

2021 Annual Report to The School Community



School Name: Carlton North Primary School (1252)



- 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 2021 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 29 March 2022 at 10:35 AM by Keith Mcneill (Principal)

- This 2021 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 04 April 2022 at 02:10 PM by Conrad Dudley-Bateman (School Council President)

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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

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 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').

About Our School

School context

Carlton North Primary School (CNPS) is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and responsibility for, creating an inclusive and safe school environment for our students.

Carlton North Primary School was established in 1873. The school is located in an inner-city residential area, 3km from the Central Business District and stands on the Wurundjeri lands of the Kulin nation. The school occupies a block surrounded by leafy suburban streets.

Vision

Carlton North Primary School's vision is to prepare our students for their future. Our students will learn the knowledge, skills and attitudes necessary to be engaged, self-managing, lifelong learners.

Mission

Carlton North Primary School's mission is to provide high quality, child-centered, personalised learning in a safe, nurturing, engaging and inclusive environment that fosters a love of learning and prepares each student to meet the challenges of the future.

Objective

Carlton North Primary School's objective is to leave the school with the knowledge, skills and attitudes necessary to be engaged, self-managing, lifelong learners.

Values

At Carlton North Primary School our values of Respect, Trust, Inclusion and Resilience provide opportunities for everyone to learn and feel safe in a respectful school environment.

Respect - At CNPS we show respect for people, culture, property and the environment. We are polite to everyone and care for each other, our school and our community.

Trust - At CNPS we have trust in each other. We take responsibility for our own actions and learning. We act with integrity and honesty.

Inclusion - At CNPS we include everyone and do not leave anyone out. Everyone is different and we welcome and celebrate all children, families and staff.

Resilience - At CNPS we have high expectations of ourselves and each other. We are ambitious, resilient and persistent when faced with challenges and change. We believe we can learn and will always try our best.

The core purpose of Carlton North Primary School is to foster the values, designs & behaviours where everyone can reach their potential. Carlton North Primary School is committed to providing an exemplary educational experience for all students. We maintain high expectations and advocate for more than 12 months' growth for all students in all subject areas.

The school offers a wide curriculum that is clear with respect to knowledge, skills and attitudes and meets the interest and needs of our students whilst reflecting a core focus on developing the literacy and numeracy skills for our students. The curriculum also supports academic opportunities in Science, Wellbeing/Respectful Relationships, Inquiry, STEM, Italian, The Arts and Health and Physical Education. The school staff consists of 1 Principal, 1 Business Manager, 1 Assistant Principal, 1 Learning Specialist, 12.6 full-time equivalent (FTE) Generalist Teachers, 1 FTE Specialist Teacher, 3.35 FTE Education Support Staff (consisting of 1 Office Administrator and 2.35 FTE Education Support in the Classroom), 0.31 Literacy Intervention Support, 0.2 Library Technician. At present there are no staff at Carlton

North Primary School who are Aboriginal or Torres Strait Islander.

High impact research-based pedagogy drives the learning opportunities of our students. As highly competent educators we support our students to investigate, problem solve, create and apply their knowledge to ask questions and drive new learnings.

1 in 15 families (6.67% of families) receive the Camps Excursions and Sports Funds. 18.11% of students (approx. 1 in 6) come from a background where English is not the main language spoken at home and 1.39% of students are Aboriginal and/or Torres Strait Islander. There are currently no overseas students enrolled at Carlton North Primary School

The local community is culturally diverse, and the overall socio-economic profile is high. Parents and carers have high expectations for their children and are supportive of the school, participating in classroom programs, working parties, school events and a significant number of fundraising activities including the Great Lee Street Fete. The students, staff and community of Carlton North Primary School are extremely proud of our school and the school community. The school is well respected in the local community and this is the local school of choice for most families (including those families who are out of zone). School enrolments have remained relatively stable with figures between 270-299 and an enrolment ceiling of 300. There is a high demand for Foundation entry each year from the local community of North Carlton.

Framework for Improving Student Outcomes (FISO)

Three areas of direction in 2021 ensured continued school focus on student extension and engagement along with connection of all within the community. The wellbeing of our students was of highest priority and underpinned the basis of our school's three goals. Due to the nature of 2020 with its vast amount of remote learning, the AIP actions, outcomes and success indicators that were not met in 2020 were carried over to 2021.

FISO Priority: Excellence in Teaching and Learning- Evaluating Impact on Learning
Literacy and Numeracy

Goal 1: To develop and embed the Carlton North Primary School curriculum that ensures that learning for every student is at their point of learning need and that will provide appropriate challenge and high levels of engagement.

Key Improvement Strategy (KIS): Learning, catch-up and extension priority.

