

2018 Annual Report to The School Community



School Name: Carisbrook Primary School (1030)



- 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 17 March 2019 at 10:14 AM by Barbara Wilson
(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 24 April 2019 at 09:10 AM by Simon Morrison
(School Council President)

About Our School

School context

Carisbrook Primary School aims to foster integrity, promote lifelong learning and the achievement of excellence. The fundamental purpose of the school is to provide an engaging and comprehensive education where students of all abilities will have access to high quality, explicit teaching and learning. Students are guided to reach their academic, social, emotional, technological, physical and creative potential in a safe, caring and stimulating environment. Carisbrook Primary School encourages and values strong community links through open and positive communication. The home-school relationship is of high importance. Our school values are: Respect, Integrity and Resilience, underpinned by Community.

Carisbrook Primary School, established in 1874, is located in Central Victoria 8kms from Maryborough. In 2018 the school's student enrolment settled around 263, similar to 2076. In 2018, The Student Family Occupation Education index was 0.5492 which places the school in the High Band, considerably above the State Median Index of 0.4400, reflecting the high needs of some of our families. The Leadership Team is comprised of a principal, an assistant principal, a leading teacher and four unit leaders. In 2018, the school had a thirteen class structure, with eleven full time class teachers, three part time class teachers, one full time and two part time specialist teachers (The Arts Science and PE). The school was also supported by eight Educational Support staff in classrooms and one full time and 2 part time ES staff in administration. Visiting support personnel including a speech therapist and psychologist. Carisbrook Primary School has an active School Council.

Framework for Improving Student Outcomes (FISO)

Consistent with our vision to foster integrity, promote lifelong learning and achievement of excellence, our FISO priority for 2018 was 'Excellence in teaching and learning', in particular 'Building practice excellence'.

To continue building practice excellence the school employ a Literacy coach and literacy support and extension teacher and implement the SPAIDES program for early year's students, to address identified goals in literacy. The school provided support oral language programs in Prep to 2, including additional speech support and literacy extension and support programs for years 3 to 6, as well as the purchase of significant reading resources.

Curriculum planning and documentation was undertaken to ensure the school programs were reflective of the Victorian Curriculum.

Professional development was also a target, particularly in the area of literacy and numeracy and development of the School Wide Positive Behaviour Program.

In 2019 the school will undertake a school review. This will be a timely opportunity to provide guidance for the school and the school leadership to address the lower than expected staff and parent survey data.

Achievement

Carisbrook Primary School has focused strategically to improve achievements in student learning. We are achieving within or close to the middle 60% band of Victorian government primary schools, although the rate of high risk children entering the school at year Prep sits in the highest band compared to all government schools. Language skills is indicated as the domain with the highest rate of risk. Students on the "Program for Students with Disabilities" (PSD) students were supported by Individual Learning Improvement Plans (ILIPs) and Program Support Groups (PSGs). ILP's were developed and implemented in each class, to ensure students identified as achieving higher than expected continue to be challenged at an appropriate level.

The school data from the NAPLAN (National Assessment Program Literacy and Numeracy) shows the school performing at, or close to, the median of Victorian schools in most areas. We achieved similar outcomes in NAPLAN in both reading and writing in Years 3 and 5 to previous years, but the lower results in year 5, with only 3 % of students in the top 2 bands, compared to 45% in year 3. These results indicate a need to focus our planning in the next strategic cycle on writing and numeracy. The number of students making high learning gains

from year 3 to year 5 has positively increased in all areas in 2018, and the number of students showing low learning growth has decreased.

Student learning gain from Year 3 to Year 5 in Writing shows a higher number of students achieving low growth and this has been a key target in the Annual Implementation Plan.

Key strategies to support improvement throughout 2018 were:

Intervention support and extension programs and additional assistance groups were rotated through years 2 – 6. Individual Learning Plans and Student Support Groups were also targeted to children in need. A speech therapist was employed to work primarily with our Foundation year students, and an oral language program (SPAIDES) was provided in response to identified needs in the early years.

Professional Learning Communities, with a focus on using our data school wide to inform planning has been implemented across the school in 2018, with a focus on writing. It is of interest to note in 2018 the school saw a large improvement in the proportion of positive responses (11.9% increase) on the staff survey around Collective Efficacy when compared to the 2017 data. Information from DET is that schools who participate in the PLC program should see collective efficacy fostered; this certainly was the case in 2018 for our school.

Engagement

The 2018 Student Absence data indicates our students have less absences than other schools with student from similar backgrounds to our school, with an 88% to 94% attendance rate across the year levels. The rate for year 6 students of 88% has had a significant impact on our overall student absence data, all other year levels improved from 2017 data.

The highest absence type was ‘illness’ with a school mean of 6.45 days, followed by ‘parent choice: unauthorised’ with 2.20 days.

