

2024 Annual Report to the School Community

School Name: Carrington Primary School (5426)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 February 2025 at 03:10 PM by Brett Speed (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 11 March 2025 at 03:56 PM by Brett Speed (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.

‘Levels A to D’ may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

Updates to the ‘Performance Summary’ in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program [‘Results and Reports’](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years’ worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



About Our School

School context

Carrington Primary School is a small school in the Knoxfield area in the Outer eastern suburbs of Melbourne. Carrington Primary School's vision is to focus on creating and fostering a safe and inclusive learning environment and develop the social, emotional, behavioural and lifelong learners.

Carrington Primary school's values are Personal Best, Respect, Inclusion, Determination and Empathy. (P.R.I.D.E.) These values are consistent across the school from Foundation through to Year 6 and all students have a common understanding of what each value means and how to display these values in our everyday life.

Carrington Primary school has 64 full time students and 1 part-time, with 1 Principal, 1 Business manager, 4 full time classroom teachers, 2 Specialist teachers- (1 day per week), a part-time Speech Pathologist and 4 Educational support staff members, 3 full time and 1 part time.

Our classes are structured as followed - F/1, 2/3, 4/5 and 5/6.

Progress towards strategic goals, student outcomes and student engagement

Learning

Carrington Primary School teachers work collaboratively to plan and implement learning programs. Small class sizes provide lower teacher to student ratios, with educational support staff working across every classroom.

Significant professional development was completed by school-based staff around teaching and learning programs, with assessment used to review and reflect on academic performance during Professional Learning Community meetings (PLCs). Staff also implemented learnings from previous professional learnings (Victorian Teaching and Learning Academy) around Literacy and Numeracy improvements.

Across the school (Foundation to Year 6), the percentage of students with at or above expected growth in Teacher judgements showed improvement across both Reading (85%) and in Numeracy (80%).

Our Attitudes to School Survey data was exceptional, reflecting the work we have done to support our students. Stimulated learning (98%), effective teaching time (99%), effective classroom behaviour (92%) and differentiated learning (99%) were all significantly above state-wide benchmarks.

The school progressed our goals through:

- * Implementing whole school Carrington Curriculum document
- * Implementing Restorative Practices within the school.
- * Embedding Essential Assessment across the school

- * Embedding Zones of Regulation and aiming to increase student voice
- * Implementing professional learning communities (PLC model) into meetings.
- * Building teacher capacity in Music through coaching, professional learning and planning development.

Timetabled release sessions allowed for collaborative team planning weekly and the development of data discussions in both planning and meeting sessions. The school was well supported by network staff who coached, guided and modelled best practice for these sessions. These learnings were to ensure we maximised student learning and growth across the school. Planning documents were audited to ensure the 2.0 curriculum rollout was well embedded. Staff built their own capacity around planning and implementing curriculum units which reflected throughout classroom sessions.

The Zones of Regulations was explicitly taught as a focus for consistency across the school. Junior School Council promoted well-being initiatives such as 'Spirit Days' encouraging positive connections.

Wellbeing

Carrington Primary School has continued to have significant positive impact on well-being outcomes this year. The school engages with a wide range of supports and services, including the Unconditional Love Foundation (animal therapies).

The school continued to undertake professional learning around restorative practices through our 3-year partnership with Real Schools. A wide range of initiatives and supports were continued throughout the school to support academic, social and emotional challenges including areas for withdrawal.

Additional staff were employed to support the emotional and social well-being of children including the school Chaplain and Well-being officer. Programs such as MPower (social skills) and Revved Up (regulation) were engaged to build intelligence and capacity of our students. Zones of Regulation continued to be explicitly taught to children through weekly lessons and role plays, ensuring students had a wide range of tools and supports for both the classroom and in the yard. The school has also hired a Mental Health and Wellbeing Leader for 2025 that will support the wider school community with building staff capacity, creating clear referral pathways and coordinating targeted mental health supports for students.