Actions:

- Develop and embed a consistent school-wide understanding of CNPS excellence in teaching Literacy and Numeracy.
- Develop and embed consistent and sequential assessment practice across year levels.
- Maintain PLTs structures to support teacher collaboration and reflection of strengthen teaching practice.
- Use PLTs for staff to collaboratively plan units of work with a focus on differentiation.
- Establish a small groups tutoring program.

Progress and highlights:

- Through Maths coaching, a staff member from each year level received weekly coaching in the use of 'low floor/high ceiling' tasks within classrooms. With this lens, teachers were able to provide students with the opportunity to work at their level using differentiated resources. These staff members disseminated their learnings and new understandings through to the rest of the team with differentiated tasks evidenced within each team's Maths planning
- Maths tutoring program was implemented for the whole year, through the employment of two tutors during semester 1 and through use of our Primary Maths Specialists in semester 2. Recorded data demonstrated a growth for all students involved in the program
- Intensive literacy intervention classes (MiniLit and MacqLit) continued to run successfully
- The school's VHAP and VCES programs continued to run successfully with many students continuing to take up the offer of extension programs offered online
- Staff met with literacy consultant, Lisa Keskinen, and continued to embed a consistent approach to the teaching of writing (lesson structure, conferencing, focus groups, terminology)

FISO Priority: Positive Climate for Learning- Health and Wellbeing

Goal 2: To build a culture where students feel positive and connected to the school, see themselves as partners in their learning, better understand their learning growth and feel confident in expressing this to others.

KIS: Happy, active and healthy kids priority; To further develop students as active and empowered learners.

Actions:

- Engage Associate Professor Aaron Jarden from the Melbourne University as wellbeing consultant to work with staff to develop a holistic whole school community approach to positive psychology and wellbeing at CNPS.
- Continue to develop a whole school understanding of student agency.
- Continue to develop a whole school understanding of the SWPBS framework.
- Further embed SWPBS and zones of regulation within the classroom and across the whole school.
- Develop a whole school understanding of the Respectful Relationships (RR) Curriculum.
- Further embed RR within the classroom and across the whole school and the wider school community.
- Ensure all students can re-engage in all forms of the arts, including music, dance, drama and visual arts through the production of a whole school musical.

Progress and highlights:

- SSS involvement and support was instrumental with maintaining the wellbeing of students, families and staff - providing PD and many resources for reaching out and connecting to our community especially throughout remote learning periods
- school and staff built relationships and engaged with families of at-risk students and each staff member conducted regular, sometimes daily check-ins with at-risk students throughout the remote learning period. Staff alerted leadership to any difficulties experienced with engaging students so that regular monitoring and check-ins could occur with these families.
- SWPB team continued to meet and embed existing school values and procedures throughout learning tasks and school events
- Parent Support Group for Parents of Students with a Disability was established creating the opportunity for the school to facilitate a communication pathway, provide support between school and parents and increase a sense of inclusiveness
- CNPS continued our role as an RR lead school
- Associate Professor Aaron Jarden from the Melbourne University (wellbeing consultant) began work with staff to a whole school community approach to positive psychology and wellbeing at CNPS. Although the ability for this was severely impacted by remote learning interruptions, staff continued to build a culture where students felt connected to the school.
- CNPS whole school production/musical began and proceeded throughout most of the year with a culmination of on-site filming in the last week of the school year. This fulfilled the aim of re-engaging all students in all forms of the arts, including music, dance, drama and visual arts

FISO Priority: Community Engagement in Learning- Building Communities

Goal 3: To develop a community of learners (students, parents/carers, staff) where there is mutual trust, effective communication, respect and shared responsibility for the education of all students.

KIS: Connected schools priority; To refine the way student learning goals and strategies are developed and communicated with families.

Actions:

- Develop a school wide approach and understanding of the way in which students develop their learning goals when conferring with their teachers.
- Develop a schoolwide approach and understanding of how students communicate their Learning Goals including the next steps of learning with their parents and families.
- Conduct a review of how the school can further communicate student achievement with parents.
- Strengthen engagement in regional and network communities of practice.
- Strengthen and embed the school-wide approach to communication with parents/carers, incorporating the new ways in which schools connected during remote and flexible learning.
- Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices.

