

2019 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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 21 April 2020 at 05:52 PM by Linda Jones (Principal)

The 2019 Annual Report to the school community:

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

To be attested by School Council President

About Our School

School context

Carnegie Primary School enrolments were 596 students, in 24 classes, in 2019. A neighborhood zone enables enrolments to be contained.

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, 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 individualised, personalised and differentiated teaching and learning which is evident and consistent 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, Music, ICT and Japanese.

A \$5 500 000 capital works program was completed in 2019 and has significantly enhanced our facilities with a new gym, an arts facility as well as a much needed refurbishment of our existing prep building to allow for further improvement in teaching and learning opportunities.

Framework for Improving Student Outcomes (FISO)

FISO Initiative - Building practice excellence

Goal - To maximise learning growth in literacy and numeracy for all students

Key Improvement Strategies

Refine and embed the school's pedagogical practices to ensure consistent delivery

Build teacher knowledge and capacity to differentiate the curriculum to challenge all students

Throughout 2019 we:-

- * Further developed teacher capacity to understand our CPS pedagogical model and incorporate elements into their practice

- * Embedded our pedagogical model into our CPS Work Plan to ensure deeper learning and consistency of practice across school

- * Inducted staff new to CPS and those new to teaching and learning teams

- * Continue to implement targeted aspects of HITS strategies - eg. Explicit teaching, Effective Lesson Structure, Collaborative Learning

- * Effectively implement Literacy, Numeracy and Discovery scope and sequence documents based on the Victorian Curriculum

- * Further embed feedback and classroom observation across the school

- * Further development of capacity to work effectively in teams to improve student learning outcomes through collaborative planning and assessment processes

FISO Initiative - Empowering students and building school pride

Goal - To empower all students to be motivated, curious and self-directed learners

Key Improvement Strategy

To develop student agency in their learning and understanding of themselves as learners

Throughout 2019 we:-

- * Built teacher understanding of student voice and agency with strategies to further engage and empower students as self-directed learners
- * Further developed student goal setting practices and decision making in their learning
- * Developed student self-assessment tools
- * Strengthened feedback to and from students to improve teaching and learning
- * Conducted PIVOT survey for students in years 2 - 6, as a tool to collect student perceptions of teaching and learning
- * Embedded revised CPS Inquiry/Discovery Vic Curriculum Scope and Sequence and evaluated effectiveness of units

FISO Initiative - Building communities

Goal - To foster an inclusive and respectful community

Key Improvement Strategies

To build community connectedness and engagement

To integrate the teaching of social and emotional learning across the curriculum

Throughout 2019 we:-

- * Further refined communication strategies between school and the parent community to continue to build supportive partnerships and a shared understanding of the school's vision and values
- * Showcased student learning to build community connectedness

Priorities in 2020 to support high quality teaching and learning at Carnegie Primary School will be :-

- * Committed to professional learning teams with a focus on literacy, numeracy, well-being and discovery learning. These teams will work collaboratively to ensure that the strategies and approaches adopted align with our school's goals and priorities and are implemented with integrity
- * Effective use of purposeful data within teams and across the school. We will continue to be better able to establish whole school priorities and directions and to address these through a combination of professional learning and broad based consultation with staff
- * Focus on the assessment outcomes of individuals and cohorts to support designing more differentiated approaches within groupings of children
- * Ongoing processes of reflection, evaluation and refinement of the curriculum and teaching and learning programs
- * Use the Professional Learning Community (PLC) model in staff performance and development process.
- * Participate in DET Accelerated Learning Project with a focus on Numeracy
- * Focus strongly on maintaining and fostering our school as a learning community, which greatly values interaction between and contribution from students, parents, teachers and the wider community.

Achievement

Our commitment remains to maintaining high expectations of performance in all KLA's but particularly literacy and numeracy.

