

2024 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 \(VIT\)](#)
- 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 12 March 2025 at 04:24 PM by Colin Price (Principal)

- As executive officer of the school council, I attest that this 2024 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 13 March 2025 at 08:30 AM by Colin Price (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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 2024, Churchill North PS had a population of 121; 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.

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: fostering strong relationships where everyone is safe and valued to become the best learner they can be.

Our school values a safe, caring and supportive environment. Students were active in developing our agreed values of: - Aspiration, Inclusivity, Respect and Resilience. The staff began the process of reviewing the vision and values after working with Tracey Ezard in Term 4 2022 and through 2023 this process was completed and put into practice.

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'. 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 Awards*
- *Individual learning plans in for students who are 1 year or more behind.*
- *Intervention & Extension in Reading & Numeracy targeted through PLC's and TLI*
- *Sports & Health program*
- *Respectful Relationships taught as a discrete subject*
- *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 & Respectful Relationships. 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, and in particular feedback regarding student progress. 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.

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 PLC 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 and identifies misunderstandings and education support staff assist in small group activities or work with students on their identified gaps.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 the school achieved a medium level of performance and was improving which is a testament to the efforts the staff have made in developing the teaching and learning model at the school. Whilst the Grade 5 achievement in NAPLAN was not strong their level of learning growth

was excellent in both Reading and Numeracy. 83% made expected or strong growth in Reading and 100% made expected or strong growth in Numeracy. Grade 3 students achieved solid NAPLAN results with 71% achieving strong or exceeding results in Reading and 64% achieving strong or exceeding results in Numeracy. Teacher judgement data also indicates students making good growth in their learning with 72% making expected or strong growth in Reading and 71% making expected or strong growth in Numeracy.

Staff were supported in building their capacity with the pedagogical demands of the Teaching and Learning model through an embedded coaching process with both learning Specialists.

Throughout 2024 the GROWTH model was and each teacher received 2 coaching sessions each semester. The school was structured to work as a senior and junior PLC and 2 members of staff stepped up as PLC leaders to drive the processes and organise PLC staff meetings. During the course of the year they received support from 1 of the Learning Specialists and took part in the Academy's PLC leader coaching program. The Principal, AP and Learning Specialist worked through the Academies Leading Change program and have used the knowledge and skills developed during this course to reflect on the success of the change led so far. This has also provided the school leadership with a stronger framework for continuing to lead the school in change and improvement. In Term 4 all staff were involved in a review of the instructional model this demonstrated strong staff engagement with the work we have been doing and some excellent refinement of the model to reflect the reality of the classroom teacher's experience. Importantly it deepened staff understanding that the instructional model is not a cycle or straightforward linear process and may not include all elements in a single lesson. This work was reflected in the Staff Opinion Survey's outcome for Instructional Leadership rising to 85% positive.

Wellbeing

A focus for 2024 has been embedding the Berry Street model into daily routines and building clarity of expectations with the students. Staff meetings have been run as PD sessions so that all staff have a consistent understanding around starting the day with a circle time, soft landings and brain breaks. A curriculum day was held with Sue Taylor, who has worked at Berry Street, to revisit some of the key ideas around trauma informed practice and how staff can support students to achieve. This was extremely well received by all staff who enjoyed the focus on building positive relationships with all students. For the second half of the year staff capacity around developing ready to learn plans was built with the intention that all students should be able to understand and follow the supports in their plan when required.

The school received \$297,300.58 in Disability Inclusion funding in 2024 and a further \$279,670.50 under the old PSD system. This has allowed the school to maintain strong levels of ES support in the classrooms, continue to run the STA program under the direction of a speech pathologist and employ a nurse to work at the school on a 0.4 time fraction. A further member of the ES team has been trained to deliver the STA program and 2 members of the ES team were trained in Sounds Write to build the capacity of ES staff to deliver classroom based interventions. All of the measures in the school performance report from the Attitudes to School Survey are improving and this reflects the work that all staff have engaged with around building positive students relationships and ensuring that all students are engaged as quickly as possible with their learning. In the AToSS survey there has been a positive improvement in the motivation and interest factor which has now hit the Strategic Plan target of 90%. The not experiencing bullying factor has dropped back to 73% positive from the 2023 result of 83%. In Term 4 of 2024 the school ran the

Journey of Hope program as a support for student mental health and wellbeing and will be running this again in 2025.

