

2016 Annual Report to the School Community



School Name: Carnegie Primary School

School Number: 2897



WELCOMING, ENGAGING, ACHIEVING

Name of School Principal:	Linda Jones _____
Name of School Council President:	Susan Harper _____
Date of Endorsement:	22 nd March 2017 _____

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 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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Carnegie Primary School enrolments have increased significantly over recent years, from 350 in 2010 to 563 students in 23 classes in 2016. A neighbourhood boundary is now in place to enable enrolments to be contained. The increase has predominantly been in the junior classes. There has also been an increase in the number of students with English as an Additional Language.

Steadily growing enrolments allow for greater flexibility in staffing and curriculum, while still maintaining a community feel and a sense of belonging for all. Staff are committed to the development of whole-school effective teaching and learning practices and conduct programs and activities that meet the highest expectations of student wellbeing and connectedness to school.

We are committed to the development of whole-school effective teaching and learning practices to best support the children in our care. Our vision is to provide an engaging, supportive and inclusive learning environment where children can interact positively in a safe, respectful and cooperative atmosphere. We want to challenge students to be reflective and independent learners so that they realise their full potential.

While we celebrate our high student learning achievements, all our staff are committed to conducting programs and activities that meet the very highest expectations of student wellbeing and connectedness to school. A priority is to continue to develop a whole school vision for contemporary pedagogy, focusing on individualised, personalised and differentiated learning which is evident and consistent in all classrooms across the school.

Carnegie staff are dedicated, professional and committed to working collaboratively to ensure optimal teaching and learning opportunities for the students at CPS. Specialist programs are offered for students in physical education, the arts, ICT and Japanese. We offer an instrumental music program and conduct an art show and an artist-in-residence program, providing all children with opportunities to shine. We run a camping program and interschool sport for years 5/6 students and a whole-school swimming program. Our existing facilities include a computer room, art room, multi-purpose hall and a six classroom learning centre.

Framework for Improving Student Outcomes (FISO)

FISO Improvement Initiatives and the associated Key Improvement Strategies for 2016 were:

Excellence in Teaching and Learning – Curriculum Planning and Assessment

- Writing, implementing and sharing of CPS pedagogical vision focusing on the E5 Instructional Model
- Implementation of 2016 Assessment Schedule with effective use of formative and summative assessment tools
- Moderation to ensure all teams of teachers understand the requirements of AusVELS in literacy and numeracy
- Professional learning opportunities to enhance teachers' confidence when teaching maths by further enhancing their content knowledge and supporting them to develop deeper understandings of concepts in maths

Professional Leadership- Building Leadership Teams

- Effective professional learning teams with a sense of ownership and timely and relevant goals and priorities
- To support the development of 'distributed leadership' across the school in curriculum and year level teams
- Leaders to focus their efforts on building and sharing their knowledge on using data to identify areas of improvement
- Develop capacity of Key Leaders via ongoing participation in formal, structured professional learning programs

Achievement

Our commitment remains to maintaining high expectations of performance in literacy and numeracy. Our NAPLAN results over a consistent period of time have been pleasing and we will continue to work hard to ensure our students' academic achievements are the best that they can be.

Key improvement strategies in the area of student learning are to further embed ICT as a powerful learning tool along with the further development of personalised curriculum and effective teaching practice based on challenging and appropriate learning outcomes for all students with a particular focus on ensuring appropriate learning growth of more capable students.

Our innovative teaching practices continue to evolve and to be embraced by our staff as we support our students to become 21st century learners. Our teachers plan and teach closely together. In each grade level there is a collaborative approach to teaching and learning with flexible groupings and children developing their independence and their understanding of their learning. Our aim is always to ensure the learning is more personalised, catering for individuals at their point of need. Our staffing is arranged to ensure we employ the lowest pupil teacher ratios during all the key learning times, particularly during literacy and numeracy lessons.

The use of student goal setting, more purposeful focus on student feedback throughout the school and student led conferences between students, parents and teachers at the middle and senior levels have enabled students to reflect on their learning.

In 2014, we undertook our school's Self Evaluation and wrote a new Strategic Plan setting clear goals and priorities for the next three years. We are continuing to review our assessment schedule and whole school curriculum documents to ensure we have a consistent approach to teaching and learning. In 2016 we audited our curriculum as we moved to implement the new Victorian Curriculum in 2017.

Curriculum Framework implemented in 2016

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

A 'Start Up' program at the beginning of each year enables students and teachers to get to know each other and build positive relationships. Each team develops a set of rules and responsibilities based on the common theme of respect and encourages a sense of belonging. We believe that students who feel safe, happy and secure with a sense of belonging are more likely to be motivated to excel. The school focuses on developing a learning environment for students that promotes independence, self-confidence, resilience and respect for self and others.

We provide a range of extracurricular activities which are available for children to choose. There is our instrumental music program, chess, sustainability club, drama, lunchtime library, lunchtime inside games and various sporting options. There have been leadership opportunities for grades five and six students and Junior School Council membership for students across the school. Our Envirostars representatives have been great ambassadors and raised the profile of sustainability in our school.

Student attendance has remained constant around the state average. The importance of attendance is regularly stressed to students, parents and the wider community. Student absences are monitored, followed up diligently and included in student written reports.

Our staff are committed to conducting further programs and activities to meet the very highest expectations of student wellbeing and connectedness to school.

We further monitor student engagement and wellbeing through face to face discussions with our students, relevant student surveys and feedback sheets.

