

2018 Annual Report to The School Community



School Name: Carrington Primary School (5426)

<<PLEASE UPLOAD A SCHOOL
LOGO>>

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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.

Attested on 20 March 2019 at 10:20 AM by Tara Jenner
(Principal)

- 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 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 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.

Attested on 26 April 2019 at 01:40 PM by Nicole Thomas
(School Council President)

About Our School

School context

Carrington Primary School is located in the outer eastern Melbourne suburb of Knoxfield. Enrolment numbers at the beginning of 2018 were 94 and climbed to be 102 by the end of 2018. The school consisted of four grades- Foundation/1, 2/3 /4/5 & 6 and due to number increasing and the combination of the foundation / grade 1 cohort it was thought best that Carrington Primary move to 5 grades mid way through the year. The grade structure at this time was Foundation/1 , 1/2, 2/3, 4/5 & 6. This meant we ended the year with 5.6 full time teaching staff members, with 5 ES staff members along with the business manager and Principal.

Specialist subjects included Physical Education, Music, Art, Mandarin and STEAM with additional opportunities with students taking part in elective and club Programs, School choir, leadership Programs and the National and State championship team.

Facilities include two main original buildings (built 1969) with a BER building (built 2012). All junior classes are conducted in the BER building as the flexible learning spaces allowed for staff to cater for the needs of of students better in this area, with the senior grades taking advantage of the larger classrooms created in the original middle building. The school has a large hall, library, art room, dance studio, STEAM room, strategy room, OSHC room, music room, Cheer Central and a PFA room. The outside facilities include a large oval, running track, vegetable gardens, two covered playgrounds, basketball and netball courts, and a large undercover breezeway for students and parents to gather and meet.

The whole school goal in 2018 was to continue to gain a sense of Pride and Purpose for Carrington Primary School.

Framework for Improving Student Outcomes (FISO)

In 2018 the Framework for Improving Student Outcomes was to become more embedded in the curriculum and planning. This was to ensure a more diverse and targeted curriculum was delivered to our students identifying the needs of our students.

the priorities and initiatives identified for improvement were:

Excellence in Teaching and Learning: Building practice excellence through building Curriculum planning and assessment.

Positive Climate for Learning: Empowering students and building school Pride.

These priorities and initiatives are outlined in the 2018 AIP and formed the basis for all staff roles, responsibilities and performance plans.

Achievement

Teacher judgement showed that we had an increase of students working above the expected level. Naplan results that we had more students make higher growth from year 3-year 5 than 2017 and significantly reducing areas of low growth. With such small cohorts this is a significant improvement and with Carrington Primary remaining at a similar growth level across the state in Numeracy, reading and writing, with school with similar numbers.

Results in Parent and Student surveys remain at similar levels as those across the state. Sentral has continued to be implemented and modules opening over the year which has increased the learning management of students and late 2018 the Tell Them From Me survey and the Early Years Evaluation was bought in to increase student voice and engagement along with home- school connectedness.

Engagement

Indicators when compared to similar schools are at expected level with an increase in the area of a sense of connectedness with an increase particularly in 2018. Another significant change that happened in 2018 was the dramatic positive increase in the management of bullying. This has in turn shown a positive result in the parent

survey with Parent satisfaction increasing and remaining similar to those schools compared with across the state.

The Community Engagement Leader has proven to be a success in 2018 and the appointment will continue into 2019.

Wellbeing

Student survey data had indicated that the results across the Wellbeing component are improving. This is evident in the large increase of school connectedness moving Carrington's results to almost to be exactly in line with the median results across the state. Another indication of improvement is also in the management of Bullying which has positively increased in both the student and parent surveys.

The trainee Social Worker students were a huge success and this program will be continued to be implemented in 2019.

Financial performance and position

For the first time in some years Carrington Primary school finished the year with a surplus. The monies owed were paid back and this allowed the school to be able to finish the year knowing that next year some purchases may be possible.

This was accomplished while still maintaining all the programs available to the students.

Performance Summary

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 94 students were enrolled at this school in 2018, 38 female and 56 male.

6 percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.3	85.1	78.3	91.6

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	60.0	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	89.1	90.1	82.6	95.3	Higher
Mathematics	95.4	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	84.2	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	73.7	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	68.8	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	60.0	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	59.3	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	58.2	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	47.5	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	40.3	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	33.3	46.7	20.0
Numeracy	28.6	50.0	21.4
Writing	7.1	64.3	28.6
Spelling	26.7	40.0	33.3
Grammar and Punctuation	53.3	33.3	13.3

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.1	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	16.4	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	91	95	95	92	92	91	90

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.4	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	78.6	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.0	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	73.5	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$964,956
Government Provided DET Grants	\$136,431
Government Grants Commonwealth	\$34,089
Government Grants State	\$0
Revenue Other	\$4,696
Locally Raised Funds	\$110,901
Total Operating Revenue	\$1,251,073

Equity ¹	Actual
Equity (Social Disadvantage)	\$83,374
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$83,374

Expenditure	Actual
Student Resource Package ²	\$919,315
Adjustments	\$0
Books & Publications	\$261
Communication Costs	\$2,873
Consumables	\$10,643
Miscellaneous Expense ³	\$74,513
Professional Development	\$5,591
Property and Equipment Services	\$51,893
Salaries & Allowances ⁴	\$84,814
Trading & Fundraising	\$26,099
Travel & Subsistence	\$0
Utilities	\$17,028
Total Operating Expenditure	\$1,193,030
Net Operating Surplus/-Deficit	\$58,043
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$51,674
Official Account	\$8,106
Other Accounts	\$5,776
Total Funds Available	\$65,556

Financial Commitments	Actual
Operating Reserve	\$39,406
Other Recurrent Expenditure	\$3,775
Provision Accounts	\$0
Funds Received in Advance	\$7,751
School Based Programs	\$2,738
Beneficiary/Memorial Accounts	\$1,943
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$3,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,168
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$5,776
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$65,556

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 04 Mar 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.

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.

How to read the Annual Report

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, including:
 - 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) factors:
 - 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).

WHAT DOES SCHOOL COMPARISON REFER TO?

The School 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.

The School Comparison shows 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').