

2021 Annual Report to The School Community



School Name: Chiltern Primary School (0327)



- 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 18 March 2022 at 05:09 PM by Louie Tempany (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 30 March 2022 at 06:47 PM by Scott Cunningham (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

Chiltern Primary School is a small, rural school, situated in a historic North East Victorian town. In 2021 we had an enrolment of 56 students, consisting of students from 38 families - 25 female and 31 male students, which equates to 44.6 % female and 55.4 % male students. Our student cohort consisted of 0% from non-English speaking backgrounds, with 3.39% of our cohort experiencing disabilities such as: hearing (1), vision (3), speech (4) and physical (1). Our student cohort consisted of 3 Aboriginal students, and one PSD funded student.

This school's socio-economic band value is: Medium, with an SFOE Index of 0.4201.

The staff of Chiltern Primary School take great pride in providing a safe and supportive environment with a strong emphasis on student learning outcomes. We provide a range of programs to support & increase student engagement, all the while promoting our core values; Respect, Responsibility, Care & Compassion, Honesty & Fairness, which underpin the success of our students both academically & socially.

As a school, our aim is to foster independent & empowered learners who have a strong sense of self-belief and self-worth. We encourage our staff, students & parents to value diversity & promote the development of the individual, academically, socially and emotionally. We are an inclusive school with a strong moral purpose, where staff know their students, understand their learning needs & ensure each child is engaged in meaningful learning experiences.

Chiltern Primary School aims to provide an encouraging, stimulating, supportive and engaging environment that fosters learning and enables students to develop the emotional, social, physical and academic skills required to adapt to and contribute to an ever changing world. Chiltern Primary also seeks to ensure that all students, regardless of their ability or style of learning, have the opportunity to reach their full potential in a positive learning environment. We acknowledge that each child has unique interests, needs and abilities and our educational program takes this into account. Chiltern PS aims to provide a happy, healthy, secure and stimulating environment for all members of the school community. To assist each child to achieve a positive and respectful attitude to learning, to other members of the school, to other members of the community and themselves. We also aim to encourage intellectual curiosity and arouse interest in activities which may be pursued in leisure times and to develop confidence in a child by arranging for him or her to earn and experience a measure of success. We aim to achieve this by the school working closely to build on home-school-community partnerships.

Staffing in 2021 consisted of one full time Principal, 3 Classroom Teachers, 4 Specialist Teachers (0.1 Music, 0.1 MACC – Art and 0.1 MARC - Library and 0.1 LOTE - Chinese) and Education Support Staff which includes Student Support, Student Well Being Officer and a Business Manager. The school currently works collaboratively with regional Aboriginal staff to support our Aboriginal students. We find working with our KESOs invaluable.

We continue to deliver an extensive range of specialist and extra-curricular programs including; Science, Chinese, Visual Arts, Physical Education, Library, Music & our STEM program. Our Community Connection Program had intended to include the Chiltern Men's Shed, Community Lunches and Meals on Wheels, however in 2021 these programs were unable to operate due to COVID-19 restrictions.

The teaching & learning areas are bright and well-kept with access to a number of multi-purpose areas. There is an emphasis on varied and differentiated learning experiences, including high quality instructional practice & inquiry based learning through real-life experiences.

We are highly committed to student attendance as we want our students to have every opportunity to access learning. We are extremely proud of the dedicated and compassionate nature of our staff and our school motto of, 'School, Family and Community Achieving Together' highlights our commitment to the students and the Chiltern community.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes provides a common language among teaching at every career stage, which in turn aims to support the achievement of whole school improvement. It is structured around four state-wide priorities that are proven to have a strong bearing on the effectiveness of a school.

Two of these priorities 'Excellence in Teaching and Learning' – 'Evidence Based High Impact Teaching Strategies' and 'Curriculum Planning and Assessment' were identified in our Annual Implementation Plan to support the improvement of student learning and outcomes.

Our goals for 2021 which were mandated by the DET were to:

- Improve outcomes of targeted students identified in the TLI program to reach expected levels in Literacy and Numeracy
- Improve Attitude to School Survey results in the areas of School Connectedness, Attendance
- Demonstrate improved results from the 2018 Parent Opinion Survey in the areas of: Motivation and Support, Student Voice and Agency

KIS 1.a

Curriculum planning and assessment - Learning, catch-up and extension priority

KIS 1.b

Health and wellbeing - Happy, active and healthy kids priority

Achievement

To say that 2021 was a challenge for educators and students, is a huge understatement. The Covid-19 Global Pandemic saw the continuation of the implementation of Remote Learning. To make this effective, teachers needed to be flexible, creative and fast learners. The staff at CPS did us all proud, quickly adapting their learning program to continue to deliver authentic and engaging learning programs remotely.

