

2020 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 (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 2020 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 2021 at 12:41 PM by Clements Langford (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 April 2021 at 02:22 PM by Louise Childs (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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 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 a disability 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').

About Our School

School context

Carrum Primary School is a highly effective primary school situated on the southernmost boarder of the City of Kingston, where Patterson River meets Port Phillip Bay. The school was founded in 1901, with an enrollment of 340 students in 2020. The school is proud of its self-sufficient farmlet/environment centre, gardens and wetlands that are highly valued aspects of the school's sustainability program.

Carrum Primary School operated with an equivalent of 24.7 full time staff: 2 Principal class, 17.7 Teachers and 5 Education Support Staff, 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. In 2020, the school ran fifteen classes as well as specialists in the Arts, PE, and German.

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.

Framework for Improving Student Outcomes (FISO)

In 2020, 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 2020, we continued to review and develop our instructional practices. 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. Due to COVID-19 NAPLAN was not administered however the historical data indicated a need for teachers to focus on effective differentiation and feedback to students in numeracy, to ensure we improve the percentage of students achieving high growth between grade 3-5 and 5-7. PLC Training has now been completed and in 2021 this work will support the staff to focus on short term data sets to drive differentiated learning opportunities for the students to meet their specific needs.

Achievement

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 tools has enabled teachers to collect accurate data and use that to provide differentiated teaching and learning programs.

Teachers responded extremely well to the challenges presented by COVID-19. They were able to create highly engaging online programs using Google Classroom and SeeSaw to cater to the needs of the students. Learning goals were set each day and students were able to demonstrate that they worked towards these goals with support and independently. During remote learning, staff utilised online resources to deliver curriculum programs and assess

student learning progress. On return to school teachers were provided with extra time to assess and plan learning programs to cater to the needs of students given the variations in performance depending on the support provided at home.

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 English 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 key-learning areas to improve student engagement. Carrum Primary School Staff have led the development of a Digitech Network that has enabled students to demonstrate their achievements during school based conferences. Students skills in coding and robotics have enhanced through implementing a comprehensive digital technologies scope and sequence.

Engagement

Student engagement became an important focus of 2020. Teachers worked collaboratively to provide students with engaging learning opportunities when working at school and remotely. Teachers provide a variety of online resources to support engagement and ensured tasks were based on the outcomes outlined in the Victorian Curriculum. Google Classroom and Compass were used as a connection point for families and teachers used various aspects of these applications to ensure student engagement. Most notably Google Meets were used to allow students to engage with their teachers and their friends. These sessions were well received by the students and became more frequent as students and teachers became more familiar with the applications.

The success of the Remote Learning Programs was reflected in our school absence data, which showed a decrease in student absences from previous years. Teachers made a concerted effort to contact families on days when children had not connected with the school and this worked successfully to ensure students attended school as much as possible. This data was similar to like schools and less than that of school across the state.

On return to school, teachers focused on building a secure learning environment that were 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 over the phone. Semester 2 reports were shared on Compass at the end of Term 4. The reports provided an outline of what was been taught during the second half of 2020, a progression point for all areas of Literacy and Numeracy and how the children performed against curriculum goals at their year level was communicated through these reports. In 2021 we will implement the DET Tutor Learning Initiative to target students learning needs. We have developed a well-structured framework for this program and appointed Tutors in Prep-2 (Lynn Andrew), Grade 3/4 (Kerry McManus) and Grade 5/6 (Nuala Martin). This work will enable us to review our student achievement data and plan interventions to target students requiring support in P-2 and extension in Grades 3-6.

In 2020 we conducted the Attitudes to School Survey with our Grade 4-6 students. This data supported us to identify the attitudes of the students during a difficult time. I can report that, while there was a slight decrease in percentage of students feeling connected to the school this was quite understandable given the remote learning environment and students being unable to connect in person with their teachers and friends. However, over the past 4 years our students have demonstrated that they have a strong sense of school contentedness with our results being above that of similar school and the state averages. In 2021 we will watch this data closely and begin implementing more regular student surveys to assist with supporting their sense of belonging while at school.