Engagement

2024 saw a moderate improvement in student attendance. 46% of students achieved 90% or higher attendance. 31% had attendance of between 80% and 90%. However, the school did see an increase in the number of students within the 30+ days of absence category. This was due to issues within a small group of families. The Primary Welfare Officer checks attendance on a daily basis and calls the families of all students who have not provided an explanation for their absence. We have continued with our program of acknowledging class attendance in assemblies weekly and have now brought in individual awards for students at the end of each semester. We continue to work with families around what supports we can put in place to ensure their child maximises their attendance.

The school runs a breakfast club on a daily basis which is well attended by all students. In terms 2 and 3 the Smith Family ran a learning club after school on Wednesday, which was well attended. The school has worked with the Smith family to develop closer ties as they provide ongoing support to many of our families. The Berry St. program has become the bedrock of what we do to build student engagement. All staff start the day with a circle of friends where all students are acknowledged and have the opportunity to share something positive about their morning. Ready to learn plans have been developed with students to ensure they have strategies they can use when they feel disregulated and get them back on track as quickly as possible. All staff are clear about the need for brain breaks, their length and how often they need to be implemented. All staff are expected to have unconditional positive regard for all students and ensure that good relationships are maintained with students. This is something that will be developed by continuing professional development and staff discussion.

Financial performance

Total funding from the student resource package was \$2,502,797.46. The equity funding component of this was \$349,588.44. The school directs this towards sustaining the current welfare structure and extra integration aides. The Out of School Hours Care service made a total profit of \$72,578. As at the 31/12/24 the high yield account had a balance of \$900,133.15. The school has put up a higher fence around the school boundary with funds generated by OSHC. The school has a deficit from 2024 of \$157,000 which will help be covered by funds from the high yield account. Due to a temporary decline in enrolments the school expects to continue running a deficit in 2025. The school has entered into a three year contract with Polish and Shine Cleaning Services.

**For more detailed information regarding our school please visit our website at
<https://churchillnth.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 121 students were enrolled at this school in 2024, 59 female and 62 male.

0 percent of students had English as an additional language and 13 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).

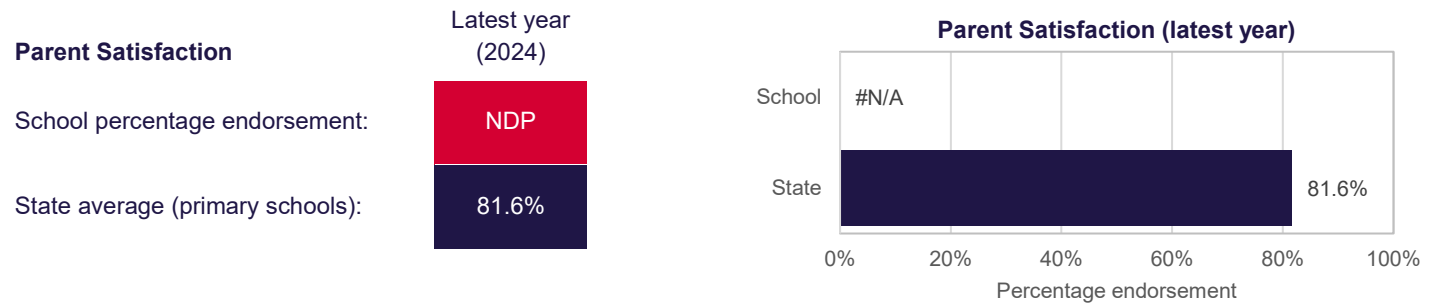
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The 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.

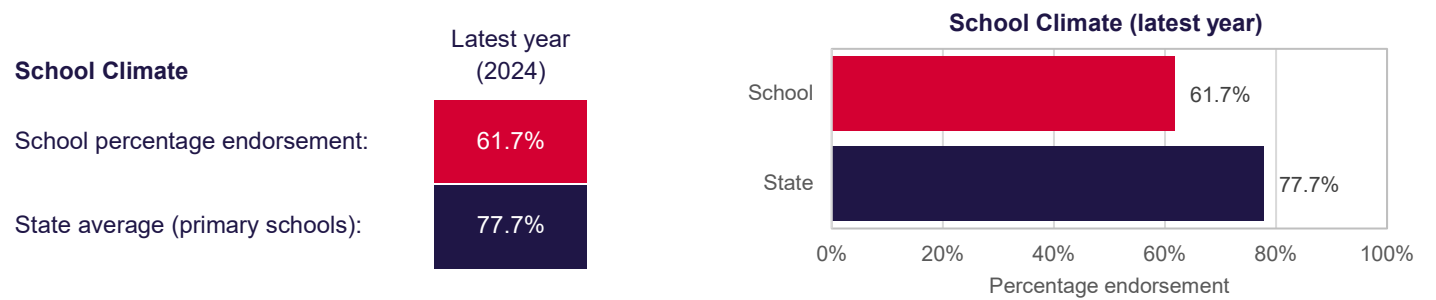


School Staff Survey

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
(2024)