Progress and highlights:

- Staff met with literacy consultant, Lisa Keskinen, in order to develop a school wide approach and understanding of the way in which students set their learning goals when conferring with their teachers. Given the nature of schooling throughout the year, setting goals with students and communicating these Learning Goals including the next steps of learning with parents and families was not achieved and will become a 2022 goal.
 - Use of the See Saw platform during remote learning student learning and teacher feedback made student learning and teacher feedback visible to parents/carers and provided opportunities to deepen parent understanding of the teaching and learning approach
 - Use of digital technologies created opportunities for more meetings between parents/carers and teachers, providing enhanced home/school partnerships and parental involvement in their child's learning
 - Parent Support Group for Parents of Students with additional needs was established creating the opportunity for the school to facilitate a communication pathway, provide support between school and parents and increase a sense of inclusiveness
 - Throughout the year's remote learning period, the school continued to utilise wellbeing programs and resources, such as positive parenting programs, specific family referrals, Tuning into Teens Parenting Program, Therapy Dogs and CyberSafety programs
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Achievement

Goal 1: To develop and embed the Carlton North Primary School curriculum that ensures that learning for every student is at their point of learning need and that will provide appropriate challenge and high levels of engagement.
Key Improvement Strategy (KIS): Learning, catch-up and extension priority.

Targets:

Victorian Curriculum Teacher Judgements - to ensure that all students identified as not meeting the expected growth for 2020 meet more than 12 months growth in 2021.

Student Attitude to School Survey measures in the top quartile in:

- Effective Teaching Practice for Cognitive Engagement - 90% positive responses decreased from 93% in 2020.

Staff Opinion Survey to measure in the top quartile. Results for 2021 were:

- Academic Emphasis - 69% positive responses
- Teacher Collaboration - 76% positive responses
- Shielding /Buffering - 63% positive responses

Future Planning:

Continue to refine and embed consistent assessment practises across teams.

Provision of intervention and extension learning programs, including Literacy MiniLit and MacqLit programs will continue to run. Updated training will be received by the teacher of the MiniLit program; and

High-Ability Program for students identified as requiring extension in Maths and/or English will continue to run.

Additional staff to receive professional learning to build understanding and ability to implement IEPs for students other than those receiving PSD funding.

Embed previously established processes and expectations, including:

Continuing to refine and embed the assessment schedule and consistent assessment practises across teams.

Refocusing on effective conferencing as a form of assessment and avenue for feedback.

PLC process of using assessment to directly inform the teaching program including to inform launches and small focus groups. PLC cycles to be used as an avenue to focus on team goals, accountability and sharing of best practices.

Re-establishing expectations for the communication of learning goals and achievement - team consistency and where appropriate school wide consistency.

Team use of data to reflect on teaching impact.

Re-establishing Peer Observations.

Through a review process, audit the Inquiry curriculum for all areas, specifically community connections, global

perspectives, sustainability and indigenous and other cultural inclusion.

Professional development for:

- new staff to be upskilled on the use of assessment tools
- additional staff to build understanding and ability to implement IEPs for students other than those receiving PSD funding
- SIT team to learn to use SPA
- SIT team to be up skilled in analysing whole school data and have opportunities to reflect on the impact of their teaching
- all staff focused on Data Literacy, Peer Observations and HITS (goal setting, differentiation and feedback)

Goal 2: To build a culture where students feel positive and connected to the school, see themselves as partners in their learning, better understand their learning growth and feel confident in expressing this to others.

KIS: Happy, active and healthy kids priority; To further develop students as active and empowered learners.

Targets:

Student Attitude to School Survey measures in the top quartile in:

- Focus on stimulated learning - 91% positive responses
- Learning confidence - 91% positive responses
- Self-regulation & goal setting - 90% positive responses

Attendance – improved from benchmark:

- 8.1 absence days per student in 2021 (11.6% - 4 yr average. Significantly below state and similar schools)

Staff Opinion Survey to measure in the top quartile. Results for 2021 were:

- Academic Emphasis - 69% positive responses
- Collective Efficacy - 91% positive responses

Future Planning:

Establish a whole school understanding of student agency and identify opportunities to activate student agency in learning.

Further embed RR within the classroom and across the whole school and the wider school community.

Conduct weekly wellbeing learning sessions including the RR curriculum and other wellbeing strategies to support the needs of the students.

Strengthen in-class relationships through peer and group learning activities.

Develop a whole school understanding of the Respectful Relationships (RR) Curriculum Topic 7 & 8.

Continue to target counselling for individual students with acute needs, including engagement with Monash Master of Counselling and OnPsych.

Build relationships and engage with families of at-risk students.

Continue to develop a whole school understanding of the SWPBS framework.

Further embed SWPBS and zones of regulation within the classroom and across the whole school.

Continue to facilitate staff and their dogs as therapy dogs to work at the school.

Goal 3: To develop a community of learners (students, parents/carers, staff) where there is mutual trust, effective communication, respect and shared responsibility for the education of all students.

KIS: Connected schools priority; To refine the way student learning goals and strategies are developed and communicated with families.