Wellbeing

Throughout 2020 there were many changes to school and home environments in line with the Governments response to COVID-19. This meant that policy and procedures were adapted throughout the year to cope with the pandemic.

Student and staff well being became a significant priority. To support this teachers made regular contact with families to ensure that the children were coping with the pressures of life and school. We provided staff with extra planning and assessment time to support them with increased workload and expectations. This time reduced the level of anxiety among the staff. We adapted timetables, to help manage staff workload and still ensure extra staff are available on yard duty to support the students during play times. We offered a variety of tiered supports at each year level to support the recommencement of the learning programs at school. We increased staffing to cater to individual needs and support students with integrating back into class. Teachers developing activities to support effective communication, friendship development and connectedness at school. Teachers will assess the overall need of the students and organise activities based upon these needs. Student Attitudes to School Survey with our Grade 4-6 students. There was lots of positive data in relation to Effective Teaching Time, Differentiation and Advocates at School. In these areas about 80% of students recorded a positive answer to the survey questions. This is a fantastic credit to the staff during unprecedented times.

Student transition sessions were implemented to support their return to school successfully. The 2021 Prep teachers provided transition sessions with up to 5 children and parents in each group, followed by 2 class sessions as restrictions eased near the end of Term 4. These session successfully supported students to transition to school. Our Grade Prep-5 students participated in 5 'Up Sessions' to support students with their transition between grade levels. In the last week of term we added one full day session to help them understand what to expect at school in 2021. 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 and arranged activities with our local high school to support students to feel comfortable in a secondary school setting. These transition programs support students to settle into the 2021 school year with a positive attitude and growth mindset.

Financial performance and position

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 2019 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 of \$222,758 has been factored into long term work force and resource planning of the school and committed for future years. I thank Wendy Andrew and Marianne van der Zee for their persistence and diligence in managing the process for our school. I would also like to thank Mrs Cheryl Chiswell, who acted as the School Council Treasurer in 2020, and the finance committee for their valued input and support in managing the school's finances.

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

<https://www.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.

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 340 students were enrolled at this school in 2020, 190 female and 150 male.

5 percent of students had English as an additional language and NDP 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.

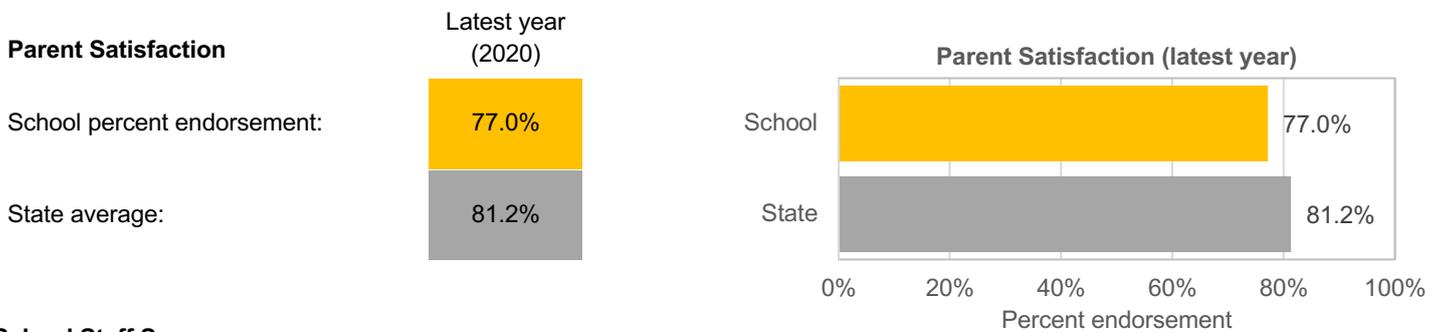
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

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.

