

2024 Annual Report to the School Community

School Name: Carnegie Primary School (2897)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2025 at 11:59 AM by Karen Roberts (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 27 March 2025 at 11:34 AM by Karen Roberts (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

'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.

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 disabilities 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').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Carnegie Primary School, founded in 1888, is in the south-eastern suburbs, approximately 15 kilometres from Melbourne. Current enrolment is approximately **580** students with a high percentage of students having English as an additional language. **170** students speak a language other than English at home. This is **29.93%** of the student body. **88** of these students were born in Australia but speak a language other than English at home. They represent **15.49%** of the student body.

Our School Vision: We foster a learning environment where every child is empowered to succeed to succeed through explicit teaching and shared routines. We ensure that students acquire the skills and knowledge necessary to thrive academically and socially. We believe in setting high expectations for all, supporting each child's unique journey and preparing them to face challenges with confidence and resilience.

Our School Values: ***Be Respectful, Be resilient, Be Curious and Show Integrity*** are at the forefront of what we embed daily. We are implementing School Wide Positive Behaviours that reinforce respectful, responsible, and safe behaviours throughout the entire school community to foster a culture of mutual respect and cooperation.

Our comprehensive curriculum is designed to cater for the individual needs of a diverse range of students. We promote and implement evidence-based teaching and learning strategies. Our school's focus is Numeracy and Literacy underpinned by a strong wellbeing strategy. We have 20 teachers trained in the multi-sensory synthetic phonics program (Orton-Gillingham) and we are focused on training the entire staff, with additional teachers completing the Advanced Morphology training, the study of complex word structures to understand language intricacies. We were part of the Leading Mathematics initiative that involved teachers and leaders investigating, analysing and strengthening our approaches to mathematics learning, teaching and leadership. Our school wide initiatives are based on the science of learning and acknowledge how our brains work and remember things (Cognitive Load), and the best ways to teach. We are in the process of writing a Carnegie Playbook to ensure that 'every year, every teacher is getting better'. We know that we cannot improve practices that are not *clearly* defined. Our staff are dedicated, passionate and committed to working collaboratively to ensure optimal teaching and learning opportunities for the students.

Specialist programs are offered in Physical Education, Visual Arts, Performing Arts, Science and Japanese.

High expectations are held for every student at our school. We celebrate diversity and advocate and implement intervention to personalise learning and afford opportunities for all our students, making reasonable adjustments always. We offer additional Literacy Intervention (Mini Lit and Mac Lit) and Tutor Learning to support and extend our students. We run a range of 'Student Excellence' programs and challenges as well as providing Education Support Officers in classrooms.

Carnegie Primary School prides itself on recognising the leadership potential of our students and supporting their development in this area. Students are encouraged to participate in a range of additional learning that the school provides in sport, the Arts, high abilities extension opportunities, and caring for the environment.

The school fosters close links with parents and the broader community and recognises the importance of the partnerships to support and extend student learning achievement and growth, engagement and wellbeing. We see ourselves as partners in the creation of healthy learning environments and excellent educational and wellbeing outcomes. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for all staff and students.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Carnegie Primary School, we have transitioned to an explicit teaching approach, ensuring learning is scaffolded to meet individual student needs. Our leadership team has developed the CPS Instructional Playbook to drive high-impact teaching and learning. The first 'Big Idea'—promoting active participation—is in the implementation phase, with 'Teach First' set to launch in the second half of 2025.

Teachers use evidence-based resources and collaboratively plan to maximize their impact across the curriculum. The 'Teaching Sprints' framework supports our PLC inquiry cycle, aligned with Peer Observations and Learning Walks conducted by leadership. Fortnightly team meetings focus on student data to inform targeted interventions.

In Literacy, all junior school staff are trained in the Orton-Gillingham approach, now in its second year of implementation, providing a systematic, synthetic phonics program. Middle and upper year levels implement resources aligned with the Science of Reading and the Writing Revolution, integrated with rich texts. In Numeracy, we continue to seek research-based resources to ensure consistency in planning and teaching. Our focus remains on delivering a high-quality curriculum that supports and challenges all learners.

