

**2014 Annual Report to
the School Community**

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: 25th March 2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Carnegie Primary School has continued to grow with an enrolment of just over 500 students in 2014. We had 36.15 equivalent full time staff; a Principal, an Assistant Principal, 26.85 teachers and 7.30 Education Support Officers. 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 all students in physical education, the arts, ICT and Japanese LOTE. We have an instrumental music program and our musicians play regularly at school functions and community events. We 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 3 to 6 students and a whole-school swimming program. Our existing facilities, including computer room, art room, multi-purpose hall and a six - classroom learning centre.

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 three way interviews at the middle and senior levels has enabled students to reflect on their learning. We embrace an inquiry learning model that ensures essential learnings are covered in a student's journey from Prep to Year 6.

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 as we implement the Australian Curriculum.

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 encourage 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 of self and others.

We provided a range of extracurricular activities which are available for children to choose. There was 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 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.

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.

Productivity

Time is spent ensuring consistency and alignment of all aspects of school operations and resource allocation to support the school's goals and priorities. The school's Student Resource Package, workforce plan and credit budget are effectively managed to ensure provision of suitable staff, engaging learning spaces, appropriate resources and well cared for school grounds.

As part of our School Review and development of our new Strategic Plan, we undertook a range of curriculum and pedagogical audits to determine our successes and areas for improvement. The school is in the process of developing whole school curriculum documents in order to ensure seamless curriculum in key areas supporting personalized learning and teaching.

We have maintained a strong professional partnership with Lyn Watts, an educational consultant, focusing on continuous improvement in relation to Teaching & Learning and the building of individual and team capacity.

We focus strongly on maintaining and fostering our school as a learning community, which values interaction between and contribution from students, parents, teachers and the wider community. We provide a range of opportunities for families to be involved in their child's learning both formally and informally. In acknowledging that a team of students, staff and parents working together produces the best educational outcomes, the school encourages parent participation in many capacities.

For more detailed information regarding our school please visit our website at
<http://www.carnegieps.vic.gov.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 507 students were enrolled at this school in 2014, 235 female and 272 male.

<p>Overall socio-economic profile</p> <p>Based on the school's Student Family Occupation index which takes into account parents' occupations.</p>	
<p>Proportion of students with English as a second language.</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>	

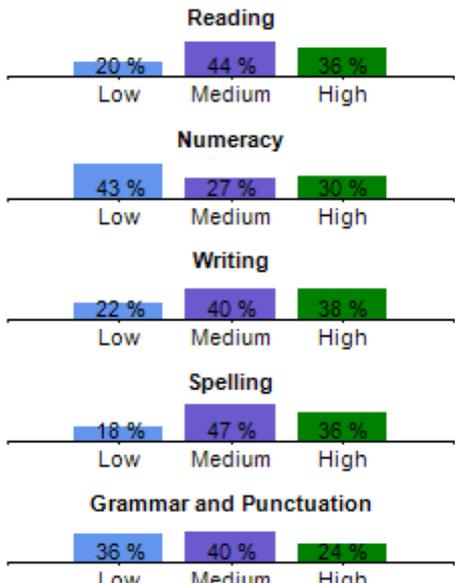
Performance Summary

Key: Range of results for the middle 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</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 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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>44%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>27%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>40%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>47%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>40%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	44%	36%	Numeracy	43%	27%	30%	Writing	22%	40%	38%	Spelling	18%	47%	36%	Grammar and Punctuation	36%	40%	24%	<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>Student Attendance</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> <table border="1" data-bbox="558 824 1046 920"> <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>94 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	95 %	94 %	94 %	95 %	93 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	95 %	94 %	94 %	95 %	93 %										

Performance Summary

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

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> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

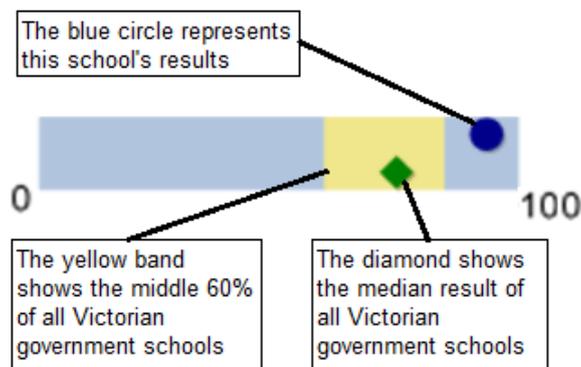
What are student outcomes?

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 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.

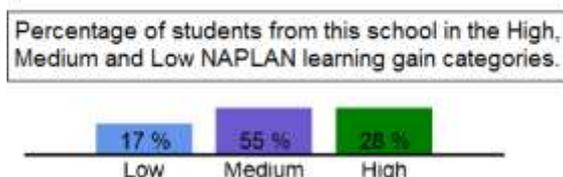
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.

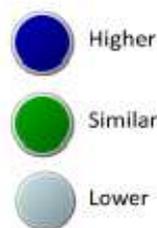


What is a School Comparison?

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
Student Resource Package	\$3,037,817
Government Provided DE&T Grants	\$557,815
Government Grants Commonwealth	\$3,784
Revenue Other	\$11,649
Locally Raised Funds	\$534,041
Total Operating Revenue	\$4,145,105

Funds Available	Actual
High Yield Investment Account	\$95,977
Official Account	\$22,739
Total Funds Available	\$118,716

Expenditure	
Student Resource Package	\$2,922,967
Books & Publications	\$3,643
Communication Costs	\$7,449
Consumables	\$79,483
Miscellaneous Expense	\$179,752
Professional Development	\$24,699
Property and Equipment Services	\$338,728
Salaries & Allowances	\$225,637
Trading & Fundraising	\$131,662
Travel & Subsistence	\$37,692
Utilities	\$20,131
Total Operating Expenditure	\$3,971,844

Financial Commitments	
Operating Reserve	\$118,716
Total Financial Commitments	\$118,716

Net Operating Surplus/-Deficit	\$173,260
Asset Acquisitions	\$19,200

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

Carnegie Primary School maintained a sound financial position in 2014. 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, raised just over \$54 000. 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.