

2019 Annual Report to The School Community



School Name: Carlton Gardens Primary School (2605)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 15 April 2020 at 10:59 AM by Tina McDougall (Principal)

The 2019 Annual Report to the school community:

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

Attested on 29 October 2020 at 11:32 AM by Ben Jensen (School Council President)

About Our School

School context

Carlton Gardens Primary School, established in 1884, is located on the edge of Melbourne's CBD. The historic building, which is heritage-listed, is close to the University of Melbourne and The Royal Melbourne Institute of Technology. The school has close links with RMIT and the Melbourne Museum.

Our students are drawn from the surrounding neighbourhood and the city. Each year a number of international students also attend and, with their parents, they become significant members of our school community. With the large number of international students and new arrivals, the school has a strong need for EAL services. Our teachers are flexible and adaptive to the diverse backgrounds of the students.

Carlton Gardens Primary School offers a comprehensive curriculum program. There is a clear focus on achieving high standards in literacy and numeracy. In addition to the Victorian Curriculum, the students have the opportunity to learn an instrument, attend singing, dance and martial arts classes. The school also offers an after school French and Chinese Program.

The school provides opportunities for students to become global citizens by embracing a growing relationship with Asia, including reciprocal visits to its Sister School in New oriental Foreign Language School in Jiangsu, Nanjing for both staff and students.

Our school is committed to the provision of a stimulating learning environment, contemporary teaching strategies, assessment and reporting and on-going review and evaluation. The school aims to cater for the needs, abilities, talents and interests of all students in a secure, caring and stimulating environment. Carlton Gardens PS believes that children are most likely to realise their potential in a happy and secure learning environment that values their contributions. Academic success and personal development demands a high level of self-discipline and respect for learning which teachers encourage, nurture and expect.

At Carlton Gardens, we constantly strive to adopt best practice by keeping informed of initiatives, educational theory and research by adopting reflective practices utilizing student learning data and multiple forms of feedback. We are committed to the Professional Learning Communities and Response to Intervention processes.

Our school Values and Guiding Principles provide a strong basis for ensuring a supportive, safe and positive learning environment for all students. We have four values – Relationships, Integrity, Confidence and Happiness.

Framework for Improving Student Outcomes (FISO)

In 2019, Carlton Gardens PS focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Curriculum Planning and Assessment. As 2019 was a year of school review, creating a new School Strategic Plan, our efforts in Term 1 was on ensuring students, and teachers were very clear on how to set goals, monitor achievement and give effective feedback.

Our efforts lead to improvement in teaching practice and targeted professional learning and coaching for all staff. Professional Learning Communities have successfully tracked the impact on student achievement through accurate analysis of student goals and the feedback given to students.

We also had a strong focus on the teaching of Writing throughout 2019 with support through Bastow, Professional Learning and our Literacy consultant. Through developing whole school pedagogical frameworks in Writing, we have enhanced best practice and consistency across the school in Literacy.

Achievement

Carlton Gardens PS prides itself on a range of processes that cater for the diverse range of student learning needs. We firmly believe that Literacy and Numeracy are essential to success for all our students. Our teachers are very skilled at differentiating their teaching to cater for all levels and our intervention program assists students who have not met grade-level expectations. Teachers are involved in action research that ensures they stay abreast of current best

and promising practice. Our staff work with literacy consultants throughout the year and regularly reflect on their instructional practice.

Assessment strategies monitor achievement and informs our planning cycle. Our PLC (Professional Learning Community) analyse student data to develop curriculum programs and intervention strategies that will improve student-learning outcomes.

As seen from the achievement data, our teacher judgement in Mathematics is above similar schools, however our English is below similar schools. Overall both sets of data are still above the median of all government schools. This has been the first year where our Teacher judgments have been in line with our NAPLAN data for both Reading and Mathematics.

NAPLAN Learning Gain indicates that approximately 85% of our students have gained medium or high growth over the two years in Reading, Writing, Mathematics, Spelling, Grammar and Punctuation. Of the 85%, between 32.5% & 45% of these students have gained high growth. This is a great result and should be celebrated.

Our strong Guiding Coalition is crucial to supporting our teachers and students with effective coaching and feedback model utilised with all teachers to focus on tracking and supporting student growth.

Engagement

Carlton Gardens PS supports students to reach their full potential by providing a challenging, nurturing and safe learning environment and a positive school culture that is fair and respectful. Students who attend school regularly increase their engagement levels and feel connected to school on many levels.

Student engagement and voice was promoted through representation of all classes on the Junior School Council. Each grade 6 student has also lead a whole school assembly. Students have engaged in a wide range of inter-school sporting events, camp and cultural events, community excursions and incursions.

In 2019, our students demonstrated an average yearly attendance rate of between 92-93% across all year levels, Foundation to 6. This is a similar result to Victorian government schools with comparable student background characteristics to our school. We saw an improvement of 1.2 days compared to our four-year trend. Many strategies were implemented to better identify approved and unapproved absences. We introduced SMSs to parents when their child is away, regular attendance updates and attendance conferences for parents. We promoted the importance of children being at school and the impact absences have on student learning through our newsletters and Compass online portal and continued our whole school attendance awards. We have utilised our Leading teacher, external agencies and DET resources.

Extended family holidays are one of the major reasons for non-attendance at Carlton Gardens PS we actively targeted families taking holidays and kept our community informed about the number of days lost to family holidays. Reducing this number will be a focus in 2020.

Wellbeing

At Carlton Gardens PS, our students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Students experience a sense of belonging and connectedness that respects diversity and identity as our students have rich cultural backgrounds to draw on. Carlton Gardens R.I.C.H values, has continued to drive positive interactions across the school. We celebrated Harmony Day and Reconciliation Week and we consciously worked to embed inclusive practices in all aspects of school life.