Targets:

Parent Opinion Survey measures in the top quartile:

- Teacher communication - 82% positive responses
- Effective teaching - 77% positive responses
- General school satisfaction - 82% positive responses

Staff Opinion Survey measures in the top quartile:

- Trust in students and parents - 93% positive responses
- Parent and community involvement - 95% positive responses increased from 90% in 2020.

Student Attitude to School Survey measure in top quartile:

- Sense of connectedness - 88% positive responses

Future Planning:

To continue to implement, refine and embed the following:

Develop a school wide approach and understanding of the way in which students develop their learning goals when conferring with their teachers.

Develop a schoolwide approach and understanding of how students communicate their Learning Goals including the next steps of learning with their parents and families.

Continue Parent Support Group for Parents of Students with additional needs

Use digital channels of communication to provide regular updates on weekly student learning programs.

Engage in PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy.

Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices.

School reports review - capabilities comments.

Home Learning review to develop clear expectations and consistency across year levels.

Provide opportunities for parents/carers to come back into the learning space, reading helpers, class expos, open mornings etc.

Create opportunities for social interactions with families, working bees, fundraisers, art show etc.

Carlton North Primary School has 5 students who are funded through the program for students with disabilities. All have active Student support groups and individual education plans that are updated regularly. They are also supported through the support group for parents of children with additional needs.

Engagement

Providing the staff with professional learning with a Literacy Consultant created a change in practice within staff which, in turn, built engagement and excitement for students in the area of writing. Students and staff alike were invigorated by these changes and an improvement in the school's 2021 NAPLAN writing data reflected this.

Small group tutoring programs were established with a Maths focus. These ran alongside the Literacy intervention programs MiniLit and MacqLit. Students involved in these programs were generally keen to attend and receive more individualised tasks in order to progress their learning. Our Maths tutoring program showed that from the 36 students involved for a full semester, 25% made 1 year growth in 6 months, 55.6% made expected growth; 11.1% no growth; and 8.3% new students with no previous data. 22% of the students reached 'At expected' level. The school determined that this quality intervention has had a positive impact on the students involved.

Through Maths coaching, teachers were coached in the use of 'low floor/high ceiling' tasks within classrooms. With this lens, teachers were able to provide all students with the opportunity to work at their level using differentiated resources and thus enhancing student engagement within the maths curriculum. The trial of this new methodology proved difficult throughout remote learning periods but was enthusiastically embedded within classroom teaching practice once face-to-face learning resumed. In the future, all teachers are keen to continue planning and delivering maths content in this manner due to the recognised increase in student engagement.

The High-Ability Program for students identified as requiring extension in Maths and/or English continued and challenging and enriching activities continued to be sought out and offered to those students requiring extension. These opportunities were well received and all nominated students engaged in the recommended programs. In the future, the school will actively continue to match activities to individual students in order to provide extension to those who require it.

Prior to remote learning, staff regularly conducted check-ins/conferencing with students in classes and successfully

continued this practice throughout remote learning periods. Teachers conducted daily check-ins with all their students, particularly those at-risk, and monitored engagement throughout remote learning, alerting leadership to any difficulties experienced with engaging students. All staff worked incredibly hard to ensure all students knew there was someone at school who cared about them. These strategies were undertaken to ensure maximised student attendance as well as a supportive wellbeing strategy.

Likewise, those students (and families) seeking specific intervention and assistance were connected with external agencies and support, where possible. Prior to remote learning, a Parent Support Group for Parents of Students with Disabilities was established and meetings were run in person as often as lockdowns would allow. This 'service' was well appreciated and will continue to run moving forward. Ultimately, the establishment of this group, even though for parents and carers, benefits student engagement as school, as a facilitator of this group, gains a greater understanding and awareness of student with disability needs and the home-school bond is strengthened.

The remote learning period saw the school building relationships and engaging with families of at-risk students more than ever, especially with vulnerable students being provided access to onsite supervision. This opportunity created bonding opportunities between various students and staff who in regular face-to-face learning periods would not usually meet together. This unplanned outcome was a positive highlight of remote learning.

Lastly, our whole school musical production continued despite looking differently to original anticipations. This continuity of this event ensured that all students were able to positively re-engage in all forms of the arts, including music, dance, drama and visual arts. It was a positive highlight and culmination to a difficult two years of lockdowns.

Student Attitudes to School Survey results measuring in the top quartile:

- Stimulated learning - 91% positive responses
- Effective behaviour - 92% positive responses
- Effective teaching time - 91% positive responses
- Sense of connectness - 88% positive responses
- Sense of inclusion - 94% positive responses
- Student voice and agency - 83% positive responses
- High expectations for success - 99% positive responses

Wellbeing

As in the previous year, 2021 saw Wellbeing continue to be a major focus for the whole school community. School Leadership and staff continued to monitor the wellbeing of our students and their families during the remote learning periods and staff ensured that wellbeing continued to be heavily embedded within the school curriculum and learning tasks. Additional wellbeing supports were promoted in the weekly newsletters and via Compass.

