

2022 Annual Report to the School Community

School Name: Campbellfield Heights Primary School (5034)



"Success for all"

- 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 of the previous calendar year 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 26 April 2023 at 03:30 PM by Susie Bellizia (Principal)

- This 2022 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 April 2023 at 03:32 PM by Amani Samman (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Campbellfield Heights Primary School is a supportive community dedicated to providing a safe and inclusive learning environment for all students. At the core of the school is a strong set of values, including respect, responsibility, safety and successful learning. The school's vision is to provide a safe, supportive and inclusive environment that empowers all students to have agency and success in their learning and to contribute positively as active citizens within their community. Campbellfield Heights Primary School aims to develop confident learners who are equipped with the skills and knowledge to succeed in life beyond the classroom.

In 2022, the primary objectives of the school were to maximise students' learning advancement in the domains of Literacy and Numeracy, foster a culture of voice and agency and promote the overall physical and emotional wellbeing of students. Collaboration with the community remained a crucial asset for the school. As reported in the annual Parent Opinion Survey, the level of parent endorsement on their school satisfaction was high, with 96% positive responses, 16.1% higher than the state.

The school was led by two principal class (acting in their roles), supported by a learning specialist and teachers ranging from graduates to highly accomplished teachers. A FTE 7.0 teachers undertook classroom responsibilities (7 classes) and a FTE 2.2 teachers supported students through the tutoring program and specialist classes, including Physical Education, Visual Arts, Performing Arts and Italian. The FTE 9.94 of dedicated Education Support Staff supported students in Program for Students with Disabilities (PSD) and classroom support, Speech Therapy, Administration and Wellbeing.

Student enrolment in 2022 was a total of 145 students from Foundation level to Year 6, comprising 78 female and 67 male students. Campbellfield Heights Primary School welcomed students from diverse cultural backgrounds and aimed to create a sense of belonging for all members of the school community. The school prides itself on being a multicultural community of learners who are dedicated to achieving success, in collaboration with staff, students and parents alike. 59% of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Our school is located in the suburban area of Campbellfield, offering a convenient location for families in the surrounding neighbourhood. It is located in the City of Hume, approximately 15 kilometres from Melbourne's CBD. Situated on a large allotment, there is plenty of space for the students to play and interact. This includes a large oval, turfied sport courts, playground equipment, pavilion, a school garden, a Community Hub, Oral Language Centre, Wellbeing Centre, well-resourced library and lots of natural outdoor spaces for learning and socialising.

The diverse community enriched all aspects of school life. Throughout the year, school events were organised, including Mother's and Father's Day events, EID Lunch, Carols @ CHPS, a Colour Fun Run and many other educational/wellbeing experiences. These aimed to provide engaging activities for students and their families and provided an opportunity for staff, students and parents to reconnect positively following two years of interrupted learning and onsite engagement due to COVID19 restrictions and remote learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teachers engaged in weekly collaborative planning and used whole class and cohort data to identify students' needs, plan and differentiate accordingly. Teachers built their knowledge of High Impact Teaching Strategies (HITS) by engaging in professional learning through the Professional Learning Communities (PLC) inquiry cycle and implemented this knowledge into literacy and numeracy practices. High achieving students were supported by participating in an extension program (Victorian High Ability Program) and students with additional needs were supported through small group intervention, speech and language support, social and emotional wellbeing programs and tutoring.

School leaders delivered whole school professional learning on the school's agreed Instructional Model and engaged in reflective conversations with teachers regarding their practice. As a result of this, teachers had a stronger understanding of the Instructional Model and effectively and explicitly implemented this in their lessons. There was a consistent approach throughout the school and teachers confidently used the agreed language of the Instructional Model sections in Professional Learning Team (PLT) discussions

and classroom practice. Teachers regularly reflected on what the students were doing in the 'work time' and were able to identify the changes that needed to occur based on learning tasks.

Staff further enhanced their knowledge and capacity to identify students that require an Individual Education Plan (IEP). Through professional learning, they were able to use the 'IEP Quality Checklist' rubric and the '4 Stages of IEP Planning' to ensure all essential components were included in an IEP. Teachers refined teaching strategies, adjustments and supports to meet students' individual educational needs so they can reach their full potential.

