**2018 Annual Report to**

**The School Community

School Name: Carlton Primary School (4980)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)).
* 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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
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| Attested on 06 March 2019 at 06:03 PM by Julie Large (Principal) |

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| * All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
* To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* To the extent that the school council is responsible, 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.
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| To be attested by School Council President |

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**About Our School**

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| School context |
| Carlton Primary School is a small, vibrant inner-city school with extensive grounds, gardens and covered play areas, located close to Melbourne CBD. The school is currently undergoing a significant redevelopment of all learning areas, due for completion in mid 2019. Our school celebrates its multicultural nature and is proud of our student academic growth. The school vision is, As 21st century learners we are literate, numerate, creative and independent thinkers who make positive contributions to the global community. The values of Achievement, Relationships, Respect & Diversity, underpin everything that we do at Carlton Primary School. Staff at Carlton Primary School comprise the principal, six classroom teachers; co-teaching in modern, flexible learning spaces, well-being and engagement staff, Teaching & Learning coaches and specialist teachers in Physical Education, Science, Drama and Dance. Education support staff provide targeted literacy intervention and support to students with additional needs. A unique feature of our school is a family/community engagement worker who supports and resources capacity building programs for students and their families. Carlton Primary School prides itself on the close relationship between teachers and students, and its capacity to meet individual needs. Our school delivers a comprehensive and sequential curriculum, utilising an inquiry approach to teaching and learning with a strong focus on literacy, numeracy and developing social skills and a growth mindset in our students.  |
| Framework for Improving Student Outcomes (FISO) |
| The Framework for Improving Student Outcomes (FISO) uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement. In 2018 the Carlton Primary School Annual Implementation Plan (AIP) identified the following two improvement priorities: Excellence in Teaching and Learning and Community Engagement in Learning, in line with the FISO. Under these broad priorities, we undertook the initiatives of Building practice excellence, Building communities & future building: learning environments, community and pedagogy. A range of key improvement strategies and measurable targets were identified and worked towards throughout the year under these priority areas.As part of the FISO, we regularly evaluated these school improvement initiatives to assess their impact on performance outcomes and used this information to shape the Carlton Primary School 2018-2021 Strategic Plan and 2019 Annual Implementation Plan, both of which were developed in line with recommendations from the independent review process that the school participated in late 2017. The independent reviewer noted in the summary report, The school presented as a welcoming learning environment with all staff valuing a richly diverse student body. Carlton Primary School is well positioned to enter a new and invigorating period of performance that will result in high levels of growth in student’s achievement, engagement and wellbeing over the next four years. |
| Achievement |
| Achievement trends over the past four years show Carlton Primary School is scoring results in most areas of student learning that are similar or slightly lower to those achieved by other schools after accounting for backgrounds. Our NAPLAN results fluctuate significantly from year to year due to small cohorts undertaking the test. The 2018 grade three results put us at the same level as similar Victorian government schools in all areas. Our grade five 2018 results, which had a very small cohort, were lower than most Victorian government schools in all areas measured. The aim for our school is to continually improve in all areas of literacy and numeracy in coming years. In 2018 Equity funding was used to implement a targeted literacy program to support identified at risk students. Of these identified students (more than 12 months behind expected bench mark level in reading) 75% met the expected level by the end of the year. The success of this program means that we can anticipate improving NAPLAN data in coming years. Aiming for sustained, improved student outcomes in literacy and numeracy was supported through the continuation of a school based teaching & learning coach and weekly professional learning team meetings where teacher’s analyse student data and plan lessons from this data. Throughout 2018 school staff participated in a range of state, regional and network professional development activities in the areas of literacy, numeracy, learning behaviours, educational leadership and the Rights, Resilience & Respectful Relationships program. Carlton Primary teachers continue to work closely with staff from local network schools to identify quality teaching practice and to share expertise and resources. |
| Engagement |
| Carlton Primary School has Student Attitude to School results in the area of Management of Bullying and Safety and Connectedness to peers which is lower than other similar schools. Through consistent, strategic profiling of the importance of school attendance to our community, in 2018 our attendance data improved on previous years and now scores better than the the median of all Victorian schools. Maintaining good attendance levels and addressing issues of lateness will continue to be an area of priority in 2019. The school prides itself on its ability to create and maintain a stimulating and safe environment for all students. Our school values are regularly shared and discussed with the school community and modelled by staff at all times. This contributes to a school climate that ensures that all students are supported to achieve their personal best. We have strong welfare policies and procedures, including Student Engagement and Wellbeing Guidelines in line with DET policy. These guidelines were reviewed and further developed in 2018. Student Support Team meetings are convened twice termly and are facilitated by the wellbeing & engagement coordinator. These meetings, attended by a multi-disciplinary team, oversee and streamline support for all at risk students. In 2018 Carlton Primary School continued to implement the School Wide Positive Behaviours Program (SWPB) adapted to meet the specific needs of the school. In 2017 the school was selected to take a lead role in the Resilience, Rights and Respectful Relationships program in our region and this work continued and was further developed in 2018. This program aims to address the issue of family violence in society by building social/emotional skills in students. Our whole school rules of: Be Safe, Be Respectful & Be a Learner are on display throughout the school and are the cornerstone of all discussions about pro social behaviour.  |
| Wellbeing |
| Successful transition into, out of and through Carlton Primary School is due, in no small part, to the high level of resourcing to wellbeing needs, professional learning and communication by school staff. Individual student data is collected at the end of each year and transferred to new class teachers to support their planning. A system is in place to provide relevant information related to student wellbeing and student learning data to new class teachers at the beginning of each year. Transition programs are comprehensive and well organised with new and current students having a number of opportunities to engage with their teachers and classmates for the upcoming year in class visits towards the end of each year. In Semester two 2018 a transition program for prospective prep students was further developed in conjunction with a series of information sessions for parents. Students participated in a range of school readiness activities with the support of a teacher and early years trained support staff member. The success in recent years of this program, titled Leap into Learning, has led to plans for a continuation in semester two 2019. Students in Grade 6 from Carlton Primary School participate in the common state-wide transition day, with additional secondary school visits organized as needed for targeted students. In September each year we host a national consultant on school transition who facilitates a well-attended parent information session. With the participation of Carlton Primary School in the University High School Galileo Community Engagement program, our students have regular contact with Year 9 students from their local secondary school. |
| Financial performance and position |
| All DET funds received by Carlton PS in 2018 were used to support the achievement of educational targets in line with our Strategic Plan and on other operational needs of the school. Careful resource management throughout 2018 enabled the year to end with a very small deficit (less than $1000). In our planning to support the significant redevelopment of the building in 2018/19, additional funding will need to be available to adequately provide a quality fit out of furniture appropriate to meet the needs of a flexible, student centred learning pedagogy. |

