

# 2020 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](http://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 2020 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 28 April 2021 at 02:24 PM by Rachel Corben (Principal)

The 2020 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.

Attested on 03 May 2021 at 10:12 AM by Sarah Bekessy (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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## 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).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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-centred, 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 for students 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. This visionary curriculum reflects a core focus on developing the literacy and numeracy skills for our students. The curriculum also supports academic opportunities in Science, Wellbeing/Respectful Relationships, 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/Primary Maths Specialist, 1 Primary Maths Specialist,

13 Generalist Teachers, 2 Specialist Teachers, 3 Education Support Staff, 0.4 Literacy Intervention Support, 0.6 Library Technician and 0.4 Maintenance Staff.

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.

One in seven (14.14%) of families receive the Camps Excursions and Sports Funds. Less than 1% (0.34%) of students come from a background where English is not the main language spoken at home and 1.68% of students are Aboriginal and/or Torres Strait Islander

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 an annual 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. There is a high demand for Foundation entry each year from the local community of North Carlton.

### Framework for Improving Student Outcomes (FISO)

School Strategic Plan (SSP) - 2018-2021

FISO Dimension: Building Practice Excellence

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): To refine how we teach the school's curriculum and how we assess student learning.

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.
- Further implement the Harvard data Wise approach within Professional Learning Teams at Carlton North Primary School to continue to monitor and improve student learning outcomes.

Commentary:

During 2020, our teaching teams worked effectively together despite being physically apart due to remote and flexible learning imposed by the COVID 19 pandemic. We increased communication with families, sending out timely COVID 19 updates and regular communication of school expectations for remote and flexible learning. We sought ongoing feedback from our families and the School Council on the effectiveness of the remote and flexible learning. We worked with School Council to review feedback from families adapt teaching and learning strategies to meet the needs of our families and students.

2020 saw our focus shift with the unprecedented effect of COVID-19 around the world. We adjusted our whole school goals and direction to prioritise the safety and wellbeing of our whole school community. We have continued to refine our curriculum and how we assess student learning.

- Staff demonstrated great resilience and adaptability when developing the remote learning program and adopting new online teaching and learning practices.
- Assessment practices were adapted and developed throughout remote learning, using small group Zoom sessions to assess student point of need and through conferencing and 'interview' styles.

- Staff Performance Development Plans were closely aligned with the school's Annual Implementation Plan (AIP).
- Staff implemented the Mathematics Scope and Sequence across the school, refined the whole school Mathematics curriculum and developed consistency of assessment and teaching and learning.
- During remote learning all staff closely monitored student engagement with online learning. We invited a number of students to attend onsite learning due to disengagement and family vulnerabilities.

Goal 2: 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.

FISO Dimension: Building Communities

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

Actions:

- Develop a schoolwide 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/carers and families.
- Conduct a review of how the school can further communicate student achievement with parents/carers.

Commentary:

Carlton North Primary School has developed an extremely strong connection with parents and carers throughout 2020. During remote and flexible learning CNPS Staff have been able to further engage parents and carers with student learning. Teachers Zoomed into the homes of our CNPS families as they conducted daily overviews, small focus groups and one on one interviews with students. This clear communication and transparency provided parents and carers with an increased understanding of learning at CNPS.

Throughout 2020 we have continued to develop a strong relationship with our community to increase the collective responsibility for the education of all students.

- Implementation of Seesaw in 2018 gave us a strong starting point for online learning in 2020 and communication with students and parents through remote learning.
- Implementation of a schoolwide BYOD program in 2018 ensured that the students were well prepared and resourced for remote and flexible learning.
- We developed parent feedback surveys to improve and strengthen our remote learning practices, listening to the community and responding to the need of our students and their families.
- Learning goals were communicated with students and families through Seesaw, using activities to identify their learning goal, practise their learning goal and show evidence of achieving their goal.
- A Mathematics Action Research Team made worked to research learning goals in Mathematics and refine the direction of these goals.
- Parents' and carers' understanding of their child's learning and their next steps increased.

The Parent Opinion Survey data conflicts with feedback received via the remote learning surveys distributed to parents in May, June August and September. Feedback from parents on the online remote learning surveys, emails and verbally has been extremely positive throughout 2020.

FISO Dimension: Empowering students and building school pride

SSP Goal 3: To build a culture where students feel positive and connected to school, see themselves as partners in their learning, better understand their learning growth and feel confident in expressing this to others.

