

# 2017 Annual Report to the School Community



School Name: Carlton North Primary School

School Number: 1252



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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 04 May 2018 at 01:39 PM by Rachel Corben (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 18 May 2018 at 01:14 PM by Mark Fermor (School Council President)



## About Our School

### School Context

Carlton North Primary School was established in 1873. The school is located in an inner city residential area, 3km from the Central Business District. The school occupies a block surrounded by leafy suburban streets.

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. We have developed a visionary curriculum that reflects a core focus on developing the literacy and numeracy skills for our students and supports academic opportunities in STEAM, Italian, Performing Arts and Health and Physical Education.

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. The staff and community of Carlton North Primary School are extremely proud of our school. Our values of Trust, Respect, Clear and High Expectations, Responsibility, Knowledge and Discovery and Insight underpin the culture of our school and support our continued focus on supporting the achievements of all students.

The school is well respected in the local community and this is the local school for most families. School enrolments have remained relatively stable with figures between 270-290. There is a high demand for Foundation entry each year from the local community of North Carlton. Around 13.5% of families receive the Camps Excursions and Sport Funds and 8.5% of students come from a background where English is not the main language spoken at home. The local community is culturally diverse with a relatively stable, very low SFOE. The SFOE for 2017 was 0.1489. Parents/Carers have high expectations for their children and are supportive of the school, participating in classroom programs, working parties, school events and a significant amount of fundraising activities including an annual Fete.

In 2017, the school population was approximately 290 students. This was an increase of 30 students from 2016. During the course of 2016, the school experienced an influx of students in Year 1/2 resulting in class sizes of between 28-30 students. When planning the class structure for 2017, School Leadership and School Council made the decision to convert two of the shared learning spaces into homeroom classrooms and create an additional class in Year 1/2 and Year 3/4.

The school staff consists of one Principal, one Assistant Principal, thirteen Generalist Teachers, four Specialist Teachers and ten Education Support Staff. 71% of teachers are experienced classroom teachers – Classroom Teacher 2.

### Framework for Improving Student Outcomes (FISO)

In 2017, the school entered its fourth year of the School Strategic Plan. In 2016, staff commenced a review of current school data including the Staff Opinion Survey, Attitudes to School Survey, Parent Opinion Survey, AusVELS Teacher judgement and NAPLAN, along with the FISO Continua. Within this review process, the priorities and key direction for the school in 2017 was determined and in preparation of the self-evaluation of the 2014-2017 School Strategic Plan commenced.

The FISO Priority Area for Carlton North Primary School in 2017 was **Excellence in Teaching and Learning**.

**Excellence in Teaching and Learning** - By implementing strategies within the FISO Priority Area - Excellence in Teaching and Learning the 2017 school performance data indicated a direct impact on student engagement and student voice within their learning and teacher confidence of their teaching and learning practice. There was improvement in the Staff Opinion Survey – Teaching and Learning Module and Student Attitudes to School Survey Data within Teacher Effectiveness and Teacher Empathy.

#### Evidence-Based High-Impact Teaching Strategies

- All staff reviewed instructional models and FISO to identify and develop a Teaching and Learning Model for CNPS. A Teaching and Learning Model was developed for every curriculum area in consultation with staff. These Teaching and Learning Models were shared with the wider school community and published on the school website.
- Students, staff and the parent community were engaged in an Action Research Model to test and validate the Inquiry Model for CNPS. The newly developed Inquiry Model provides students to actively engage in determining the learning for each unit of inquiry. A Scope and Sequence for the CNPS Inquiry Model was developed and shared with the wider community.
- Staff revised previously developed givens/minimums for each key learning area to ensure consistent school wide Instructional Practice.
- All teachers expected that every student would make at least 12 months' growth in a school year.
- Zones of Regulation was implemented school wide to engage students in learning and develop self-regulation, enhanced self-efficacy and self-esteem as learners.
- Professional Learning Teams used multiple sources of data to compare growth rates and evaluate the effectiveness of different teaching strategies.



## Building Practice Excellence

A whole school professional learning plan was developed and the following professional learning priorities were identified:

- Writing
- Reading
- Mathematics
- Peer Observation Processes and Goals
- Data Literacy to inform the School Review Self-Evaluation
- School Wide Positive Behaviour (SWPB) and Wellbeing
- Curriculum Review and Development
- Teaching and Learning Models and Action Research
- Student Centred SMART Goals based on data to improve student learning

The following strategies were implemented to build practice excellence:

- CNPS SMART Goal Action Research Model continued school wide to improve teacher practice and student learning outcomes.
- Peer observations, learning walks and coaching were aligned to ensure the school integrate student-learning data with teacher professional development and strategic planning on an on-going basis.
- Literacy Coach was engaged to work with staff using the gradual release of responsibility coaching model to ensure a school wide consistent approach to teaching and assessing Reading and Writing.
- Specialist timetable was restructured to prioritise Professional Learning Teams the opportunity to meet as a team a minimum of two sessions per week to plan together. The timetable also provided additional time for all Curriculum Coordinators to meet together within their curriculum area to plan and lead key improvement strategies outlined within the Annual Implementation Plan.
- All staff seeking professional learning and further development of their leadership capacity were provided with opportunities to lead key improvement strategy initiatives throughout the year.