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| **Performance Summary** |

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| The Government School Performance Summary 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.Members of the community can contact the school for an accessible version of these data tables if required. |

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| **School Profile** |

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| Enrolment ProfileA total of 109 students were enrolled at this school in 2018, 43 female and 66 male.90 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| School Staff SurveyMeasures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| School Comparison |

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| **Performance Summary** |

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| Achievement |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.NAPLAN learning gain is determined by comparing a student's current year result 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’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**School Comparison**A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.Average 2018 attendance rate by year level: |

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| **Performance Summary** |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| **Financial Performance and Position** |

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| *Commentary on the financial performance and position is included in the About Our School section at the start of this report* |

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| Financial Performance - Operating StatementSummary for the year ending 31 December, 2018 |

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| Financial Position as at 31 December, 2018 |

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| **Revenue** |

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| **Actual** |

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| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $533,076 |
| Official Account | $26,056 |
| **Total Funds Available** | **$559,132** |

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| Student Resource Package |

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| $1,334,444 |

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| Government Provided DET Grants | $351,526 |
| Government Grants Commonwealth | $8,956 |
| Revenue Other | $64,572 |
| Locally Raised Funds | $39,983 |

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| **Total Operating Revenue** |

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| **$1,799,480** |

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| **Equity¹** |

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| Equity (Social Disadvantage) | $357,464 |

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| **Equity Total** |

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| **$357,464** |

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| **Expenditure** |

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| **Financial Commitments** |  |
| Operating Reserve | $64,356 |
| School Based Programs | $369,154 |
| Funds for Committees/Shared Arrangements | $26,640 |
| Asset/Equipment Replacement < 12 months | $91,845 |
| Maintenance - Buildings/Grounds < 12 months | $7,137 |
| **Total Financial Commitments** | **$559,132** |

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| Student Resource Package² |

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| $1,335,582 |

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| --- | --- |
| Books & Publications | $15,453 |
| Communication Costs | $2,910 |
| Consumables | $38,557 |
| Miscellaneous Expense³ | $100,852 |
| Professional Development | $5,889 |
| Property and Equipment Services | $138,230 |
| Salaries & Allowances⁴ | $66,648 |
| Trading & Fundraising | $6,033 |
| Travel & Subsistence | $650 |
| Utilities | $24,777 |

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| **Total Operating Expenditure** |

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| **$1,735,581** |

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| **Net Operating Surplus/-Deficit** |

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| **$63,899** |

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| **Asset Acquisitions** |

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| **$8,839** |

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| (1) The Equity funding reported above is a subset of overall revenue reported by the school(2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation process.(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.(4) Salaries and Allowances refers to school-level payroll. |

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| *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.* |

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| How to read the Annual Report |

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| The School Comparisonshows that most schools are achieving results that are **‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. |

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| More information on School Comparison performancemeasures can be found at:[http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)[Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) |

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| **What does ‘*Data not available’* or *'ND'* mean?**Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.New schools have only the latest year of data and no comparative data from previous years.The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate. |

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| **What is the *Victorian Curriculum*?**The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.‘Levels A to D’ 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’). |

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| **What does the *About Our School* section refer to?**The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.                                         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. |

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| **What does the *Performance Summary* section of this report refer to?**The Performance Summary reports on data in three key areas:**Achievement** - student achievements in:- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)- English and Mathematics for teacher judgements against the curriculum- all subjects for Victorian Certificate of Education (VCE)  examinations (secondary schools)**Engagement** - student attendance and engagement at school- how many students leaving school go on to further  studies or full-time work (secondary, P-12 and  specialist schools)**Wellbeing** - Attitudes to School Survey (ATOSS)- Sense of connectedness- Management of BullyingResults are displayed for the latest year, as well as the average of the last four years (where available). |

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| **What does *School Comparison* referto?**TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. |

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