School Leadership continued to engage closely with families and external service providers to offer necessary support to vulnerable students and students of parents who were deemed essential workers. These students also continued to be offered the opportunity to attend onsite supervision.

On return to face-to-face learning, selective reduction of digital use occurred (which was highly supported by our school community) as our focus turned instead to reconnecting and re-building relationships with all students. After remote learning periods, teaching reduced academic loads for each return week and instead engaged students in a greater amount of social and emotional wellbeing activities. Staff also reintroduced SWPB and Zones of Regulation concepts, along with emphasis on re-exploring the school's values and classroom expectations.

Counselling for individual students with acute needs continued throughout the entire year with the school providing an OnPsych service as well as sourcing a Monash Master of Counselling student placement. OnPsych counselling remained available throughout remote learning with a growing number of students seeking counselling as the year went on. The school's therapy dogs continued to be a highly valuable support when dealing with student wellbeing after multiple periods of remote learning, with return to school proving difficult for several students. In the future, the school

will be continuing to look at training future dogs as most of our students are highly receptive to the comfort provided by the dogs when students feel anxious or sad.

Student Attitudes to School Survey results measuring in the top quartile:

- Peer relationships - 88% positive responses
- Emotional awareness and regulation - 84% positive responses
- Not experiencing bullying - 84% positive responses

Parent Opinion Survey results measuring in the top quartile:

- Promoting positive behaviour - 92% positive responses
- Managing bullying - 85% positive responses
- Respect for diversity - 93% positive responses
- Students connectness - 95% positive responses
- Confidence and resiliency skills - 86% positive responses

Finance performance and position

The 2018-2021 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

Over two thirds (68.5%) of our teaching staff are classified as Classroom Teacher Range 2, with over 60% of these at the highest increment. This school profile of highly experienced teaching staff significantly impacts the staff workforce budget, creating a delicate balancing act each year in relation to enrolments, which is the basis on which the school is funded.

The Financial Performance and Position report shows an end-of-year deficit of \$47,347. The past few years have resulted in a similar deficit. These deficits are planned, to the extent that the school's intention each year is to fully utilise all funds allocated by DET to the benefit of our students.

Carlton North Primary School also relies heavily on the fundraising efforts of our school community to supplement DET funding, in order to be able to provide a quality education for our students that encompasses such experienced teaching staff along with additional specialist classes and classroom support over and above the funding provided.

Due to the wonderful work of our parent community, we were also successful in two grants:

Minor Capital Works - \$171,000 to upgrade the Junior Building toilets

Inclusive Schools - \$165,150 to provide acoustic treatments in classrooms and common spaces

We were also successful in obtaining funding under the School Shade Sails Fund. This funding of \$25,000 will allow us to install two shade treatments in the play spaces on O'Grady St, with the school providing a co-contribution of \$4,915.

It is anticipated that all works will be completed by the end of 2022.

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

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.

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 298 students were enrolled at this school in 2021, 142 female and 156 male.

11 percent of students had English as an additional language and 2 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).

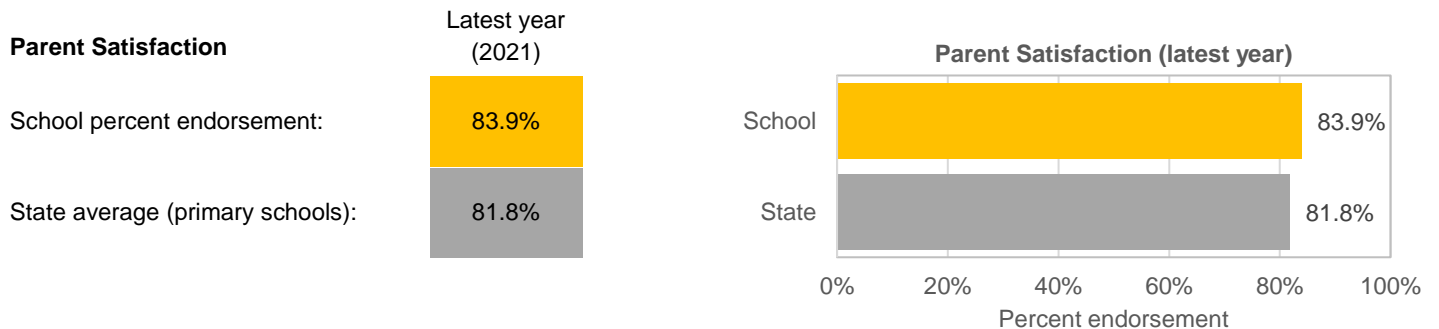
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

