

2023 Annual Report to the School Community

School Name: Carrum Primary School (3385)



- 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 26 March 2024 at 11:53 AM by Clements Langford (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 26 March 2024 at 02:11 PM by Jason Deason (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

Carrum Primary School is a community focussed primary school situated at the southern end of the City of Kingston, where Patterson River meets Port Phillip Bay. The school was founded in 1901, and is proud of its self-sufficient farmlet/environment centre, gardens and wetlands that are highly valued aspects of the school's sustainability program. A total of 370 students were enrolled at this school in 2023, 203 female and 167 male (7% of students had English as an additional language and 1% were Aboriginal or Torres Strait Islander). In 2023 Carrum Primary School operated with 2 Principal class, 1 Learning Specialists, 1 Lead Teacher, 16 Full Time teachers, 6 Part Time Teachers, 10 Education Support Staff, 1 Administration Assistant and 1 Business Manager, 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. The school ran sixteen classes as well as specialists in the Arts, PE, STEAM and Mandarin. The school prides itself on fostering positive student well-being, 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 to 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the staff continued working on two targeted initiatives in relation to the FISO initiative. The focus of the Annual Implementation Plan related to Building Excellence in Teaching and Learning with a clear focus on implementing evidence-based high impact strategies in the classroom. The Literacy and Numeracy Professional Learning Teams focused specifically on areas of Writing, Reading and Number, as well as, continuing to improve our ability to evaluate impact of school-based programs on learning. The staff have been involved in professional learning to support with instructional practice and assessment processes. These professional development sessions aim to establish a shared and consistent approach across the school. In 2023, we revisited our whole school writing practice with Lisa Keskinen. This work continues to build teacher confidence and student confidence during writing tasks. Our NAPLAN data over a number of years demonstrates that the foundations set in the junior grades are equating to high level results in our Grade 3 NAPLAN assessments. Our 2023 NAPLAN data continues to highlight the need for teachers to focus on effective differentiation and feedback to students in numeracy and reading, to ensure we improve the percentage of students achieving high growth between grade 3-5 and 5-7. PLC implementation began 2021 and continues to be embedded. The employment of a Leading Teaching in 2023 has helped to focus this work and support student outcomes and staff professional development. This work supports the staff to focus on short term data sets to drive differentiated learning opportunities for the students to meet their identified needs through the analysis of student data. The TLI and DI initiatives were implemented from Grades Prep-6 to support students' catch-up and extension. Carrum Primary School Teacher assessments against the Victorian Curriculum show Carrum Primary School students are performing at a slightly higher level compared to other Victorian Government Schools students. Teacher assessment of student learning has been a focus for the school and this has meant teachers continue to use a consistent approach to critically analyse assessment data. The increasingly strong focus on academic rigor, has supported our comprehensive teaching and learning program and allowed teachers to work in teams in order to differentiate the curriculum to meet the individual needs of our students. The improved quality of assessment practices has enabled teachers to collect accurate data and use that data to provide differentiated teaching and learning programs. Our 2023 NAPLAN results show that once again our students in Grade 3 & 5 perform above similar school and the state averages for Reading and Numeracy. The school has implemented a range of strategies within our structured English and Mathematics curriculum 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 Literacy and Mathematics and maintaining consistency in teaching and learning programs from Prep-6. Classroom curriculum and Digital Technology Resources have been enhanced and continue to play an important role in our students' learning. We have continued to work with the local schools to update our Digital Technology resources so that Digital Technologies can be integrated into all learning domains to improve student engagement. Ongoing implementation of our Design Agency Framework has been used to support student engagement and academic achievement. Carrum Primary School Staff continue to lead the development of a STEAM Network that has enabled students to demonstrate their achievements during school-based conferences. Students' skills in coding and robotics have been enhanced through implementing a comprehensive digital technologies scope and sequence.