## Curriculum Planning and Assessment

- Teaching teams worked to strengthen the use of student assessment data and feedback to evaluate impact on students' progress, monitor the impact of teaching and inform curriculum planning.
- Whole School Assessment Schedule was developed.
- Teachers implemented student conferences in Reading, Writing and Mathematics to support student goal setting.
- CNPS Inquiry Model was developed to facilitate student agency and voice in curriculum planning.
- Victorian Curriculum was implemented school wide.

## Evaluating Impact on Learning

- Staff trialled and evaluated assessment tools including Fountas and Pinnell, PAT, Essential Assessment and OnDemand.
- Targeted Staff and Leadership attended Data Literacy Bastow Course and conducted Data Literacy professional learning for all staff.
- Whole School Data Literacy Curriculum Day was conducted and facilitated by Garry Embry – Data.

## Achievement

At Carlton North Primary School, student achievement data continues to demonstrate that our students operate at a high level and outcomes are similar to schools with similar intake characteristics. School comparison measures show that in relation to student learning, Carlton North Primary School is doing exceptionally well with consistently "higher" ratings in Victorian Curriculum assessments. In NAPLAN, our Year 3 and 5 results are consistently well above state averages and similar to comparative schools. Year 3-5 Learning Gain (how much a student has grown academically from Year 3 to 5) has seen a remarkable reduction in the students in the bottom 25% of achievement levels, particularly in Writing.

In 2016, there was a focus on developing consistent whole school approaches to teaching Writing. A Literacy Coach worked with teaching teams to improve instructional practice and ensure consistency in assessment and use of data to inform planning, teaching, and targeted interventions. The 2017 NAPLAN results indicate that the CNPS Independent Writing Model introduced in 2016 has had a significant impact on student achievement in Writing.

In 2017, there was a focus on developing consistent whole school approaches to teaching Reading comprehension. A Literacy Coach worked with teaching teams to improve instructional practice and ensure consistency in assessment and use of data to inform planning, teaching, and targeted interventions. We look forward to the 2018 results for NAPLAN Reading showing a similar decrease in low learning gain for Reading.

A school wide focus on the FISO Priority Area - Excellence in Teaching and Learning has seen a significant improvement in what was already great results in student achievement outcomes to excellent results in Victorian Curriculum Teacher Judgement and NAPLAN data.



In 2018 we will continue to further improve our student achievement data as outlined within the 2018-2021 School Strategic Plan and 2018 Annual Implementation Plan by:

- Working towards developing and embedding the Carlton North Primary School curriculum to ensure that learning for every student is at their point of need and that will provide appropriate challenge and high levels of engagement.
- Developing processes and strategies to work with families to highlight the importance of high expectations and challenging goals for students. The school and families will work together to provide support and reinforcement of expectations of learning and behaviour and celebrate student achievement.

## Engagement

The exceptionally high results in the 2017 Student Opinion Survey and Staff Opinion Survey confirm that the work that the staff at the school have done in 2017 and 2016 to improve student engagement has been effective. This includes strategies such as:

- Students and teachers developed continua for learning based on the Victorian Curriculum for Reading, Writing and Mathematics. These continua are used by the students to assist them in developing their learning goals.
- Implementation of the CNPS Inquiry Model actively engage students in the planning of the learning for each unit of inquiry.
- Students develop learning goals in consultation with the teacher during conferences.

School wide Positive Behaviour Systematic Approach was implemented across the school in consultation with students, staff and the parent community. The School Wide Positive Behaviour Framework and the weekly timetabled Wellbeing lessons play a large role in establishing a positive learning environment at CNPS. In 2016 and 2017, we have implemented strategies to promote positive behaviour across the school including:

- Classroom Consequence Flowchart;
- Carlton North Way reward system linked to school values;
- Behaviour Reflection sheets;
- School wide implementation of the Zones of Regulation;
- Student of the Week Awards at Assembly;
- Celebrating and acknowledging student success through the newsletter and at school assemblies;
- Students leading the choreography and direction of the school musical;
- Teachers step out of the school and play with the students after school on days when there are no scheduled meetings; and
- 6 to 1 positive reinforcement.

Student attendance is 94% - an average attendance rate consistent with schools with similar intake characteristics. The most common reasons for student absence include family holidays and illness. The school will continue to maintain protocols governing student absences due to a high correlation with student outcomes.

In 2018, we will continue to improve student engagement in learning as outlined within the 2018-2021 School Strategic Plan and 2018 Annual Implementation Plan:

- 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.
- To develop processes and strategies to work with families to highlight the importance of high expectations and challenging goals for students. The school and families to work together to provide support and reinforcement of expectations of learning and behaviour and celebrate student achievement.
- Develop processes and strategies to share student learning goals and provide more timely reporting to parents/carers.