Teacher Judgement data highlights strong student performance at Carnegie Primary School. In English, 95.8% of students are at or above expected standards (compared to 94.6% in similar schools and 86.4% statewide). In Mathematics, 94.2% of students meet or exceed expectations (compared to 94.9% in similar schools and 85.9% statewide). NAPLAN Reading results show 80.2% of Year 3 students achieving strong or exceeding proficiency, aligning with similar schools over a two-year average (85%). In Year 5, 90.6% of students achieved this level, surpassing similar schools. NAPLAN Numeracy results indicate 82.6% of Year 3 and 84.4% of Year 5 students are in the strong or exceeding range, slightly below similar schools (84.5% and 87.4% respectively).

Science is now taught as a specialist subject, and across HASS units, we are embedding a knowledge-based curriculum that connects core content with rich texts to deepen student understanding.

Disability Inclusion funding has enabled the implementation of MiniLit, an evidence-based early

literacy intervention for Prep–Year 2. The Tutor Learning Initiative (TLI) funds a Literacy Specialist trained in MSL/OG to support students in Years 3–6. Individual Education Plans are developed for students performing 12 months above or below expected levels, with regular reviews through SSG meetings. For high-achieving students, the Victorian High Ability Program (VHAP) provided enrichment opportunities, alongside participation in the Australasian Problem-Solving Mathematical Olympiads (APSMO) and the Little Scientists Program at Monash University.

We continue to strengthen evidence-informed practice and community engagement. Parent and carer information forums and open mornings were well attended, fostering a shared understanding of our teaching and learning initiatives.

Wellbeing

Carnegie Primary School reframed the school's vision, values and culture through the lens of student wellbeing and enhancing behaviour management practices. The school implemented School Wide Positive Behaviour Supports in 2024. The team (represented by staff across the whole school) was established, trained, met regularly to review and revise the Action Plan and worked closely with Anthony King, SWPBS Coach. Carnegie Primary has reviewed and updated the school's values and vision statement. A Matrix of expected behaviours was created for the whole school explicit, structured routines and expectations have been developed to ensure students can learn in a calm, safe and respectful environment.

A restorative approach to behaviour management is the continues practice and the SWPBS team has created a flow chart of escalating behaviour support for students and staff. Protocols refer to minor and major behaviours in newly developed processes and procedures that the students, staff and the community support.

The Wellbeing and Diversity team met regularly to review curriculum, analyse data, discuss student concerns, problem solve and plan to celebrate and acknowledge initiatives and awareness days for the whole school.

The Wellbeing Scope and Sequence was reviewed and aligns with the Victorian Curriculum, using evidenced based approaches and programs to ensure all students have access to the curriculum and relevant and appropriate mental health resources are available for students and staff.

Respectful Relationships is our focus SEL program which is also supported by The Zones of Regulation and Social Stencils. Our staff followed the scope and sequence and were also reactive to the needs of their students, seeking additional support / lessons when incidents occurred or arose.

The data from the 2024 ATOSS showed an increase in positive responses in Emotional Awareness and Regulation to 73%, which shows the positive impact that these evidenced based programs are having on the students. The positive endorsement of student's Sense of Connectedness to school was just below similar schools at 78.1%, with community connection increasing to 80%. 84% of students are not experiencing bullying which indicates a positive trend with strong endorsement from the year 4 cohort and improving endorsement from year 5.

In 2024, further DI profiles were created with 2 successful funding applications. Staff have continued to participate in professional learning around protocols and processes when developing student IEPs, supporting teachers in creating SMART goals. The school had a strong transition

program that facilitated onsite programs for 2025 Prep students, transitioning between year levels as well as students moving to high school. Carnegie Primary School continues with strong working relationships with local kindergartens and secondary schools that enables smooth handovers for the community.

Engagement

Our attendance data continues to be positive. Following an attendance audit, we developed an action plan that includes a staged response framework to support staff in addressing student absences consistently and promptly. According to the 2024 School Performance Report, our attendance rate was 91%, aligning with similar schools.

We also recognise the importance of punctuality as a key factor in school success. By tracking student arrivals on Compass, we observed a decrease in lateness over the two semesters. Initiatives such as the **'Learning Starts at Nine'** campaign, adjusted bell times, music cues, and revised entry routines have contributed to more students arriving on time and settling into classrooms promptly.

The 2024 Attitudes to School Survey (AtoSS) data highlights strong engagement in the middle years, with opportunities for improvement in the upper year levels. The Year 4 cohort, in particular, reported positively on **Effective Teacher Time** and **Stimulated Learning**.

As part of our **School-Wide Positive Behaviour Support (SWPBS)** framework, the Wellbeing Team led a review of our school values. This process included input from parents, students, and staff through surveys, ensuring a shared vision for our school community.