Teachers participated in professional learning about the Learning Pit and Mindset Motto. Teachers and students co-created the expectations and strategies for effective use of the Learning Pit and were able to identify and verbalise their success based on new learnings. This new knowledge set the tone and acquisition for student voice and agency.

The school boasted other highlights that contributed to the success of its students. One such highlight was the tutoring program that provided students with additional support in their academic pursuits. The distributed leadership model promoted the growth of middle leaders through coaching programs for the PLC instructional leaders, harnessing their potential in making a positive impact on the school's learning environment. The school was also proud of its AIP Teaching & Learning team and AIP Positive Climate team who had worked efficiently to improve the learning and wellbeing experiences for students. Another program introduced was the Victorian High Ability Program that challenged high-performing students to achieve their full potential and reach greater heights in their studies. By fostering a culture of dedication and excellence, the school ensured its students had thrived academically, socially and emotionally.

Wellbeing

In 2022, Campbellfield Heights Primary School had a dedicated focus on the statewide Key Improvement Strategy to 'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'. The school achieved this through a number of deliberate actions.

The Student Support Team focused on identifying students with emerging or acute wellbeing needs and referred them to the appropriate services. The team included the Student Support Coordinator, Principal Class, Engagement and Wellbeing Leader, and Speech Pathologist. Regular meetings between school staff, parents, and students were also held to support the PSD program and vulnerable students. The school provided breakfast, fruit, lunch and additional food for students in need.

Coping plans, behaviour support plans and safety plans were developed with vulnerable students, with the support of the Student Engagement and Wellbeing Leader, and regular support was provided to staff to develop their capacity to respond to the needs of the most vulnerable students. A small group of year 6 students received 6/7 transition support from the Student Engagement and Wellbeing Leader and SSSO, which was successful with feedback from students expressing greater confidence in being prepared for year 7.

The network EILs (IEP champions) worked with the Student Support Team to determine the school's needs and helped teachers understand IEP requirements more effectively by completing professional learning sessions and providing feedback. The Positive Climate Team also engaged in professional learning about "Respectful Relationships" and audited current practices to make recommendations for future implementation in the school. In addition to this, the Acting Principal and Student Engagement and Wellbeing Leader participated in professional learning sessions about the Zones of Regulation and tested elements of the program with selected students during a lunchtime club.

Staff understanding and capacity were evaluated through reflection tools to demonstrate better adoption of student voice and agency in learning. Staff implemented strategies across the school to promote students' active participation in their learning. By the end of the year, all classrooms had successfully implemented both a year level "Mindset Motto" and "Learning Pit" as evidenced through learning walks, surveys and focus groups. Students provided feedback on how the changes impacted the way they think about their learning. This success will be added to the CHPS Framework for supporting student voice, agency and learning.

Other ways staff developed student voice, agency and leadership across the school were as follows:

- Providing choice to students around task and presentation of learning
- SWPBS goals co-constructed from feedback with students
- Individual goal setting
- Building student agency through inquiry based learning

- Leadership roles at a senior and junior levels
- Leadership skills and transition programs for the Grade 6 cohort
- Grade 5 buddy program
- Student-led clubs
- Student-led SWPBS awards
- Student-led assemblies
- Peer to peer feedback and teaching of collaborative skills
- Classroom roles and responsibilities
- Asking clarifying questions to capture student level of understanding
- Passion projects

Engagement

In 2022, Campbellfield Heights Primary School had many community engagement highlights. One of them was the establishment of the "Building Communities: Learning & Wellbeing Partnership" team. The team consisted of students, parents and staff who were given voice and agency to enhance the learning and wellbeing of the students.

Incursions and excursions also resumed. A free three-day camp was offered for Grade 3 to 6 students, with the support of DET's Positive Start program. F-2 students participated in an activity and sleepover night. Incursions and excursions occurred throughout the year, many of which were subsidised partially or fully by DET's Positive Staff Program, the Camps, Sports and Excursions Fund, Equity funding and parent contributions.