## Wellbeing

Carlton North Primary School places strong emphasis on student wellbeing with a focus on ensuring a positive climate for learning, student voice and agency, empowering students, and building school pride. Our school has a successful transition program supporting students moving between various stages of schooling. Our preschool – Foundation program ensures students and parents are well supported and connected when they commence school. This program involves extensive pre-school contact, transition visits throughout Terms 3 and 4 and an orientation program for students and parents. Transition between year levels is enhanced through the school's 'step up' transition process throughout Term 4. Year 6 exiting students are well prepared for secondary school through various experiences and activities throughout the year that focus on organisation and independence.

In 2018 there will be a strong focus on continuing to strive for excellence in Student Wellbeing as outlined within the 2018-2021 School Strategic Plan and 2018 Annual Implementation Plan:

- 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.



- To develop student voice, leadership, and agency in learning so students have positive school experiences and can act as partners in school.

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



## 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 290 students were enrolled at this school in 2017, 140 female and 150 male.</p> <p>12 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																														
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <table style="margin: auto;"> <tr> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #a6c9ec;">32 %</td> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #4f81bd;">41 %</td> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #76c7a6;">27 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <p><b>Numeracy</b></p> <table style="margin: auto;"> <tr> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #a6c9ec;">37 %</td> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #4f81bd;">31 %</td> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #76c7a6;">31 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <p><b>Writing</b></p> <table style="margin: auto;"> <tr> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #a6c9ec;">11 %</td> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #4f81bd;">57 %</td> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #76c7a6;">32 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <p><b>Spelling</b></p> <table style="margin: auto;"> <tr> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #a6c9ec;">30 %</td> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #4f81bd;">41 %</td> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #76c7a6;">30 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <p><b>Grammar and Punctuation</b></p> <table style="margin: auto;"> <tr> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #a6c9ec;">24 %</td> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #4f81bd;">49 %</td> <td style="border: 1px solid black; width: 30px; height: 15px; background-color: #76c7a6;">27 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table>	32 %	41 %	27 %	Low	Medium	High	37 %	31 %	31 %	Low	Medium	High	11 %	57 %	32 %	Low	Medium	High	30 %	41 %	30 %	Low	Medium	High	24 %	49 %	27 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="570 856 1024 945"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	94 %	95 %	94 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	94 %	95 %	94 %	92 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>

# 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)

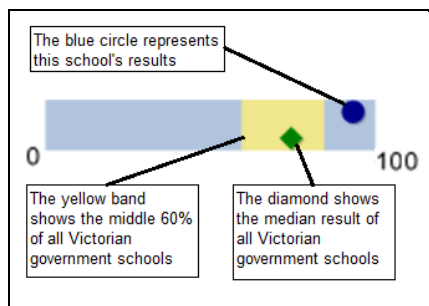
### Engagement

- student attendance and engagement at school
- 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)
- 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).

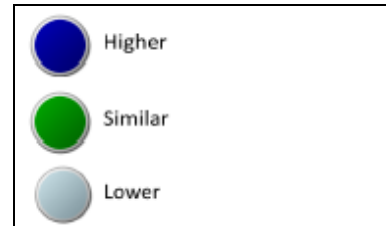


## What does *School Comparison* refer to?

The 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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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 and Community Schools 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 their first 11 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').



## Financial Performance and Position

### Financial performance and position commentary

Carlton North Primary School Leadership Team and School Council has worked hard to reduce the school deficit over the past two years. The school deficit is a result of the school workforce plan. 71% of teachers are experienced classroom teachers – Classroom Teacher 2. The teaching and learning at CNPS benefits greatly from an experienced teaching staff, however this does impact on the school budget significantly. The total deficit for the 2017 Budget was \$170,647, however, as the school's 2016 budget was also in deficit the school was required to pay an amount of \$75,457 from the school's High Yield account resulting in the above deficit amount. The 2018 Budget is predicted to have a deficit of no more than \$40,000 significantly less than previous years.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,973,202	High Yield Investment Account	\$180,117
Government Provided DET Grants	\$165,562	Official Account	\$15,095
Government Grants Commonwealth	\$59,253	Other Accounts	\$38,965
Revenue Other	\$9,355	<b>Total Funds Available</b>	<b>\$234,177</b>
Locally Raised Funds	\$322,371		
<b>Total Operating Revenue</b>	<b>\$2,529,743</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$8,073		
<b>Equity Total</b>	<b>\$8,073</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,143,848	Operating Reserve	\$101,817
Books & Publications	\$5,174	Asset/Equipment Replacement < 12 months	\$3,000
Communication Costs	\$15,674	Maintenance - Buildings/Grounds incl SMS<12 months	\$13,639
Consumables	\$60,149	Revenue Received in Advance	\$1,449
Miscellaneous Expense <sup>3</sup>	\$263,082	Repayable to DET	\$60,000
Professional Development	\$14,098	Other recurrent expenditure	\$4,271
Property and Equipment Services	\$154,389	Capital - Buildings/Grounds incl SMS>12 months	\$50,000
Salaries & Allowances <sup>4</sup>	\$44,820	<b>Total Financial Commitments</b>	<b>\$234,177</b>
Trading & Fundraising	\$53,866		
Utilities	\$20,747		
<b>Total Operating Expenditure</b>	<b>\$2,775,847</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$246,104)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 01 March 2018 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.*