The **Parent Opinion Survey** provided valuable insights, with **94% of parents reporting that their child feels safe at school**. We also received strong results in the **Student Wellbeing and Support Framework** and **Respect for Diversity** factors. The introduction of the **Diversity and Inclusion Team** has enhanced our ability to celebrate cultural events through whole-school activities, including dance, art, and special events.

Family engagement remains a strength at Carnegie Primary School. **Parent attendance at school assemblies has been consistently high**, and our fortnightly celebration assemblies continue to be well supported, showcasing student learning and year-level highlights.

Our Grade 5 students participated in twice-weekly **buddy sessions** with children from the local kindergarten. Additionally, kindergarten students attended school assemblies, visited the library, and took part in our Term 4 transition program. Our Prep Transition Coordinator strengthened relationships with local kindergarten providers, ensuring a smooth transition for our incoming students.

We have continued to foster family involvement through the **Parents and Friends Association**

(PFA). Parent volunteers successfully organised several community events, including the **annual School Disco** and the inaugural **Colour Run**. Fundraising initiatives such as **Icy Pole Day, the Easter Raffle, and Book Club** remain well supported and contribute to fostering a strong sense of community at Carnegie Primary School.

Financial performance

Carnegie Primary School maintained a sound financial position in 2024. We had a surplus at the end of 2024. Sound financial management ensured the school expenditure was closely aligned to the school's goals and priorities. Budgets and financial reports were prepared and monitored by the 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 voluntary school contributions. Our Parents and Friends fundraising efforts raised just over \$24,930 putting those funds back into school projects like Play equipment, Year 6 graduation books, guitars for Music and CPS Beanies. Hiring of facilities includes money from our OSHC provider \$83,130 and McKinnon Basketball Club \$41,423.

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 2.0 (FISO 2.0).

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 586 students were enrolled at this school in 2024, 282 female and 304 male.

32 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).

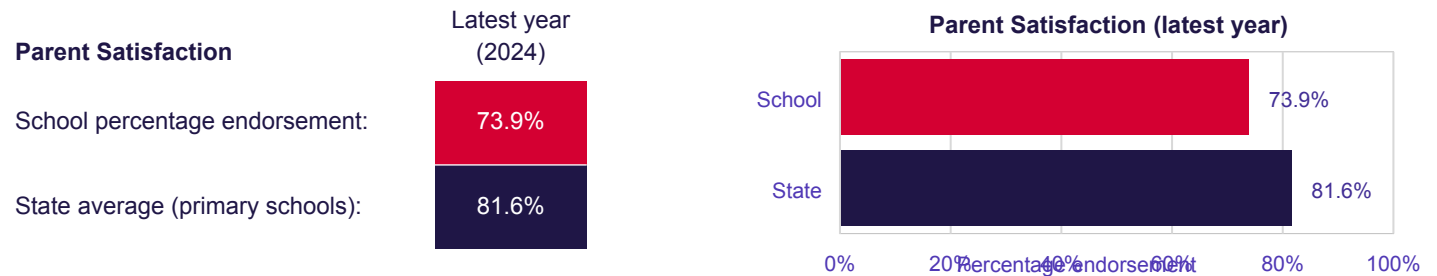
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

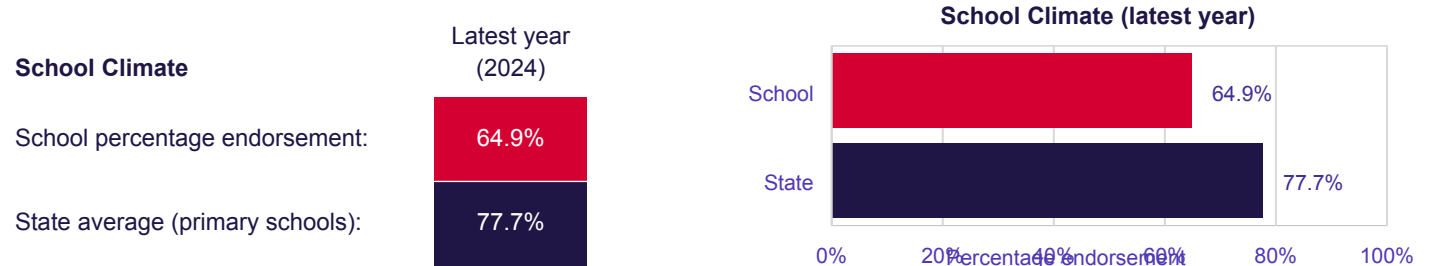


School Staff Survey

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.