The Community Hub served as a resource to provide services, training and goods to support families in the local community. The Community Hub continued to liaise with external partners to support families with their wellbeing and health needs. It continued to serve as a channel by providing food relief, food vouchers and public health information to the community.

Campbellfield Heights Primary School also had a strong focus on student leadership, encouraging students to take an active role in decision-making and promoting school spirit. For the youngest students, a Kindergarten transition and partnership program was developed, ensuring a smooth transition into primary school. Similarly, the Year 6 students were supported in transitioning to secondary college.

With the easing of COVID19 restrictions and the return to full time onsite learning, the school welcomed back highly anticipated events such as Harmony Day, special themed weeks, character dress-up days and family sports evenings. Campbellfield Heights PS also held parent/teacher conferences, information sessions, Book Week activities and Wellbeing Days, all of which were highly attended and gave the community the opportunity to interact socially with others.

School communication and highlights were regularly shared via a range of digital channels, including Compass, Class Dojo, the school newsletter, Facebook and Instagram.

Financial performance

Campbellfield Heights Primary School aimed to utilise resources in order for expenditure to best meet the needs of students. The financial data indicated that the school held a surplus of \$140,364 at 31 December 2022. All funds received from the Department, or raised by the school, had 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. As the annual result was in surplus, this has been committed to subsequent years to support the educational and wellbeing growth of the students.

Equity funding was welcomed and utilised for staffing, professional learning, educational and wellbeing programs and to support low socio-economic families by supplementing courses, materials, equipment and programs.

The following grants were spent to enhance the school's services, resources and facilities:

- An Out of School Hours Care (OSHC) Program grant amounting to \$225000 over three years was accessed to establish an OSHC program at the school. \$75000 in 2022 was spent establishing a before and after school program, provided by an external provider,

TheirCare.

-\$22300 grant from the School Shade Grants Program was spent to cover the existing grade 3-6 playground.

-\$25000 grant from the School Shade Sails Fund created a covered outdoor learning space.

A long-standing facilities agreement continued to be offered to Maarefa Arabic Language Community School, to lease school grounds and classrooms on Saturdays.

The school has committed funding in 2023 to achieve the goals and actions in the Annual Implementation Plan by employing staff, upgrading the school's facilities and funding relevant programs and initiatives.

For more detailed information regarding our school please visit our website at
www.chps5034.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 145 students were enrolled at this school in 2022, 78 female and 67 male.

59 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).

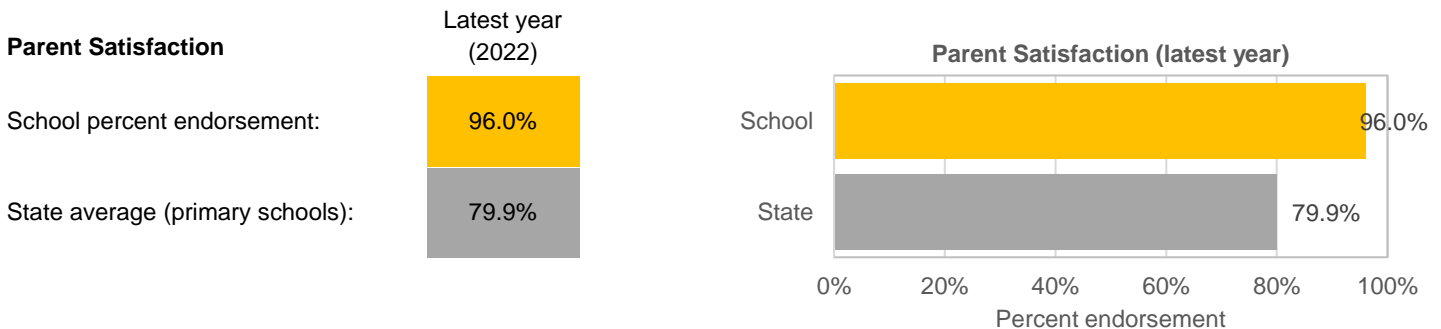
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

