

2016 Annual Report to the School Community



School Name: Carrum Primary School

School Number: 3385



Name of School Principal:	Clem Langford
Name of School Council President:	Melissa Galland
Date of Endorsement:	26/4/17

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Carrum Primary School is situated on the southernmost boarder of the City of Kingston, where Patterson River meets Port Phillip Bay. The school was founded in 1901 and had an enrollment of 290 students in 2016. The school is proud of its self-sufficient farmlet/environment centre, gardens and wetlands that are highly valued aspects of the school's sustainability program.

Carrum Primary School had equivalent 24.54 full time staff: 2 Principal class, 15 Teachers and 11 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 2016, the school had thirteen classes as well as specialists in the Arts, PE, Literacy Support 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.

Framework for Improving Student Outcomes (FISO)

In 2016 the staff embarked on two targeted initiatives in relation to the FISO model. The focus of the AIP related to building Excellence in Teaching and Learning with a clear focus on implementing evidence-based high impact strategies in the area of Writing, as well as, improving our ability to evaluate impact of school based programs on learning. The staff have been involved in the process of revisiting and documenting our instructional model in relation to teaching and learning. They have been involved in a range of professional development sessions to develop a shared and consistent approach. In 2016 we updated our assessment practices and develop some base line data that will allow us to measure the effectiveness of these approaches. Our NAPLAN data demonstrates that the foundations set in the junior grades are equating to high level results in our Grade 3 NAPLAN assessments. Work commenced to develop approaches to challenge the students who have performed in the top two bands, to ensure we improve the percentage of students achieving high growth between grade 3-5 and 5-7.

Achievement

Carrum Primary School Teacher assessments against the Victorian Curriculum show Carrum students are performing at a similar level to other Victorian Government Schools. Teacher assessment of student learning has remained consistent throughout 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.

Our performance in NAPLAN shows that the percentage of students in the top 3 bands of testing in NAPLAN Reading and Numeracy testing at Year 3 was higher than the median score for other Victorian schools. Our performance in NAPLAN also shows that the percentage of students in the top 3 bands of testing in NAPLAN at Year 5 was similar than the median score for other Victorian schools.

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 maintaining 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 local high school to update our ICT resources so that ICT can be integrated into all key-learning areas to improve student engagement.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

X **Victorian Early Years Learning and Development Framework** ☐ AusVELS X **Victorian Curriculum** ☐ A Combination of these

Engagement

Student connectedness to school responses and student attendance data in the Student Attitudes to School Survey are higher 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 2016, however data reflected the trend to take extended family holidays during school term time and a few students have displayed high level absenteeism due to environmental issues. The average absence rate for students in 2016 was 15.99 days, which was slightly higher than 2015.

In the Students Attitudes to School Survey, Perceptions of School Safety and Connectedness to School data, our results are higher than the Victorian Government Schools median score. This indicates that students feel safe and secure at Carrum Primary School and teachers are providing an environment that 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. This program gently introduces young learners to our school program and protocols, so starting school is a positive experience 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 and new staff 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. In 2016 we enhanced our transition program by including 3 transition sessions to support students in their transition between year levels.




For more detailed information regarding our school please visit our website at
[enter web address here]

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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 290 students were enrolled at this school in 2016, 142 female and 148 male.
There were 3% 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 and Education index which takes into account parents' occupations and Education.



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	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

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>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>● Higher</p> <p>● Higher</p> <p>● Higher</p> <p>● Similar</p>
		<p>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>




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 Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<div><p>Reading</p><table><tr><td>21 %</td><td>59 %</td><td>21 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>29 %</td><td>53 %</td><td>18 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>18 %</td><td>60 %</td><td>22 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>33 %</td><td>40 %</td><td>28 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>20 %</td><td>45 %</td><td>35 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	21 %	59 %	21 %	Low	Medium	High	29 %	53 %	18 %	Low	Medium	High	18 %	60 %	22 %	Low	Medium	High	33 %	40 %	28 %	Low	Medium	High	20 %	45 %	35 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
21 %	59 %	21 %																														
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Performance Summary


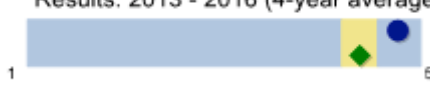






Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

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 2016 attendance rate by year level:</p>	<div><p>Results: 2016</p><p>Low absences <-----> high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences <-----> high absences</p><table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>92 %</td><td>90 %</td><td>93 %</td><td>92 %</td><td>93 %</td><td>92 %</td><td>92 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	93 %	92 %	93 %	92 %	92 %	<div> Similar</div> <div> Similar</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	90 %	93 %	92 %	93 %	92 %	92 %										

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	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

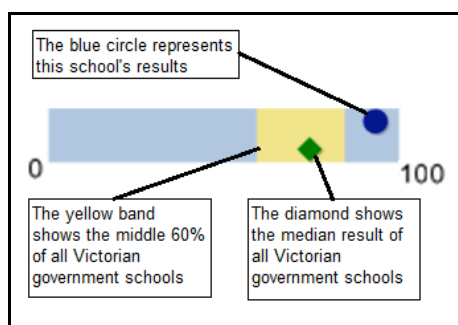
What are student outcomes?

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, P-12 and specialist schools, 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.

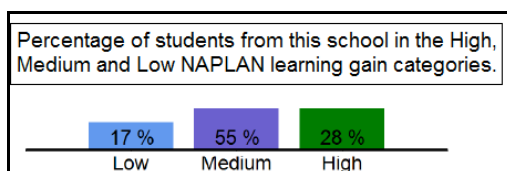
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

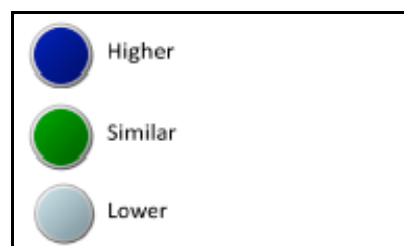
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,061,204
Government Provided DET Grants	\$276,821
Government Grants Commonwealth	\$7,628
Revenue Other	\$5,425
Locally Raised Funds	\$154,907
Total Operating Revenue	\$2,505,986

Expenditure	
Student Resource Package	\$2,033,680
Books & Publications	\$164
Communication Costs	\$3,972
Consumables	\$25,161
Miscellaneous Expense	\$158,605
Professional Development	\$4,667
Property and Equipment Services	\$93,804
Salaries & Allowances	\$2,053
Trading & Fundraising	\$16,697
Travel & Subsistence	\$291
Utilities	\$15,923

Total Operating Expenditure	\$2,355,015
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Net Operating Surplus/-Deficit	\$150,970
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Asset Acquisitions	\$0
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Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$131,493
Official Account	\$9,716
Total Funds Available	\$141,209

Financial Commitments	
Operating Reserve	\$49,241
Maintenance - Buildings/Grounds incl SMS<12 months	\$25,892
Revenue Receipted in Advance	\$4,249
School Based Programs	\$40,053
Provision Accounts	\$21,775
Total Financial Commitments	\$141,209

Student Resource Package Expenditure figures are as of 06 March 2017 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.