KIS: Further develop students as active and empowered learners

Actions:

- Continue to develop a whole school understanding of what student agency in learning looks like.
- Identify opportunities to activate student agency in learning.
- Develop a whole school understanding of the School Wide Positive Behaviour Support framework (SWPBS).
- Further embed SWPBS 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.

Commentary:

The Schoolwide Positive Behaviour Support/Respectful Relationship (SWPB/RR) Team was been able to achieve a huge amount of work during the course of the year. CNPS continued to work with our RR partner schools to support the implementation of RR. The SWPB/RR Team presented at a number of RR Forums promoting the work at CNPS and within cluster schools. The team consulted with students, staff and parents to finalise the SWPB Teaching Matrix and revise the Consequence Flow Chart and Reflection Sheets.

Student agency and voice was further developed through these initiatives and actions:

- School value tokens introduced, with student agency in the rewards chosen.
- Continuation of Student Improvement Leaders to improve the sustainability of our community and give students a voice to action these improvements.
- Continuation of School Representative Council.
- Students using the language of Respect, Resilience, Trust and Inclusion.
- High ability program implemented.

## 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.

KIS: To refine how we teach the school's curriculum and how we assess student learning.

Targets

NAPLAN:

- Increase percentage of students achieving the top 2 bands in Reading, Writing and Maths.
- Have equivalent or greater than similar schools' percentage of students with high gain - NAPLAN was not conducted in 2020.

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

- Effective Teaching Practice for Cognitive Engagement - 93% positive responses increased from 75.5% in 2019.

Staff Opinion Survey measures in the top quartile in:

- Academic Emphasis - 79% positive responses increased from 76% in 2019.
- Teacher Collaboration - 88% positive responses increased from 79% in 2019.
- Shielding/Buffering - 81% positive responses increased from 69% in 2019.

2021: Schools must have a focus on three priority areas in their AIP

- Learning Extension and Catch Up
- Happy, Healthy and Active Kids
- Connected Schools

### Future Planning

Learning Extension and Catch-Up: CNPS will place a strong focus on implementing the Tutor Learning Initiative (TLI). Students identified not making the expected growth in 2020 in Maths will participate in the TLI. The Victorian High Ability Program and the Victorian Challenge Enrichment Series will continue to support student extension. Writing has been identified as a schoolwide priority for 2020. This priority is a result of lack of learning growth schoolwide and will include:

- Professional Learning (PL) - engaging Literacy Consultant, Lisa Keskinen, and Leading Literacy Networks PL.
- Action research teams looking at best practice in teaching and monitoring of student learning growth in Writing.
- Implementation of Learning Goal Matrices to assist students to identify learning goals with teachers.
- The school will continue to support students requiring intervention in Reading through the MultiLit Programs.

### 2021 Actions

- Embed a consistent schoolwide understanding of excellence in teaching Reading, Writing and Maths.
- Embed staff knowledge and data literacy to inform understanding of student needs, progress, and identify students requiring additional support.
- Maintain PLTs structures to support collaboration and reflection to strengthen teaching practice.
- Strengthen HITS in classrooms, with a focus on Setting Goals, Feedback and Differentiated Teaching.
- Plan whole school PL to continue to embed the CNPS Teaching and Learning Models for Reading, Writing and Maths.
- Prioritise curriculum 'essentials': Maths, Reading, Writing and Science.
- Embed consistent approaches to formative assessment and frequent low-stakes testing.
- Use PLTs for staff to collaboratively plan units of work with a focus on differentiation.
- Build students' self-awareness and metacognitive skills.
- Establish targeted support programs for students - small group tutoring.
- Prioritise time for teachers and ES to address misconceptions from previous lessons.
- Plan whole school PL on differentiation.
- Prioritise time for teachers to discuss and adapt strategies working for individual students.
- Build staff capacity to understand and implement Individual Education Plans (IEP).
- Work with ES and other teaching staff to assess learning and map progress against IEP goals.

Goal 2: 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: 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 - 59% positive responses decreased from 67% in 2019.
- Effective Teaching - 64% positive responses decreased from 73% in 2019

Staff Opinion Survey measures in the top quartile:

- Trust in Students and Parents - 95% positive responses increased from 83% in 2019.
- Parent and Community Involvement - 90% positive staff responses increased from 84% in 2019.