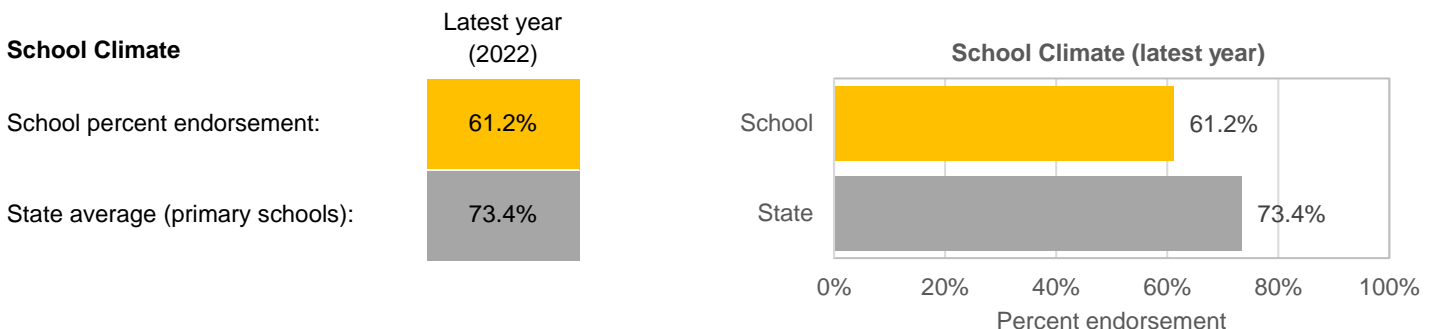


School Staff Survey

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

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

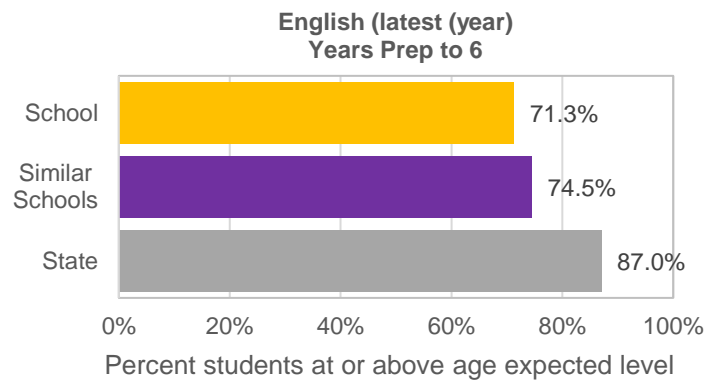
71.3%

Similar Schools average:

74.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

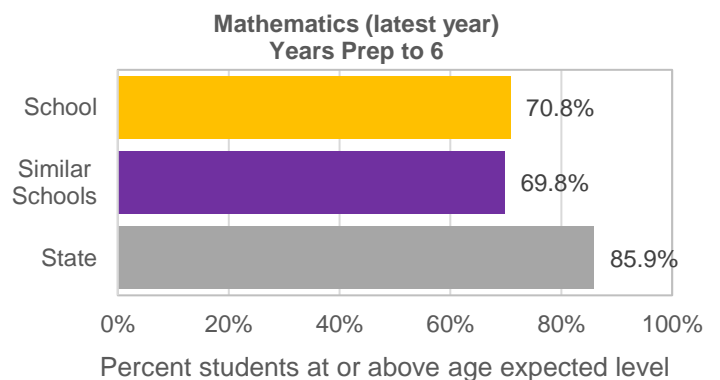
70.8%

Similar Schools average:

69.8%

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.

