

2023 Annual Report to the School Community

School Name: Chum Creek Primary School (3279)



- 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 26 March 2024 at 05:48 PM by Michael Corr (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 26 March 2024 at 05:51 PM by Tabitha Barclay (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

Chum Creek Primary School is situated in the outer east of Melbourne, close to the rural town of Healesville, within the North-Eastern Victorian region. Most of our students live in the local area, but many students travel from further afield.

Our 56 students were divided into three class groups with an average class size of 18 students. The staffing composition consists of four teachers including one Principal class, three equivalent full-time classroom positions shared by five teachers and three part-time specialist teachers in Art, Library and Physical Education. We also have a Chaplain (0.4 EFT).

At Chum Creek Primary School we foster a friendly learning community which values acceptance, integrity and respect in a positive and engaging environment. The school's vision is based on the School Wide Positive Behaviour Support (SWPBS) values of Respect, Resilience and Ready To Learn.

Chum Creek Primary School enjoys its natural environment and has a strong reputation for teaching toward a sustainable lifestyle as well as a strong focus on environmental education.

We enjoy being well supported by a strong local and parent community who all joined us for celebrations when our school recently celebrated 125 years of service to the Chum Creek and Healesville West community.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Chum Creek Primary School we are proud of our achievements in student learning. We have high expectations for all learners. Our focus on personalised learning and individual student learning goals means we promote educational excellence, thinking skills, creativity and an inquiring mind in all of our students.

In 2023 the school was proud of our teacher judgement of student achievement. Despite slight falls across the school in both English and Mathematics, with 90.1% (fall from 92.8% in 2022) of students achieving above both Similar Schools and State average level in English, and 90.6% (fall from 90.8% in 2022) achieving at or above both Similar Schools and State average level in Mathematics.

- Year 3 Reading exceeds Similar Schools as well as the State average;
- Year 5 Reading has increased and exceeds Similar Schools as well as the State average;
- Year 3 Numeracy has increased and is exceeding both Similar Schools as well as the State average;
- Year 5 Numeracy has increased and is exceeding both Similar Schools as well as the State average;

Because of low participating numbers, our NAPLAN achievements are more difficult to measure.

For the remaining period of our School Strategic Plan we will continue to strengthen our primary focus on Literacy and Numeracy across the school. Major focus areas will include Writing and Numeracy. A dedicated focus on literacy is already producing some positive outcomes and ensuring a high level of consistency across the school.

Wellbeing

At Chum Creek Primary School we care about the welfare of every child. We pride ourselves on being a supportive, friendly and caring school that provides an outstanding student management program with a strong emphasis on the development of our school values, positive learning attitudes and resilience. School Wide Positive Behaviour supports all that we do in this area and our students are frequently commended on their positive behaviours. Staff work as a team to monitor student wellbeing.

The chaplain, who has been working at our school in a part-time capacity for over fifteen years, is a key component of our response to student wellbeing; despite their title the chaplain's role is not a religious one but focuses purely on the wellbeing of our students, their families and our staff. The chaplain responds readily to requests and referrals from staff, parents and the students themselves using a variety of engagement activities and procedures.

With no mandatory uniform and the use of Christian names between students and staff our school has a relaxed approach. The drift of enrolments to us in the middle- and later years from other schools reflects that this is becoming more widely acknowledged and accepted in the wider community. This is also reflected by increasing enrolments each year over the past five years.

Engagement

Student attendance at Chum Creek Primary School is closely monitored. We regularly promote the importance of school attendance in the newsletter, reports and parent meetings.

Our 2023 whole school attendance data shows an absence rate of 19.3%, a significant drop from 2022's 29.4% and well below both Similar Schools and State average. Attendance has improved across all year levels: the data ranges from 85% to 96%. We are particularly pleased with a significant improvement in our Year 6 attendance rate which has risen from 79% in 2022 to 91% in 2023.

Short and long term absences can be attributed to extended family holidays, illness and reasonable adjustments for individual students aligned to individual learning and behaviour plans, alongside the longer term effects of the COVID-19 lockdown period. Student voice and agency is promoted. We have a strong student leadership team and students across all levels are given opportunities to have input into the programs and values of our school community. Our school captains organise and run the whole school assembly held on Friday afternoons and also represent the school as student leaders within the school and in the wider community. Our wider student leadership team is involved in school improvement and student welfare projects. We are always working to source and provide opportunities for our students to actively demonstrate these values in school and in the community and we seek to ensure more authentic involvement in school decision-making.