Student Attitude to School Survey improved from 2019:

- High Expectation for Success - excellent results overall - improved from 2019

### Future Planning

#### Connected School Priority

2021 AIP Goal: To refine the way student learning goals and strategies are developed and communicated with families. The actions, outcomes and success indicators that were only partially met in 2020 will be continued in 2021.

### 2021 Actions

- Develop a schoolwide approach for the way in which students develop their learning goals when conferring with teachers.
- Develop a schoolwide approach for how students communicate their learning goals including the next steps of learning with their parents/carers.
- Conduct a review of how the school can further communicate student achievement with parents/carers.
- Strengthen engagement in regional and network communities of practice.
- Embed a schoolwide approach to communication with parents/carers, incorporating the new ways in which schools connected during remote and flexible learning.
- Use digital channels of communication to provide regular updates on weekly student learning programs.
- Create opportunities for more regular meetings using digital technologies between parents/carers and teachers.
- Strengthen relationships with parents/carers and conduct regular pulse checks.
- Revise the approach to follow up by working with parents/carers on root causes.
- Ensure students requiring interventions are engaged with external agencies and supports.
- Ensure the benefits of digital learning continue to be available to every student.
- Develop a plan for increasing the engagement of parents/carers/ or community groups that are under represented or harder to reach.

Goal 3: To build a culture where students feel positive and connected to school, see themselves as partners in their learning, better understand growth and feel confident in expressing this to others.

KIS: Further develop students as active and empowered learners

#### Targets

Student Attitude to School Survey improved from 2019

- Effective Teaching Time Learning - 93% positive student responses increased from 91% in 2019.
- Confidence Self Regulation and Goal Setting - 93% positive student responses increase from 92% in 2019

Attendance - improved from the benchmark - This target could not be measured in 2020

#### Future Planning

Happy, Active and Healthy Kids Priority

2021 Goal: To build a culture where students feel positive and connected to school, see themselves as partners in learning, better understand learning growth and feel confident in expressing this to others.

#### 2021 Actions

- Engage a wellbeing consultant to work with staff to develop a whole school community approach to positive psychology and wellbeing.
- Continue to develop a whole school understanding of student agency.
- Identify opportunities to activate student agency in learning.
- Continue whole school understanding of the SWPBS.
- Further embed SWPBS and zones of regulation schoolwide.
- Develop a whole school understanding of the RR Curriculum.
- Further embed RR across the school and the school community.
- Build staff capacity to collect, analyse, monitor and respond to student engagement data.
- Ensure all students can re-engage in the arts through a whole school musical.
- Continue to conduct weekly wellbeing learning lessons including the RR curriculum and wellbeing strategies to support student needs.
- Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation.
- Strengthen in class relationships through peer and group learning activities.
- Conduct regular check-ins with at-risk students.
- Ensure all students know there is someone who cares about them.
- Continue to facilitate staff and their dogs as therapy dogs to work at the school

**Engagement**

Carlton North Primary School students are highly engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity.

The Annual Implementation Plan for 2020 focused on KIS related to the FISO dimension Empowering Students and Building School Pride with a priority of further developing students as active and empowered learners.

The work in this area is ongoing, intentional and, in 2020 included the following actions:

- Continue to develop a whole school understanding of what student agency in learning looks like.
- Identify opportunities to activate student agency in learning.
- Develop a whole school understanding of the School Wide Positive Behaviour Support framework (SWPBS).
- Further embed SWPBS 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.

2020 was an unprecedented year for all schools and during the course of the year, the Carlton North Primary School made a shift in the wellbeing and student engagement priorities to accommodate for the needs of our students their families during the remote and flexible learning period.

School staff closely monitored student engagement in remote and flexible learning and made regular contact with the families of those students who were not completing the work. School Leadership identified students who were at risk of disengagement with the remote and flexible learning and offered onsite attendance to those students during this period. School Council worked very closely with School Leadership to seek feedback from the school community on the effectiveness of the remote and flexible learning. This feedback was sought through regular surveys, written and verbal communication. The school made ongoing adjustments to the remote and flexible learning to meet the needs of the school community.

Although 2020 was an extremely challenging year, the results within the Student Attitudes to School Survey results increased significantly from previous years.