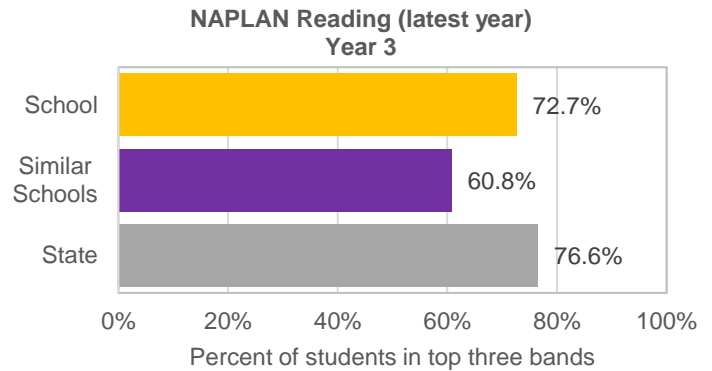
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

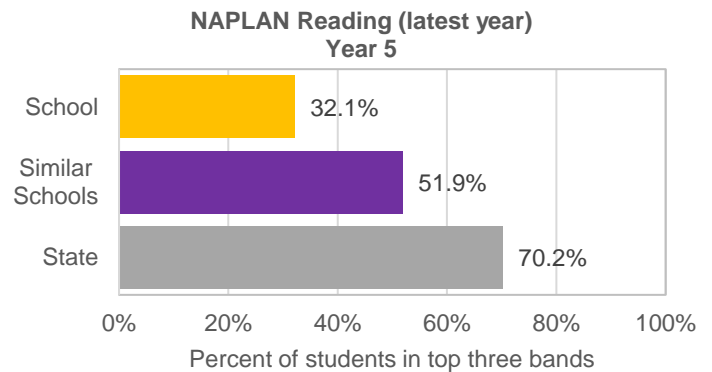
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.7%	49.1%
Similar Schools average:	60.8%	61.2%
State average:	76.6%	76.6%



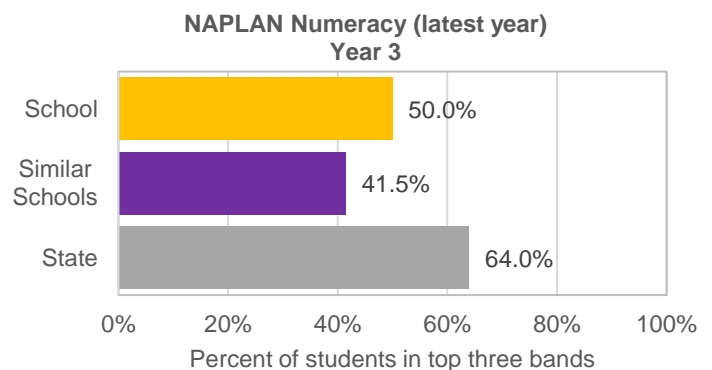
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.1%	27.1%
Similar Schools average:	51.9%	51.9%
State average:	70.2%	69.5%



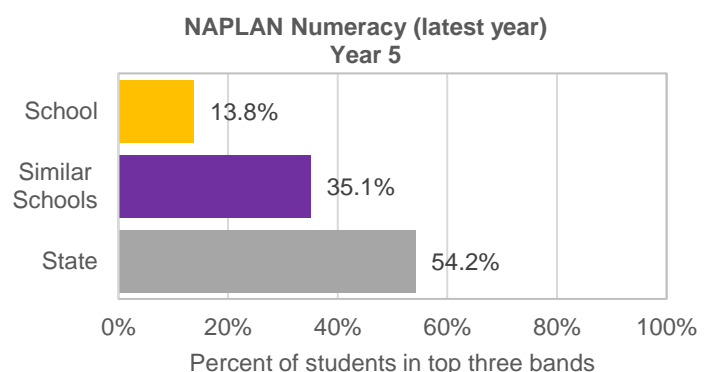
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	50.0%
Similar Schools average:	41.5%	46.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	13.8%	18.6%
Similar Schools average:	35.1%	39.5%
State average:	54.2%	58.8%