Students responded well to Remote and Flexible Learning, as they were familiar with the delivery of a remote program and we plan to incorporate more project-based, self-directed learning into our curriculum.

During Remote Learning staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. We will continue to incorporate this into our teaching and learning program.

We are proud of the work we have done embedding our new program Play is the Way and the impact it is having on student behaviour. In addition we have continued our work with School Wide Positive Behaviour Support - and now have a common understanding and language used with both staff and students. We have socialised these documents with students and parents and sought feedback from both cohorts.

A huge focus in 2021, revolved around those students who made minimal progress throughout Remote Learning. The Tutor Learning Program will identify, assess and provide targeted small group learning opportunities to these students with the aim of bringing them back to their original learning projection. Our work around the TLI was outstanding, with all students making growth and the program having a very positive impact on student learning.

In terms of achievement data, the lack of face-to-face schooling had some negative effects on some students while others thrived in the remote learning environment.

Our NAPLAN results were reflective of the hard work done by many in 2021, with the following figures indicating students in the top two bands:

	Year 3	Year 5
Reading:	33.3%	88.8%
Writing:	37.5%	45.5%
Spelling:	22.2%	33.3%
Punctuation & Grammar	77.8%	55.4%
Numeracy:	50%	44.4%

Data from Student Attitude to School Survey in 2021:

- School Connectedness from 81% positive response in 2018 to 85% in 2021 – 98% in 2021
- Attitude to Attendance, from 85% in 2018 to 90% in 2021 – 100% in 2021

Improve student wellbeing results:

- Effective Classroom Behaviour from 83% in 2018 to 85 % in 2021- 98% in 2021
- Managing Bullying from 90% in 2018 to 95% in 2021 – 100% in 2021
- Managing Bullying from 73% positive response in 2018 to 80% in 2021- 100% in 2021
- Non-experience of Bullying from 53% positive response in 2018 to 60% in 2021- 100% in 2021

Engagement

To support student engagement, Chiltern Primary School provides a challenging, balanced and comprehensive curriculum with the flexibility to meet the needs of each student. All students are able to participate in an environment which values and respects their achievements. Our School Values of: Care and Compassion, Respect, Responsibility and Honesty and Fairness, provide our whole school expectation in maintaining a positive learning environment. Our school has an open door policy to families, where we welcome families into our classrooms and encourage them to attend whole school assemblies, parent information sessions and social school community events such as the start of year, 'Meet and Greet Afternoon Tea' or 'BBQ'. Throughout the year we are committed to engaging with families through a variety of initiatives such as Parent/Student/Teacher Discussions, Walk/Ride to School Day, weekly hot lunches and our annual Mini Easter Fete. The school boasts a qualified, dedicated teaching staff committed to securing the best possible learning outcomes for all students. Chiltern Primary School takes every opportunity to broaden students' experiences by providing a wide range of extra-curricular and enrichment programs including; camps, excursions, inter-school sport, choir, Junior School Council, Men's Shed program, Chiltern Senior Citizens Community lunches, Meals on Wheels and lunchtime activities such as: our POD Play program. These activities foster the qualities of; leadership, initiative, independence, self-confidence, self-esteem, problem solving, decision-making, resilience, teamwork and social skills. Classroom engagement is ensured by providing learning tasks which are differentiated for each individual student and reciprocal feedback between teachers and students is embedded in daily practice. Unfortunately due to COVID-19 constraints some of our regular programs were either postponed or cancelled. An extensive array of enrichment and co curricula programs ensured all students were exposed to (where possible) a range of learning activities and environments during 2021. They support higher levels of engagement and wellbeing. These successful programs included:

- Student Leaders Program (House Captains and Vice Captains and Junior School Council)
- Strong home/school partnership
- Junior School Council Meetings
- Variety of Specialist Programs (LOTE, Science, Performing Arts, Visual Arts and Library - still provided during Remote and Flexible Learning and when students returned to on-site learning)
- Literacy and Numeracy Support
- Buddies Program
- Effective Sport Program
- Camps for Years 3-6 - with an introduction to the school camping program with a Year 2 Sleepover
- Music Program
- Parent/Student/Teacher Discussions
- Weekly WebEx assemblies - during remote learning
- Weekly WebEx Science/STEM lessons - during remote learning
- Mother's/Father's Day Stall