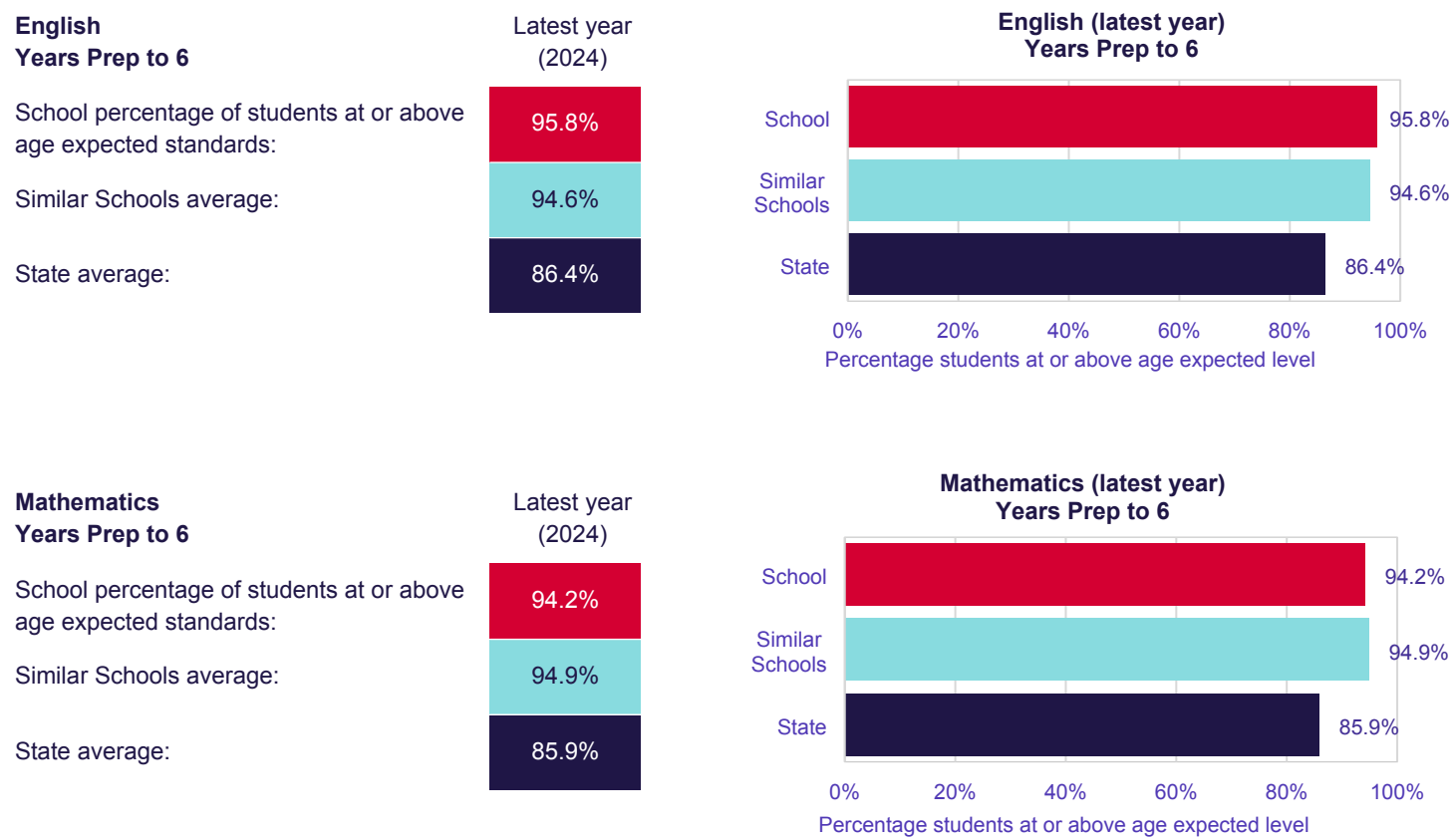


LEARNING

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 against the Victorian Curriculum

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



LEARNING (continued)

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.