Across the school we experienced a significant increase to wellbeing measures in our senior students including:

- positive endorsement in emotional awareness and regulation (89%)
- positive endorsement in managing bullying (99%)
- positive endorsement in school connectedness (99%)
- positive endorsement in stimulated learning (98%)
- positive endorsement in student voice and agency (92%)

These results continued to be well above similar schools and state-wide benchmarks.

Restorative Practices were consolidated throughout the school focusing on affirmative statements, school-wide circles and conflict resolution strategies.

Engagement

Absenteeism across the school continued to fluctuate due to medical illnesses and conditions, grievances and extended family holidays. Each classroom highlighted the number of days where 100% was achieved, with results improving across the board. This initiative and promoting the importance of being at school daily will be reinforced in 2025.

The school actively promoted the importance of being at school each day – with each class creating an attendance wall to celebrate days where the entire class attended. Administration staff followed up absences with families to ensure connectedness.

The school continued to identify and provide a wide range of educational incursion experiences to engage students to improve attendance as well as spreading out specialist activities to provide engaging activities each day.

Breakfast club and early class openings provided opportunities for families to attend daily. Families with chronic absenteeism were followed up frequently to ensure clear and consistent communication and the SEIL had regular meetings with the Principal to outline students with ongoing issues. The school continued to highlight attendance concerns in the academic reports with a single page document outlining the number of days missed to inform families. Frequent reminders were also distributed in the newsletter highlighting the importance of attending school daily.

Whole school events were created to further engage students to attend school daily including 'Spirit Days', Colour run, twilight sports evening, Art show, incursions, excursions, special parents days and themed events. These were very well received within the school community.

Our school-wide Chaplaincy program continued to operate and included a team game focused lunch-time club 'Madhouse'. MPower (social skills) and Revved Up (emotional intelligence) operated across the school to support students to develop a wide range of strategies.

Animal therapies (Unconditional Love Foundation) provided an intensive 6-week module for our Junior (Foundation-Year 3) students to engage with, working on empathy, care, compassion and respect.

Other highlights from the school year

Carrington Primary School continues to provide a wide range of extra-curricular learning experiences. Students across had a range of school-wide highlights that included:

Whole school events:

- Food Bank Food Fight (colour run) was held early in the year bringing the wider school community together. As a school we raised much needed awareness and funds for Food Bank Victoria.
- Chinese New Year was celebrated to show cultural diversity and incorporate our international students who were travelling were with us for a short-term stay from China.

- Momentous May celebrated Education Week/Book Week together, with staff and students dressing as their favourite characters. Students loved the activities that were organised.
- An Art Show was held at the school highlighting the creative works our students had completed throughout the first three terms. Family and friends engaged well with the evening highlighting the importance of celebrating learning with our community.
- Spirit days were held twice per term. Junior School Council organised each activity with crazy socks, beanies and hot chocolate days to build wellbeing.
- Science week celebrated hands-on learning at Carrington. Students completed a wide range of rotations with varying focuses of science including physical, environmental, chemical and digital.
- Twilight Sports evening was held in Term 4 with families and friends attending in large numbers. A range of activities including face painting and BBQ were also provided. SES and Melbourne Fire Brigade were in attendance.
- The end of year concluded with a 'Fun Day' for all students with inflatables and mini golf covering the basketball courts to reward students for an amazing year.

Year level specific activities:

- Foundation students celebrated 100 days of school in style with counters, banners and costumes. A range of activities were completed throughout the day.
- Year 4-6 Mill Valley Ranch Adventure camp experiences
- Foundation-Year 3 excursion went to Myuna farm to undertake learning of life cycles and domestic animals.
- Senior students continued to participate and have great success with sporting activities including Regional and Division performances across athletics, swimming, cross country, softball and t-ball.
- Unconditional Love Foundation (animal based therapies) again engaged with our Junior/Senior
- Our annual transition program was completed for our incoming Foundation students with specialist and classroom based sessions conducted to familiarise children with the learning environment and staff.
- Year 6 students were formally celebrated with an end of year Graduation and Big Day Out experience to conclude their primary school journey.

