

# 2020 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](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 27 April 2021 at 08:46 AM by Tina McDougall (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 07 May 2021 at 03:50 PM by Ben Jensen (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 Gardens Primary School, established in 1884, is located on the edge of Melbourne's CBD. The historic building, which is heritage-listed, has close links with RMIT and the Melbourne Museum. Our school is co-educational and caters for students from years Prep to Six. It has an enrolment of 465 students. Our students come from from the surrounding neighbourhood and Melbourne city. Each year a number of international students also attend and, with their parents, they become significant members of our school community. 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.

In 2020, as we learnt to live with COVID-19, our teachers quickly shifted their practices to try to help students learn remotely. Teachers, students, and parents quickly adjusted to a variety of learning obstacles and did their best to keep education continuing in a regular, albeit new, way. Teachers began to fine-tune their lessons for the digital space; they became more competent and their online teaching became more effective. They recognized this as the new normal and wanted to keep growing. They worked hard to adjust to the technology of remote learning and transform their practices to deal with the disruptions. Anxiety, stress, and in some cases, trauma were prevalent as we lived through the COVID-19 pandemic. Students faced food and housing insecurities, isolation caused by school and business closures, uncertainty due to parents losing jobs, and the fear of catching the coronavirus or grief of losing family members to it. However, even with all of these stressors, teachers and students remained connected to the school and each other. Strong relationships with teachers dramatically enhanced students' level of motivation and therefore promoted learning. Throughout 2020, we adopted reflective practices utilizing student learning data and multiple forms of feedback. We remained committed to the Professional Learning Communities and Response to Intervention processes to assist students who had fallen behind or extend the students who had flourished during remote learning.

### Framework for Improving Student Outcomes (FISO)

In 2020, the school focused on the priority areas of Building Practice Excellence, Curriculum Planning & Assessment and Positive School Climate. These improvement initiatives enabled us to address our School Strategic Plan goals of improving student-learning outcomes in literacy and numeracy P-6, and to increase student engagement through the activation of student voice that empowers students and enhances learning outcomes. Professional Learning Communities monitored student-learning data and shared research-based instructional strategies for improvement. In addition, staff worked with a literacy consultant to build their content knowledge in Writing and Grammar, and the capacity to differentiate learning for students at their point of need. As all parties became more familiar with the WebEx, Zoom and Seesaw Platforms, greater variety in lessons and work submitted was evident. ES staff worked tirelessly to support funded students as well as individual students needing extra support. The final return to onsite learning was exciting and smooth. Despite our successful remote and flexible teaching, the school has identified the need to continue to focus on Excellence in Teaching and Learning in order to continue to improve student-learning outcomes in literacy and numeracy across the school. The focus will be on building teacher capacity through a whole school approach to curriculum planning, instruction and assessment, in order to ensure consistency of learning and teaching practices across the school. We will continue to build the knowledge and skills of staff in high-impact teaching practices as well as collecting, analysing, and using data to understand every student's needs and their next level of learning.

### Achievement

2020 bought with it many challenges in education that the staff at Carlton Gardens PS both embraced and adapted to. At the beginning of remote learning, the school developed a sequence of 'Learning from Home' documents that

addressed expectations for students, parents/carers, teachers, education support staff and leadership. These expectations were unpacked with each group via video explanations or online meetings and ensured a consistent and effective approach to remote learning. While also ensuring each party's accountability to student learning.

During remote learning, staff sourced, critically evaluated and implemented appropriately a range of online resources for content-delivery and assessment and consequently developed new ways of differentiating for students. They were able to continue working effectively as a PLC (Professional Learning Community) in an online environment and became more adaptable and flexible in their teaching approaches with the forever changing educational environment. The staff also used remote learning as an opportunity to develop strong relationships with families and in 2021 Carlton Gardens PS will continue to focus on fostering these partnerships to support student learning.

Some students coped well in the remote and flexible learning environment, others have maintained their learning progress, and some have fallen behind (despite the students, schools and families best efforts). In 2021 the school will have a huge emphasis on providing extra support to those whose learning was effected by a disruptive 2020 year and through the schools tutoring program we aim to catch all students up.

Carlton Gardens PS's strong ICT focus and use enabled the school to adapt to remote learning both quickly and effectively. All staff were already competent in its uses and had established most online platforms with students prior to remote learning, making the transition between face-to-face teaching and remote learning more seamless.

