

2023 Annual Report to the School Community

School Name: Carlton Primary School (4980)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 14 March 2024 at 10:21 AM by Julie Large (Principal)

- This 2023 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 21 March 2024 at 09:32 AM by Rung Rowley (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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
- Diversity

After 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 and specialist teachers in Auslan, art, 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 achievements in 2023 showed Carlton Primary School is achieving results below similar schools in grade 3 reading & numeracy and above similar schools in grade 5 literacy and numeracy.

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 2023 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 wellbeing 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, 2023 a transition program for prospective Prep students was continued, including transition information sessions for parents and carers 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 2023 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 slightly below that of similar schools. We are aware of the ongoing impact of Covid 19 on children and adults 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 2023 was close to that of similar schools with slightly more absence days than the state average. Maintaining attendance levels and addressing issues of lateness will continue to be a whole school focus in 2024. An intervention team, consisting of school leadership, well being and intervention staff, established in 2022, continued in 2023, to ensure that the needs of students presenting with well being issues are 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 2023 Annual Implementation Plan, continued to provide the framework for school council allocated funds to support school programs and priorities. In 2023 Equity Funding supported the ongoing employment of literacy intervention and well being staff, addressing the needs of identified "at risk" students. The school ended the year with a net operating deficit of \$70,688 as shown in the Financial Performance and Position Report. The factor responsible for this situation is that the school runs a speech therapy program for which staffing costs are paid partially through an external grant. The wages for this staff member shows as a deficit on the School Resource Package and grant then paid to the school is 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 2023.

For more detailed information regarding our school please visit our website at carltonprimaryschool.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 117 students were enrolled at this school in 2023, 55 female and 62 male.

78 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).

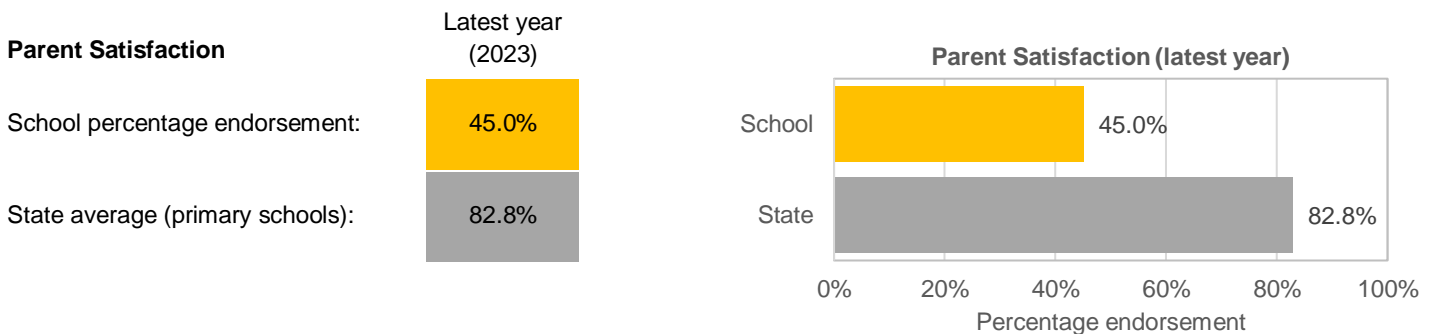
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