WELLBEING

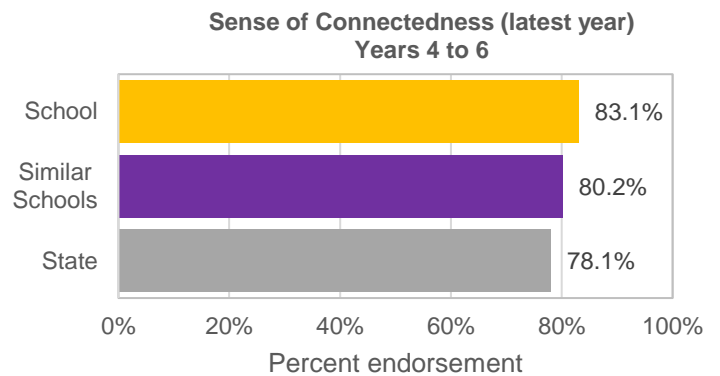
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	83.1%	79.7%
Similar Schools average:	80.2%	81.0%
State average:	78.1%	79.5%

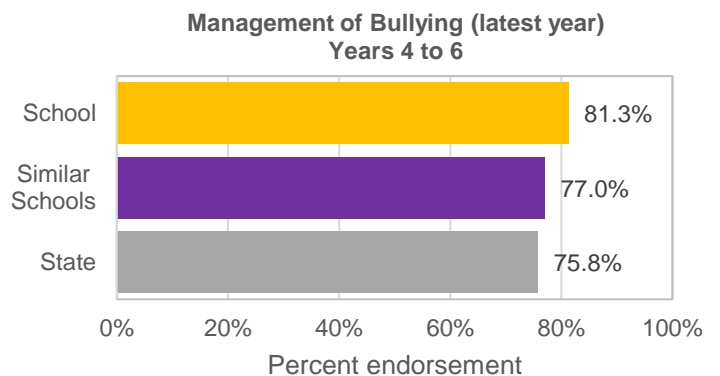


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	81.3%	82.9%
Similar Schools average:	77.0%	78.8%
State average:	75.8%	78.3%



ENGAGEMENT

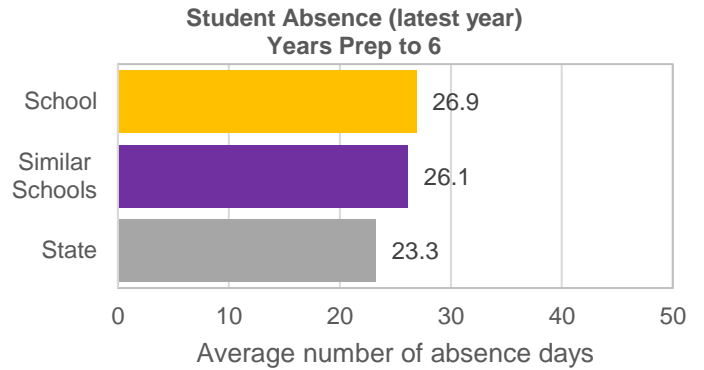
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	26.9	21.3
Similar Schools average:	26.1	21.3
State average:	23.3	17.0



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 (2022):	85%	86%	87%	90%	88%	86%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,268,105
Government Provided DET Grants	\$520,606
Government Grants Commonwealth	\$11,140
Government Grants State	\$73,275
Revenue Other	\$22,271
Locally Raised Funds	\$65,915
Capital Grants	\$0
Total Operating Revenue	\$2,961,311

Equity ¹	Actual
Equity (Social Disadvantage)	\$439,733
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$439,733

Expenditure	Actual
Student Resource Package ²	\$2,127,742
Adjustments	\$0
Books & Publications	\$3,871
Camps/Excursions/Activities	\$26,306
Communication Costs	\$1,788
Consumables	\$57,984
Miscellaneous Expense ³	\$8,642
Professional Development	\$8,491
Equipment/Maintenance/Hire	\$62,288
Property Services	\$39,222
Salaries & Allowances ⁴	\$113,181
Support Services	\$42,384
Trading & Fundraising	\$24,164
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,827
Total Operating Expenditure	\$2,539,892
Net Operating Surplus/-Deficit	\$421,419
Asset Acquisitions	\$53,950

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$692,515
Official Account	\$48,484
Other Accounts	\$0
Total Funds Available	\$740,998

Financial Commitments	Actual
Operating Reserve	\$64,323
Other Recurrent Expenditure	\$0
Provision Accounts	(\$520)
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	\$63,803

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.