

2013 Annual Report to the School Community

Carrum Primary School

School Number: 3385



Name of School Principal:

ALANA O'NEIL

Name of School Council President:

JANETTE COATES

Date of Endorsement:

19TH MARCH 2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our 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 had an enrolment of 276 students. The school is proud of its self-sufficient farmlet/environmental centre, gardens and wetlands and during 2013 we were accredited as a 5 star Sustainable School, the first in the City of Kingston. We hosted the Big Green Schools' Conference involving many schools in our LGA.

Carrum Primary School had 20.52 equivalent full time staff: 2 Principal class, 13.6 Teachers and 4.92 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, was taught by a team of dedicated, experienced and caring teachers, in an open and friendly style. In 2013, the school had eleven classes as well as specialist classes in the Arts, PE, Reading Recovery 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.




Our continued focus on the re-development of our new school grounds in 2013, enhanced our learning environments and we look forward to the developments in 2014.

Achievement	Engagement	Wellbeing
<p>Carrum Primary School's student learning outcomes were similar to the expectations for 60% of Victorian government primary schools. Teacher assessment of student learning has remained consistent for the years of data collection.</p> <p>The 2013 Grade 3 NAPLAN Reading was higher and data is in the top 20% of scores. Trend data (2009-2013), for Grade 3 Reading and Numeracy reflects sustained higher performance. The Grade 5 NAPLAN data is in the middle 60% range of scores for schools for both Literacy and Numeracy areas.</p> <p>Five year trend data in all areas for Grades 3 and 5 is above the state means.</p> <p>With the continued development of the new AusVELS curriculum in 2013, all teaching staff undertook Professional Development to further strengthen their teaching methods and curriculum design. Mathematics was a focus in 2013 and will continue into 2014. Strong growth in Reading and Writing performance is being sustained.</p> <p>The school was recognized as the first school in the City of Kingston to become a 5 star Sustainable School which is reflected in our integrated programs.</p> <p>The CLIL program continued to provide a successful opportunity to teach science through a German immersion style in Grades 3/4.</p>	<p>Student responses in the Attitudes to School survey are higher than similar schools. This is in the top 20% of Victorian government schools and means our students feel comfortable at our school and have a heightened sense of belonging and enjoyment of school.</p> <p>All indicators were above the 90th percentile and had increased from 2012. Trend data (2011-2013) for student relationships and teaching and learning, reflects sustained higher performance.</p> <p>Parent Opinion Survey trend data (2009-2013) shows sustained upward trends in both connectedness to peers and school.</p> <p>Most students attended regularly, however data reflected the trend to take extended family holidays during school term time. The average absence rate for students in 2013 was 14.5 days, which was a slight increase from 2012.</p> <p>We need to maintain 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. 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>Student wellbeing responses in the student survey showed an increase of more than 30% in student morale and the parent survey responses for student motivation and behaviour are above the 75th percentile. This means that both our students and their parents feel they have strong links to the school and this is a friendly and positive environment for them.</p> <p>The school has strong links with the local kindergarten and has a well developed transition and 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 continuing to work 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.</p> <p>We have a steady school population, with a low mobility rate. The enrolment boundary has ensured steady growth so our site does not become overcrowded.</p>

Performance Summary

The 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 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 276 students were enrolled at this school in 2013, 137 female and 139 male.

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.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</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 schools:
Result for this school: Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>52%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>45%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>41%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>41%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>69%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	52%	26%	Numeracy	34%	45%	21%	Writing	28%	41%	31%	Spelling	31%	41%	28%	Grammar and Punctuation	21%	69%	10%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="566 795 1037 891"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	93 %	92 %	93 %	93 %	89 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	93 %	92 %	93 %	93 %	89 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary 2013

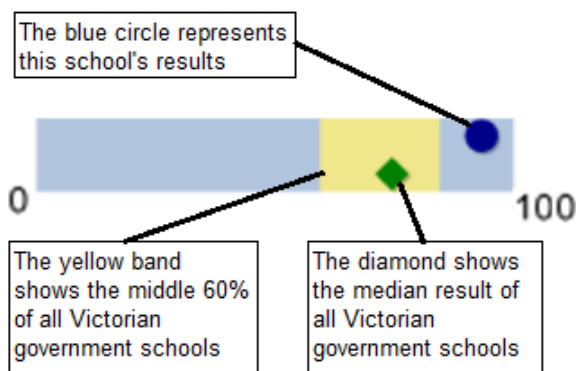
What are student outcomes?

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

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

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

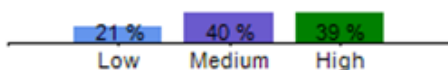
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 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:

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$305,213	High Yield Investment Account	\$68,778
Government Grants Commonwealth	\$3,995	Official Account	\$9,953
Revenue Other	\$14,035	Total Funds Available	\$78,731
Locally Raised Funds	\$197,959		
Total Operating Revenue	\$521,202		

Expenditure		Financial Commitments	
Books & Publications	\$3,400	Operating Reserve	\$66,114
Communication Costs	\$5,103	Capital - Buildings/Grounds incl SMS<12 months	\$2,117
Consumables	\$22,695	Revenue Received in Advance	\$6,000
Miscellaneous Expense	\$137,660	School Based Programs	\$2,500
Professional Development	\$4,880	Other recurrent expenditure	\$2,000
Property Maintenance	\$132,244	Total Financial Commitments	\$78,731
Salaries & Allowances	\$54,360		
Trading & Fundraising	\$46,874		
Travel & Subsistence	\$1,465		
Utilities	\$22,411		
Total Operating Expenditure	\$431,093		

Net Operating Surplus/-Deficit **\$90,110**

Asset Acquisitions **\$7,980**

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Budgets were monitored throughout the year to ensure funds were allocated appropriately, meeting all objectives. Payment of subject contributions and essential education items by parents increased from 2012 and programs were resourced appropriately. 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. We commenced the year with a deficit but through workforce planning changes and internal controls ended the year in surplus. 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 also like to thank Mrs Jamie Rae, the School Council Treasurer, and the finance committee for their valued input and support in managing the school's finances.

