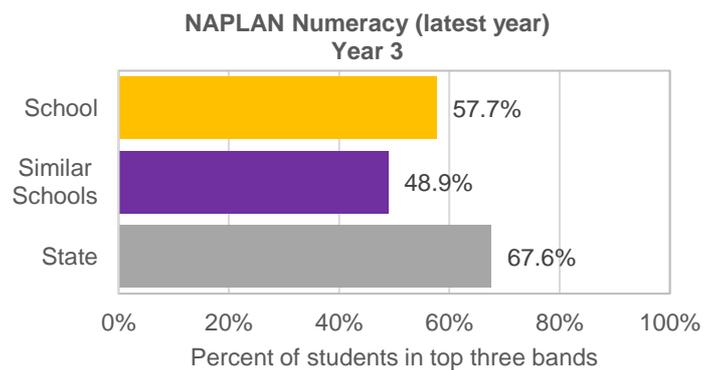
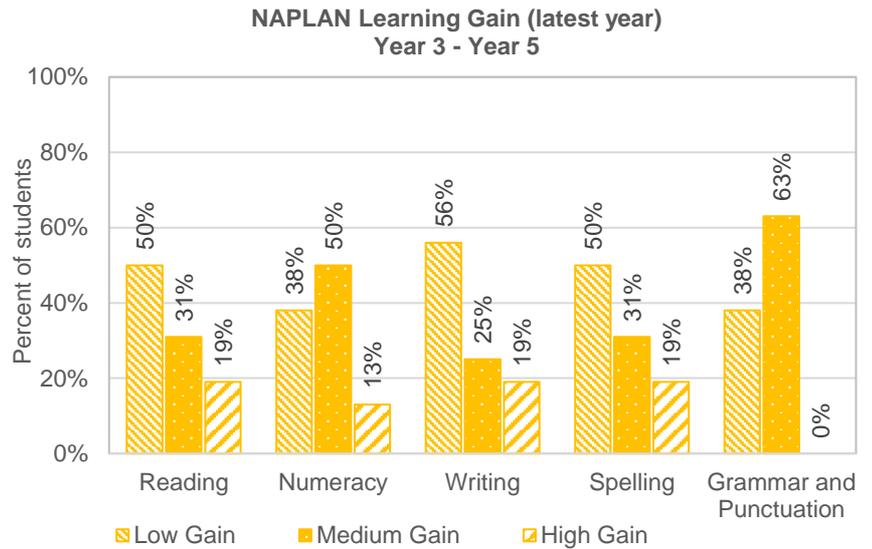| **Numeracy Year 5**	Latest year (2021)	4-year average		NAPLAN Numeracy (latest year) Year 5
School percent of students in top three bands:	21.1%	36.8%		School 21.1%
Similar Schools average:	41.3%	39.9%		Similar Schools 41.3%
State average:	61.6%	60.0%		State 61.6%
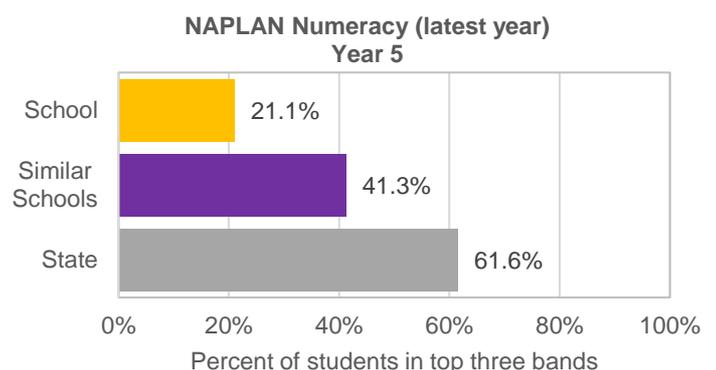
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain
Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	50%	31%	19%	20%
Numeracy:	38%	50%	13%	18%
Writing:	56%	25%	19%	13%
Spelling:	50%	31%	19%	18%
Grammar and Punctuation:	38%	63%	0%	17%

NAPLAN Learning Gain (latest year)
Year 3 - Year 5

|	Reading	Numeracy	Writing	Spelling	Grammar and Punctuation
Low Gain	50%	38%	56%	50%	38%
Medium Gain	31%	50%	25%	31%	63%
High Gain	19%	13%	19%	19%	0%

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6	Latest year (2021)	4-year average
School average number of absence days:	28.4	21.6
Similar Schools average:	21.8	19.3
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