Wellbeing

Well-being is a consistent area of focus at Chiltern Primary School, and in 2021 has once again, been a high priority. With continued impacts on the community, we were challenged to meet the rapid changes of operations within a school, as well as the need to research, adopt and implement new ways of doing things. This had a remarkable impact on staff and students. We prioritized time and effort towards ensuring the emotional wellness of staff and students was being addressed. The following are a few of the adjustments made to underwrite our support of student and staff wellness:

- We introduced Fun Fridays to our remote learning program
- Introduced Whacky Wednesdays when students returned to school - led by our JSC
- Class meetings every morning was another wellbeing initiative implemented for students to maintain connectedness to their teacher and their friends/classmates. Participation in these was very high.
- Ran our Whole School Assemblies live across the school
- Feedback from remote learning (5.0), told us that students like choice in learning while working remotely, and also the

physical and positive emotional activity was helpful and enjoyable

Finance performance and position

The school's financial situation at the end of 2021 was in a healthy position. Due to Remote and Flexible Learning, a lot of the school's budget expenses were not utilised. Additionally, DET supported our school with COVID cleaning grants and support during the pandemic. We continued to receive funding to assist in the facilitation of programs within our school, such as Equity Support and Sporting Schools Grants.

This money will roll-over into 2022 and be allocated across the 2022 budget as per the School Council approved draft budget. The substantial equity funds provided additional programs and teachers to support student learning, in the areas of Literacy, Numeracy, ICT and Well-Being. Equity Funding was used to ensure the continued employment of our Classroom Assistant and externally sourced face to face LOTE program. Equity Funding was used towards a new spelling program 'Sound Waves.'

The surplus will be used to support the provision of programs targeting the individual needs of the students at this school and ensure students and staff have access to necessary resources.

For more detailed information regarding our school please visit our website at
<http://www.chilternps.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.

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 59 students were enrolled at this school in 2021, 25 female and 34 male.

0 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).

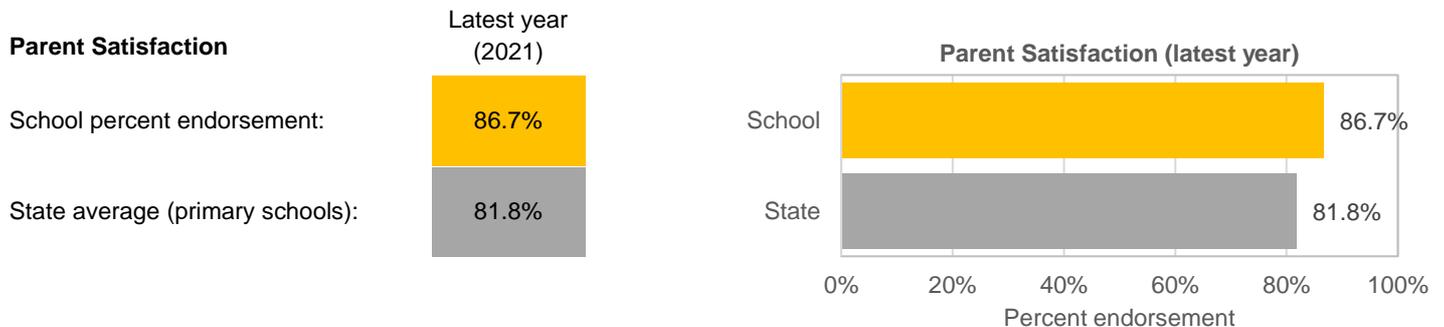
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

