

**2014 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:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

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 285 students in 2014.. The school is proud of its self-sufficient farmlet/environmental centre, gardens and wetlands and during 2014 we were recognized for our Sustainability practices, particularly in the area of student leadership. We hosted the Big Green Schools' Conference involving many schools in our LGA.

Carrum Primary School had 23.66 equivalent full time staff: 2 Principal class, 15.6 Teachers and 6.06 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 2014, the school had twelve 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 core purpose is to provide flexible learning programs that incorporate a variety of learning and teaching styles, catering for the diverse needs of our students.

Our continued focus on the re-development of our school grounds in 2014, enhanced our learning environments and we look forward to the developments in 2015.

### Achievement

Carrum Primary School's achievement in student learning is due to a range of factors. Our student outcomes were similar or higher than the expectations for 60% of Victorian government primary schools. Teacher assessment of student learning has remained consistent for the years of data collection. We have a strong focus on academic rigor which has resulted in a comprehensive teaching and learning program where staff continue to work in teams to differentiate the curriculum to meet the individual needs of our students.

The 2014 NAPLAN data for Grades 3 and 5 students generally indicates that our school is achieving at a similar or higher level when compared to like schools. Trend data (4 year averages), for Reading and Numeracy reflects sustained performance at high levels.

With the continued review and implementation of the AusVels curriculum in 2014, all teaching staff undertook Professional Development to further strengthen their teaching methods and curriculum design. Mathematics was a focus in 2014 and will continue into 2015. ICT programs will also be reviewed and enhanced in 2015.

Our school participated the self-evaluation and Peer Review process in term 4, with feedback endorsing the school's high level performance and the positive and supportive learning culture within our school.

### Engagement

Student connectedness to school responses in the Student Attitudes to School Survey are higher in comparison to all Government schools and have been consistent over the trend data period. Parent survey data was also very positive for these criteria. 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. Students have a heightened sense of belonging and enjoyment of school. 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.

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 caring and supportive staff contributes generously to the success of our school environment. This is reflected in a positive school culture where students, parents and staff are encouraged to support each other. Our school addresses student management and attendance issues in line with the Student Engagement and Inclusion Guidance and Attendance Guidelines 2014.

## Wellbeing

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 2014 was 14.2 days, which was consistent with 2013.

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.

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.

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.

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.

## Productivity

Our strategic planning is based on the learning needs of our children. We direct our resources towards improving student learning outcomes as effectively as possible using the School Strategic Plan as the basis for our operations. We allocate funds towards the operation of a targeted professional learning program which supports and is compliant with the Australian Curriculum.

Allocation of funds to facilities, learning and reference material, ICT equipment and furniture coupled with the appropriate level of staffing ensures the strategic direction we are implementing is well supported. Pupil Free Days are targeted at introducing, consolidating and developing work that follows on from the ongoing professional learning program.

The willingness and professionalism of staff to embrace the direction set, support each other and grow their practices, ensures they are meeting the needs of our whole school curriculum, its scope and its sequence. Class structures and timetables are integrated, providing an excellent platform for student learning. At our school we align all areas of the school's operations to ensure that the progress we make towards achieving the targets of our Strategic Plan is maximised and clearly focussed on continuously improving student-learning outcomes.

For more detailed information regarding our school please visit our website at  
<http://www.carrumps.vic.edu.au>

## 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 288 students were enrolled at this school in 2014, 137 female and 151 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.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

**Key:** Range of results for the middle 60% of Victorian government 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"> <li>• English</li> <li>• Mathematics</li> </ul> <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>	Similar
<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>	Similar
<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>	Similar

