**2022 Annual Report to the School Community**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |

|  |
| --- |
| * 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 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 09 March 2023 at 12:35 PM by Julie Large (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 28 March 2023 at 11:13 AM by Thuy Nhan (School Council President) |

 |

School Name: Carlton Primary School (4980)

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

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** |
| Carlton Primary School is a small, vibrant, inner-city school with extensive grounds, located less than three km from the Melbourne CBD. The school aims to create an environment where every child can learn and thrive, where they develop positive relationships with each other and with the adults around them. Carlton Primary School is a community united by a shared belief in the following values:• Achievement• Relationships• Respect• DiversityAfter a significant building redevelopment in 2018/19, the school is now part of the Carlton Learning Precinct, an integrated community hub which includes City of Melbourne family services and Gowrie early learning centre. The facility is a one-stop-shop for families with children from birth to twelve years. The learning precinct shares a vision which is "Supporting children and their families to succeed in life". Our school celebrates its multicultural nature and is proud of its ability to meet each child at their individual point of need. It delivers a comprehensive and sequential curriculum, with a strong focus on evidence based explicit literacy teaching, numeracy and indigenous perspectives. Staff at Carlton Primary School comprise the principal, assistant principal, eight classroom teachers, well being staff, a learning specialist and specialist teachers in Auslan, science and physical education. Education support staff provide speech pathology and targeted in-class support for identified students. The school consists of modern, flexible learning spaces in which teams of teachers co teach. Staff plan in teams and use high impact teaching strategies (HITS) in their daily practice. In 2020 the school undertook a major landscaping project. Students now enjoy more than a hectare of outdoor space incorporating a sports field, basketball court, bush trails, play grounds, a dry creek bed, outdoor classroom, water tanks and an expansive sand pit. A unique feature of our school are our community engagement workers who support and resource capacity building programs for students and their families. Together, our academic, well being and social skills programs aim to support students to have the skills and dispositions to be inquiring participants in their learning and ultimately to lead happy, healthy and productive lives. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2022 a School Review was undertaken. From this review our next four year School Strategic Plan was developed. The learning goal in this plan is: *To improve learning growth for all students in literacy and numeracy*. Professional learning for teachers focuses on developing their capacity to understand and use multiple sources of data, to develop their capacity to embed evidence informed strategies within the context of flexible learning spaces and to strengthen student capacity to set challenging individual learning goals. NAPLAN achievement trends over the past four years show Carlton Primary School is achieving results in all areas of student learning similar or slightly above those achieved across similar schools. With high transience and small cohorts, to ensure accuracy, as well as relying on NAPLAN test results, we use a battery of school based standardised tests to assess each child's individual learning growth. This enables us to ensure additional supports are offered for those students not making expected progress. Aiming for sustained, improved student outcomes in literacy and numeracy was supported through instructional leaders attending all professional learning team meetings where teachers analyse student data and plan lessons from this data in order to differentiate learning. Throughout 2022 school staff participated in a range of professional learning programs and worked with regional support staff and with other network schools on whole school improvement strategies. |
| Wellbeing |
| The well being goal in our 2022-2025 School Strategic Plan is: *To improve connectedness and wellbeing of all students*. Successful transition into, out of and through Carlton Primary School is due in no small part to the high level of resourcing of student well being needs, as well as professional learning and communication with families by school staff. Individual student well being data is collected at the end of each year and transferred to new class teachers to support their planning and student transition to new classes. 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 in late term four. In Term 3 and 4, 2022 a transition program for prospective Prep students was continued, including transition information sessions for parents run in conjunction with ELC staff. Upcoming prep students participated in a range of school readiness activities, including multiple school visits by the onsite kinder group.  Students in grade six from Carlton Primary School participated in the common state-wide orientation day in early December, with additional secondary school visits organised as needed for identified students. In semester two our grade six students participated in a transition support program developed in collaboration with Drummond Street Relationship Centre staff. With the co location in 2022 of the University High School Galileo community engagement program, our students had regular contact with year nine students from their local secondary school. |
| Engagement |
| Our whole school rules of Be Safe, Be a Learner and Be Respectful are on display throughout the the school and are the cornerstone of all discussions about pro social behaviour. On a four year average, our results in Sense of Connectedness and Management of Bullying are below that of similar schools. We are aware of the impact of Covid 19 and periods of remote learning on children's mental health and our well being programs, including whole school Respectful Relationships curriculum and targeted social skills groups, are designed to build connection and pro social skills. Our attendance data in 2022 was close to that of similar schools and better than the state average. Maintaining attendance levels and addressing issues of lateness will continue to be a whole school focus in 2023. An intervention team, consisting of school leadership, well being and intervention staff, established in 2021, continued in 2022, to ensure that the needs of students presenting with well being issues were being met. As well as this, a multi disciplinary Student Support Team meets twice termly to streamline support for all students with additional needs and/or deemed to present as "at risk" either educationally or socially. |
| **Financial performance** |
| The 2022-2025 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocated funds to support school programs and priorities. In 2022 Equity Funding supported the ongoing employment of literacy intervention and well being staff, addressing the needs of identifies "at risk" students. The school ended the year with a net operating deficit of $349,832 as shown in the Financial Performance and Position Report. Two factors were responsible for this situation. Firstly, staff were employed for the 2022 school year based on predicted enrollment numbers in August 2021. Unexpected student movements in December/January meant that our enrollment at census 2022 was lower than expected but staff contracts for the year had to be honored. Secondly, the school ran a speech therapy and after hours enrichment program (semester one 2022). Staffing costs for these programs were paid through external grants. The wages for these staff show as a deficit on the School Resource Package and grants then paid to the school were in cash, which reimburses the deficit. As the school had available funds in the high yield account, the deficit was repaid to DET at the end of 2022. |
| **For more detailed information regarding our school please visit our website at** [**carltonprimaryschool.vic.edu.au**](file:///C%3A%5CUsers%5C01872783%5CDownloads%5Ccarltonprimaryschool.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 114 students were enrolled at this school in 2022, 52 female and 62 male.

