

2022 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 (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 of the previous calendar year 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.

- This 2022 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

About Our School

School context

Carnegie Primary School is located in the City of Glen Eira in the South Eastern suburbs, approximately 15 kilometres from the Melbourne Central Business District. The school was founded in 1888. Carnegie Primary School 2022 enrolments were 562 students (281 male and 281 female) with 32% having English as an additional language. We had 25 classes. Our motto of Welcoming, Engaging, Achieving is at the forefront of all we do every day at CPS. 'Respect' is the overarching value we focus on. Respecting oneself as a learner and as a unique individual, respecting others and respecting our environment at CPS and beyond the school gate. We 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, 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, independent and life-long learners. While we celebrate our students' academic achievements, all our staff are committed to conducting programs and activities that meet the very highest expectations of student wellbeing and promote a connectedness to school. A priority is to continue to develop a whole school vision for contemporary pedagogy, focusing on personalised and scaffolded teaching and learning which is evident and consistent across the school. The 2022 staffing profile of Carnegie Primary School included a Principal, Assistant Principal, 2 x Learning Specialists and 1 x Leading Teacher, 33 classroom and specialist teachers; 12 Education Support staff (8 x classroom support and 3 x Office administration). We did not have any identifying Aboriginal or Torres Strait Islander staff or students. Carnegie staff are dedicated, professional and committed to working collaboratively to ensure optimal teaching and learning opportunities for the students. The school provides a Foundation to Year 6 learning program based on the Victorian Curriculum, which is differentiated to meet student needs. Specialist programs are offered for students in Physical Education, the Arts, Music, ICT/Digital Technologies and Japanese. Throughout 2022 Carnegie Primary School didn't offer programs for overseas students. A VSBA led toilet upgrade is in progress and is due for completion by the end of March, 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our commitment to maintaining high expectations of performance in all KLA's, but particularly literacy and numeracy, remains our focus. Our teachers plan collaboratively and teach closely together. Our aim is always to ensure the learning is personalised and catered for individuals at their point of need. We have implemented our High Achievers program in the upper school and will continue to expand this. Students funded under the PSD program are well supported by staff and Education Support Officers. Individual Learning Plans are written for all students performing 12 months below level and are implemented and reviewed in partnership with families and SSG meetings take place on a regular basis. Our staffing is currently determined to enable lower student teacher ratios during key learning times, particularly during literacy and numeracy lessons.

At Carnegie Primary School we cater well for our students by providing differentiated instruction based on assessment and knowing our students. Teachers from across all year levels recently participated in a series of professional development sessions to improve their Data Literacy skills. This supported teams in the analysis and use of assessment as well as fueling discussions around the quality of assessments used at CPS. We are proud of our efforts to implement Teaching and Learning Sprints as a framework for our PLC improvement cycles. To support and monitor this, we are rejuvenating our practice of Learning Walks across the school and look forward to further embedding these. Our Teacher Judgement data of student achievement showcases some of our successes. In English, 95.8% of CPS students are working at or above the expected standards. In Mathematics, 94.4% of CPS students are working at or

above the expected standards (compared to the state average of 85.9%). Our NAPLAN data of students in the top three bands for reading, in Year 3 is 91.7% and in Year 5 is 87%. Students in the top three bands for numeracy, in Year 3 is 92.9% and in Year 5 is 77.1%.

Wellbeing

Student wellbeing at Carnegie remained a priority and a source of celebration. Staff are positive role models for students and provide a safe, positive and nurturing environment for all. The school values a whole school approach social emotional learning and adopts the 'Resilience, Rights and Respectful Relationships' (RRRR) program as its foundation. We use a restorative, proactive approach to behaviour management, giving students agency and responsibility in the decision making process. We continued to ensure time and resources supported the social and emotional learning focus across the school. There was a dedicated Wellbeing Team with representation from across the school, including leadership. We participated in the Bayside Peninsula Area RRRR Network as a lead school and supported 5 local schools beginning their journey in the program.