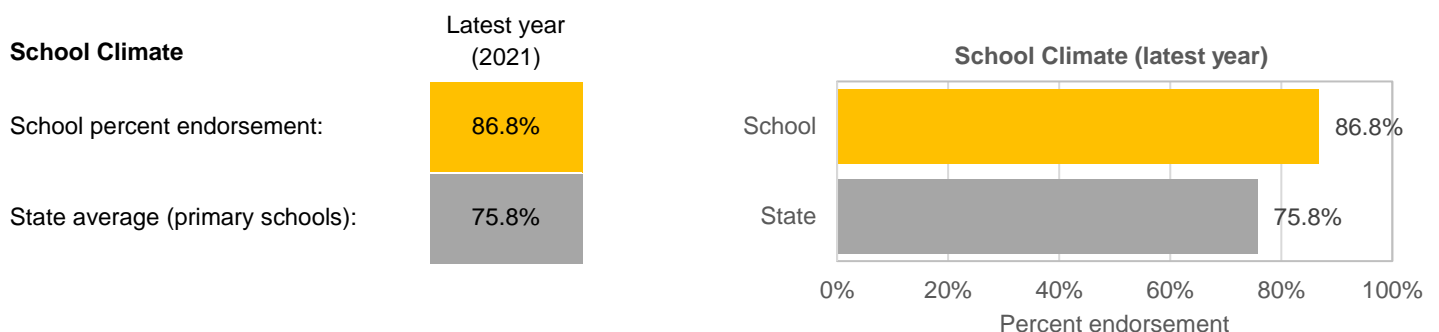


School Staff Survey

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.



ACHIEVEMENT

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

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

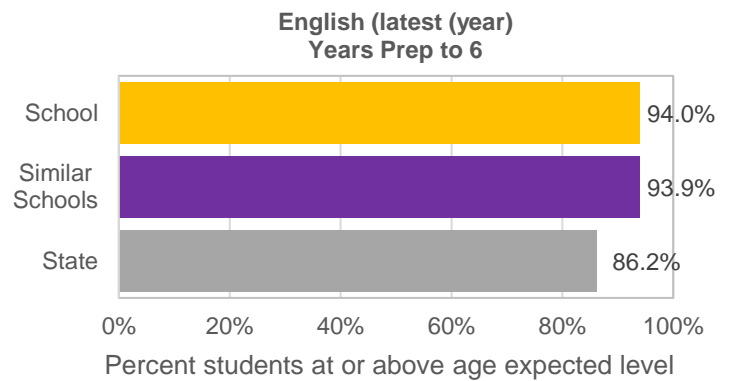
94.0%

Similar Schools average:

93.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

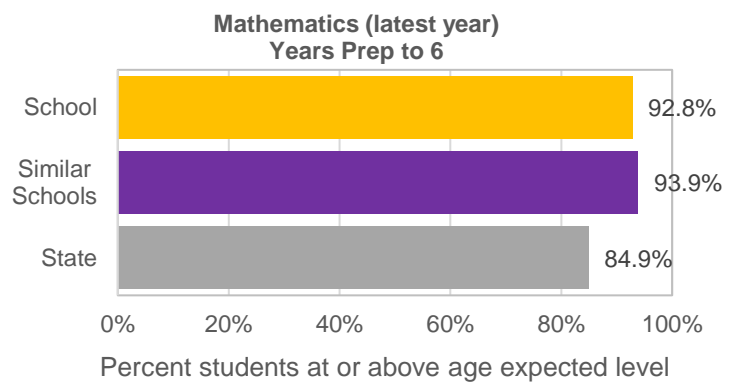
92.8%

Similar Schools average:

93.9%

State average:

84.9%



ACHIEVEMENT (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.

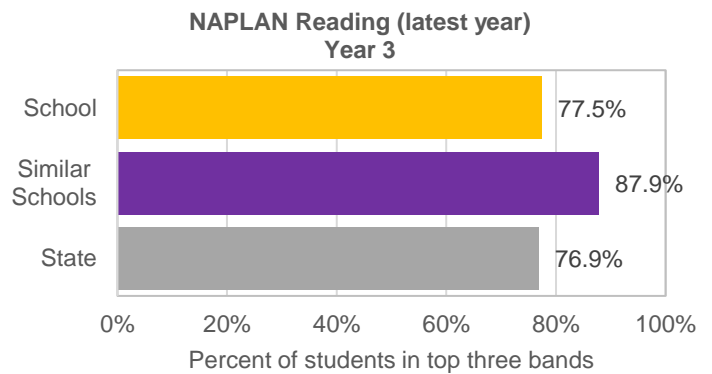
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