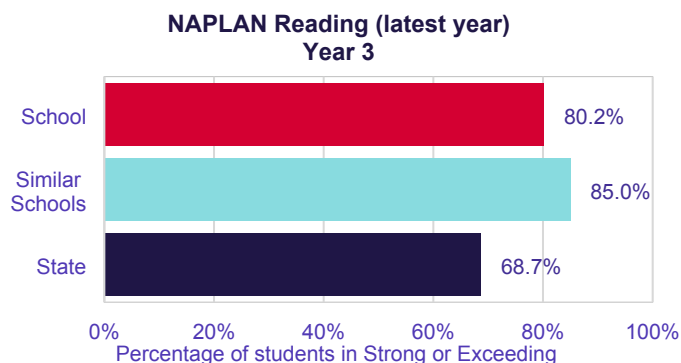
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

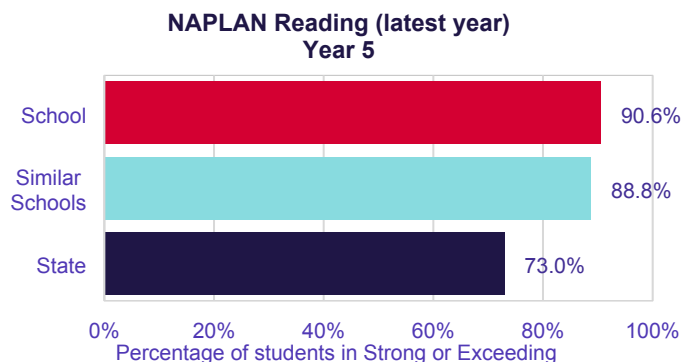
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.2%	85.4%
Similar Schools average:	85.0%	85.6%
State average:	68.7%	69.2%



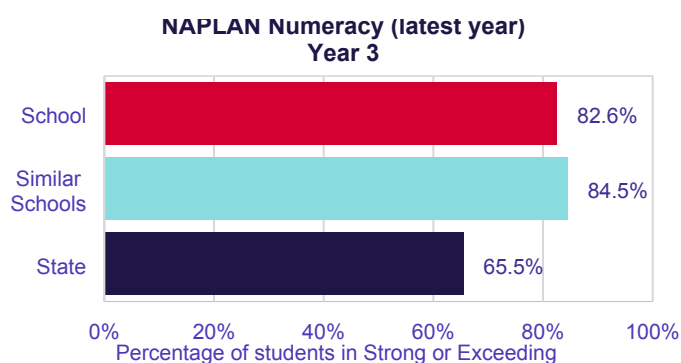
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.6%	90.6%
Similar Schools average:	88.8%	89.9%
State average:	73.0%	75.0%



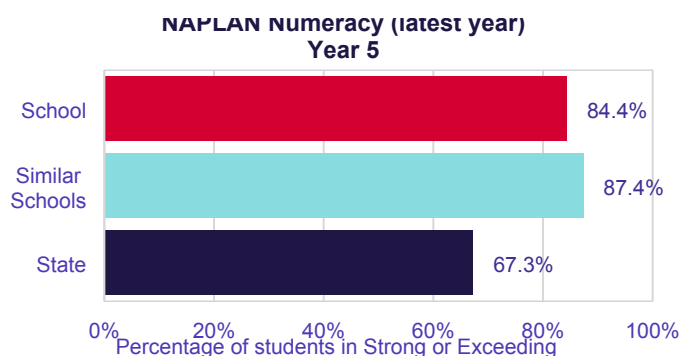
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.6%	85.5%
Similar Schools average:	84.5%	85.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.4%	86.3%
Similar Schools average:	87.4%	87.9%
State average:	67.3%	67.6%



LEARNING (continued)

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.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

91.7%

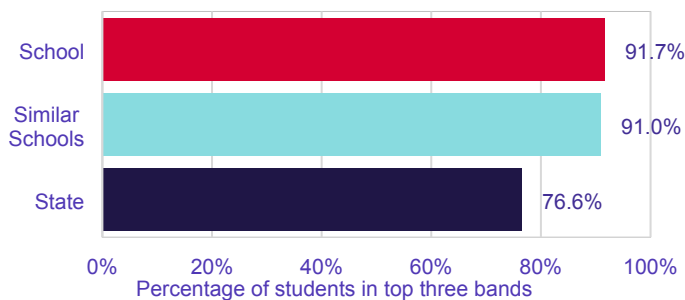
Similar Schools average:

91.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

87.0%

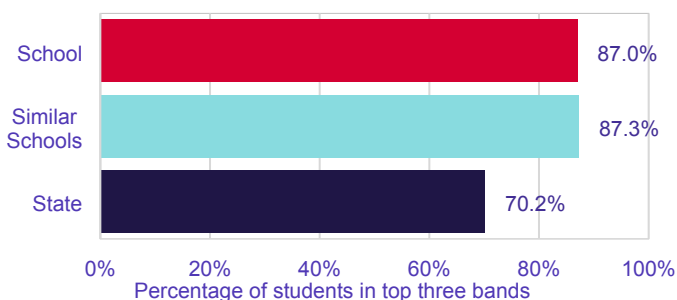
Similar Schools average:

87.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

92.9%

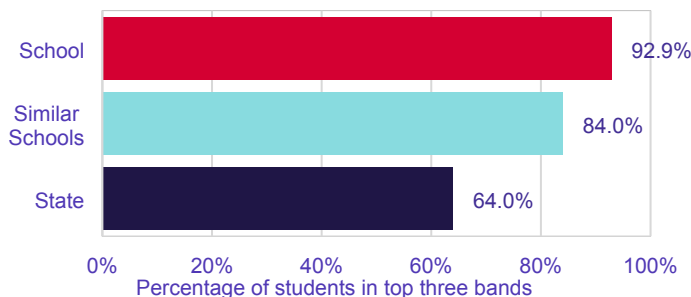
Similar Schools average:

84.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

77.1%

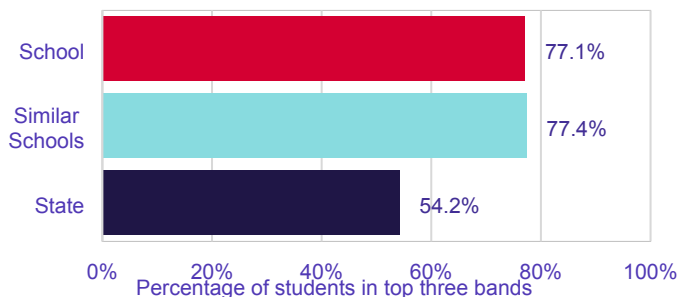
Similar Schools average:

77.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

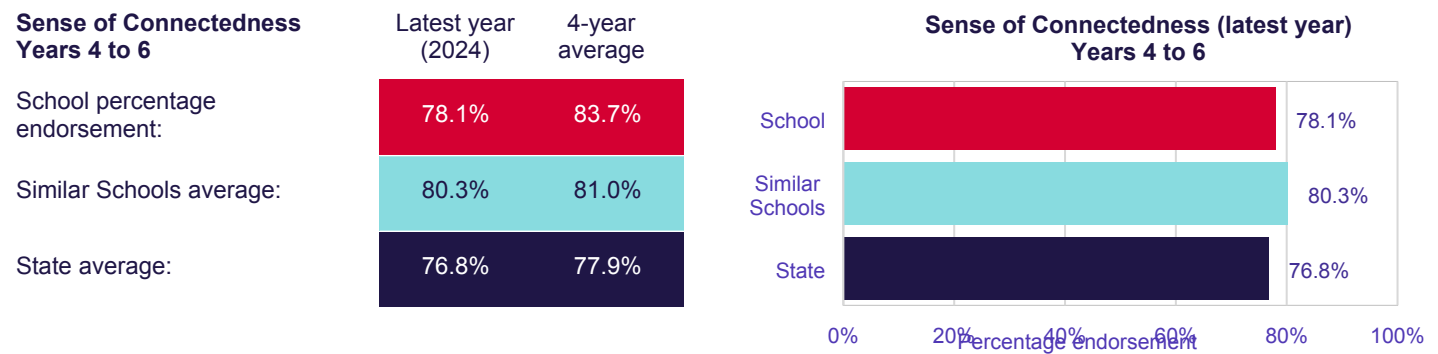


WELLBEING

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.