Other highlights from the school year

Among other activities, in 2023 our students participated in:

- "signing" the National Anthem using AUSLAN (our LOTE) at the local ANZAC Day service in the Healesville main street;
- school camp for Years 4-6;
- swimming program for all classes (extended program for our Juniors);
- whole school production of the student's own version of "Charlie and the Chocolate Factory";
- MacRob extension program for Senior gifted students;
- kayaking sessions for Middle and Senior students;
- Years 2 & 3 sleepover;
- district athletic sports;
- "small School Swimming Carnival";
- "Friends of the Helmeted Honeyeater".
- regular excursions to Healesville Sanctuary.

Financial performance

In 2023, Chum Creek Primary School completed the year with a surplus of \$110,143. Careful financial management by our Business Manager overseen by our Principal and monitored by School Council have seen our school generate a healthy bank balance that will be used to provide better facilities for our students. As well as the funds provided by the Department, our Parents Club work tirelessly to support our school's programs and subsidise extras like our school minibus, excursions, camps and end of year celebrations for transitioning students.

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, the improvement of student resources 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.

For more detailed information regarding our school please visit our website at
www.chumcreek.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 52 students were enrolled at this school in 2023, 25 female and 27 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).

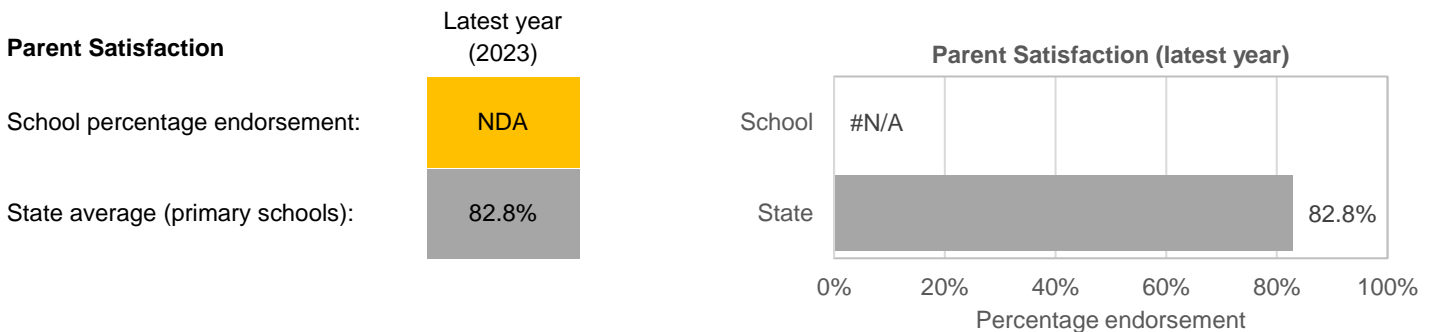
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

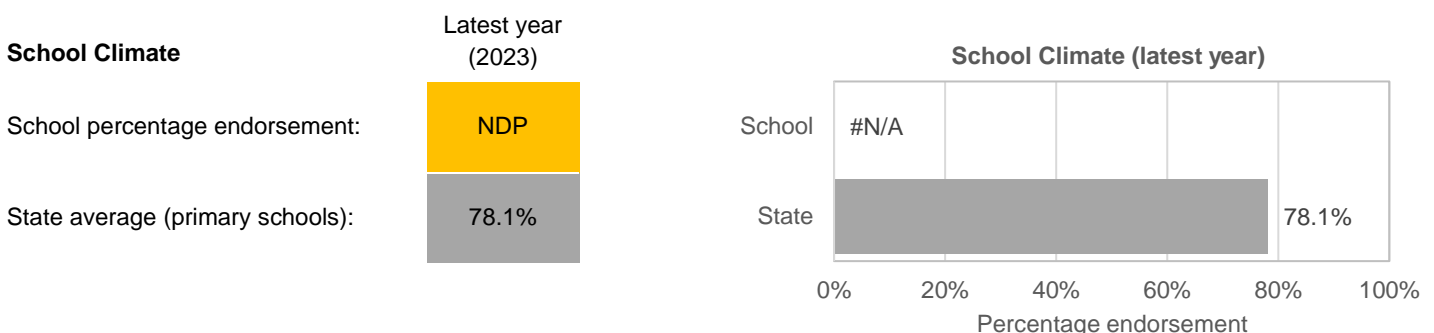


School Staff Survey

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:

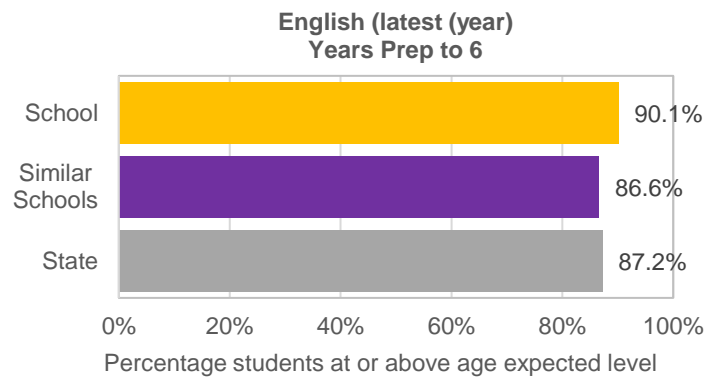
90.1%

Similar Schools average:

86.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

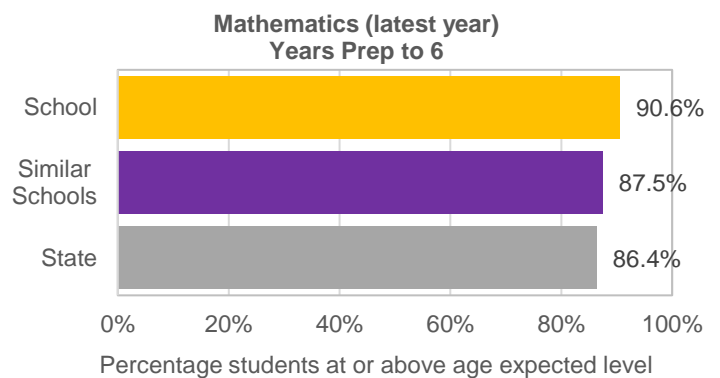
90.6%

Similar Schools average:

87.5%

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:

88.9%

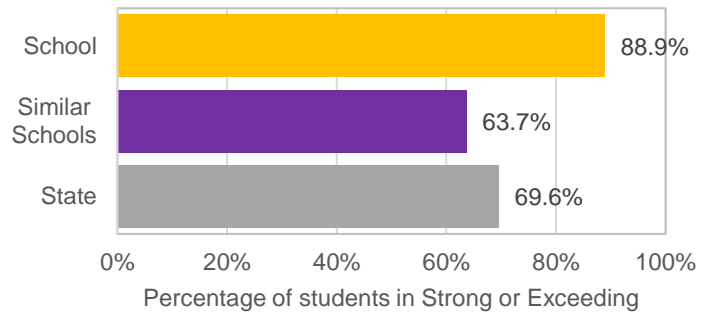
Similar Schools average:

63.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.5%

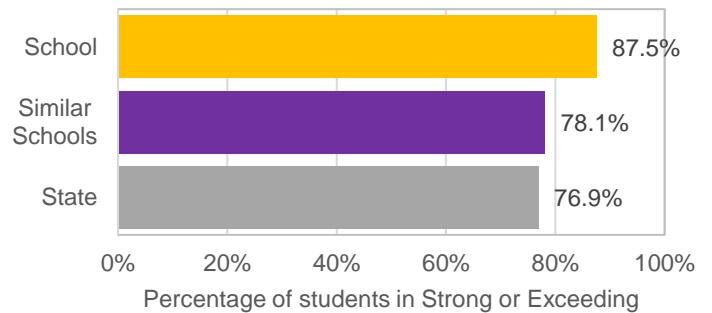
Similar Schools average:

78.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.9%

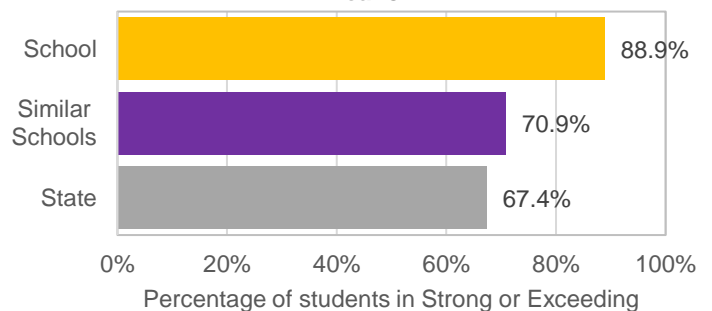
Similar Schools average:

70.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.8%

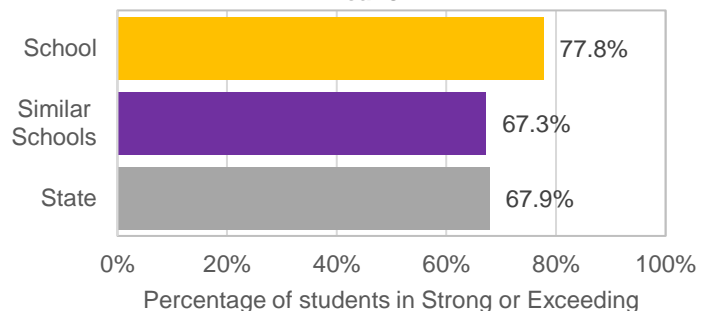
Similar Schools average:

67.3%

State average:

67.9%

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:

NDP

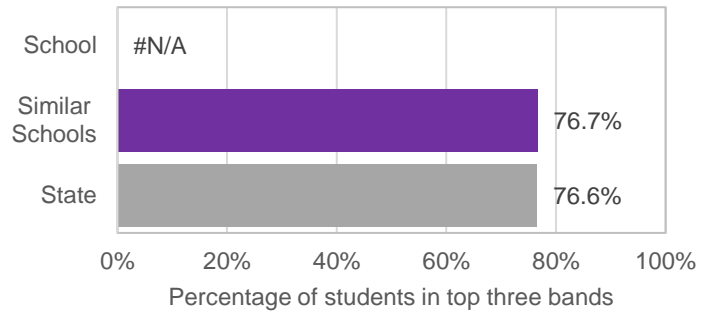
Similar Schools average:

76.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

25.0%

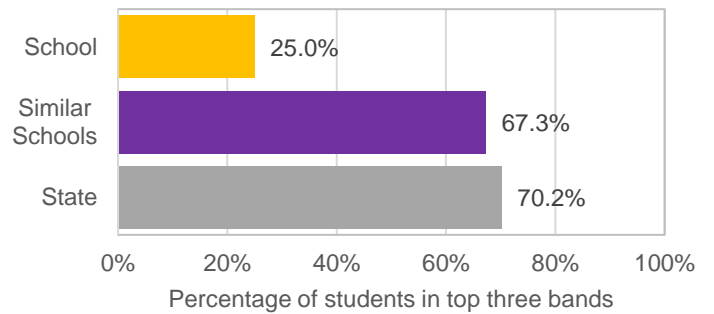
Similar Schools average:

67.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

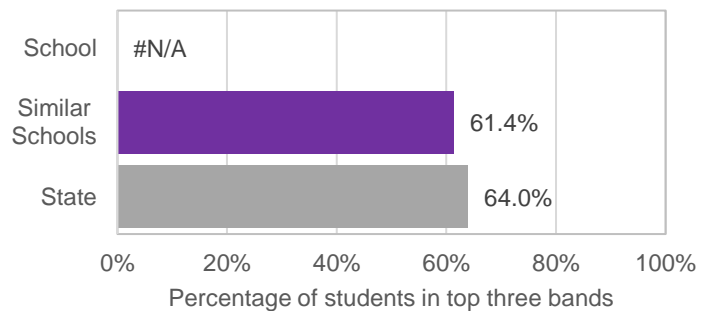
Similar Schools average:

61.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

16.7%

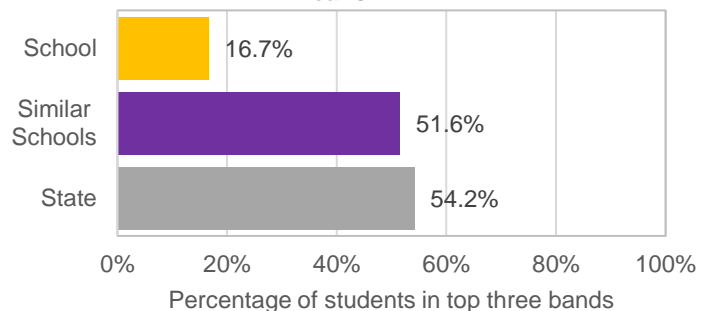
Similar Schools average:

51.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

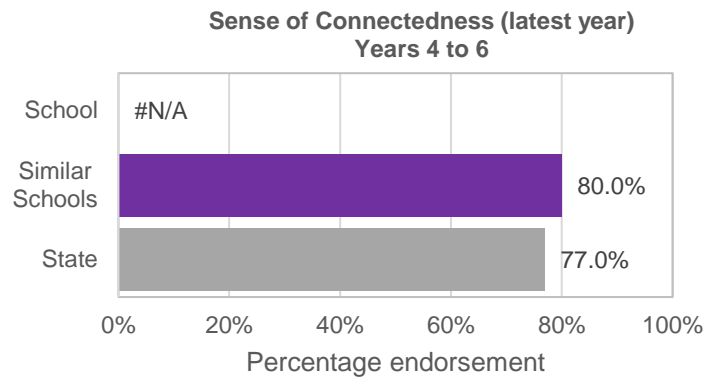
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School percentage endorsement:	NDA	NDA
Similar Schools average:	80.0%	80.4%
State average:	77.0%	78.5%

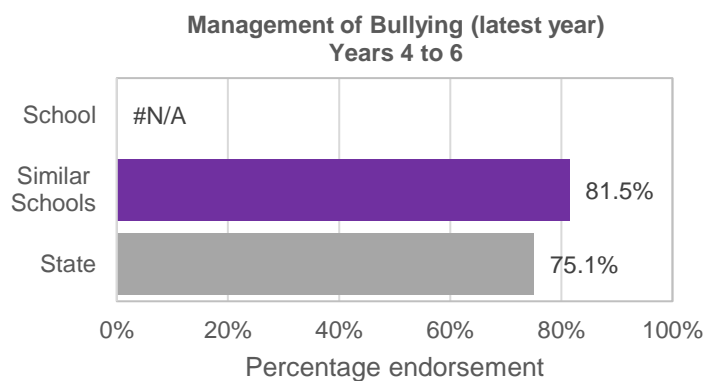


Student Attitudes to School – Management of Bullying

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:	NDA	NDA
Similar Schools average:	81.5%	82.0%
State average:	75.1%	76.9%



ENGAGEMENT

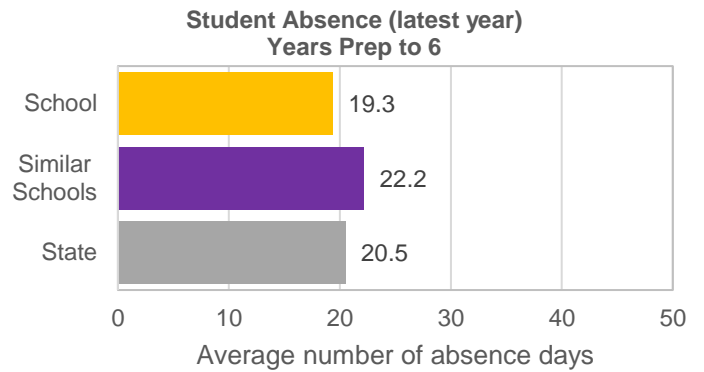
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.3	20.9
Similar Schools average:	22.2	19.3
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	96%	91%	85%	89%	92%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$716,421
Government Provided DET Grants	\$157,640
Government Grants Commonwealth	\$64,043
Government Grants State	\$0
Revenue Other	\$9,214
Locally Raised Funds	\$57,200
Capital Grants	\$0
Total Operating Revenue	\$1,004,518

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,811
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,811

Expenditure	Actual
Student Resource Package ²	\$660,929
Adjustments	\$0
Books & Publications	\$286
Camps/Excursions/Activities	\$12,159
Communication Costs	\$1,966
Consumables	\$12,456
Miscellaneous Expense ³	\$11,272
Professional Development	\$3,072
Equipment/Maintenance/Hire	\$31,111
Property Services	\$39,009
Salaries & Allowances ⁴	\$61,124
Support Services	\$32,805
Trading & Fundraising	\$19,065
Motor Vehicle Expenses	\$996
Travel & Subsistence	\$0
Utilities	\$8,125
Total Operating Expenditure	\$894,376
Net Operating Surplus/-Deficit	\$110,143
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 17 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	\$211,892
Official Account	\$14,508
Other Accounts	\$0
Total Funds Available	\$226,400

Financial Commitments	Actual
Operating Reserve	\$33,765
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$25,000
School Based Programs	\$87,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$245,765

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.