We continued to develop further opportunities for students to have input into learning including goal setting and feedback opportunities in reading, writing and numeracy. We celebrated student success through class and whole school awards.

We saw a slight decrease in Sense of Connectedness (1.4%) and Management of Bullying (2.4%) compared to our three-year trend. Both of which are below the median of Victorian Government schools. We will address this in 2020 through BrainBox, a program developed by our staff.

Student relationships are critical, so when disputes occur, our teachers use an incident of conflict as an educative opportunity for teaching empathy, consequential thinking and the importance of making amends in order to repair harm and relationships. Our Code of Conduct encourages students to be respectful of every member of our school community, display responsible behaviours and actions and ensure that personal pride and dignity are maintained.

Financial performance and position

Carlton Gardens Primary School maintained a very sound financial position throughout 2019. The School Strategic Plan, along with 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The school operated within the designated expenditure budget for the 2019 year, fully funding all curriculum programs as planned as well as the purchasing of a range of high-cost ICT equipment. Once again, the school budget also funded a significant number of school facilities maintenance and improvement projects. Our surplus will allow us to complete our target for 2020 of various school council initiatives, thanks to the DET funding approved in 2019.

For more detailed information regarding our school please visit our website at
<https://www.carltongardens.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

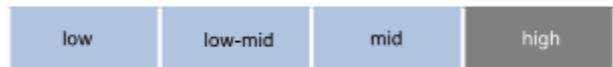
Enrolment Profile

A total of 433 students were enrolled at this school in 2019, 203 female and 230 male.

51 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

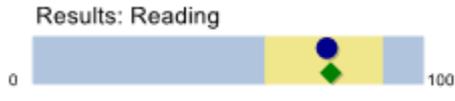
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Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Below ●</p> <p>Above ●</p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</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>Below </p> <p>Above </p>		
<p>NAPLAN Year 5</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>Above </p> <p>Above </p>		

Performance Summary

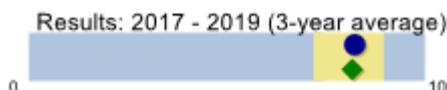
Achievement	Student Outcomes	Similar School Comparison																																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN 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>Reading</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>14%</td></tr> <tr><td>Medium</td><td>54%</td></tr> <tr><td>High</td><td>32%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>14%</td></tr> <tr><td>Medium</td><td>49%</td></tr> <tr><td>High</td><td>38%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>18%</td></tr> <tr><td>Medium</td><td>45%</td></tr> <tr><td>High</td><td>37%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>13%</td></tr> <tr><td>Medium</td><td>45%</td></tr> <tr><td>High</td><td>42%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>13%</td></tr> <tr><td>Medium</td><td>42%</td></tr> <tr><td>High</td><td>45%</td></tr> </table>	Gain Level	Percentage	Low	14%	Medium	54%	High	32%	Gain Level	Percentage	Low	14%	Medium	49%	High	38%	Gain Level	Percentage	Low	18%	Medium	45%	High	37%	Gain Level	Percentage	Low	13%	Medium	45%	High	42%	Gain Level	Percentage	Low	13%	Medium	42%	High	45%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>25%</td></tr> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	93 %	93 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	93 %	93 %	92 %	92 %										

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Wellbeing	Student Outcomes	Similar School Comparison		
<p>Students Attitudes to School - Sense of Connectedness</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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Below </p>		
<p>Students Attitudes to School - Management of Bullying</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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Below </p>		

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,079,530	High Yield Investment Account	\$245,800
Government Provided DET Grants	\$636,908	Official Account	\$61,315
Government Grants Commonwealth	\$10,943	Other Accounts	\$6,090
Revenue Other	\$18,803	Total Funds Available	\$313,206
Locally Raised Funds	\$384,059		
Total Operating Revenue	\$4,130,242		
Equity¹			
Equity (Social Disadvantage)	\$12,496		
Equity Total	\$12,496		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,964,987	Operating Reserve	\$114,545
Books & Publications	\$3,612	Funds Received in Advance	\$1,988
Communication Costs	\$9,936	Asset/Equipment Replacement < 12 months	\$30,000
Consumables	\$86,841	Maintenance - Buildings/Grounds < 12 months	\$70,000
Miscellaneous Expense ³	\$336,978	Maintenance - Buildings/Grounds > 12 months	\$24,879
Professional Development	\$44,854	Total Financial Commitments	\$241,412
Property and Equipment Services	\$285,218		
Salaries & Allowances ⁴	\$61,593		
Trading & Fundraising	\$20,970		
Utilities	\$28,579		
Total Operating Expenditure	\$3,843,568		
Net Operating Surplus/-Deficit	\$286,674		
Asset Acquisitions	\$93,150		

(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 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

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

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

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

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

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

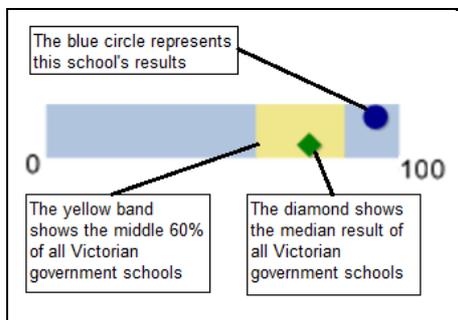
Engagement

- student attendance and engagement at school
- 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).

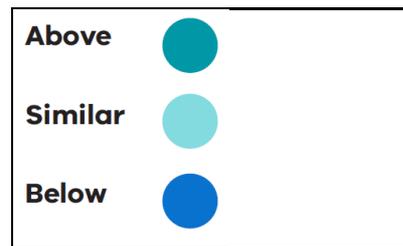


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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



What does '*Data not available*' or '*ND*' 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').