Staff were provided with extra support and time to conduct extensive assessments of each student after each period of remote learning. This aided teaching teams in the development of individualised learning goals, and helped each PLC get a clear picture of the gaps in student learning. It also made identifying students in need of extra support to catch up, quick and simple, ensuring the tutoring program would begin at the very start of 2021.

As seen from our achievement data, our teacher judgements in both Mathematics and English were only slightly below similar schools, however they were well above state averages in both areas. And with no NAPLAN being conducted in 2020, the school needed to ensure it had collected enough data to ensure teacher judgements were informed and moderated. While the school conducts a variety of both formal and informal assessments, it is our PAT data that can be used year to year to ensure our students are growing academically. Carlton Gardens PS's 2020 PAT results in both Reading and Mathematics for all year levels shows our students perform higher than the expected scores for students at each level. And while there was growth for all year levels between 2019 and 2020, some year levels did not achieve the expected growth. This will be monitored during 2021 and with a strong focus in our 2021 AIP on learning, catch-up and extension we are expecting to exceed expected growth for all year levels.

## Engagement

Carlton Gardens Primary School ensures students reach their full potential by providing a challenging, nurturing, and safe learning environment and a positive school culture that is fair and respectful. During the remote learning period in 2020, CGPS endeavoured to ensure that students felt safe and were connected to school while learning from home.

Student engagement and voice was promoted during the home learning period through regular class meetings and catch-ups via Webex, classroom activities that encouraged students to reflect on how they were learning and feeling, and spending time reflecting on their learning when they returned to the classroom. Teachers also regularly contacted parents to see how students were coping during remote learning.

In 2020, our students achieved an average yearly attendance rate of 91-94% across all year levels. This is in line with the state average. We saw an improvement of 0.7 days absent on our 4-year average. Due to COVID, we encouraged our students to stay home and get tested if they were unwell so we didn't improve as much as we hoped. In 2021 we will return to promoting good attendance through our newsletter, Seesaw and Compass.

## Wellbeing

Carlton Gardens PS supports students to be respectful members of our school community, in line with our Code of Conduct. We encourage students to follow our school R.I.C.H values - relationships, integrity, confidence and happiness. In 2021, we plan to modify our school values to support the state targets around Happy, Healthy and Resilient Kids.

To further support our students to follow our school values, staff participated in the “Behaviour Ambulance” professional learning curriculum day in Term One. This was run by Greg Mitchell in Term One. Staff were introduced to Behaviour Prompts to help navigate conversations with students, when dealing with challenging behaviours and to support students to deal with conflict amongst their peers. These prompts were able to be adjusted during the remote and flexible learning periods.

To ensure connectedness amongst their peers during remote and flexible learning, teachers facilitated virtual social gatherings such as, virtual recess, end of day class games, meditation sessions, and dress up days. Morning meetings and conferences were a daily occurrence. Teachers focussed on learning and wellbeing during this time. Teachers maintained regular contact with parents via Seesaw, and emails to communicate daily announcements. Following a three week cycle, teachers contacted individual families to discuss student wellbeing and engagement. To promote healthy movement, virtual PE lessons and Dance lessons were made available to students. Teachers encouraged breaks between activities.

Upon returning to school after remote and flexible learning, teachers modified their delivery of inquiry subjects to focus on reestablishing classroom routines and expectations. They targetted student engagement, resilience, self belief and social skills, through hands-on activities.

### **Financial performance and position**

Carlton Gardens Primary School maintained a very sound financial position throughout 2020. All expenditure was within the budgets as allocated by School Council in both the school’s administration budget and the school’s curriculum budget. The majority of the budgets had funds unexpended due to Covid-19 and the school closures during the two remote learning periods. This resulted in a much higher than anticipated end year balance in 2020. The School Strategic Plan, along with 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The school’s equity funding, amounting to \$12,730.00, funded programs to address inequity and disadvantage. These funds provided additional classroom support and resources for our more vulnerable students.

The school operated within the designated expenditure budget for the 2020 year, partially funding 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.

**For more detailed information regarding our school please visit our website at**  
<https://www.carltongardens.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 463 students were enrolled at this school in 2020, 214 female and 249 male.