Financial performance

The school operated at a small financial loss in 2024 due to finalising playground costings. The school continues to remain in a steady financial position overall. The school used equity funding to reduce classroom sizes, hire experienced educators and to finance individual and staff professional learning to support the needs of individual and groups of students.

Expenditure:

- Buildings and Grounds - The school finalised the finances around the new playground \$100k.
- Buildings and Grounds - Additional money was identified to support library transformation in the BER building - \$25k
- Buildings and Grounds - Rectification of leaking fire hydrant.\$15k
- Buildings and Grounds - Rectification of underground leak \$3k
- Well-being - Restorative Practice partnership - \$30k
- Staffing - CRT costs for staff professional learning and leave entitlements - \$25k
- OSHC - The school continues to heavily subsidise the OSHC program. The service is due to increase in enrolment size in 2025.

The school has successfully applied for several financial grants to improve school grounds, programs and opportunity for our students. These include:

- 3-year multi-year partnership with Real Schools working on Restorative Practices worth \$30k annually.
- Active Schools Grant to upgrade outdoor sporting facilities worth \$30k.
- Active School Grant to create an outdoor sensory area for nature-based play worth \$30k.

**For more detailed information regarding our school please visit our website at
www.carringtonps.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 2.0 (FISO 2.0).

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 65 students were enrolled at this school in 2024, 31 female and 34 male.

13 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

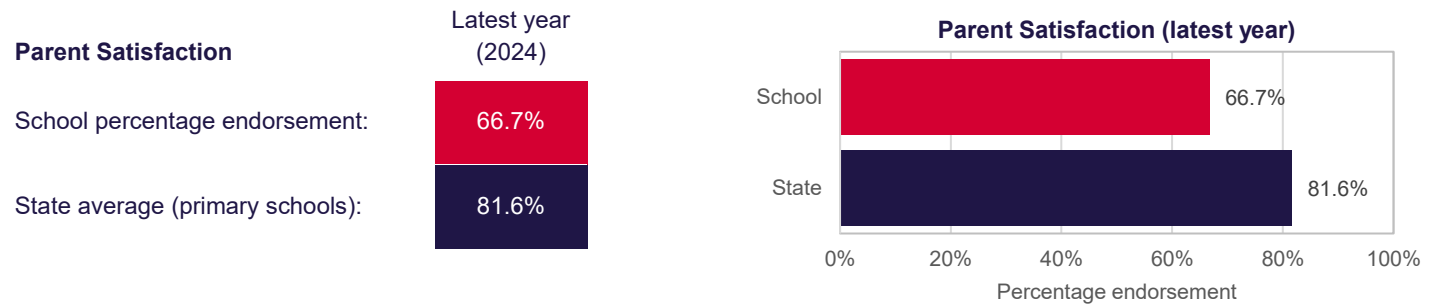
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

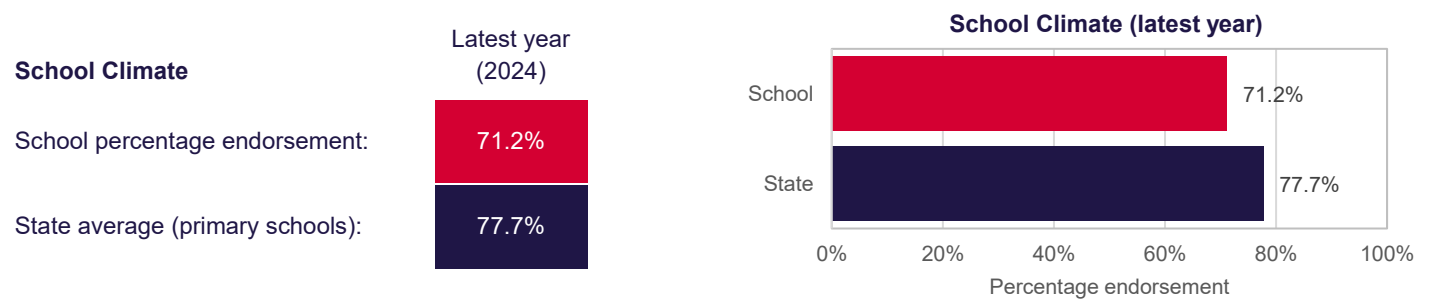


School Staff Survey

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.