A prime responsibility of our Leading Teacher role is also student welfare. Maintaining relationships with all our students and families was a priority as we navigated the complexities that arose from COVID 19. We use effective communication tools to disseminate information to our families. Our Newsletter, the Compass portal and parent information session are examples of this. We focused on the academic needs of students, but parallel to this was their mental and physical health and wellbeing. The strong relationships between students, staff and our community was reflected in the Sense of Connectedness reported in AToSS which was 81% in 2022 with the state average being 78.1%. We also noted the management of bullying data was 79% with the state average being 75.8%.

In 2022, our leading teacher spent significant time upskilling and training for the transition from PSD to Disability Inclusion Profiles, familiarising staff with protocols and designing new IEP templates, supporting teachers in creating SMART goals and facilitating SSG meetings.

We have a strong transition program that facilitates onsite programs for 2023 Prep students, transitioning between year levels as well as students moving to high school. We have strong working relationships with our local kindergartens and secondary schools that enable smooth handovers for our community.

Engagement

Our 'Start Up' program occurred at the beginning of the year enabling students and teachers to get to know each other and build positive relationships. Each team develops a set of rights, responsibilities and expectations based on the common theme of respect and encourages a sense of belonging. We believe that students who feel safe, happy and secure 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. Time was given to modifying expectations, providing purposeful feedback and the provision of appropriate learning materials.

Throughout 2022, we prioritised the health and wellbeing of our staff, students and their families experiencing difficulties. The result of which showed an 85.4% positive result in the Staff Opinion Survey, compared to the state average of 73.4%. Similarly, the Parent Satisfaction factor, as

reported in the annual Parent Opinion survey was 86.7% (compared to the state average of 79.9%). Student attendance was recorded as 20.4 similar to the state average. Attendance rate at each level was also high with an average of 90% across the year levels. Common reasons for non-attendance included illness and extended family holidays. The importance of attendance is regularly stressed to students, parents and the wider community and communicated in the fortnightly school newsletter. Student absences are monitored, and processes are in place to track absences. Absences are followed up with a phone call and personalised support is extended (dependent upon level of need). Attendance/absence is recorded in student written reports.

Other highlights from the school year

2022 was an opportunity for our community to come together following a period of disruption.

The year began with our whole school art show that had been delayed from 2021. It was held in our Hall of Champions, where parents and carers could visit the show. All students had a piece of art on display. During term 2, the arts focus shifted to performance. Students participated in singing lessons and worked towards a magnificent concert, held at Robert Blackwood Hall.

Staff participated in the Cultural Understanding and Sensitivity Training. PFA then contributed to a 3rd flagpole from which the Torres Islander Flag now proudly flies, alongside the Indigenous and Australian flags. A smoking ceremony was held for students and parents. Uncle Steve Parker painted murals assisted by our senior students. He explained the meaning of each animal in Language at a special assembly for our school community.

Year 6 students continued their leadership development during our expo in term 2 when we welcomed families looking for prep placement for 2023. Students became tour guides showing visitors around our school. The prep orientation program was another highlight, the year 5 students made connections with the kindergarten children as they familiarised themselves with school. Several 2022 prep students spoke to the parents during the orientation program where they eloquently shared their prep journey at Carnegie PS.

Year 6 students attended beach camp in Mt Eliza. This experience allowed students to come together and create bonds for the year. Year 3 / 4 camp was held in Anglesea in Winter allowing for different outdoor experiences. Sovereign Hill was the destination for our year 5 students. This camp provided strong links with the history curriculum and enabled students to delve deeper into a period of time. A school sleepover was held for our year 2 students and many students enjoyed this experience.

There were many sporting highlights throughout the year in the pool and on track and field for individuals and teams. All students participated in athletics carnivals and cross country events. Through Sporting Schools, students were introduced to a number of new sports including lawn bowls.

Financial performance

Carnegie Primary School maintained a sound financial position in 2022. 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 \$47,000 putting those funds back into school projects like the new Shade Sails, Cultural art project, as well as various other projects. Hiring of facilities includes money from our OSHC provider \$18,360 and McKinnon Basketball Club \$27,875.

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