School percentage of students at or above age expected standards:

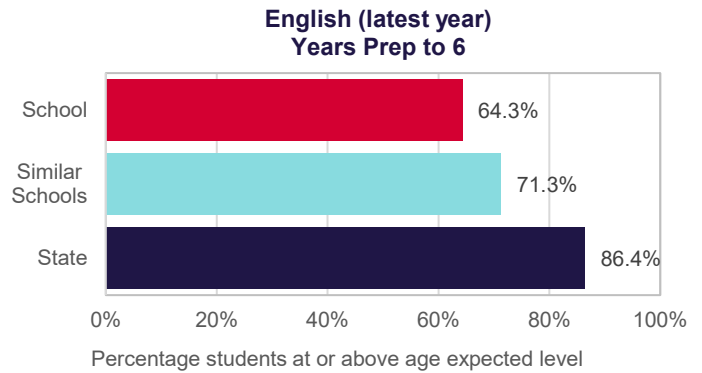
64.3%

Similar Schools average:

71.3%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

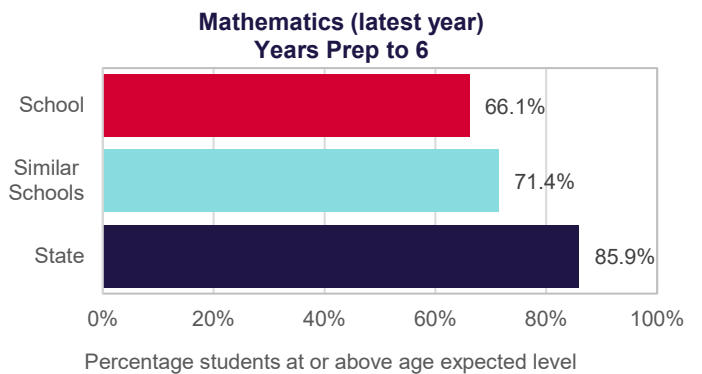
66.1%

Similar Schools average:

71.4%

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.

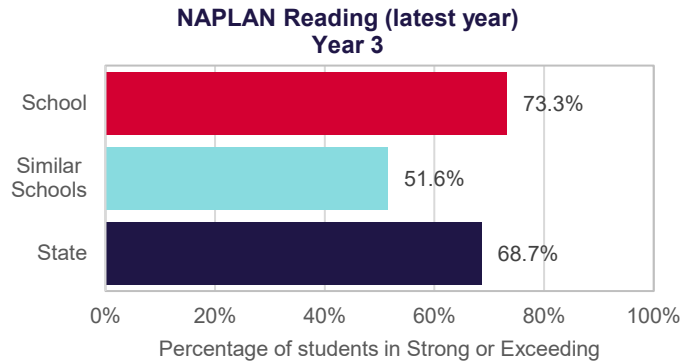
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

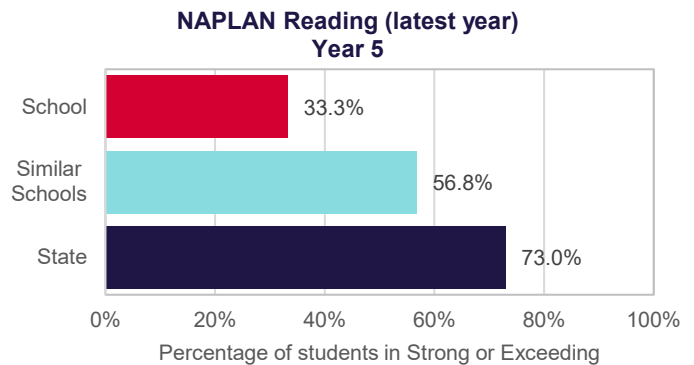
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.3%	57.1%
Similar Schools average:	51.6%	51.4%
State average:	68.7%	69.2%



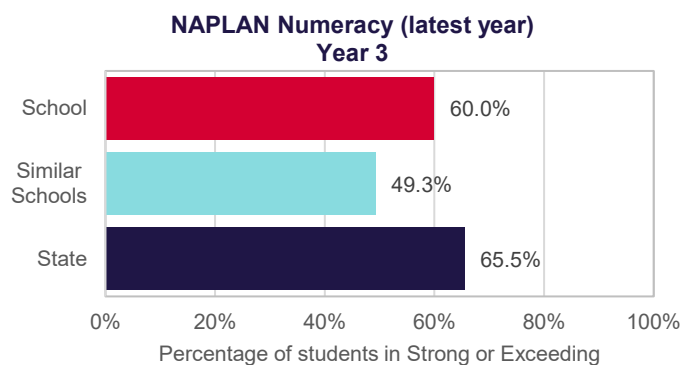
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	57.9%
Similar Schools average:	56.8%	59.5%
State average:	73.0%	75.0%