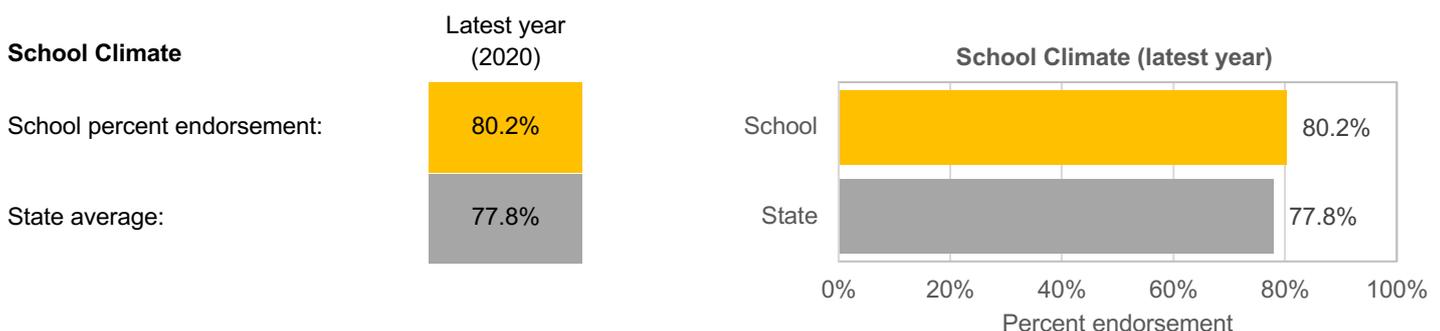


School Staff Survey

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.



ACHIEVEMENT

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

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

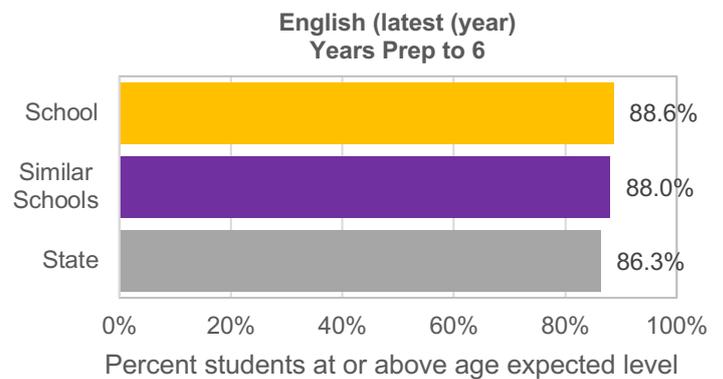
88.6%

Similar Schools average:

88.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

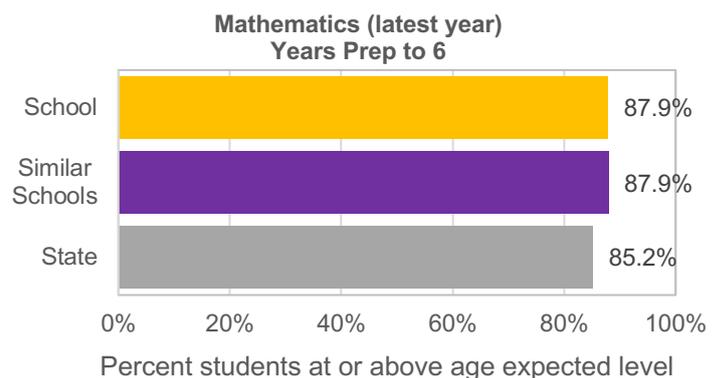
87.9%

Similar Schools average:

87.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

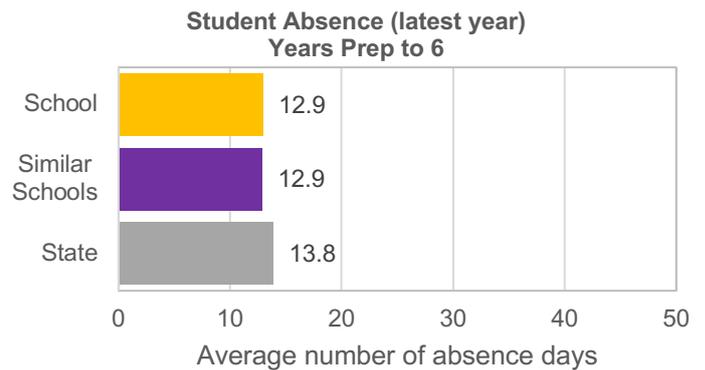
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.9	15.1
Similar Schools average:	12.9	14.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	93%	94%	92%	93%	93%	94%

WELLBEING

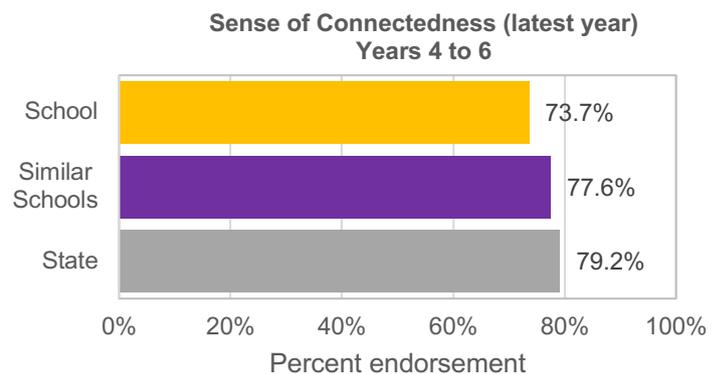
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	73.7%	84.4%
Similar Schools average:	77.6%	80.8%
State average:	79.2%	81.0%



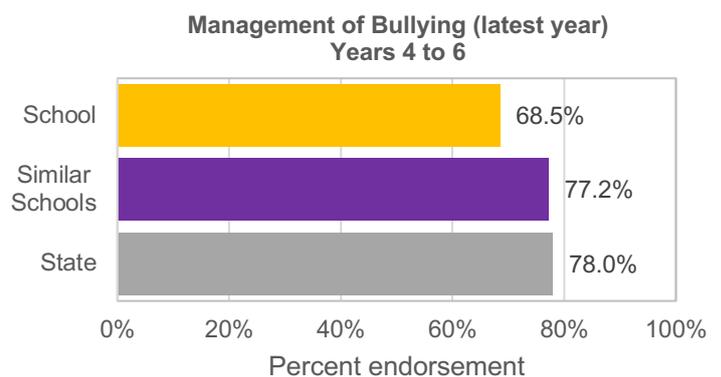
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	68.5%	84.3%
Similar Schools average:	77.2%	81.3%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,690,662
Government Provided DET Grants	\$306,969
Government Grants Commonwealth	\$2,100
Government Grants State	\$8,000
Revenue Other	\$9,502
Locally Raised Funds	\$95,034
Capital Grants	NDA
Total Operating Revenue	\$3,112,266

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,774
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$33,774

Expenditure	Actual
Student Resource Package ²	\$2,602,618
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$5,435
Communication Costs	\$3,775
Consumables	\$27,545
Miscellaneous Expense ³	\$32,021
Professional Development	\$2,475
Equipment/Maintenance/Hire	\$79,741
Property Services	\$48,801
Salaries & Allowances ⁴	\$6,852
Support Services	\$50,714
Trading & Fundraising	\$5,059
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$24,471
Total Operating Expenditure	\$2,889,508
Net Operating Surplus/-Deficit	\$222,758
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$254,333
Official Account	\$17,891
Other Accounts	NDA
Total Funds Available	\$272,224

Financial Commitments	Actual
Operating Reserve	\$40,965
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$95,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$111,260
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$272,224

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.