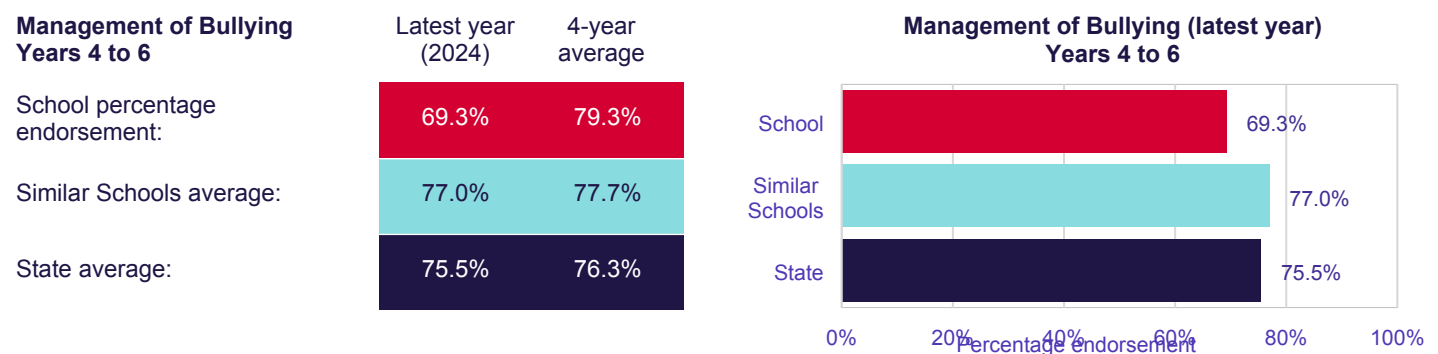
Student Attitudes to School – Sense of Connectedness

The percentage 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).



Student Attitudes to School – Management of Bullying

The percentage 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).

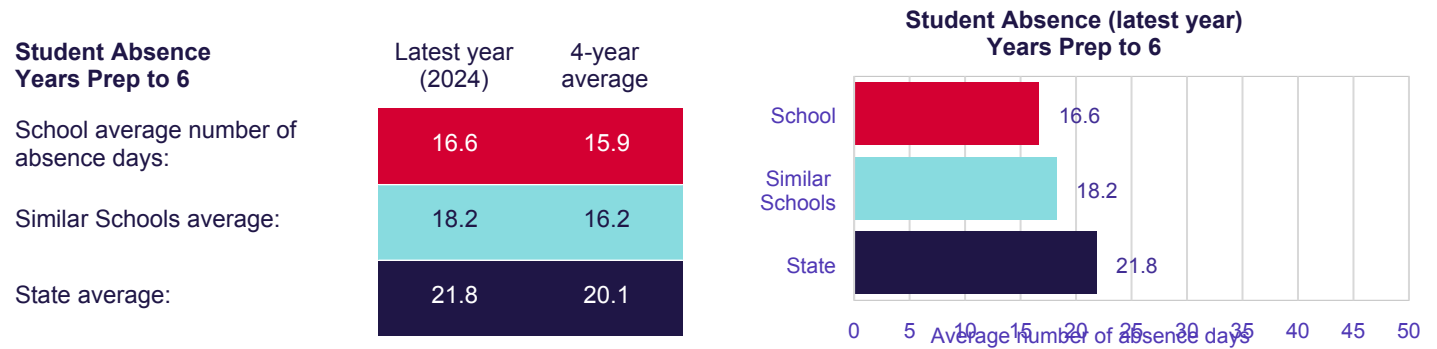


ENGAGEMENT

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.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	93%	90%	92%	92%	92%	92%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,674,387
Government Provided DET Grants	\$518,631
Government Grants Commonwealth	\$9,702
Government Grants State	\$14,300
Revenue Other	\$42,783
Locally Raised Funds	\$637,208
Capital Grants	\$0
Total Operating Revenue	\$6,897,011

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,728
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,728

Expenditure	Actual
Student Resource Package ²	\$5,566,768
Adjustments	\$0
Books & Publications	\$2,469
Camps/Excursions/Activities	\$192,943
Communication Costs	\$12,229
Consumables	\$165,308
Miscellaneous Expense ³	\$29,870
Professional Development	\$34,452
Equipment/Maintenance/Hire	\$118,747
Property Services	\$222,492
Salaries & Allowances ⁴	\$322,852
Support Services	\$110,166
Trading & Fundraising	\$44,852
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,695
Total Operating Expenditure	\$6,869,844
Net Operating Surplus/-Deficit	\$27,167
Asset Acquisitions	\$0

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$487,007
Official Account	\$20,222
Other Accounts	\$0
Total Funds Available	\$507,229

Financial Commitments	Actual
Operating Reserve	\$218,069
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$231,867
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$499,936

All funds received from the Department of Education, 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.