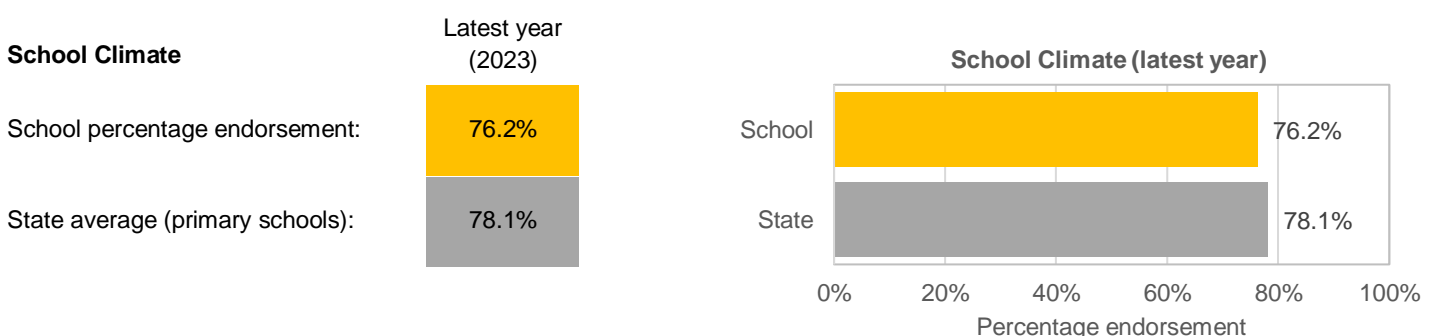


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

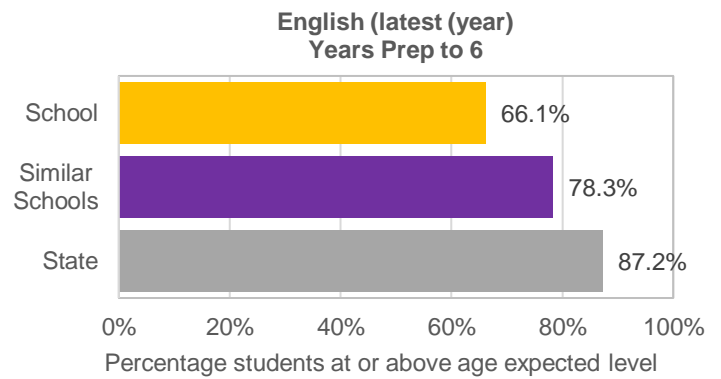
66.1%

Similar Schools average:

78.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

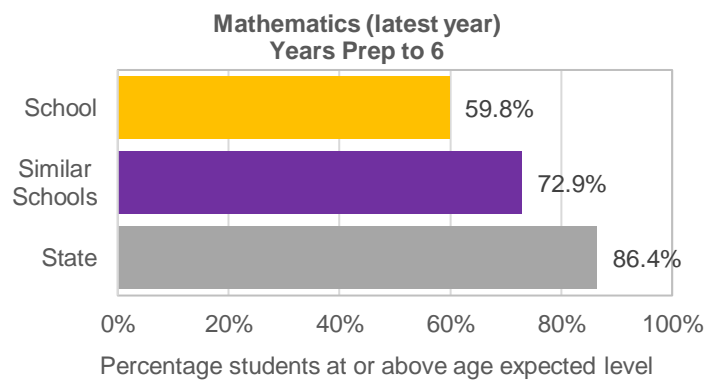
59.8%

Similar Schools average:

72.9%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

33.3%

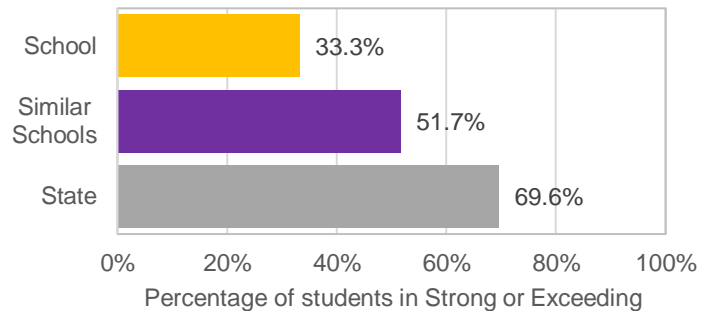
Similar Schools average:

51.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.5%

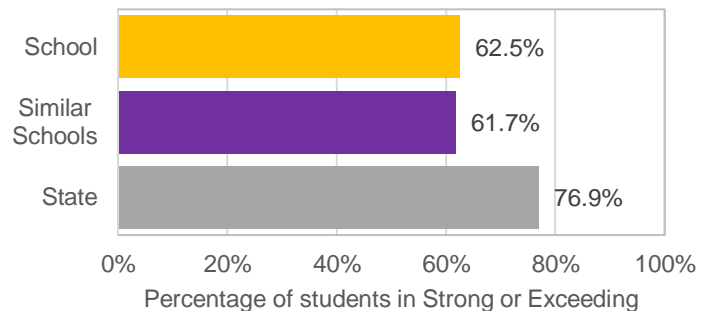
Similar Schools average:

61.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.0%

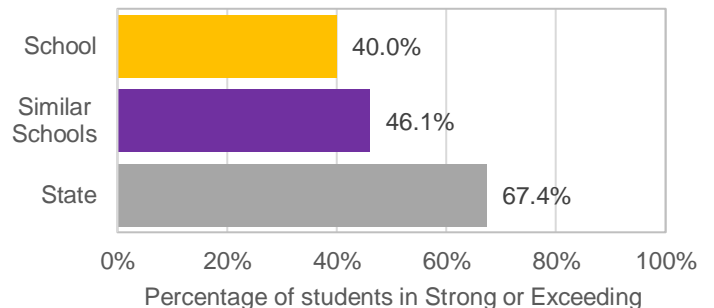
Similar Schools average:

46.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.5%

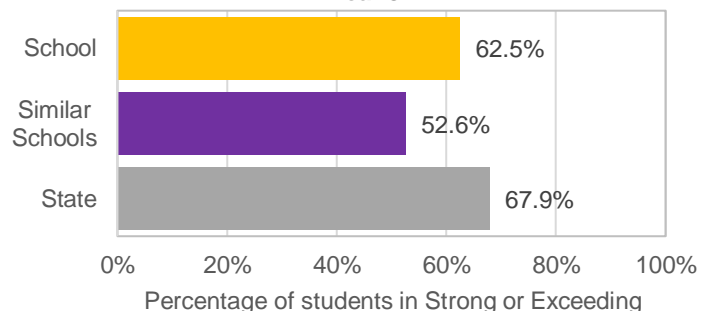
Similar Schools average:

52.6%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year
(2022)

School percentage of students in the top three bands:

61.5%

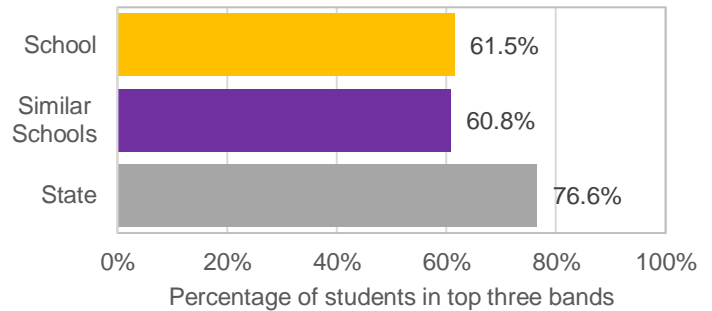
Similar Schools average:

60.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

63.2%

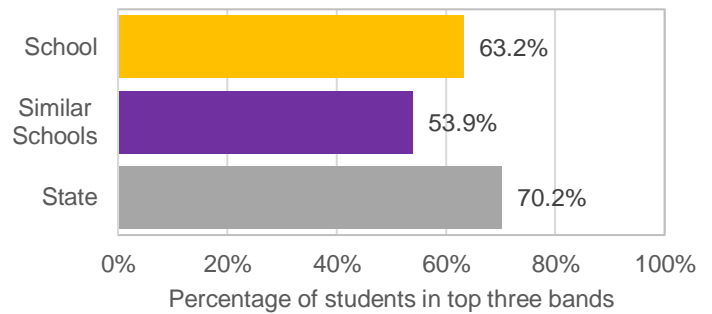
Similar Schools average:

53.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

50.0%

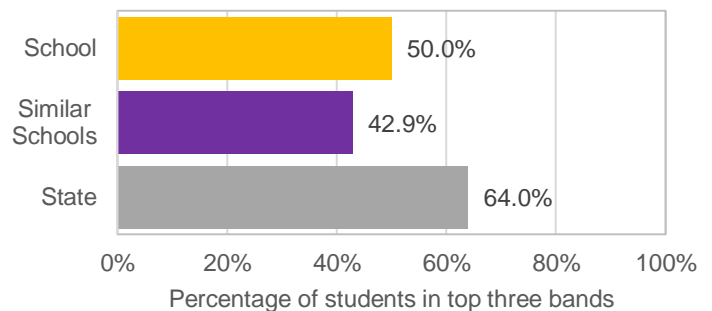
Similar Schools average:

42.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

42.1%

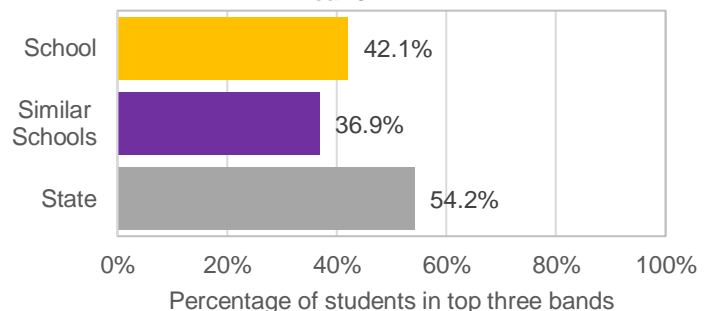
Similar Schools average:

36.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

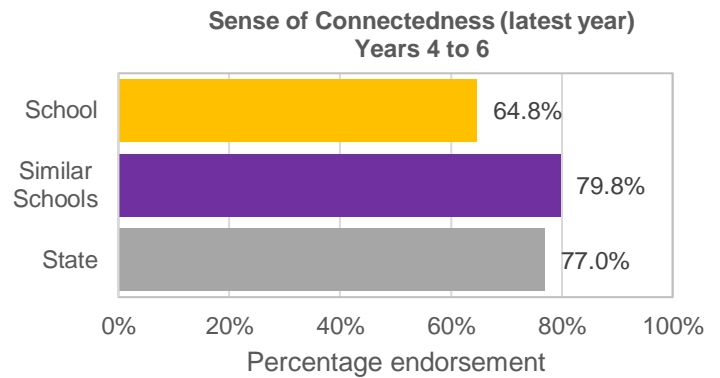
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	64.8%	71.1%
Similar Schools average:	79.8%	80.9%
State average:	77.0%	78.5%

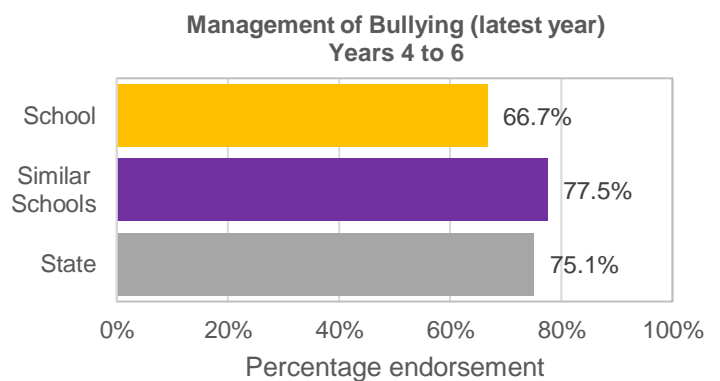


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	66.7%	69.0%
Similar Schools average:	77.5%	78.6%
State average:	75.1%	76.9%



ENGAGEMENT

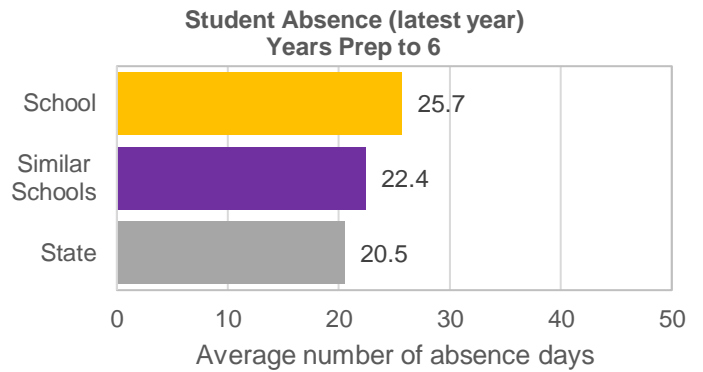
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	25.7	19.6
Similar Schools average:	22.4	21.5
State average:	20.5	18.1



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 (2023):	84%	88%	90%	86%	92%	78%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,600,511
Government Provided DET Grants	\$270,414
Government Grants Commonwealth	\$5,438
Government Grants State	\$0
Revenue Other	\$48,426
Locally Raised Funds	\$71,033
Capital Grants	\$0
Total Operating Revenue	\$1,995,821

Equity ¹	Actual
Equity (Social Disadvantage)	\$279,785
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$279,785

Expenditure	Actual
Student Resource Package ²	\$1,605,674
Adjustments	\$0
Books & Publications	\$4,637
Camps/Excursions/Activities	\$11,690
Communication Costs	\$2,398
Consumables	\$28,357
Miscellaneous Expense ³	\$14,992
Professional Development	\$2,712
Equipment/Maintenance/Hire	\$44,828
Property Services	\$110,762
Salaries & Allowances ⁴	\$77,120
Support Services	\$78,910
Trading & Fundraising	\$32,243
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$4,756
Utilities	\$47,429
Total Operating Expenditure	\$2,066,509
Net Operating Surplus/-Deficit	(\$70,688)
Asset Acquisitions	\$5,536

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$237,616
Official Account	\$24,898
Other Accounts	\$0
Total Funds Available	\$262,515

Financial Commitments	Actual
Operating Reserve	\$64,008
Other Recurrent Expenditure	\$2,311
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$275,200
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$129,889
Asset/Equipment Replacement < 12 months	\$20,000
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	\$491,408

All funds received from the Department of Education, 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.