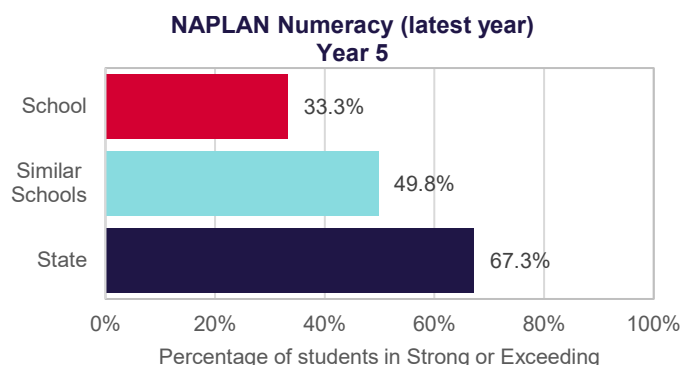
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	55.9%
Similar Schools average:	49.3%	48.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	45.9%
Similar Schools average:	49.8%	49.4%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

41.7%

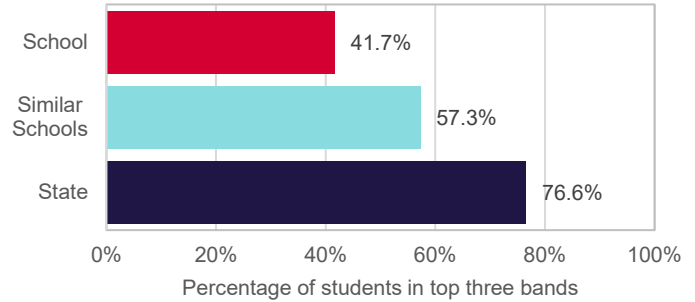
Similar Schools average:

57.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

46.4%

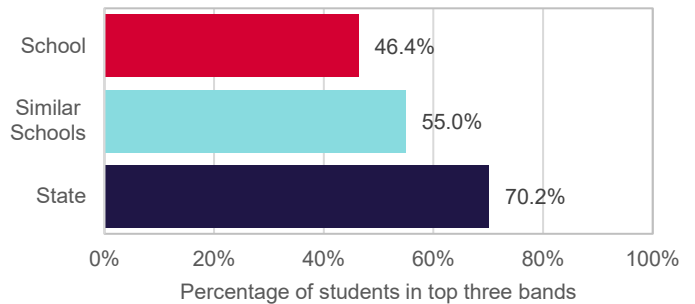
Similar Schools average:

55.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

15.4%

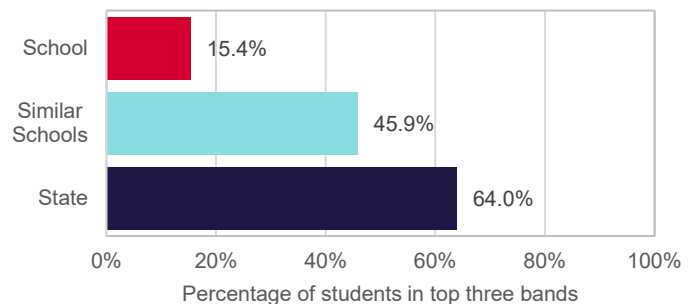
Similar Schools average:

45.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

25.0%

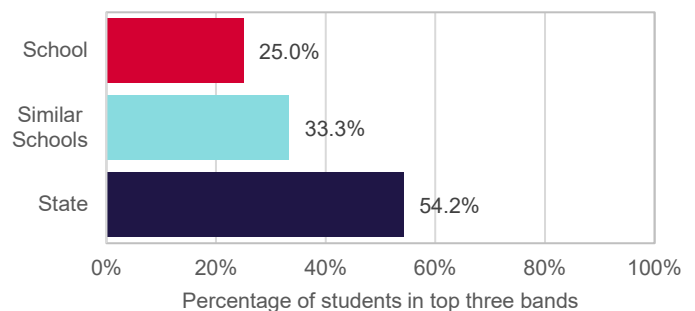
Similar Schools average:

33.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

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

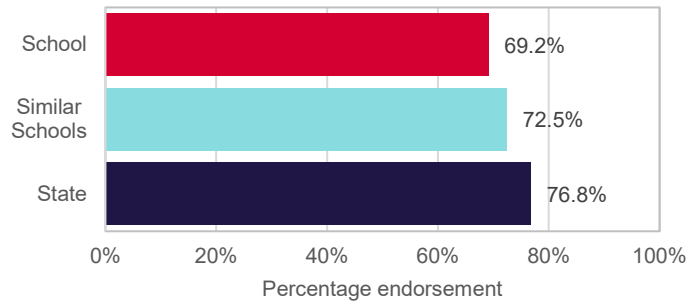
Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	69.2%	70.3%
Similar Schools average:	72.5%	74.6%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



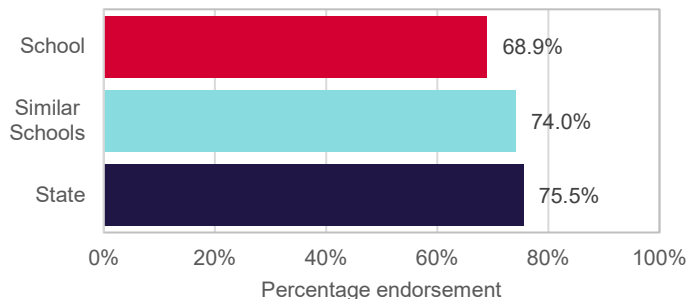
Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	68.9%	71.5%
Similar Schools average:	74.0%	75.9%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

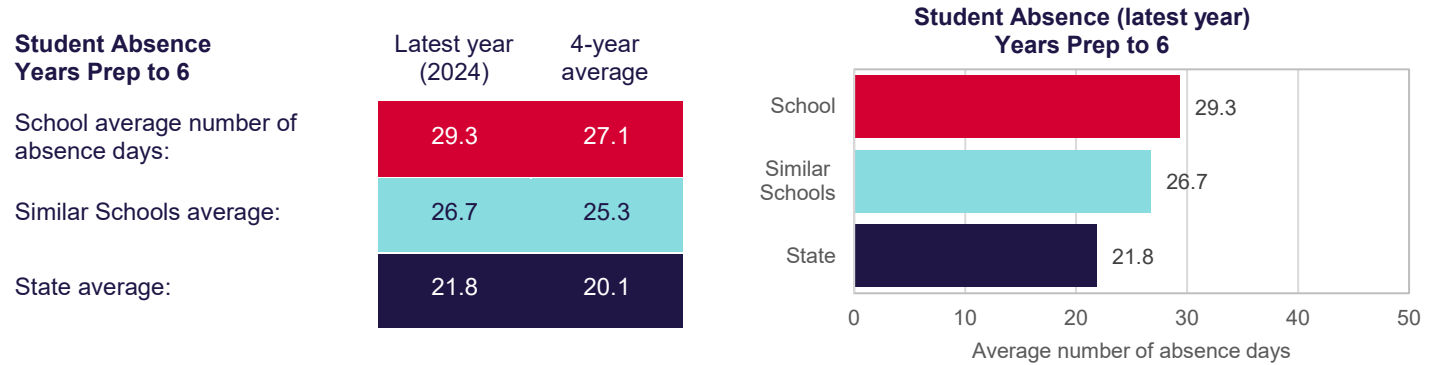


ENGAGEMENT

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.



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 (2024):	87%	81%	89%	83%	85%	84%	85%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,064,252
Government Provided DET Grants	\$415,666
Government Grants Commonwealth	\$96,078
Government Grants State	\$0
Revenue Other	\$40,830
Locally Raised Funds	\$71,843
Capital Grants	\$0
Total Operating Revenue	\$2,688,669

Equity ¹	Actual
Equity (Social Disadvantage)	\$349,588
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$349,588

Expenditure	Actual
Student Resource Package ²	\$2,259,604
Adjustments	\$0
Books & Publications	\$1,453
Camps/Excursions/Activities	\$46,023
Communication Costs	\$3,820
Consumables	\$62,227
Miscellaneous Expense ³	\$21,817
Professional Development	\$14,143
Equipment/Maintenance/Hire	\$38,582
Property Services	\$116,287
Salaries & Allowances ⁴	\$88,839
Support Services	\$40,205
Trading & Fundraising	\$28,472
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$556
Utilities	\$23,290
Total Operating Expenditure	\$2,745,320
Net Operating Surplus/-Deficit	(\$56,650)
Asset Acquisitions	\$156,465

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$900,133
Official Account	\$18,481
Other Accounts	\$0
Total Funds Available	\$918,614

Financial Commitments	Actual
Operating Reserve	\$80,953
Other Recurrent Expenditure	\$16,932
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	\$97,885

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.