School		28.4
Similar Schools		21.8
State		14.7

Average number of absence days
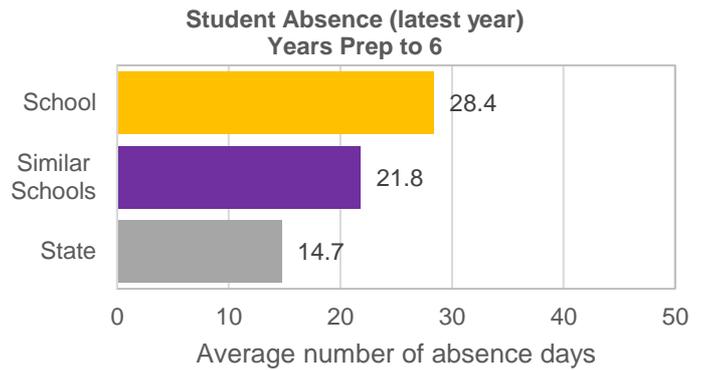
Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	84%	84%	84%	85%	88%	84%	89%

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 (2021)	4-year average
School percent endorsement:	84.5%	88.2%
Similar Schools average:	73.7%	76.9%
State average:	79.5%	80.4%
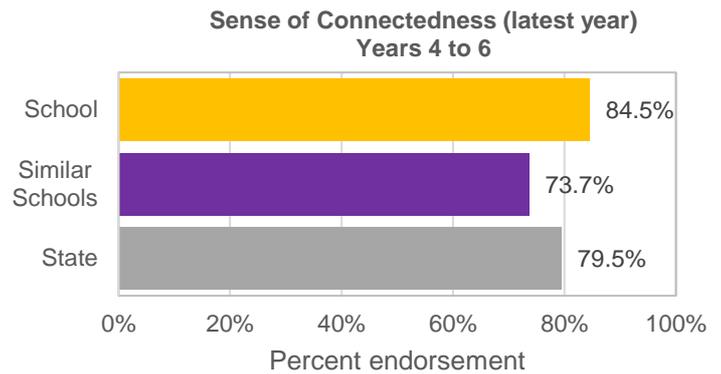
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	84.5%
Similar Schools	73.7%
State	79.5%

Percent endorsement

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 (2021)	4-year average
School percent endorsement:	80.6%	86.2%
Similar Schools average:	75.4%	77.4%
State average:	78.4%	79.7%
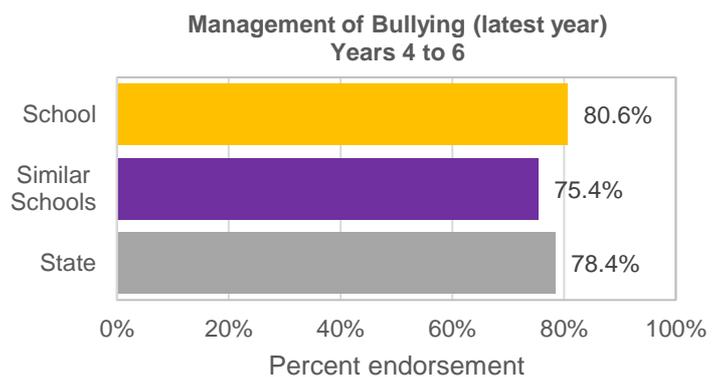
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School	80.6%
Similar Schools	75.4%
State	78.4%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	$1,967,069
Government Provided DET Grants	$440,593
Government Grants Commonwealth	$26,119
Government Grants State	$20,000
Revenue Other	$5,885
Locally Raised Funds	$60,232
Capital Grants	$0
Total Operating Revenue	**$2,519,898**

Equity [1]	Actual
Equity (Social Disadvantage)	$464,591
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$464,591**

Expenditure	Actual
Student Resource Package [2]	$1,923,718
Adjustments	$0
Books & Publications	$355
Camps/Excursions/Activities	$15,546
Communication Costs	$3,528
Consumables	$49,420
Miscellaneous Expense [3]	$22,801
Professional Development	$15,115
Equipment/Maintenance/Hire	$121,169
Property Services	$193,391
Salaries & Allowances [4]	$40,028
Support Services	$40,714
Trading & Fundraising	$13,998
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$13,728
Total Operating Expenditure	**$2,453,509**
Net Operating Surplus/-Deficit	**$66,389**
Asset Acquisitions	**$35,011**

(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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	$552,742
Official Account	$46,620
Other Accounts	$0
Total Funds Available	**$599,362**

Financial Commitments	Actual
Operating Reserve	$65,809
Other Recurrent Expenditure	$6,916
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$0
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	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$72,725**

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.