Wellbeing

The school has a designated Wellbeing Professional Learning Team dedicated to support student at school. Staff worked collaboratively during planning times to support professional learning and student well-being concerns. The school continued to offer a variety of tiered supports at each year level to support the students to engage with learning at school. Since COVID we continue to notice that our students' response to the school connectedness section of the school survey is below what previous years. The wellbeing team have been working with the classroom teachers to support the work they are doing to ensure there are clear predictable routines at the start of the day and students feel comfortable seeking support for teachers when required. Teachers started completing short survey at the end of 2023 to gauge students perceptions of how these changes to the learning programs are support them to feel connected at school. The school increased staffing to cater to individual needs and support students with integrating in the school environment. Teachers developed activities to support effective communication, friendship development and connectedness at school. A group of staff began completed the Berry Street Education Model Training and the whole staff will complete this training in 2024. This work is in response to the percentage of positive responses on the attitude to school survey in relation to school connectedness and managing bullying. Our Student Engagement Learning Specialist has been running student focus groups to assist in understanding this data better and making improvements to our learning environment to enhance student well-being. In Term 4 2023, Parent information sessions were held at the school along with 4 orientation sessions for 2023 prep students to support with their transition to school. Our Grade Prep to 5 students participated in 4 'Up Sessions' to support with their transition between grade levels. In the last week of Term 4 students participated in one full day in their new grade, to help them understand what to expect at school in 2024. Further, our Grade 5/6 teachers worked closely with the high school and the City of Kingston to support our Grade 6 transition program. The teachers met with the teachers at PRSC to arrange activities with our local high schools to support students to feel comfortable in a secondary school setting.

Engagement

School attendance continues to be an area of focus with two of the main reasons students do not attend school being illness and family holidays. We continue to work with families of students who are reluctant to attend school and have developed attendance plans for these students and families. Our average student absence days for 2023 was 18.9 down from 22.7 in 2022. This was less than similar school and state averages but certainly something we continue to work on as these absences equate to just over 3 weeks on average across the school. Student and staff well-being has continued to be a significant priority. To support students, teachers made a concerted effort to provide predictable routines, soft landings and brain breaks throughout the day. As part of our Berry Street Education Program teachers continue to use circle time to provide opportunity for connection and the teaching of school values.

Student engagement continues to be an area of focus for our staff. Teachers worked collaboratively to provide students with engaging learning opportunities based upon an inquiry approach to learning. In 2023 teachers focused on building a secure learning environment that was engaging and challenging. We continued to focus on core Literacy and Numeracy skills through the use of effective formative assessment to inform the planning of targeted teaching programs. Teachers offered opportunities for parents to discuss their child's progress during 'Meet the Teacher' and 'Parent Teachers Interviews'. Semester reports were shared on Compass at the end of Term 2 & 4. The reports provided an overview of what was taught during each semester, a progression point for Literacy and Numeracy and other curriculum areas taught was provided. The reports outlined how the children performed against Victorian curriculum outcomes at their year level.

Other highlights from the school year

Once again our students hosted the 'The Big Green Conference'. This year the students worked with schools in our network to share their learning and celebrate the work they are doing at their schools. Our teachers continue to work with other schools in the network support students understanding of Environmental Science and Sustainability. Throughout 2023 the school worked with the Royal Botanic Gardens to participate in a biomimicry project for an international competition run by Harvard University. This group of students planned out a solution to real world problems relating to the pelicans in our local area. Using the pelican beak as inspiration they designed a prototype drone that could clear the local waterways of rubbish. Their submission ranked 3rd overall in the international competition. This project is yet another example of how our students are able to think critically to explore environmental sciences.

A major highlight of the school year was our Christmas concert. The students were able to showcase their performing arts skills and talents. This was a fantastic community event and a credit to our teachers, students and parent helpers. It also continued to strengthen the connection between with our school community.

Our Students continue to participate in a number of interschool sport events. Our Whole school gala days were a great success. Students were able to compete in house teams for Athletics and Cross Country. Many of our students qualified in various sports for division and regional level for swimming, cross country and athletics.

Financial performance

Budgets were monitored throughout the year to ensure funds were allocated appropriately. Payment of subject contributions and essential education items by parents were similar to previous years and programs were resourced appropriately. All funds were allocated to ensure all curriculum programs and school projects were supported effectively. 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. Our current surplus has been factored into long term work force and resource planning of the school and committed for future years.