- Attitudes to attendance increased in positive endorsement from 57.5% in 2019 to 87.9%.
- Motivation and interest increased in positive endorsement from 76.4% in 2019 to 85.5%.
- Self regulation and goal setting increased in positive endorsement from 73.3% in 2019 to 82.7%.
- Sense of confidence increased in positive endorsement from 88.3% in 2019 to 94.4%.
- Sense of connectedness increased in positive endorsement from 86.6% in 2019 to 92.5%.

In 2020, Carlton North Primary School continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to send SMS messages to parents, requesting them to notify the school of any absences and made phone calls after extended periods of absences.

**Wellbeing**

Wellbeing is a significant priority at Carlton North Primary School. Significant improvement has been made in student wellbeing over the past four years, and this is reflected in ongoing improvements in our Attitudes to School survey results.

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2020 the school continued to promote a positive learning environment for all students through Schoolwide Positive Behaviour Supports and Respectful Relationships.

Carlton North Primary School places a 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.

In 2020 there was a strong focus on continuing to strive for excellence in Student Wellbeing as outlined within the 2018-2021 School Strategic Plan and 2020 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. In 2020, as the school moved into a remote and flexible learning environment we continued to embed both Schoolwide Positive Behaviour Supports and a strong understanding of the Respectful Relationships curriculum.

In addition to this School Leadership and staff continued to monitor the wellbeing of our students and their families during the challenging times. Wellbeing became a bigger priority within the school curriculum and weekly learning. Additional wellbeing supports were promoted in the weekly newsletters and on Compass. School Leadership worked with families and external service providers to offer support when required. As the remote and flexible learning period continued some students were offered the opportunity to attend onsite supervision. The school also placed a priority on student wellbeing in Term 4 when students returned to school in person.

School Leadership also closely monitored the wellbeing of school staff to ensure that all staff were supported during the remote and flexible learning and the return onsite in 2020.

Although 2020 was a difficult year for student wellbeing, the results within the Student Attitudes to School Survey results increased significantly from previous years.

- Advocate at the school increased in positive endorsement from 78.1% in 2019 to 87.5%.
- Managing bullying increased in positive endorsement from 86.2% in 2019 to 88.4%.
- Respect for diversity increased in positive endorsement from 86.5% in 2019 to 92.5%.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results:

- School support increased in positive endorsement from 71% in 2019 to 77%.
- Managing bullying increased in positive endorsement from 77% in 2019 to 81%.
- Non experience of bullying increased in positive endorsement from 72% in 2019 to 79%.

Staff satisfaction, according to the School Staff Survey has improved significantly from previous years:

- School climate increased in positive endorsement from 83.19% in 2019 to 89.22%.

### **Financial performance and position**

The 2018-2021 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report show an end of year deficit of \$40,153. This deficit occurred as a result of the lack of fundraising activities during the course of the year. In 2020, School Council budgeted for a fundraising budget of \$71,375 and raised \$19,344. This unpredicted loss is a direct result of COVID 19 lockdown restrictions in 2020.

Carlton North Primary School relies heavily on the fundraising efforts of our school community to be able to provide quality education for our students. This includes experienced teaching staff, lower class sizes where possible and additional specialist classes. Three-quarters (75%) of our teaching staff are classified as Classroom Teacher Range 2 and this school profile of majority experienced teaching staff significantly impacts the staff workforce budget.

**For more detailed information regarding our school please visit our website at**  
<http://www.carltonnthps.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 276 students were enrolled at this school in 2020, 131 female and 145 male.

12 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) which takes into account parents' occupations and education.

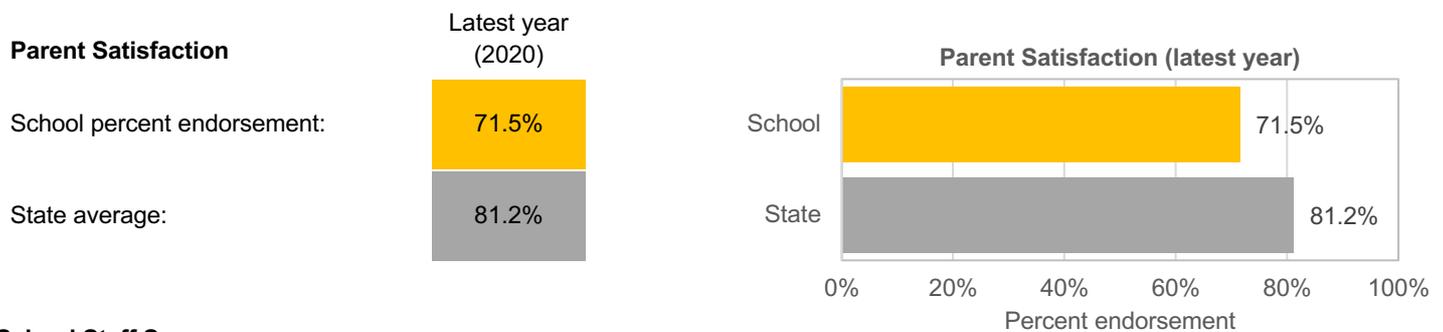
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