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

### Overall Socio-Economic Profile

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

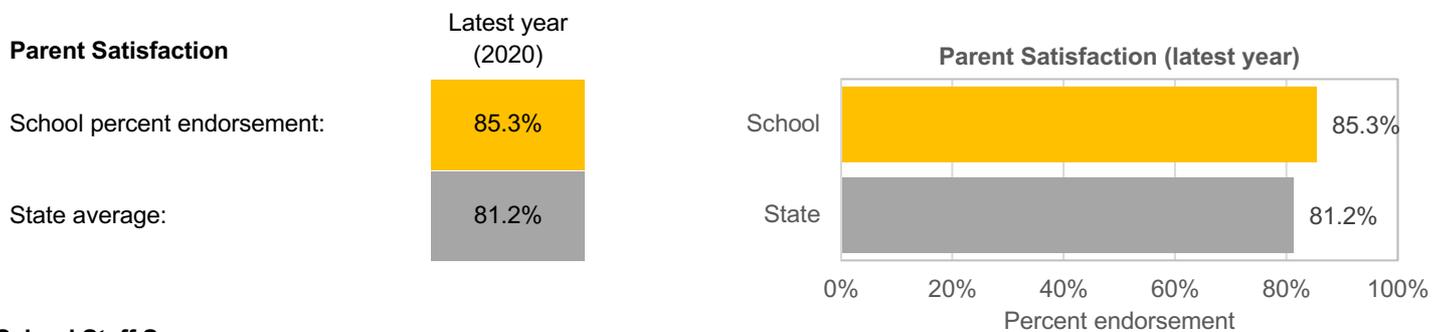
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

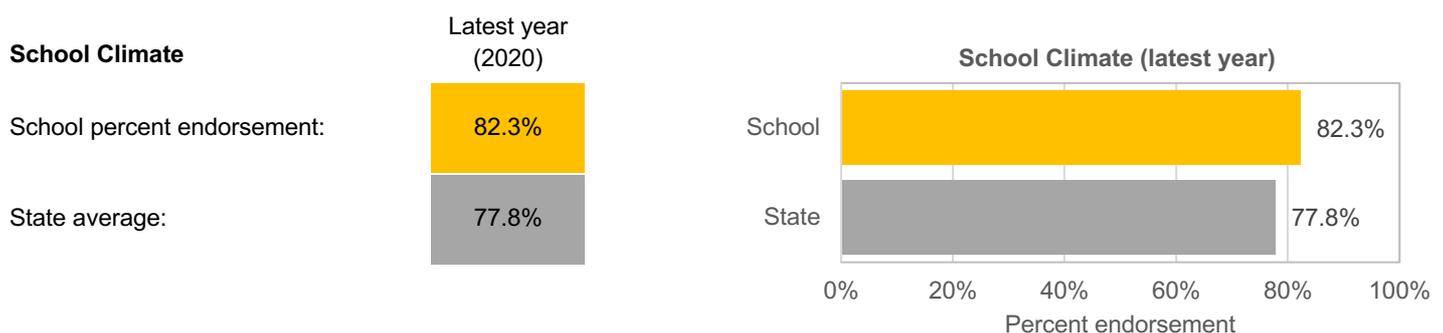


### School Staff Survey

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:

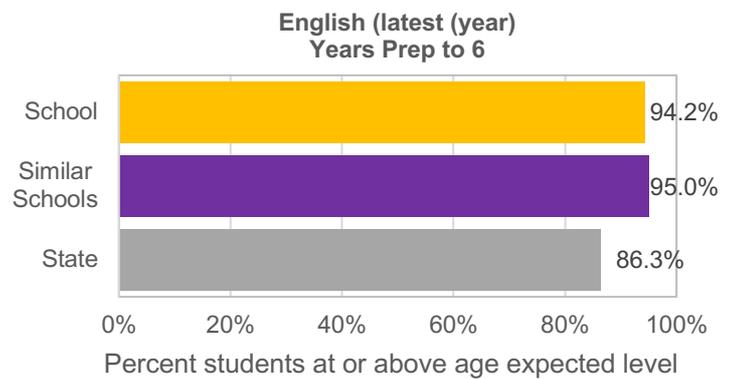
94.2%

Similar Schools average:

95.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

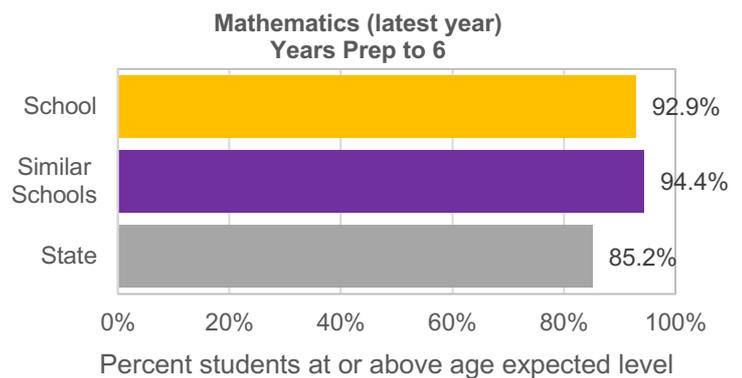
92.9%

Similar Schools average:

94.4%

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

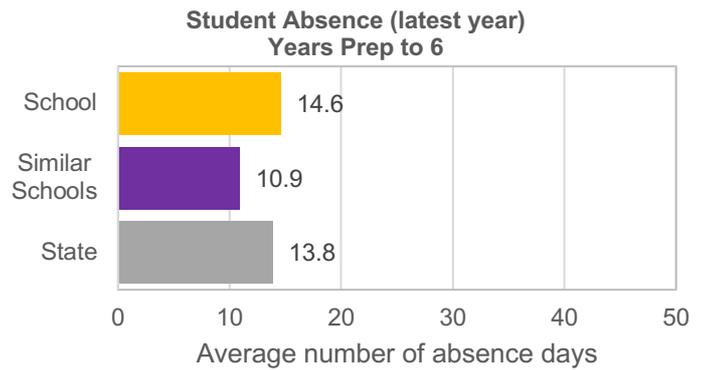
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	14.6	15.3
Similar Schools average:	10.9	12.9
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):	93%	91%	93%	91%	93%	91%	94%

## WELLBEING

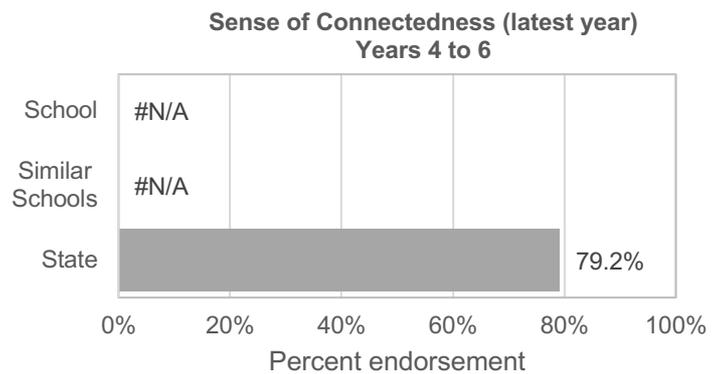
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	80.9%
Similar Schools average:	NDP	83.2%
State average:	79.2%	81.0%



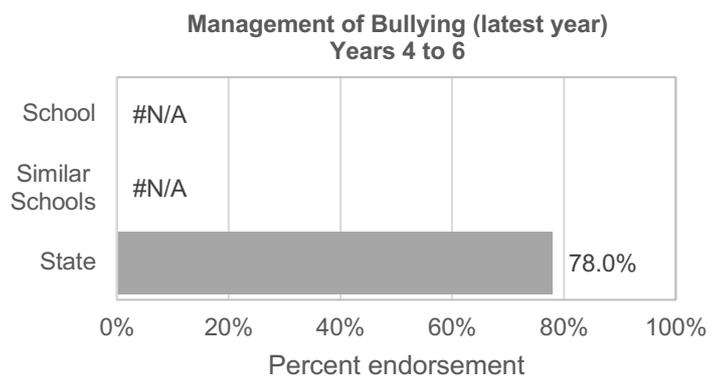
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	82.2%
Similar Schools average:	NDP	81.7%
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	\$3,483,504
Government Provided DET Grants	\$670,080
Government Grants Commonwealth	\$2,895
Government Grants State	NDA
Revenue Other	\$14,162
Locally Raised Funds	\$174,988
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,345,629</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$12,730
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$12,730</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,342,305
Adjustments	NDA
Books & Publications	\$4,052
Camps/Excursions/Activities	\$5,280
Communication Costs	\$7,307
Consumables	\$24,810
Miscellaneous Expense <sup>3</sup>	\$33,351
Professional Development	\$20,389
Equipment/Maintenance/Hire	\$103,040
Property Services	\$63,279
Salaries & Allowances <sup>4</sup>	\$125,279
Support Services	\$65,095
Trading & Fundraising	\$1,878
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$41,541
<b>Total Operating Expenditure</b>	<b>\$3,837,605</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$508,024</b>
<b>Asset Acquisitions</b>	<b>\$89,590</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	\$540,198
Official Account	\$35,228
Other Accounts	\$6,090
<b>Total Funds Available</b>	<b>\$581,517</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$73,521
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$3,919
School Based Programs	\$24,418
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$120,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$118,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$117,743
<b>Total Financial Commitments</b>	<b>\$457,601</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.*