Attendance continued to be a focus of our work in 2018 and the message that ‘it’s not OK to be away’ is one we continued to emphasise. Regular communication home to track absenteeism occurred, including daily phone calls home when an absence was unexplained.

In 2019 we will continue to have ongoing conversations with students and parents emphasise that success is largely underpinned by attendance in class. We are also currently working with schools across the network on a submission for funding to identify and address trends impacting on student attendance.

Wellbeing

Student wellbeing is a high priority and is essential for student success. It also underpins positive student/teacher relationships that enhance student learning. The 2018 Student Attitudes to School Survey, shows our Year 5 and 6 students ranked similar to like schools, this was an improvement from 2017, with higher levels of students satisfaction noted in the data. Student perception of the management of bullying also reflected similar results to like schools, and this area also demonstrated an improvement when compared to 2017 data.

Carisbrook Primary School has a strong transition program, to support successful school entry, transition between year levels and secondary school orientation. A successful Kinder - Prep transition program facilitates a number of opportunities for preschool children to experience school life prior to commencement. The Prep transition program of 5 half days continued in 2018. Students transitioning to MEC participated in a formal transition program. Students identified as needing additional support to transition participated in an extended transition program over several months.

Key improvement strategies utilised in 2018 included:

Teacher student ratios in the P/1/2 maintained at the desired level of below/at 1:21, assisting the building of literacy and numeracy skills in all students.

Students were supported as they move through the school by a whole school approach to student wellbeing and a close working relationship with our staff

We have an effective preschool to school transition program, including meetings between Kinder and school staff and the use of kinder transition forms.

A comprehensive Year 6 - 7 transition program is in place, in some instances involving participation by our Grade 6 teachers and visits to local secondary schools by staff.

Carisbrook Primary School is in the top 10% of all government schools for the rate of high risk students entering Prep. This was a consideration when engaging literacy supports for our early years students.

Financial performance and position

The school's financial performance statement more truly reflects our financial position, as accounts payable were finalised before rollover in 2018.

Outside of the SRP funding other income items in 2018 were grant monies being received and allocated to fund the employment of a chaplain, and for the Sporting Schools program. The sporting schools program money supported swimming in the early years, and tennis across the whole school.

The installation of the new turf area was completed in 2018, and represented a significant cost of over \$70,000.

Equity funding of \$397,937.81 received in 2018 and was directed to a range of student learning, engagement and support strategies, \$14,000 was allocated to the purchase of books to support our literacy program, and a further \$6,400 to the purchase of speech therapy services through MDHS.

The school continues to be in a sound financial position going into 2019.

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

<https://www.carisbrookps.vic.edu.au/>

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 263 students were enrolled at this school in 2018, 105 female and 158 male.

np percent of students had English as an additional language and 2 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

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)	71.4	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)	44.4	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	86.0	90.1	82.6	95.3	Higher
Mathematics	87.2	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)	55.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	51.2	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	53.3	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	36.7	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)	53.3	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	47.7	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	48.8	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	37.7	54.8	39.2	71.4	Lower

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	34.5	37.9	27.6
Numeracy	46.4	39.3	14.3
Writing	31.0	55.2	13.8
Spelling	24.1	55.2	20.7
Grammar and Punctuation	24.1	55.2	20.7

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)	14.0	15.1	12.9	18.1	Higher
Average number of absence days (4 year average)	15.5	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	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	94	94	93	93	94	94	88

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)	78.9	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	74.3	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)	76.3	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	72.3	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	\$2,578,374
Government Provided DET Grants	\$478,417
Government Grants Commonwealth	\$4,337
Government Grants State	\$11,200
Revenue Other	\$13,491
Locally Raised Funds	\$144,282
Total Operating Revenue	\$3,230,101

Equity ¹	Actual
Equity (Social Disadvantage)	\$397,938
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$397,938

Expenditure	Actual
Student Resource Package ²	\$2,324,997
Adjustments	\$200
Books & Publications	\$14,478
Communication Costs	\$6,091
Consumables	\$57,504
Miscellaneous Expense ³	\$123,039
Professional Development	\$45,130
Property and Equipment Services	\$220,228
Salaries & Allowances ⁴	\$201,579
Trading & Fundraising	\$41,135
Travel & Subsistence	\$3,996
Utilities	\$25,008
Total Operating Expenditure	\$3,063,385
Net Operating Surplus/-Deficit	\$166,716
Asset Acquisitions	\$16,674

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$38,595
Official Account	\$4,822
Other Accounts	\$1,143
Total Funds Available	\$44,560

Financial Commitments	Actual
Operating Reserve	\$44,560
Other Recurrent Expenditure	\$2,231
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$46,791

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').