## 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><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low (%)</th> <th>Medium (%)</th> <th>High (%)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>12 %</td> <td>79 %</td> <td>9 %</td> </tr> <tr> <td>Numeracy</td> <td>25 %</td> <td>63 %</td> <td>12 %</td> </tr> <tr> <td>Writing</td> <td>21 %</td> <td>58 %</td> <td>21 %</td> </tr> <tr> <td>Spelling</td> <td>36 %</td> <td>27 %</td> <td>36 %</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24 %</td> <td>45 %</td> <td>30 %</td> </tr> </tbody> </table>	Domain	Low (%)	Medium (%)	High (%)	Reading	12 %	79 %	9 %	Numeracy	25 %	63 %	12 %	Writing	21 %	58 %	21 %	Spelling	36 %	27 %	36 %	Grammar and Punctuation	24 %	45 %	30 %	<p>NAPLAN Learning Gain 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><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p>  <table border="1"> <thead> <tr> <th>Year Level</th><th>Attendance (%)</th></tr> </thead> <tbody> <tr> <td>Prep</td><td>94 %</td></tr> <tr> <td>Yr1</td><td>93 %</td></tr> <tr> <td>Yr2</td><td>93 %</td></tr> <tr> <td>Yr3</td><td>92 %</td></tr> <tr> <td>Yr4</td><td>93 %</td></tr> <tr> <td>Yr5</td><td>94 %</td></tr> <tr> <td>Yr6</td><td>93 %</td></tr> </tbody> </table>	Year Level	Attendance (%)	Prep	94 %	Yr1	93 %	Yr2	93 %	Yr3	92 %	Yr4	93 %	Yr5	94 %	Yr6	93 %	 Similar  Similar
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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	 Higher  Higher

# How to read the Performance Summary

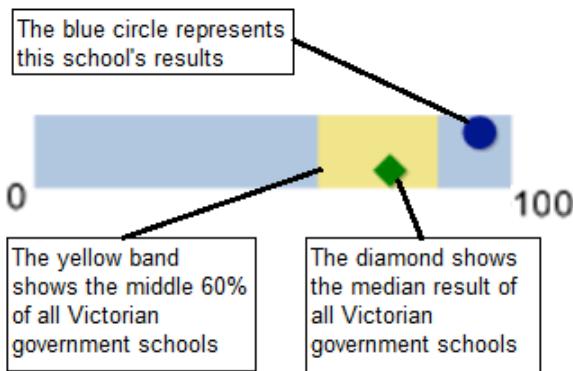
## What are student outcomes?

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

For secondary 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).

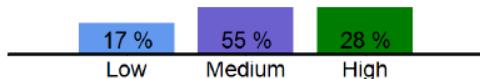
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

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

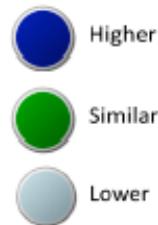


## What is a School Comparison?

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 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,914,067	High Yield Investment Account	\$28,531
Government Provided DE&T Grants	\$174,322	Official Account	\$12,688
Government Grants Commonwealth	\$4,986	<b>Total Funds Available</b>	<b>\$41,219</b>
Revenue Other	\$7,318		
Locally Raised Funds	\$190,655		
<b>Total Operating Revenue</b>	<b>\$2,291,348</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$1,887,895	Operating Reserve	\$20,000
Books & Publications	\$5,747	Capital - Buildings/Grounds incl SMS<12 months	\$21,219
Communication Costs	\$4,561	<b>Total Financial Commitments</b>	<b>\$41,219</b>
Consumables	\$26,192		
Miscellaneous Expense	\$178,764		
Professional Development	\$4,088		
Property and Equipment Services	\$110,408		
Salaries & Allowances	\$41,183		
Trading & Fundraising	\$26,611		
Travel & Subsistence	\$1,100		
Utilities	\$14,438		
<b>Total Operating Expenditure</b>	<b>\$2,300,987</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$9,639)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

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

Salaries and Allowances refers to school-level payroll.

### 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 2013 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. I wish to acknowledge the excellent management procedures of our Business Manager, Ms Wendy Andrew and commend all staff for their current practices in the efficient and orderly management of school finances. I thank Wendy 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.