**2019 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 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 2019 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 05 March 2020 at 03:01 PM by Julie Large (Principal) |

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| The 2019 Annual Report to the school community:   * has been tabled and endorsed at a meeting of the school council * will be publicly shared with the school community. |
| 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 co-educational inner-city school with extensive grounds, gardens and covered play areas, located close to Melbourne CBD. In 2018 and 2019 a significant redevelopment of all learning areas, was undertaken. 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. In 2019 the school's enrolment was 116 students and staff at Carlton Primary School comprised the principal, six classroom teachers; co-teaching in modern, flexible learning spaces, well-being and engagement staff, learning specialists and specialist teachers in Physical Education, Science, Drama and Dance. Education support staff provided 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 each childs' 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) |
| In 2019 the school Annual Implementation Plan focussed on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Excellence in Teaching and Learning and Community Engagement in Learning. This included: Embedding a school wide PLC approach through the development of agreed norms and protocols  Supporting teachers to plan for a differentiated learning program Establishing a parent ambassadors group to encourage parent involvement in student learning Building relationships with the new onsite early learning provider (Gowrie Victoria) We have successfully implemented Learning Specialist/Data co ordinator roles within our leadership structure and a major focus has been the staff in these roles delivering school wide, high quality professional learning. |
| 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 below those achieved by other similar schools. Our NAPLAN results fluctuate significantly from year to year due to small cohorts undertaking the test. The 2019 grade three results put us below the level of similar Victorian government schools in all areas. Our grade five 2019 results were above similar schools in reading and below in numeracy. The aim for our school is to continually improve in all areas of literacy and numeracy in coming years. In 2019 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) with intervention support, 50% 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 school based learning/data specialists and weekly professional learning team meetings where teacher’s analyse student data and plan lessons from this data in order to differentiate learning. Throughout 2019 school staff participated in a range of state, regional and network professional learning 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 which is above other similar schools and Safety and Connectedness to peers which is below similar schools. Our Student Attitude to School results fluctuate significantly from year to year due to very small numbers of students undertaking the questionnaire. Despite consistent, strategic profiling of the importance of school attendance to our community, in 2019 our attendance data dipped slightly on the previous year and scored below similar schools. Maintaining good attendance levels and addressing issues of lateness will continue to be a priority in 2020 with community engagement workers tasked with supporting the DET message of "Every Day Counts" into the school community. 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 2019. Multi disciplinary Student Support Team meetings are convened twice termly and are facilitated by the wellbeing & engagement coordinator. These meetings oversee and streamline support for all students with additional needs and/or "at risk" students across the school. In 2019 the school continued to take a lead role in the Resilience, Rights and Respectful Relationships program in our region, including facilitating professional learning for our partner schools. 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 wellbeing data is collected at the end of each year and transferred to new class teachers to support their planning. A system is also in place to provide relevant information related to 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 opportunities to engage with their teachers and classmates for the upcoming year in class visits towards the end of each year. In Term three and four 2019 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 2020. Students in Grade 6 from Carlton Primary School participate in the common state-wide orientation day, with additional secondary school visits organsed as needed for targeted students. In semester two our grade 6 students all participated in a transition support program developed in collaboration with staff from Drummond Street Relationships Centre. 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 |
| Carlton Primary School maintained a very sound financial position throughout 2019.The 2017-2021 School Strategic Plan, along with the 2019 Annual Implemetation Plan, continued to provide the framework for school council allocation of funds to support programs and priorities. Careful resource management throughout 2019 enabled the year to end with a net operating surplus of $167,891 as shown in the Financial Performance and Position report. In 2019 Equity Funding supported the employment of literacy intervention and student wellbeing staff. In our planning to support the significant redevelopment of the grounds in 2019/20, funding will be used to install outdoor furniture, establish a range of nature play areas and a refurbished sporting field to enhance a student centred learning pedagogy. |
| **For more detailed information regarding our school please visit our website at** [**carltonprimaryschool.vic.edu.au**](file:///C:\Users\01872783\AppData\Local\Microsoft\Windows\INetCache\IE\21UOT23N\carltonprimaryschool.vic.edu.au) |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **Similar School Comparison**  A similar school comparison rating of ‘Above’ indicates this school records ‘less’ absences than expected, relative to the similar schools group with similar characteristics. A rating of ‘Below’ indicates this school records ‘more’ absences than expected. | | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  | |  | | --- | | Few absences <------> Many absences | |  | |  |  |  | |  |  |  | |  |  |  | |  | |  | | --- | | Few absences <------> Many absences | |  | |  |  |  | | | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  | |  | |  | | --- | | Average 2019 attendance rate by year level: | | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 88 % | | |  | | --- | | 83 % | | |  | | --- | | 91 % | | |  | | --- | | 89 % | | |  | | --- | | 89 % | | |  | | --- | | 90 % | | |  | | --- | | 90 % | | |  | |  |  |  | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  | | --- | | Similar school comparison not available | |  | |  |  |  | | |  |  | |  |  |  |  | | | | | |  | |  |  |  |  |  |  | | |  | | | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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Account | $10,259 | | **Total Funds Available** | **$716,869** | | | |  |  | |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | | |  | | --- | | $1,440,880 | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $386,438 | | Government Grants Commonwealth | $7,482 | | Government Grants State | $3,600 | | Revenue Other | $235,090 | | Locally Raised Funds | $40,969 | | | | | | | | | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | | | |  |  |  | |  | | --- | | **$2,114,459** | | | | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $343,292 | | | | | | | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$343,292** | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | |  | |  | | --- | |  | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $73,362 | | Other Recurrent Expenditure | $4,111 | | School Based Programs | $341,950 | | Maintenance - Buildings/Grounds < 12 months | $500,000 | | **Total Financial Commitments** | **$919,423** | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | |  | |  | | --- | | $1,471,600 | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $12,397 | | Communication Costs | $3,050 | | Consumables | $35,344 | | Miscellaneous Expense³ | $107,626 | | Professional Development | $8,058 | | Property and Equipment Services | $170,827 | | Salaries & Allowances⁴ | $93,005 | | Trading & Fundraising | $8,121 | | Travel & Subsistence | $3,386 | | Utilities | $33,155 | | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | | | |  |  | |  | | --- | | **$1,946,567** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | |  |  | |  | | --- | | **$167,891** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | **$0** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (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 26 February 2020 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. | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | *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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The comparison measure takes into account the school’s socio-economic background of students, the number of non-English speaking students and the size and location of the school.  The Similar School Comparisonwill identify if a school’s result is ‘Similar’, ‘Above’, or ‘Below’ relative to the similar schools group with similar characteristics and is available for latest year data only. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | **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. | | | | |  |  |  |  |  | |  | |  | | --- | | **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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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. | | | | | |  | |  |  |  |  |  |  | | |  | | --- | | **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 Bullying  Results are displayed for the latest year, as well as the average  of the last four years (where available). | | | | | |  | |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | |  | | |  | | |  |