Our innovative teaching practices continue to evolve and to be embraced by our staff as we support our students to become capable, curious 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, purposeful focus on student feedback throughout the school and student led conferences between students, parents and teachers has enabled students to reflect on their learning to a deeper level.

At Carnegie Primary School we believe we cater very well for our students and provide differentiated instruction through assessment and subsequent grouping of students. Challenging high achieving students remains a focus. for 2020.

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 rights 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 are instrumental music programs, coding club, sustainability club, choir, lunchtime library, lunchtime inside games and various sporting options. There have been leadership opportunities for students including a Student Representative Council, Junior School Council, Buddies and Peer Mentors. Our Envirostar 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 practices a strong values program based on 'Bounce Back' and 'Resilience, Rights and Respectful Relationships' 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 following on from our grade 5 and Kinder Buddy Program.

School priorities remain to enhance intra and inter school transfers and transitions practices in partnership with parents and local schools and kindergartens. Students funded under PSDMS and a small group of unfunded students with additional needs are given targeted support when transitioning to their next year's teacher/s.

We have a positive relationship with the nearest secondary college, students proceed to a variety of colleges.

In term 4, staff prepare transition documents to share with the following year's teaching teams 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.

Financial performance and position

Carnegie Primary School maintained a sound financial position in 2019. Diligent financial management ensured the school expenditure was closely aligned to the school's goals and priorities. Budgets and financial reports were thoroughly 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. A \$5 500 000 capital works program was completed in 2019 and has significantly enhanced our facilities with a new gym, an arts facility as well as the refurbishment of our prep building. In conjunction with these works significant SRP funds were required to upgrade the school's electricity supply as well as purchasing the necessary furniture and equipment. Our Parents and Friends fundraising efforts raised just over \$30 000. A fantastic effort! All funds were astutely spent to enrich and improve school programs, maintain buildings and grounds and enhance our Digital Technologies equipment.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at https://www.carnegieps.vic.edu.au](https://www.carnegieps.vic.edu.au)

Draft

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 596 students were enrolled at this school in 2019, 311 female and 285 male.

35 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

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

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.6	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	89.5	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	97.4	89.7	81.7	95.0	Above
Mathematics	97.8	90.3	81.8	95.8	Above

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	91.7	76.5	60.0	90.0	Similar
Year 3	Numeracy (latest year)	88.2	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	76.1	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	73.2	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	89.5	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	89.5	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	84.1	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	83.5	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	29.5	45.9	24.6
Numeracy	39.3	44.3	16.4
Writing	24.6	54.1	21.3
Spelling	41.0	54.1	4.9
Grammar and Punctuation	26.2	50.8	23.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.4	16.3	13.9	19.4	Similar
Average number of absence days (4 year average)	12.4	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	94	92	94	94	94	93

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.9	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	83.6	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	85.4	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	86.3	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$4,352,366
Government Provided DET Grants	\$621,310
Government Grants Commonwealth	\$6,968
Government Grants State	\$0
Revenue Other	\$10,206
Locally Raised Funds	\$634,590
Capital Grants	\$0
Total Operating Revenue	\$5,625,439
Equity ¹	Actual
Equity (Social Disadvantage)	\$7,055
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,055
Expenditure	Actual
Student Resource Package ²	\$4,290,417
Adjustments	\$0
Books & Publications	\$2,173
Communication Costs	\$17,240
Consumables	\$174,262
Miscellaneous Expense ³	\$372,420
Professional Development	\$46,674
Property and Equipment Services	\$287,636
Salaries & Allowances ⁴	\$327,074
Trading & Fundraising	\$55,505
Travel & Subsistence	\$32
Utilities	\$46,670
Total Operating Expenditure	\$5,620,103
Net Operating Surplus/-Deficit	\$5,337
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$64,523
Official Account	\$18,819
Other Accounts	\$0
Total Funds Available	\$83,342

Financial Commitments	Actual
Operating Reserve	\$83,342
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$83,342

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. 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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').