

2015 Annual Report to the School Community

Carrum Primary School

School Number: 3385



Name of School Principal:

Clem Langford

Name of School Council President:

Melissa Galland

Date of Endorsement:

20/4/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Carrum Primary School is situated on the southern most boarder of the City of Kingston, where Patterson River meets Port Phillip Bay. The school was founded in 1901 and had an enrollment of 302 students in 2015. The school is proud of its self-sufficient farmlet/environment centre, gardens and wetlands that are highly valued aspects of the schools sustainability program.

Carrum Primary School had 25.5 equivalent full time staff: 2 Principal class, 18 Teachers and 10 Education Support Staff providing a safe, happy, friendly and challenging learning environment, ideal for learning.

A team of dedicated, experienced and caring teachers taught a comprehensive and balanced curriculum, with the main emphasis on the development of literacy and numeracy. In 2015, the school had thirteen classes as well as specialists in the Arts, PE, Reading Recovery and German.

The school prides itself on fostering self-esteem, by facilitating the development of each child as an individual. We encourage students to take an active role in becoming responsible for their own learning. We develop the skills, values and attitudes that will provide children with a framework for making positive contributions to their community. Our core purpose is to provide flexible differentiated learning programs that incorporate a variety of learning and teaching styles, catering for the diverse needs of our students.

Achievement

Carrum Primary School Teacher assessments against the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) show Carrum students are performing at a similar level to other Victorian Government Schools. Teacher assessment of student learning has remained consistent for the years of data collection. We have a strong focus on academic rigor, which has resulted in a comprehensive teaching and learning program where staff continue to work in teams to differentiate the curriculum to meet the individual needs of our students.

The school has implemented a range of strategies within our structured English and Mathematics curricula to improve student learning outcomes. Effective differentiation and meeting the identified learning needs of individual students is our key to improving learning outcomes. This requires further development of direct teaching skills in English and Mathematics and developing consistency in teaching and learning programs from Prep-6.

Classroom curriculum and I.C.T. Resources have been extended and continue to play an important role in our students' learning. We have continued to work with the high school to update our ICT resources so that ICT can be integrated into all key-learning areas to improve student engagement.

Engagement

Student connectedness to school responses and student attendance data in the Student Attitudes to School Survey are higher or similar in comparison to all Victorian Government Schools and this has been consistent over the past four years. The staff has put in a tremendous amount of work to develop a strong sense of belonging and this is reflected in the student data.

Parent opinion survey data shows that the parents at Carrum Primary School are within the similar range for parent satisfaction when compared to other Victorian government schools. We are fortunate to have a very supportive parent community and we are consciously working at increasing community engagement in the learning process.

We foster self-esteem, by facilitating the development of each child as an individual. We encourage students to take an active role in becoming responsible for their own learning. We develop the skills, values and attitudes that will provide children with a framework for making positive contributions to the community.

Our caring and supportive staff contributes generously to the success of our school environment. This is reflected in a positive school culture where students, parents and staff are encouraged to support each other. Our school addresses the student management and attendance issues in line with the Student Engagement and Inclusion Guidelines and Attendance Guidelines.

Wellbeing

Most students attended regularly in 2015, however data reflected the trend to take extended family holidays during school term time. The average absence rate for students in 2014 was 13.6 days, which was consistent with 2014.

Students Attitudes to School Perceptions of School Safety and Connectedness to school data is higher in comparison to other Victorian Government Schools. This indicates that students feel safe and secure at school and teachers are providing an environment, which has a positive impact on our student's wellbeing.

The school has strong links with the local kindergartens and has a well-developed transition and orientation program that gently

introduces young learners to our school program and protocols, so starting school is positive for them.

We have a comprehensive grade 6 transition program, which is highlighted with visits to other schools to sample school life in a secondary setting. We also have secondary schools visiting the school and making presentations to our students.

We are continuing to work on developing an induction program for new students to the school, as well as transition programs intra school with particular focus on critical points in children's education, when moving between sub schools- junior to middle school and middle school to senior school.

Productivity

Our strategic plan is based upon the learning needs of our children. We direct our resources towards improving student learning outcomes as effectively as possible using the School Strategic Plan as the basis for our operations. We allocate funds towards the operation of targeted professional learning program, which supports and is compliant with the Victorian Curriculum.

Allocation of funds to facilities, learning and reference material, ICT equipment and furniture coupled with the appropriate level of staffing ensures the strategic direction we are implementing is well supported. Pupil Free Days are targeted to introducing, consolidating and developing work that follows on from the professional learning program.




The willingness and professionalism of the staff to embrace the direction set, support each other and grow their practices, ensures they are meeting the needs of our whole school curriculum, its scope and sequence. Class structures and timetables are integrated, providing an excellent platform for student learning. At our school we align all areas of the school's operations to ensure that progress we make towards achieving targets of our Strategic Plan is maximized and clearly focused on continuously improving student-learning outcomes.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

School Profile

Enrolment Profile

A total of 305 students were enrolled at this school in 2015, 149 female and 156 male.
There were 2% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

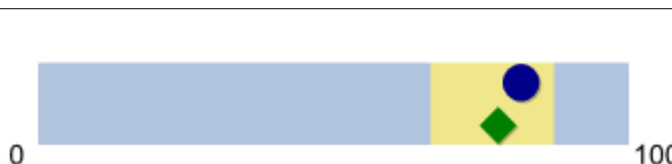
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Achievement

Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

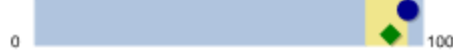
- English
- Mathematics

The grades are the same as those used in your child's end of year report.

