

2009 Annual Report to the School Community

Carrum Primary School

School Number: 3385



Every
child,
every
opportunity



Carrum Primary School

Carrum Primary School is situated on the southern most border of the City of Kingston, where the Patterson River meets Port Phillip Bay. The school was founded in 1901 and has a current enrolment of 239 students. The school is proud of its self-sufficient farmlet/environmental centre and has a country like atmosphere within a city environment.

Carrum Primary School has 16.93 equivalent full time staff: 2 Principal class, 12.4 teachers and 2.53 Education Support staff providing a safe, happy, friendly and challenging environment, ideal for learning.

A comprehensive and balanced curriculum, with the main emphasis on the development of literacy and numeracy, is taught by a team of dedicated, experienced and caring teachers, in an open and friendly style. In 2009, the school has eleven classes as well as specialist classes in the Arts, PE and German.

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 their community.

In 2009 we began the rebuilding process creating a 21st century learning environment .



| Student Learning | Student Engagement and Wellbeing | Student Pathways and Transitions |
|--|--|---|
| <p>Carrum Primary School 's student learning outcomes are higher than the expectations for Victorian government primary schools. This puts our school in the top 20% of schools with a similar socio - economic make up. Teacher assessment of student learning has been high for the 2 years of data collection.</p> <p>The Grade 3 Naplan data is higher in 2009 than 2008. The reading results were very high, well above the predicted range for our school as was the numeracy score. The grade 5 Naplan data is in the top half of the middle 60% range of scores for schools although the numeracy results are lower in 2009 than 2008,</p> <p>We need to address the numeracy outcomes for students, especially in the higher grades.</p> <p>These results are reflected in our new School Strategic plan which places an emphasis on improvement in Maths (number) and English (writing).</p> <p>Teaching staff are undertaking Professional Development in these areas to further strengthen our teaching methods and curriculum design. Staff practise will be strengthened and consolidated by utilising the expertise of a maths coach across the school.</p> | <p>Student engagement and well being are seen as being within the middle range of scores for Victorian government schools.</p> <p>The student connectedness to school result was in the high range, and had increased from 2008. This is in the top 20% of Victorian government schools. This means our students feel comfortable at our school and have a heightened sense of belonging and enjoyment of school.</p> <p>Most students attend regularly, however the student absence data, which is in the middle range of scores, reflects the trend to take extended family holidays during school term time.</p> <p>We need to keep up the student engagement strategies we have in place to consolidate our student connectedness and to further this by developing activities and programs that students respond favourably to.</p> <p>We need to further educate our parents and students regarding the taking of holidays at appropriate times, and to push home the 'It's not OK to be away' message. Programs of high engagement need to be a focus at the start of the school day.</p> | <p>The school has strong links with the local kindergarten and has a well developed transition/orientation program that gently introduces young learners to our school programs and protocols, so starting school is a positive time for them.</p> <p>We have a comprehensive grade 6 transition program, which is highlighted with visits to other schools to sample school life in a secondary setting, as well as secondary schools visiting our students and presenting information to them.</p> <p>We are working on developing an induction program for new students to the school as well as transition programs intra school with a particular focus on critical points in children's education, when moving between sub schools - junior to middle school and middle school to senior school. This is part of our School Strategic Plan.</p> <p>We have a growing school population, with a low mobility rate.</p> |

For more detailed information regarding our school please visit our website at carrumps.vic.edu.au
or view our Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>



Carrum Primary School

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.



2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



School Profile

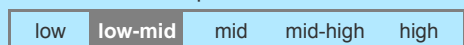
- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.



- Overall socio-economic profile



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

- Proportion of students with English as a second language




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



- 239 students (119 female, 120 male) were enrolled at this school in 2009.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

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

- English and Mathematics
- All other subjects

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 and Mathematics 2008



Results: English and Mathematics 2007 - 2008 (2-year average)



Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



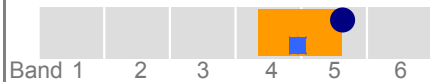
4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

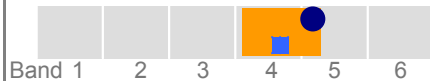
Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

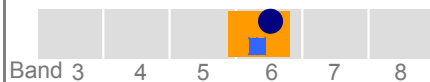
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

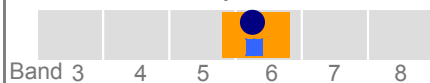
Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:



Median of all Victorian government schools:



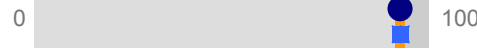
Student Engagement and Wellbeing

6. Student attendance

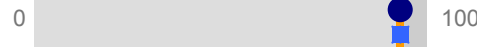
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2008 attendance rate by year level:

Results: 2008



Results: 2005 - 2008 (4-year average)



| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
|------|-----|-----|-----|-----|-----|-----|
| 93% | 92% | 92% | 93% | 92% | 94% | 95% |

School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2009



Results: 2006 - 2009 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2009

The Victorian Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

Government School Performance Summary 2009

ABC Secondary College

How this school compares to all Victorian government schools

Key: Range of results for the middle 60% of Victorian government schools. Results for this school. Results for all Victorian government schools.