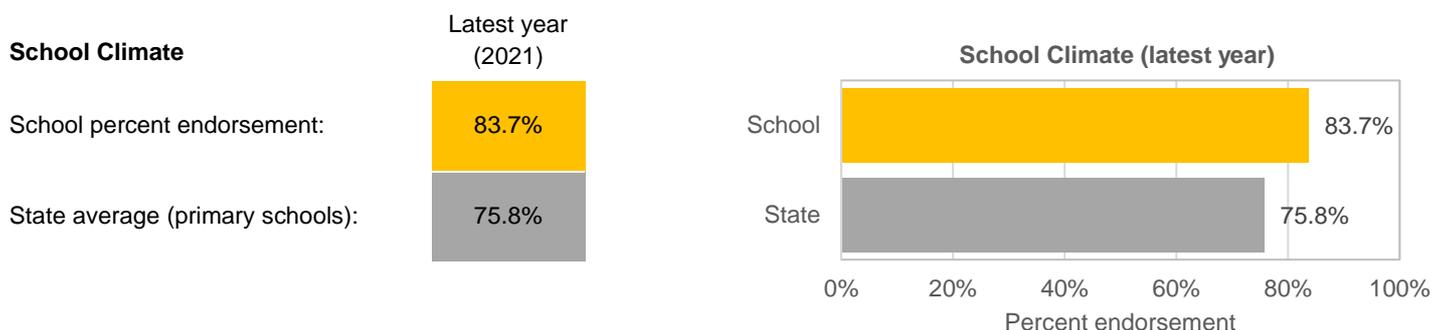


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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:

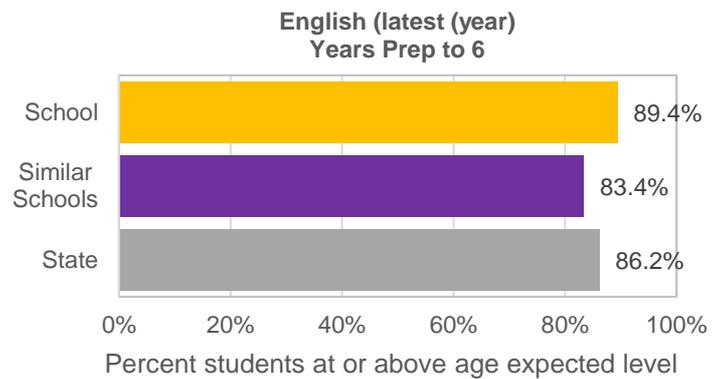
89.4%

Similar Schools average:

83.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

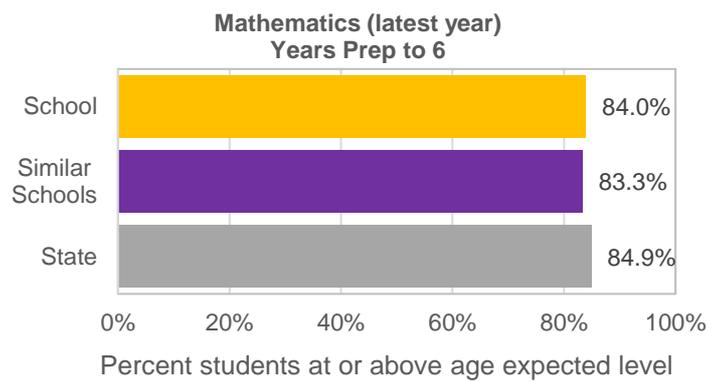
84.0%

Similar Schools average:

83.3%

State average:

84.9%



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.

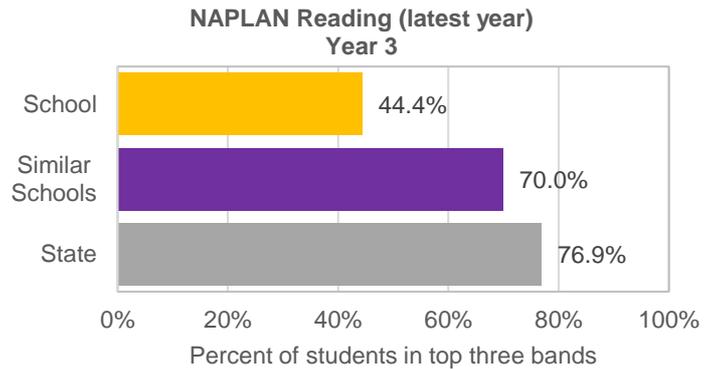
NAPLAN

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.