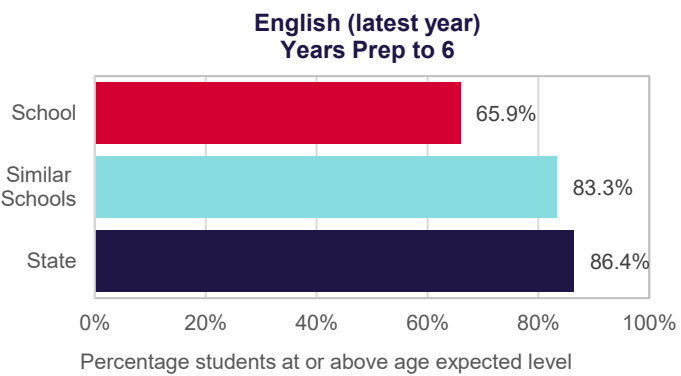
LEARNING

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.

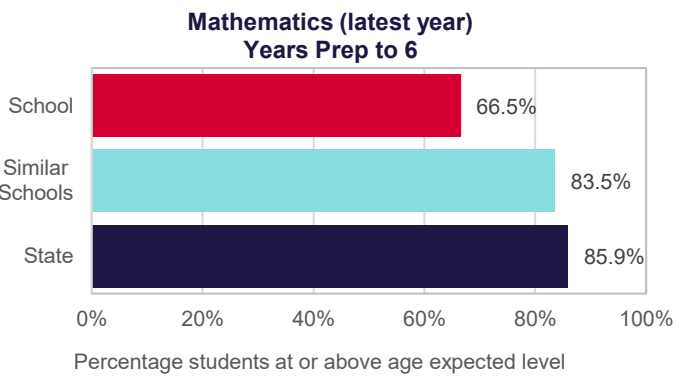
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	65.9%
Similar Schools average:	83.3%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	66.5%
Similar Schools average:	83.5%
State average:	85.9%



LEARNING (continued)

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

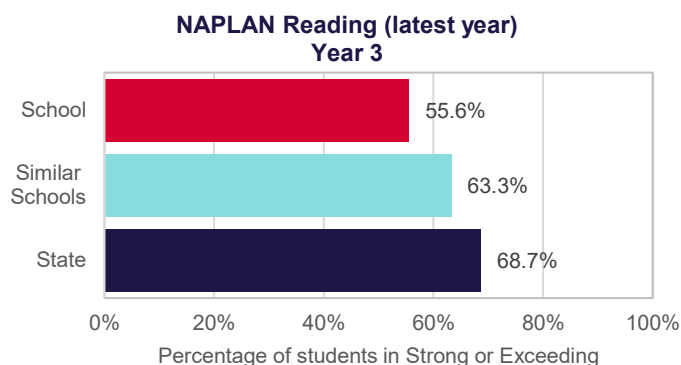
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

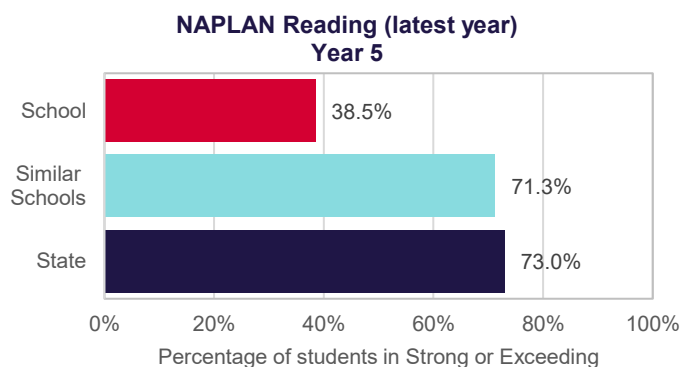
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.6%	57.1%
Similar Schools average:	63.3%	62.8%
State average:	68.7%	69.2%