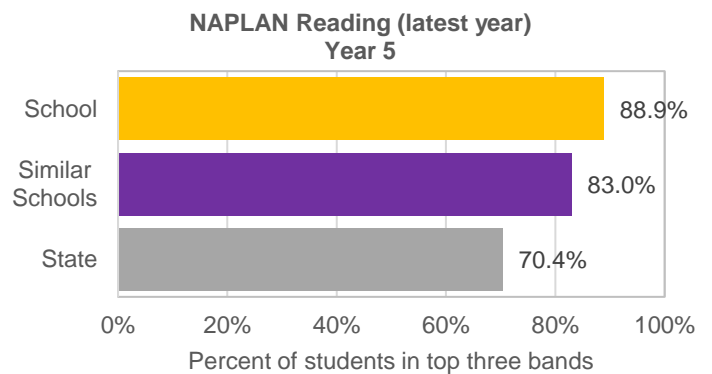
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.5%	87.2%
Similar Schools average:	87.9%	87.6%
State average:	76.9%	76.5%



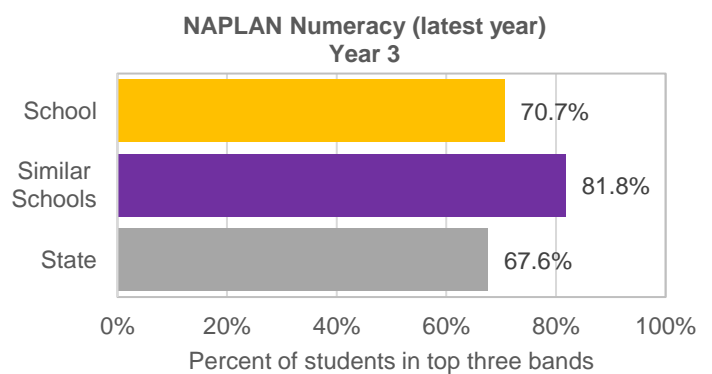
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.9%	87.3%
Similar Schools average:	83.0%	82.1%
State average:	70.4%	67.7%



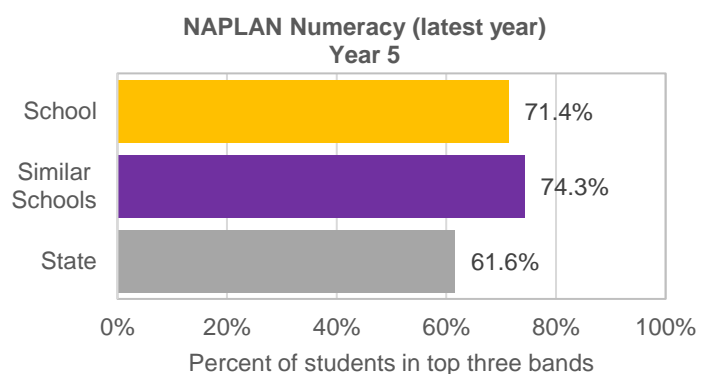
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.7%	80.0%
Similar Schools average:	81.8%	83.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	75.2%
Similar Schools average:	74.3%	74.0%
State average:	61.6%	60.0%



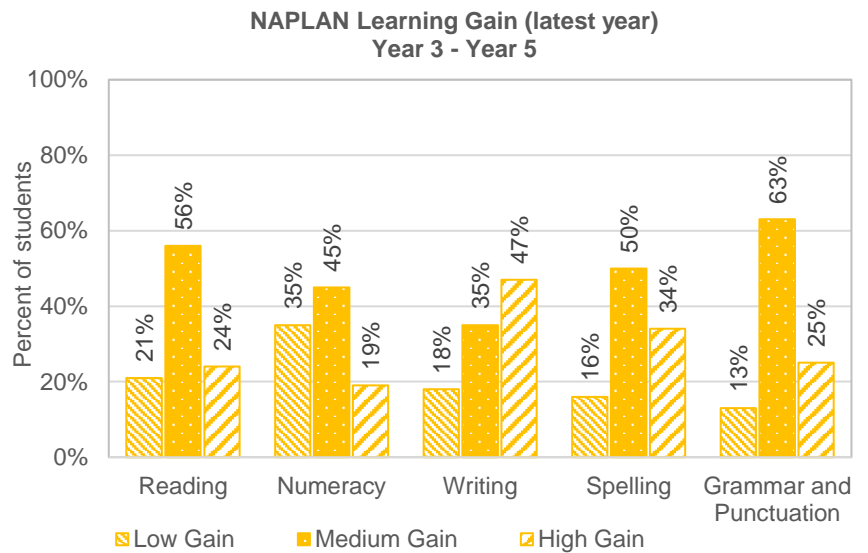
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	56%	24%	30%
Numeracy:	35%	45%	19%	25%
Writing:	18%	35%	47%	30%
Spelling:	16%	50%	34%	30%
Grammar and Punctuation:	13%	63%	25%	26%