85 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.

|  |  |
| --- | --- |
| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 88.6% |
| State average (primary schools): | 79.9% |

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.

|  |  |
| --- | --- |
| **School Climate** | Latest year (2022) |
| School percent endorsement: | 63.7% |
| State average (primary schools): | 73.4% |

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: | 69.1% |
| Similar Schools average: | 76.5% |
| State average: | 87.0% |

|  |  |
| --- | --- |
| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 60.0% |
| Similar Schools average: | 72.5% |
| 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: | 61.5% | 55.3% |
| Similar Schools average: | 60.8% | 62.0% |
| State average: | 76.6% | 76.6% |

|  |  |  |
| --- | --- | --- |
| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 63.2% | 59.2% |
| Similar Schools average: | 53.9% | 52.7% |
| 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% | 34.8% |
| Similar Schools average: | 42.9% | 47.0% |
| State average: | 64.0% | 66.6% |

|  |  |  |
| --- | --- | --- |
| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 42.1% | 32.7% |
| Similar Schools average: | 36.9% | 40.6% |
| 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: | 72.4% | 72.8% |
| Similar Schools average: | 80.9% | 82.0% |
| 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: | 64.6% | 73.8% |
| Similar Schools average: | 77.5% | 79.9% |
| 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: | 24.6 | 19.0 |
| Similar Schools average: | 25.3 | 20.4 |
| 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): | 84% | 85% | 90% | 90% | 90% | 86% | 90% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,408,783 |
| Government Provided DET Grants | $260,283 |
| Government Grants Commonwealth | $23,774 |
| Government Grants State | $40,481 |
| Revenue Other | $30,491 |
| Locally Raised Funds | $65,180 |
| Capital Grants | $0 |
| Total Operating Revenue | **$1,828,993** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $283,213 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$283,213** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,574,047 |
| Adjustments | $0 |
| Books & Publications | $4,019 |
| Camps/Excursions/Activities | $8,857 |
| Communication Costs | $6,064 |
| Consumables | $44,238 |
| Miscellaneous Expense 3 | $63,046 |
| Professional Development | $3,036 |
| Equipment/Maintenance/Hire | $65,519 |
| Property Services | $83,346 |
| Salaries & Allowances 4 | $112,396 |
| Support Services | $103,972 |
| Trading & Fundraising | $66,451 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $3,080 |
| Utilities | $40,752 |
| Total Operating Expenditure | **$2,178,824** |
| Net Operating Surplus/-Deficit | **($349,832)** |
| Asset Acquisitions | **$157,024** |

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 | $325,917 |
| Official Account | $28,724 |
| Other Accounts | $0 |
| Total Funds Available | **$354,641** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $92,926 |
| Other Recurrent Expenditure | $4,300 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $257,100 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $20,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $146,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$520,326** |

*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.*