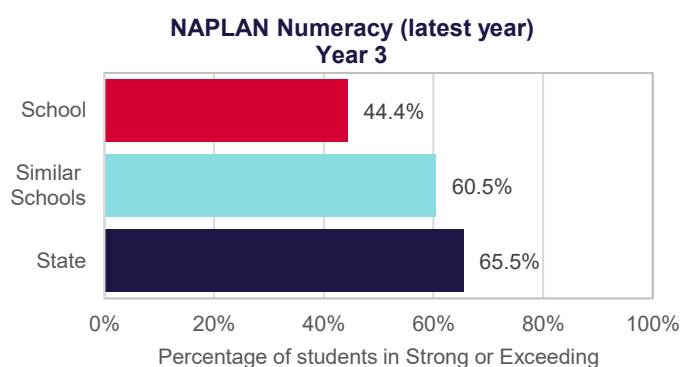
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	38.5%	50.0%
Similar Schools average:	71.3%	71.7%
State average:	73.0%	75.0%



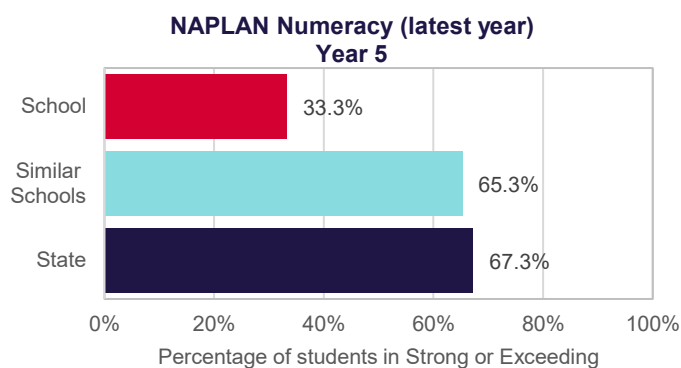
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.4%	57.1%
Similar Schools average:	60.5%	63.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	33.3%
Similar Schools average:	65.3%	63.1%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

40.0%

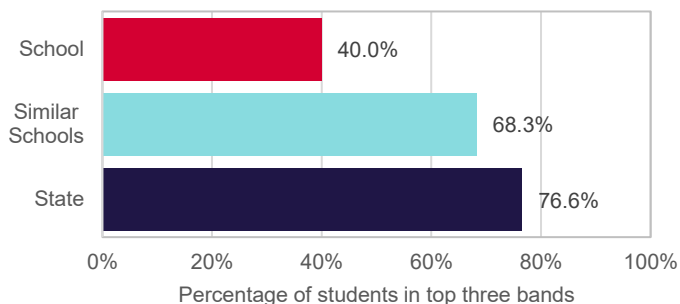
Similar Schools average:

68.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

44.4%

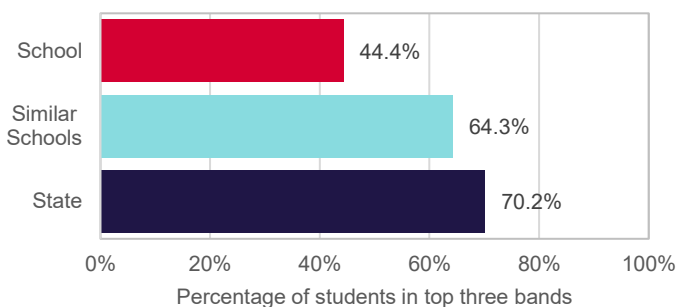
Similar Schools average:

64.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

33.3%

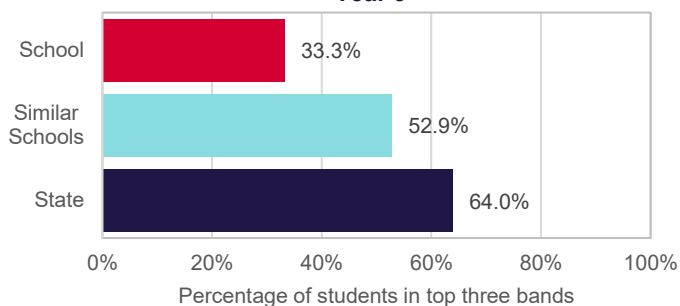
Similar Schools average:

52.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

22.2%

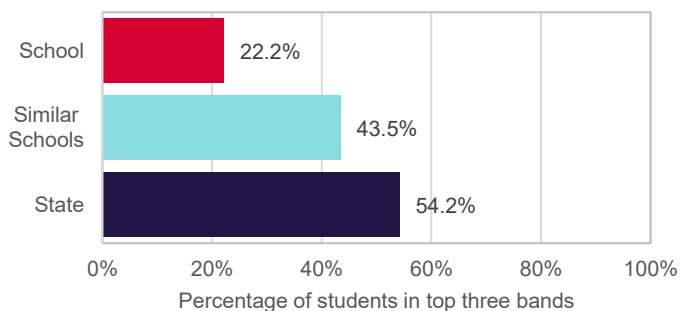
Similar Schools average:

43.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

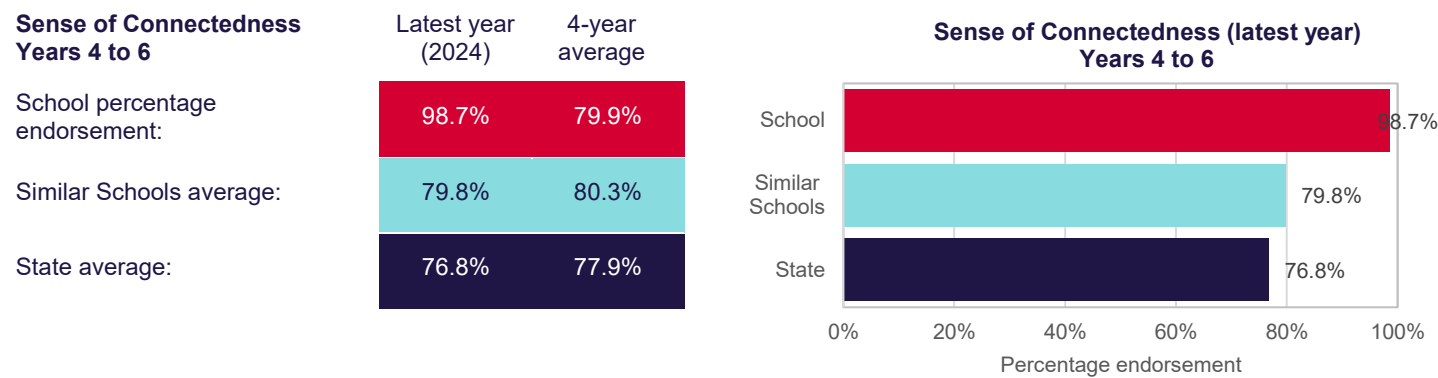


WELLBEING

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.

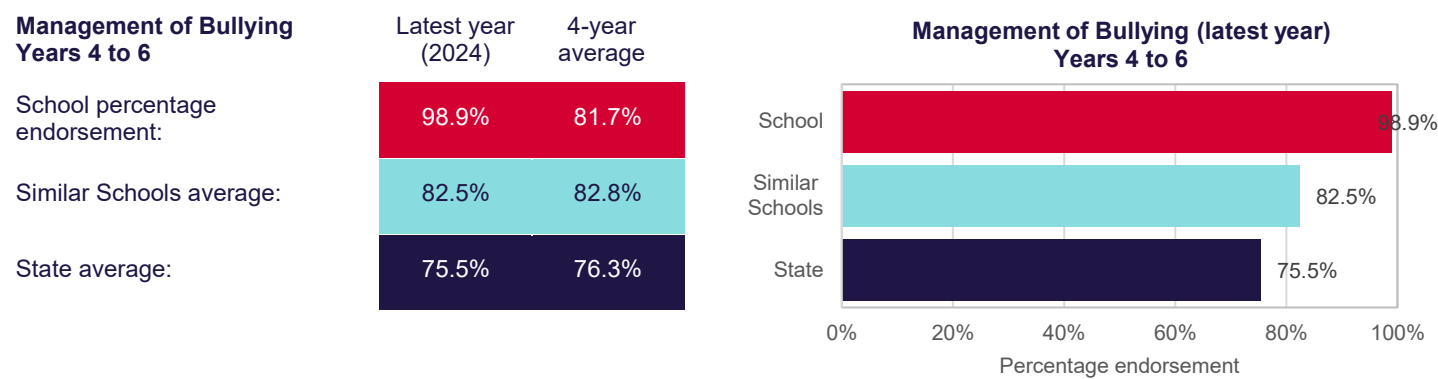
Student Attitudes to School – Sense of Connectedness