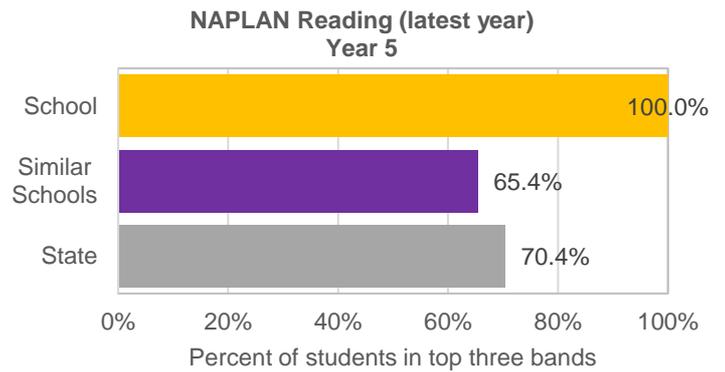
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.4%	59.3%
Similar Schools average:	70.0%	72.7%
State average:	76.9%	76.5%



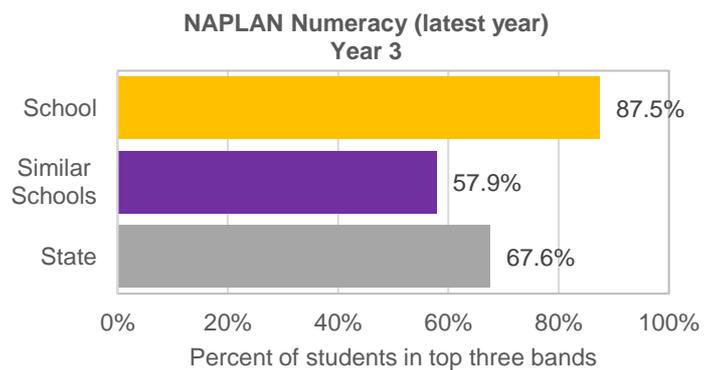
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	69.6%
Similar Schools average:	65.4%	65.1%
State average:	70.4%	67.7%



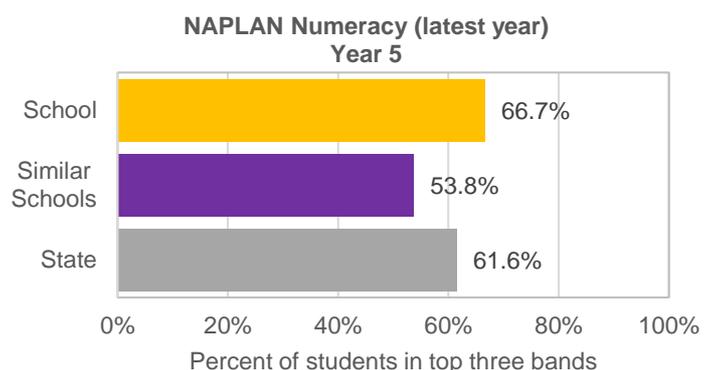
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.5%	73.1%
Similar Schools average:	57.9%	64.7%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	65.2%
Similar Schools average:	53.8%	56.0%
State average:	61.6%	60.0%



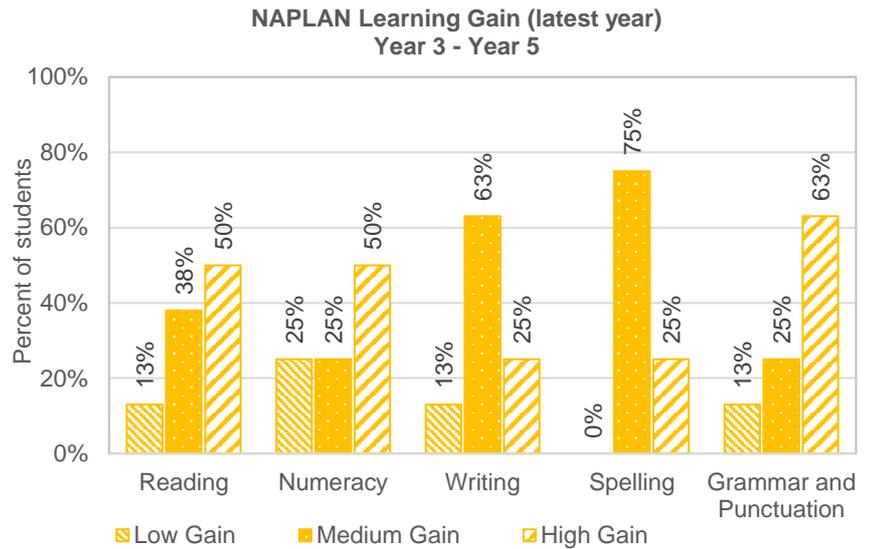
ACHIEVEMENT (continued)

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:	13%	38%	50%	23%
Numeracy:	25%	25%	50%	20%
Writing:	13%	63%	25%	16%
Spelling:	0%	75%	25%	20%
Grammar and Punctuation:	13%	25%	63%	20%