For more detailed information regarding our school please visit our website at

<https://carrumps.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 370 students were enrolled at this school in 2023, 203 female and 167 male.

7 percent of students had English as an additional language and 1 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).

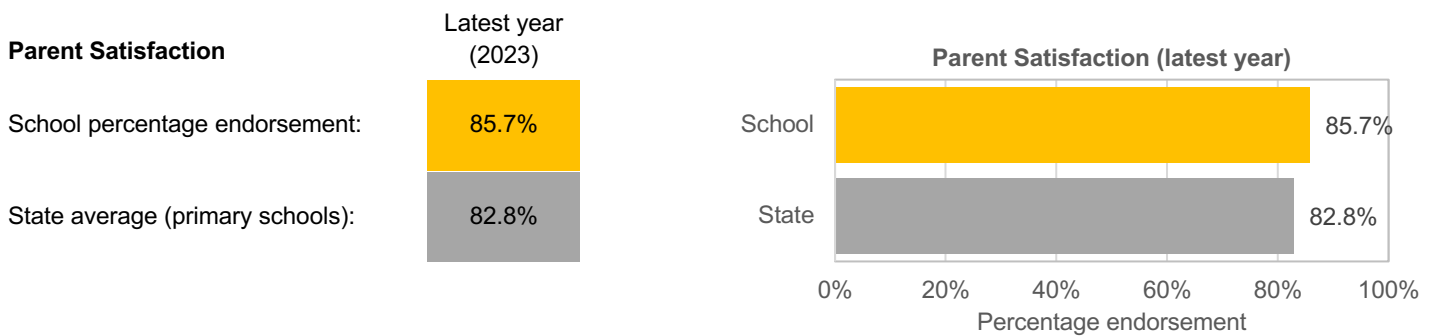
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

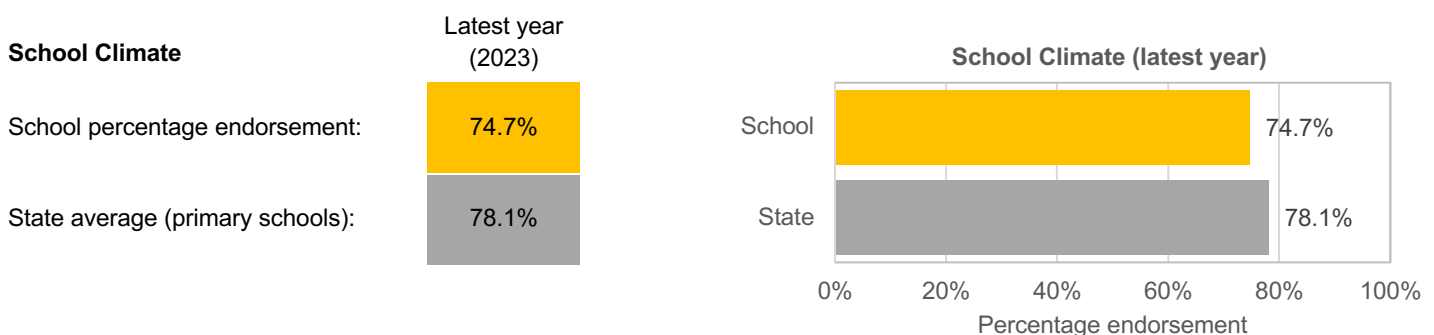


School Staff Survey

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:

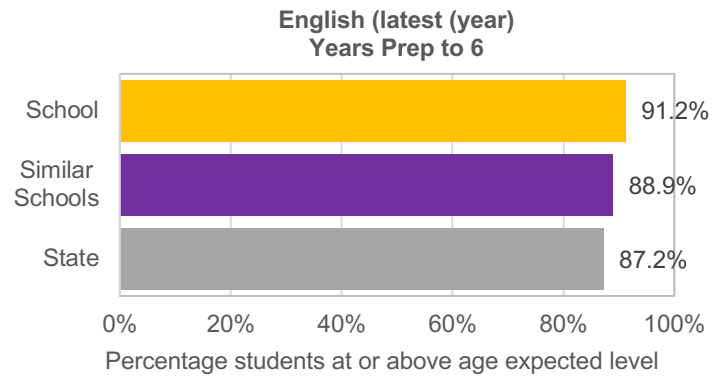
91.2%

Similar Schools average:

88.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

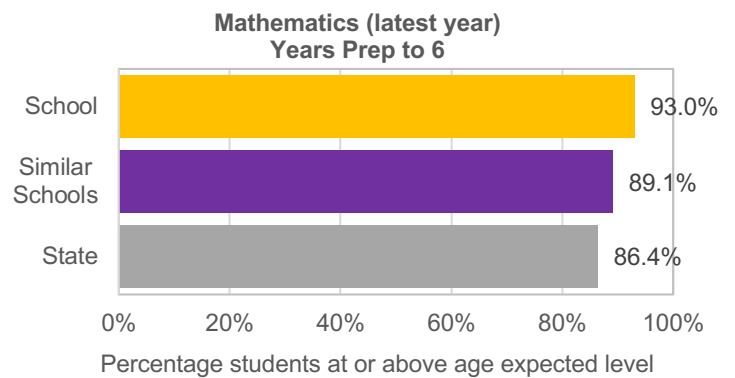
93.0%

Similar Schools average:

89.1%

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:

75.5%

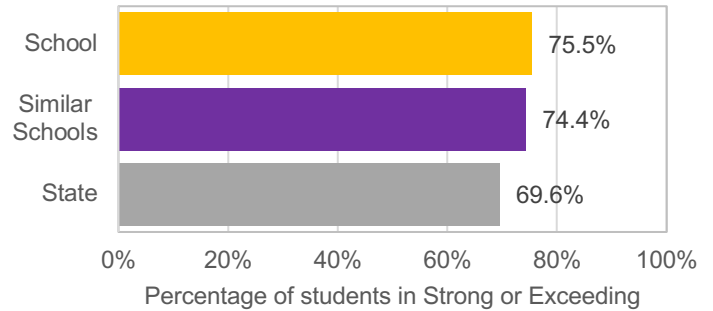
Similar Schools average:

74.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.9%

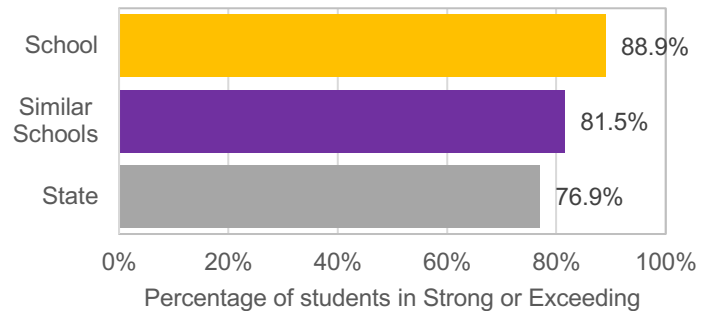
Similar Schools average:

81.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.2%

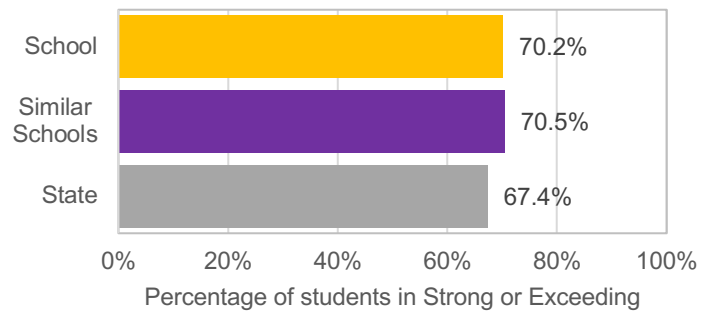
Similar Schools average:

70.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.3%

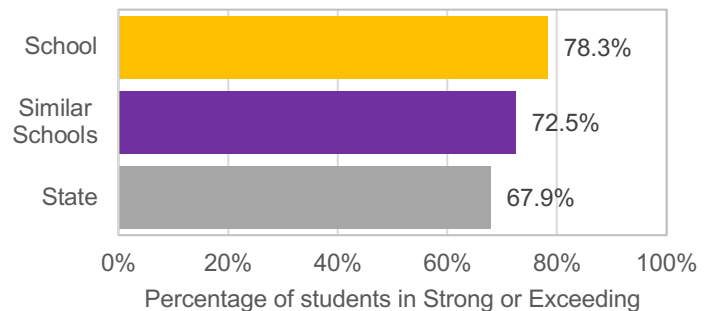
Similar Schools average:

72.5%

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:

97.6%

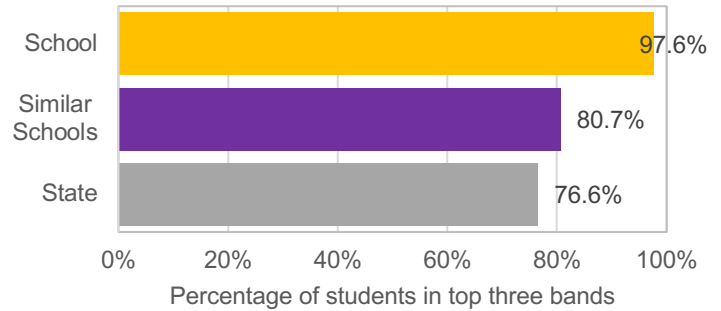
Similar Schools average:

80.7%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

77.1%

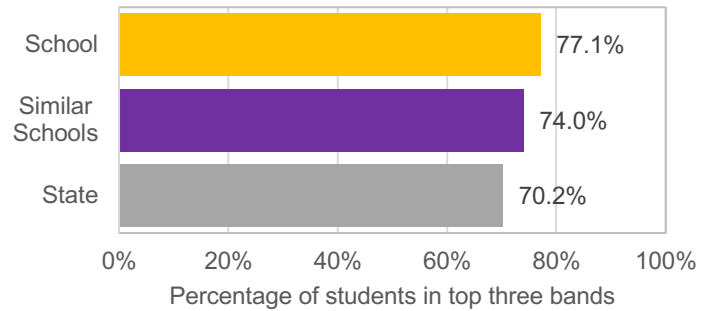
Similar Schools average:

74.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

68.2%

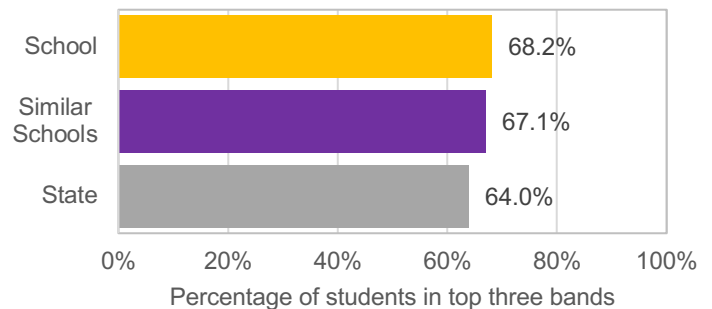
Similar Schools average:

67.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

65.7%

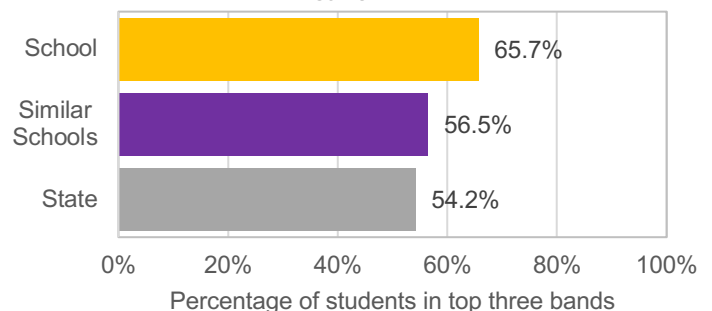
Similar Schools average:

56.5%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

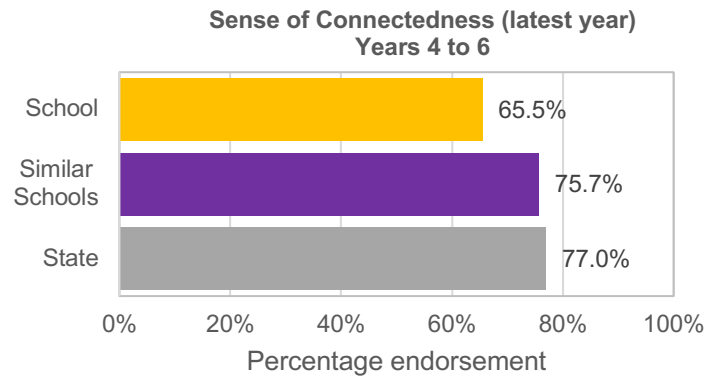
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	65.5%	71.2%
Similar Schools average:	75.7%	76.8%
State average:	77.0%	78.5%

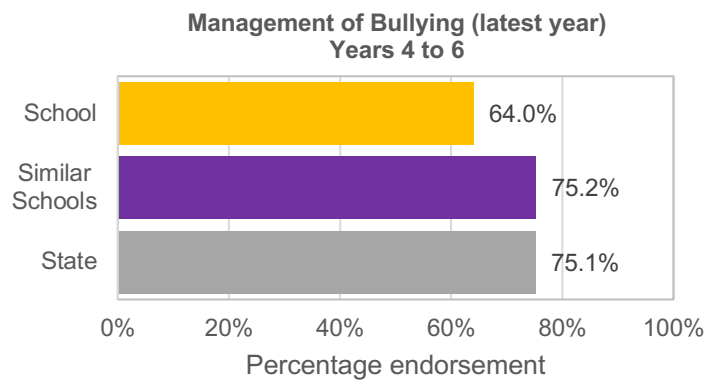


Student Attitudes to School – Management of Bullying

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:	64.0%	68.6%
Similar Schools average:	75.2%	76.4%
State average:	75.1%	76.9%



ENGAGEMENT

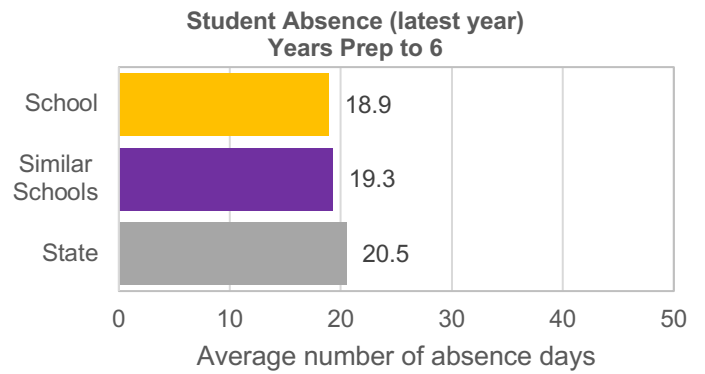
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.9	16.3
Similar Schools average:	19.3	16.8
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):	90%	92%	91%	91%	89%	91%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,658,468
Government Provided DET Grants	\$421,538
Government Grants Commonwealth	\$11,923
Government Grants State	\$0
Revenue Other	\$38,091
Locally Raised Funds	\$230,239
Capital Grants	\$0
Total Operating Revenue	\$4,360,259

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,250
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$35,250

Expenditure	Actual
Student Resource Package ²	\$3,529,299
Adjustments	\$0
Books & Publications	\$599
Camps/Excursions/Activities	\$100,742
Communication Costs	\$3,029
Consumables	\$72,786
Miscellaneous Expense ³	\$10,024
Professional Development	\$67,043
Equipment/Maintenance/Hire	\$70,088
Property Services	\$117,820
Salaries & Allowances ⁴	\$65,189
Support Services	\$140,218
Trading & Fundraising	\$35,580
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,820
Total Operating Expenditure	\$4,232,236
Net Operating Surplus/-Deficit	\$128,023
Asset Acquisitions	\$44,418

- (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	\$230,957
Official Account	\$38,944
Other Accounts	\$0
Total Funds Available	\$269,902

Financial Commitments	Actual
Operating Reserve	\$100,005
Other Recurrent Expenditure	\$1,807
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$109,250
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,102
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$21,069
Capital - Buildings/Grounds < 12 months	\$38,606
Maintenance - Buildings/Grounds < 12 months	\$45,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$320,839

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.