Overall Measure

1. Student Learning

Comparing teacher assessments from the Victorian Essential Learning Standards (VELS) to the results from the National Assessment Program - Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).

2. Student Engagement and Wellbeing

Comparing student attendance rates and results from the annual student attitude at school survey.

3. Student Pathways and Transitions

Comparing the number of students continuing at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.

School Profile

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

Quintile socio-economic profile

Proportion of students with English as a second language

Based on the school's Student Profile Occupation Index which takes into account parental occupations.

424 students (264 female, 240 males) were enrolled at this school in 2009.

For more information regarding this school, please visit www.vic.gov.au/school

ABC Secondary College

How this school compares to all Victorian government schools

Key: Range of results for the middle 60% of Victorian government schools. Results for this school. Results for all Victorian government schools.

Student Learning

Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

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 and that their learning is on track.

Student Outcomes

Results: English and Mathematics 2009

Results: English and Mathematics 2007-2009 (3-year average)

Results: All other subjects 2009

Results: All other subjects 2007-2009 (3-year average)

School Comparison

Lower Similar Higher

1. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May 2007 year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the national benchmark is Band 6.

Results: Reading 2009

Results: Reading 2007-2009 (3-year average)

Results: Numeracy 2009

Results: Numeracy 2007-2009 (3-year average)

2. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May 2007 year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the national benchmark is Band 8.

Results: Reading 2009

Results: Reading 2007-2009 (3-year average)

Results: Numeracy 2009

Results: Numeracy 2007-2009 (3-year average)

2009 Government School Performance Summary

ABC Secondary College

Key: Range of results for the middle 60% of Victorian government schools. Results for this school. Results for all Victorian government schools.

ABC Secondary College

ABC Secondary College's fundamental purpose is to enable every student to reach the or over 84 academic, social and personal potential.

A balanced range of Year 12 studies is available to meet the varied needs of students. We have a strong and successful career program that has won several awards for excellent student work. Students may also learn a musical instrument and engage in sports activities, such as athletics, swimming, netball, basketball and others.

We are home to a dedicated International Students program with more than 20 students from China studying in the school and staying with Australian families. ABC Secondary College is entering the second year of its partnership with PISA, and the College looks forward to successful improvement during 2009 as we define direction for improved student outcomes.

Student Learning

Our school's overall goal for students is to perform above the Victorian average in all subjects.

This level of performance is above the national average for Victorian government schools.

Our students are performing higher than the national average in all subjects, particularly in English and Mathematics.

Improvement in Literacy continues to be a priority for us in the implementation of a Literacy Coach and Literacy Coordinator within the Year 9 program.

Student learning will be further supported by:

- Developing a whole school literacy strategy.
- Implementing a rigorous, imaginative model of curriculum, particularly for Years 8 and 9.

Student Engagement and Wellbeing

Our students have a good understanding of their own learning and are able to set goals for themselves.

Our academic engagement of student and sense of belonging is at a higher level than that of other schools.

The complete revision of discipline strategies has enabled a consistent approach which combines the development of a positive attitude of respect with the development of a strong sense of responsibility to the school and community.

Student engagement and wellbeing will be further supported through the following actions:

- Strategies to improve staff-student relationships.
- Recognition and encouragement of student leadership and student voice.

Student Pathways and Transitions

Our ability to assist students to the 10 is a priority for us as we continue to improve our results for other schools.

The number of students willing to further studies and full-time employment are above the result for other schools.

The establishment of our Out-of-School Options program has been successful in providing a consistent approach to the development of students' learning and transitioning to education.

Student pathways and transitions will be further supported through the following actions:

- Further development of our Out-of-School Options for re-engaging students.
- Comprehensive use of Managed Individual Pathways for all Year 10, 11 and 12 students.

For more detailed information regarding our school please visit our website at www.vic.gov.au/school

The **front page** summarises your school's performance

The **second and third pages** provide a detailed breakdown of each of the result areas.

The **fourth page** outlines what your school is doing to improve its results.