ENGAGEMENT

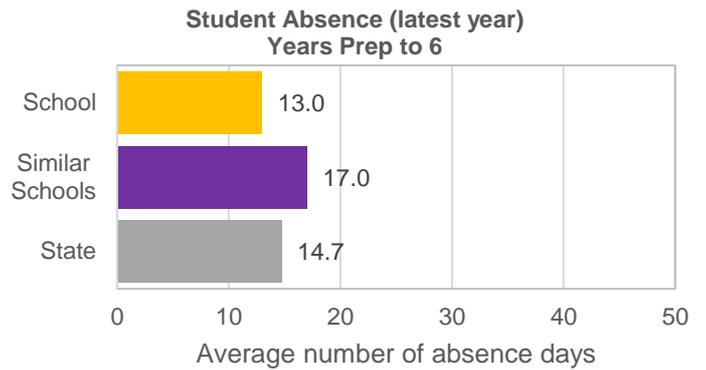
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.0	12.8
Similar Schools average:	17.0	16.7
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	94%	94%	93%	95%	94%	91%

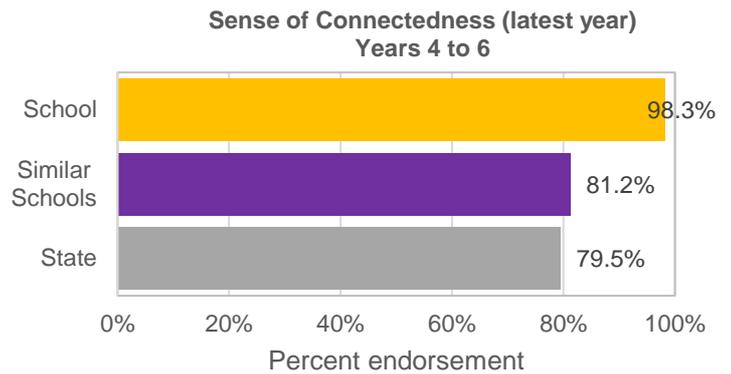
WELLBEING

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:	98.3%	92.7%
Similar Schools average:	81.2%	81.7%
State average:	79.5%	80.4%

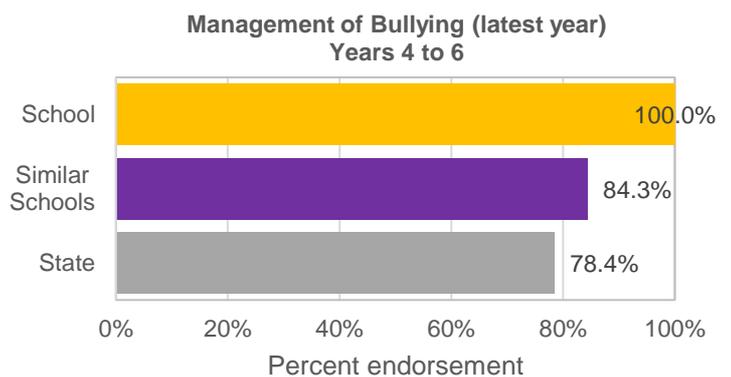


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	100.0%	96.5%
Similar Schools average:	84.3%	83.9%
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.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$566,128
Government Provided DET Grants	\$313,077
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$4,116
Locally Raised Funds	\$29,243
Capital Grants	\$0
Total Operating Revenue	\$912,564

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,855
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$31,855

Expenditure	Actual
Student Resource Package ²	\$555,038
Adjustments	\$0
Books & Publications	\$413
Camps/Excursions/Activities	\$6,785
Communication Costs	\$2,401
Consumables	\$10,789
Miscellaneous Expense ³	\$13,143
Professional Development	\$1,102
Equipment/Maintenance/Hire	\$13,918
Property Services	\$48,552
Salaries & Allowances ⁴	\$29,471
Support Services	\$12,432
Trading & Fundraising	\$9,650
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,951
Total Operating Expenditure	\$713,644
Net Operating Surplus/-Deficit	\$198,920
Asset Acquisitions	\$45,598

- (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	\$420,961
Official Account	\$1,384
Other Accounts	\$0
Total Funds Available	\$422,344

Financial Commitments	Actual
Operating Reserve	\$25,065
Other Recurrent Expenditure	\$2,705
Provision Accounts	\$0
Funds Received in Advance	\$167,842
School Based Programs	\$107,456
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,565
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$84,071
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$390,703

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.