Wellbeing

Student wellbeing at Carnegie is a priority. Staff are positive role models for students and providing a safe, positive and nurturing environment for all students is paramount.

The school practises a strong values program based on the 'You Can Do It' and 'Bounce Back' programs. In relation to behaviour management, we use a restorative, proactive approach to give students the opportunity to take responsibility for their behaviour and to be part of the decision making process.

Students have become far more reflective and responsible for their own learning. They are becoming more self-directed and can make decisions about the efficacy of their learning and generally understand their learning styles. Student engagement is higher and learning outcomes have increased.

We have facilitated an extremely smooth kinder to prep transition in recent years. We offer many opportunities for prospective preps and their families to visit and learn more about our school with an Open Afternoon/Evening, school tours and four formal transition days arranged in term 4. The Prep transition program is effectively supported by the Prep/Year 6 Alana and Madeline Buddy Program.

School priorities remain to enhance intra and inter school transfers and transitions practices in partnership with parents and local schools and kindergartens.

While we have a positive relationship with the nearest secondary college, students proceed to a variety of colleges. We intend to continue to strengthen our partnerships with the main secondary colleges, providing learning extension opportunities for our senior students, while at the same time making links to assist year 6 to 7 transition.

In term 4, staff prepare comprehensive transition documents to share with the following year's teacher and implement a Stepping Up program for the students within the school to better prepare each student for their transition to the next grade level the following year.

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



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 561 students were enrolled at this school in 2016, 279 female and 282 male. There were 28% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Higher</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24 %</td> <td>42 %</td> <td>35 %</td> </tr> <tr> <td>Numeracy</td> <td>11 %</td> <td>47 %</td> <td>42 %</td> </tr> <tr> <td>Writing</td> <td>20 %</td> <td>44 %</td> <td>36 %</td> </tr> <tr> <td>Spelling</td> <td>18 %</td> <td>35 %</td> <td>47 %</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15 %</td> <td>53 %</td> <td>33 %</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24 %	42 %	35 %	Numeracy	11 %	47 %	42 %	Writing	20 %	44 %	36 %	Spelling	18 %	35 %	47 %	Grammar and Punctuation	15 %	53 %	33 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	24 %	42 %	35 %																							
Numeracy	11 %	47 %	42 %																							
Writing	20 %	44 %	36 %																							
Spelling	18 %	35 %	47 %																							
Grammar and Punctuation	15 %	53 %	33 %																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>95 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	95 %	95 %	94 %	94 %	93 %	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	95 %	95 %	94 %	94 %	93 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

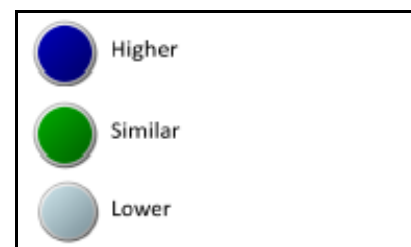
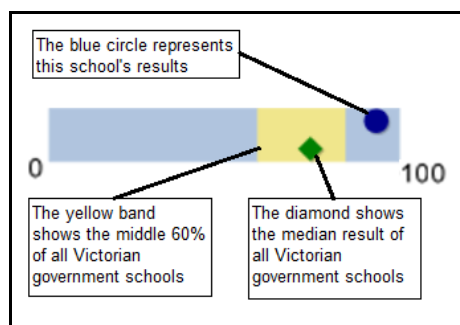
What are student outcomes?

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, P-12 and specialist schools, 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.

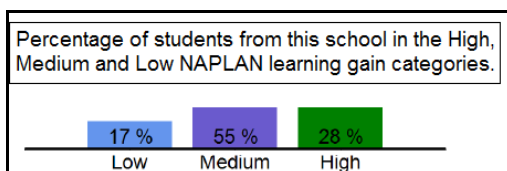
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* 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 and position commentary

Carnegie Primary School maintained a sound financial position in 2016. Sound financial management ensured the school expenditure was closely aligned to the school's goals and priorities. Budgets and financial reports were diligently prepared and monitored by our Business Manager with the Finance Sub Committee and School Council reviewing as necessary. Revenue received through government grants was supplemented by a high percentage of parents paying school contributions and levies. Our Parents and Friends fundraising efforts, including a successful Fete raising over \$30,000. A fantastic effort!

Funds were astutely spent to enrich and improve school programs, maintain buildings and grounds and enhance our ICT infrastructure and equipment. A Student Resource Package credit transfer again enabled the school to employ additional teachers and Education Support Officers in all learning teams maintaining low teacher / student ratios throughout the school.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,750,126
Government Provided DET Grants	\$478,267
Government Grants Commonwealth	\$9,088
Revenue Other	\$11,028
Locally Raised Funds	\$552,672
Total Operating Revenue	\$4,801,181

Expenditure	
Student Resource Package	\$3,666,954
Books & Publications	\$1,558
Communication Costs	\$10,706
Consumables	\$155,507
Miscellaneous Expense	\$264,884
Professional Development	\$30,131
Property and Equipment Services	\$274,719
Salaries & Allowances	\$226,324
Trading & Fundraising	\$60,690
Travel & Subsistence	\$0
Utilities	\$35,440
Total Operating Expenditure	\$4,726,912

Net Operating Surplus/-Deficit **\$74,269**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$93,922
Official Account	\$16,582
Total Funds Available	\$110,504

Financial Commitments	
Operating Reserve	\$110,504
Total Financial Commitments	\$110,504

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. 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.

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.