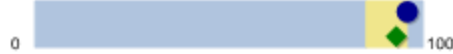
A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English



Results: Mathematics



School Comparison



Similar



Similar

Towards Foundation Level AusVELS

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

English




No Data Available




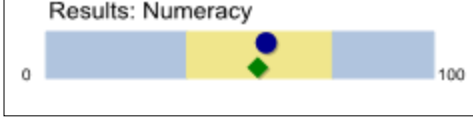

Mathematics

No Data Available

Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> 	 Similar
	<p>Results: Reading (4-year average)</p> 	 Similar
	<p>Results: Numeracy</p> 	 Similar
	<p>Results: Numeracy (4-year average)</p> 	 Similar
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> 	 Similar
	<p>Results: Reading (4-year average)</p> 	 Similar
	<p>Results: Numeracy</p> 	 Similar
	<p>Results: Numeracy (4-year average)</p> 	 Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
Result for this school: ■ Median of all Victorian government primary year levels: ■

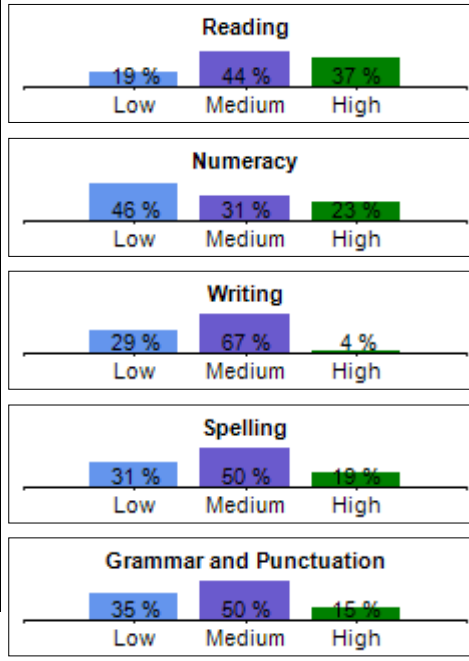
Achievement

NAPLAN Learning Gain Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.




Student Outcomes

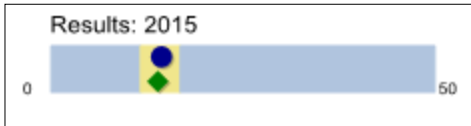
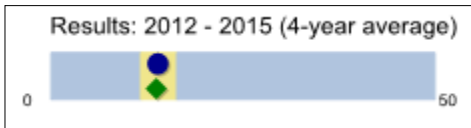




School Comparison




NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p>	<div><p>Results: 2015</p></div> <div><p>Results: 2012 - 2015 (4-year average)</p></div> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>93 %</td><td>92 %</td><td>93 %</td><td>92 %</td><td>91 %</td><td>92 %</td><td>94 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	92 %	91 %	92 %	94 %	<div> Similar</div> <div> Similar</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	92 %	91 %	92 %	94 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing

Students Attitudes to School - Connectedness to School

Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Student Outcomes

Results: 2015



Results: 2012 - 2015 (4-year average)



School Comparison



Students Attitudes to School - Student Perceptions of Safety

Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2015



Results: 2012 - 2015 (4-year average)



How to read the Performance Summary

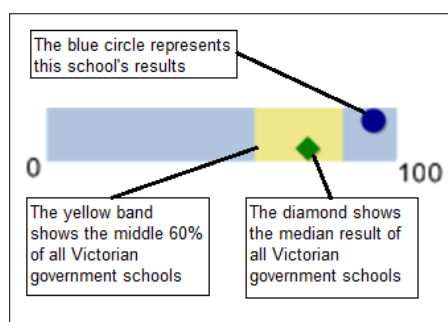
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

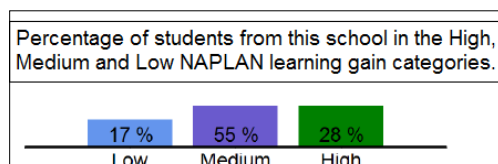
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

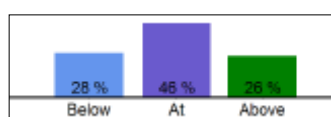


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

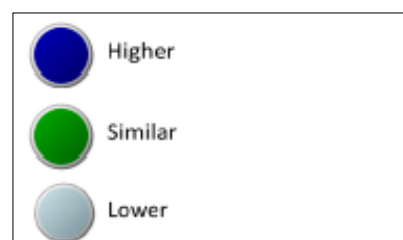


What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,032,542
Government Provided DET Grants	\$273,204
Government Grants Commonwealth	\$2,747
Revenue Other	\$4,664
Locally Raised Funds	\$178,201
Total Operating Revenue	\$2,491,358

Expenditure	
Student Resource Package	\$1,986,080
Books & Publications	\$831
Communication Costs	\$5,420
Consumables	\$29,212
Miscellaneous Expense	\$175,658
Professional Development	\$4,831
Property and Equipment Services	\$167,144
Salaries & Allowances	\$56,676
Trading & Fundraising	\$24,951
Travel & Subsistence	\$986
Utilities	\$22,907
Total Operating Expenditure	\$2,474,694

Net Operating Surplus/-Deficit **\$16,664**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$4,673
Official Account	\$11,882
Total Funds Available	\$16,555

Financial Commitments	
Operating Reserve	\$16,555
Total Financial Commitments	\$16,555

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

Budgets were monitored throughout the year to ensure funds were allocated appropriately, meeting all objectives. Payment of subject contributions and essential education items by parents increased from 2014 and programs were resourced appropriately. All funds were allocated to ensure all curriculum programs and school projects were supported effectively. I thank Wendy and Marianne for their persistence and diligence in managing the process for our school. I would also like to thank Mrs Jamie Rae, the School Council Treasurer, and the finance committee for their valued input and support in managing the school's finances through difficult times.