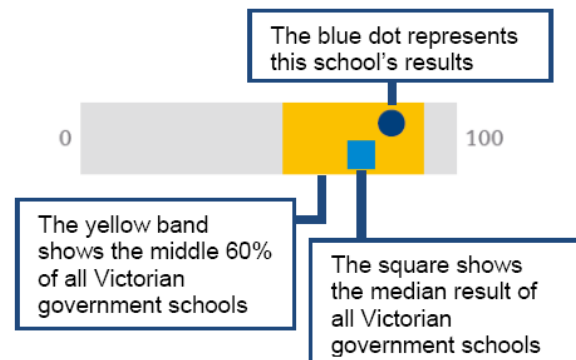
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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.



What is a *School Comparison*?

The *School comparison* is a new and different way of comparing school performance. It 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 Indigenous 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:

www.education.vic.gov.au/aboutschool/

School Comparison



Lower



Similar



Higher

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 and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Carrum Primary School

School Number: 3385

Financial Performance – Operating Statement Summary for the year ending 31st December, 2009

| Revenue | 2009 Actual |
|--------------------------------|------------------|
| Departmental Grants | \$281,211 |
| Commonwealth Government Grants | \$66,213 |
| State Government Grants | \$0 |
| Other | \$21,427 |
| Locally Raised Funds | \$135,320 |
| Total Operating Revenue | \$504,171 |

Expenditure

| | |
|------------------------------------|------------------|
| Salaries and Allowances | \$22,500 |
| Bank Charges | \$477 |
| Consumables | \$31,653 |
| Books and Publications | \$5,308 |
| Communication Costs | \$7,279 |
| Furniture and Equipment | \$14,584 |
| Utilities | \$10,063 |
| Property Services | \$60,547 |
| Travel and Subsistence | \$1,327 |
| Motor Vehicle Expenses | \$0 |
| Administration | \$4,947 |
| Health and Personal Development | \$470 |
| Professional Development | \$3,561 |
| Trading and Fundraising | \$36,426 |
| Support/Service | \$93,011 |
| Miscellaneous | \$58,744 |
| Total Operating Expenditure | \$350,897 |

Net Operating Surplus/-Deficit \$153,274

Capital Expenditure \$1,398

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2009

| Funds Available | 2009 Actual |
|---|------------------|
| High Yield Investment Account | \$165,588 |
| Official Account | \$6,830 |
| Other Bank Accounts(listed individually) | \$ |
| Investment 3 | \$16,000 |
| | \$ |
| | \$ |
| | \$ |
| | \$ |
| | \$ |
| Total Funds Available | \$188,418 |

| Financial Commitments | 2009 Actual |
|--|------------------|
| School Operating Reserve | \$52,957 |
| Assets or Equipment Replacement < 12 months | \$84,344 |
| Capital – Building/Grounds including SMS < 12 months | \$0 |
| | \$0 |
| Maintenance – Building/Grounds including SMS < 12 months | \$46,000 |
| | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Co-operative Bank Account | \$0 |
| Revenue Received in Advance | \$5,117 |
| School based programs | \$0 |
| Region/Network/Cluster Funds | \$0 |
| Provision Accounts | \$0 |
| Repayable to DEECD | \$0 |
| Other Recurrent Expenditure (Accounts Payable) | \$0 |
| Assets or Equipment Replacement > 12 months | \$0 |
| Capital – Building/Grounds including SMS > 12 months | \$0 |
| Maintenance - Building/Grounds including SMS > 12 months | \$0 |
| Total Financial Commitments | \$188,418 |

Financial performance and position commentary

The school's financial performance for 2009 successfully reflected the budget plans and projections of the school council. School Council made budget amendments in April, following the confirmed census numbers of 239. 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 2008 and programs were resourced appropriately. There was also an increase in the 2009 SFO with more families being eligible for and receiving funds through the Educational Maintenance Allowance. All funds were allocated to ensure all curriculum programs and school projects were supported effectively. Fundraising was again a vital component of our school's resources and the successful efforts of our committee and generosity of our community funded several programs. During 2009 as part of the Buildings Futures refurbishment project the school received funds to support the purchase of furniture, ICT equipment and library resources. These funds have been allocated for the purchase of resources during 2010 as we move into the new buildings. The school received the National Schools' Pride Federal grant and some of these funds remain, with projects to be completed in 2010 as well. Revenue received in advance is for the 2010 Year 5/6 camp in February. I wish to acknowledge the excellent management procedures of our Business Manager, Mrs Jan Parker and commend all staff for their current practices in the efficient and orderly management of school finances. I thank Jan and Marianne for their persistence and diligence in managing the process for our school. I would like to thank Shi-anne Carr and Sharon Adams for their successful management of the Canteen and Uniform shop respectively. I would also like to thank Mrs Joanne Overmars, the school council treasurer and the finance committee for their valued input and support in managing the school's finances.