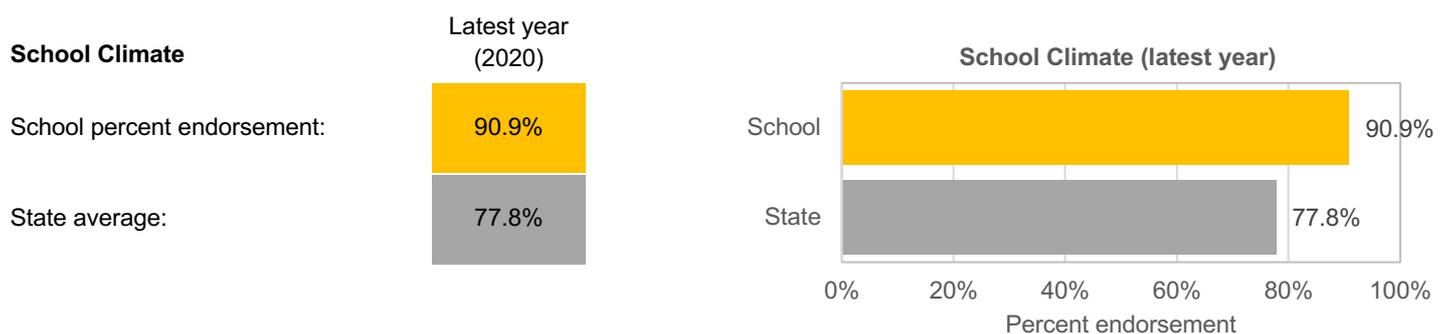


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

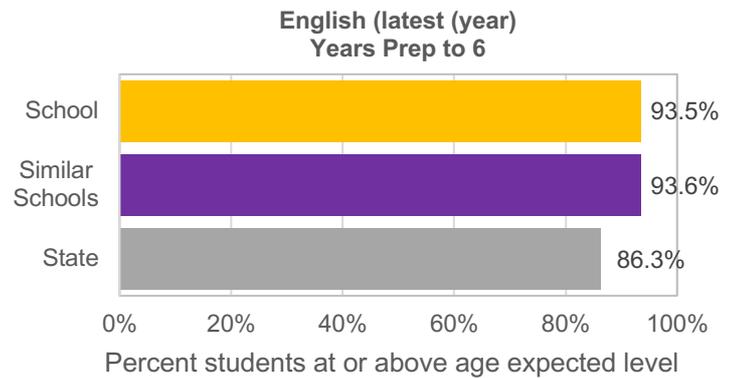
93.5%

Similar Schools average:

93.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

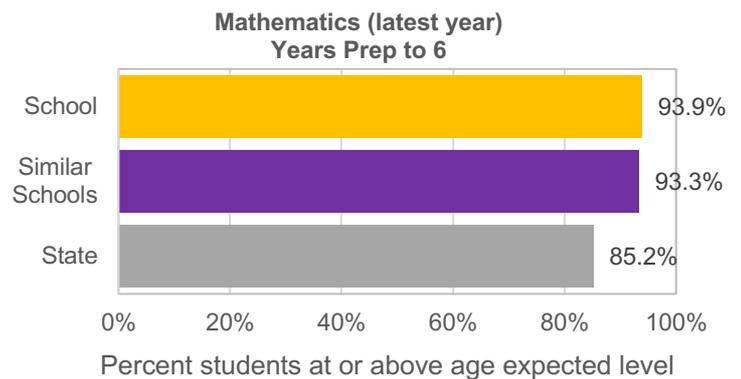
93.9%

Similar Schools average:

93.3%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

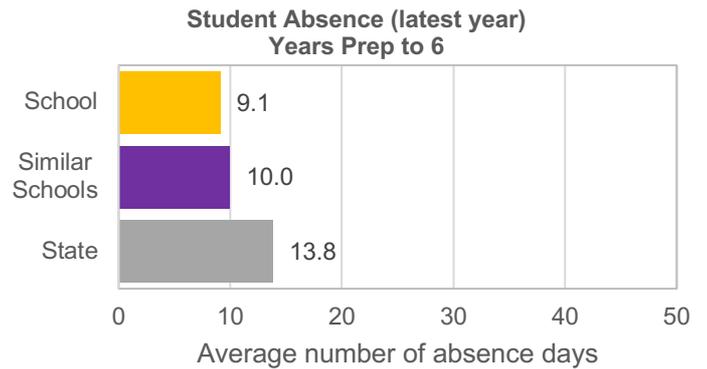
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.1	12.9
Similar Schools average:	10.0	13.0
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	95%	96%	95%	96%	95%	92%

**WELLBEING**

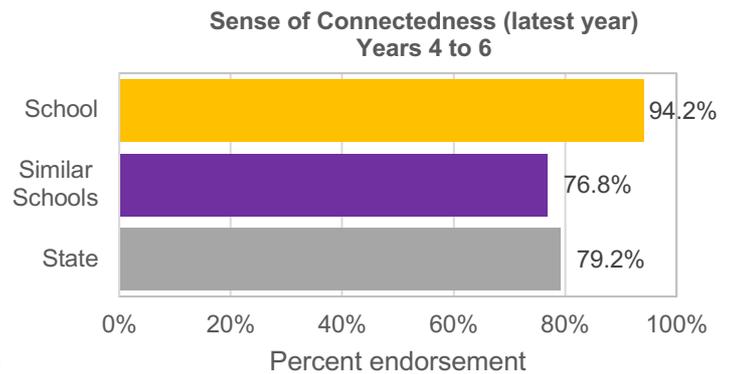
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	94.2%	90.7%
Similar Schools average:	76.8%	77.6%
State average:	79.2%	81.0%



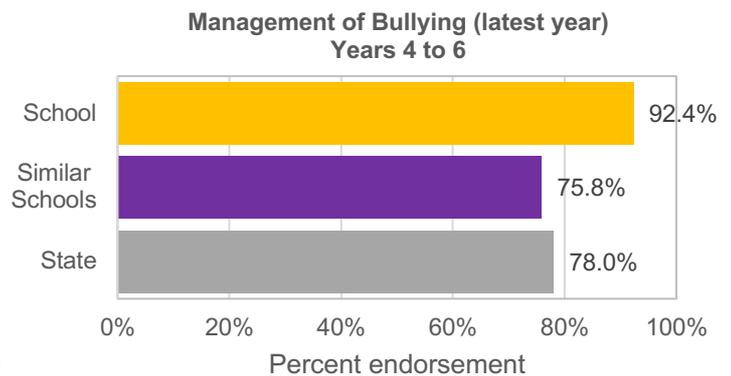
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	92.4%	91.5%
Similar Schools average:	75.8%	76.6%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$2,242,826
Government Provided DET Grants	\$241,156
Government Grants Commonwealth	\$1,372
Government Grants State	\$10,740
Revenue Other	\$15,302
Locally Raised Funds	\$200,556
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,711,952</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$12,600
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$12,600</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,282,979
Adjustments	NDA
Books & Publications	\$8,997
Camps/Excursions/Activities	\$30,304
Communication Costs	\$14,762
Consumables	\$55,461
Miscellaneous Expense <sup>3</sup>	\$8,509
Professional Development	\$8,408
Equipment/Maintenance/Hire	\$51,933
Property Services	\$66,877
Salaries & Allowances <sup>4</sup>	\$28,639
Support Services	\$63,268
Trading & Fundraising	\$10,104
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$26,078
<b>Total Operating Expenditure</b>	<b>\$2,656,319</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$55,633</b>
<b>Asset Acquisitions</b>	<b>\$5,162</b>

- (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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$229,396
Official Account	\$15,628
Other Accounts	\$40,782
<b>Total Funds Available</b>	<b>\$285,806</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$55,380
Other Recurrent Expenditure	\$2,205
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$309,828
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$4,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$66,460
Maintenance - Buildings/Grounds < 12 months	\$23,416
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$461,289</b>

*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.*