ENGAGEMENT

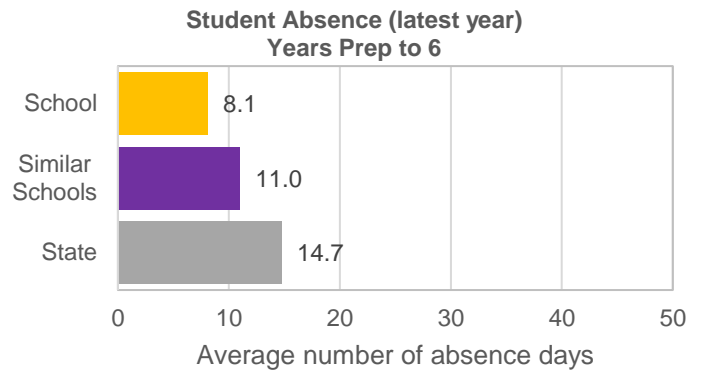
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	8.1	11.6
Similar Schools average:	11.0	12.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	97%	95%	96%	96%	95%	95%

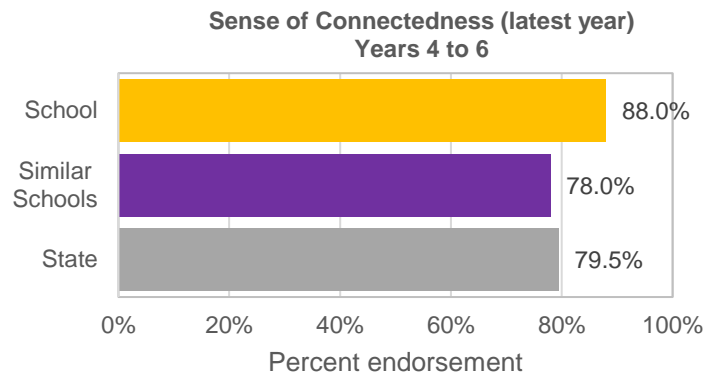
WELLBEING

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 percent 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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	88.0%	90.5%
Similar Schools average:	78.0%	77.5%
State average:	79.5%	80.4%

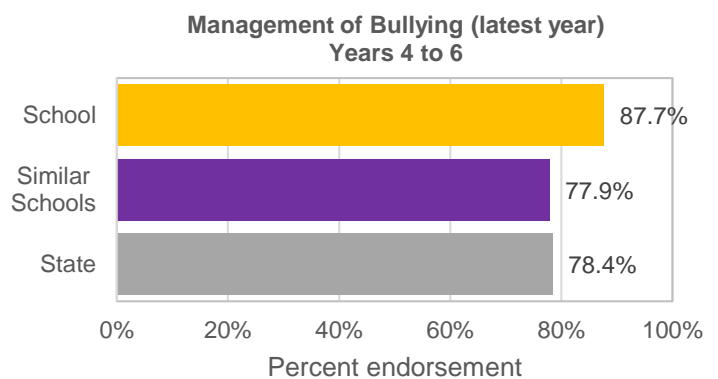


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.7%	91.2%
Similar Schools average:	77.9%	76.9%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,517,467
Government Provided DET Grants	\$190,963
Government Grants Commonwealth	\$5,026
Government Grants State	\$0
Revenue Other	\$14,970
Locally Raised Funds	\$261,508
Capital Grants	\$0
Total Operating Revenue	\$2,989,934

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,907
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,907

Expenditure	Actual
Student Resource Package ²	\$2,595,372
Adjustments	\$0
Books & Publications	\$5,240
Camps/Excursions/Activities	\$79,669
Communication Costs	\$12,313
Consumables	\$63,684
Miscellaneous Expense ³	\$9,806
Professional Development	\$9,211
Equipment/Maintenance/Hire	\$28,267
Property Services	\$65,101
Salaries & Allowances ⁴	\$75,455
Support Services	\$72,912
Trading & Fundraising	\$45,923
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,960
Total Operating Expenditure	\$3,083,911
Net Operating Surplus/-Deficit	(\$93,977)
Asset Acquisitions	\$28,481

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$169,295
Official Account	\$5,943
Other Accounts	\$64,260
Total Funds Available	\$239,499

Financial Commitments	Actual
Operating Reserve	\$73,113
Other Recurrent Expenditure	\$3,729
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$192,668
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$77,905
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$54,000
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	\$401,415

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.