The percentage 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).



Student Attitudes to School – Management of Bullying

The percentage 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).

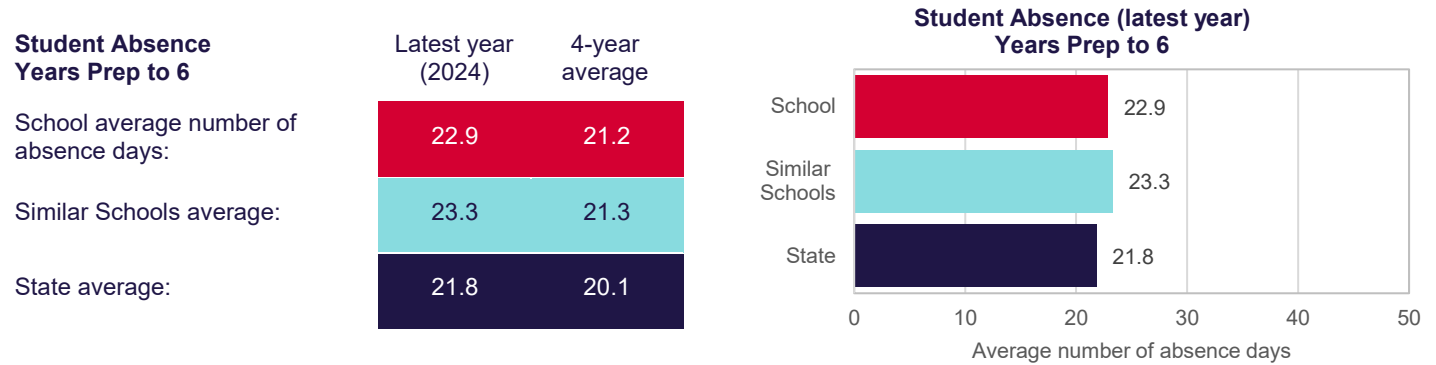


ENGAGEMENT

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.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	88%	89%	87%	89%	89%	86%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,145,637
Government Provided DET Grants	\$350,231
Government Grants Commonwealth	\$40,182
Government Grants State	\$0
Revenue Other	\$45,184
Locally Raised Funds	\$55,602
Capital Grants	\$0
Total Operating Revenue	\$1,636,835

Equity ¹	Actual
Equity (Social Disadvantage)	\$94,520
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$94,520

Expenditure	Actual
Student Resource Package ²	\$1,128,188
Adjustments	\$0
Books & Publications	\$309
Camps/Excursions/Activities	\$29,501
Communication Costs	\$2,265
Consumables	\$16,478
Miscellaneous Expense ³	\$7,269
Professional Development	\$25,037
Equipment/Maintenance/Hire	\$120,225
Property Services	\$33,805
Salaries & Allowances ⁴	\$85,609
Support Services	\$45,836
Trading & Fundraising	\$10,216
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,593
Total Operating Expenditure	\$1,520,331
Net Operating Surplus/-Deficit	\$116,504
Asset Acquisitions	\$0

- (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 17 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$247,940
Official Account	\$5,903
Other Accounts	\$8,205
Total Funds Available	\$262,048

Financial Commitments	Actual
Operating Reserve	\$65,418
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$78,487
School Based Programs	\$70,224
Beneficiary/Memorial Accounts	\$1,115
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,558
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$21,270
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$8,205
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$261,278

All funds received from the Department of Education, 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.