

2022 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 (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 of the previous calendar year 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 20 March 2023 at 09:56 AM by Franca Nikolovski (Principal)

- This 2022 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 21 March 2023 at 01:05 PM by Jamie-lee Quinn (School Council President)

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

'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.

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 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').

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

Carrington Primary school has 50 full time and 2 part time students with 1 Principal, 1 Business manager, 4 full time classroom teachers, 2 Specialist teachers- (1 day per week) and 4 Educational support staff members, 3 full time and 1 part time.

Our classes are structured as follows- F-2, F-2, 3-6 and 3-6 . Within our student framework we have 6 Aboriginal/Torres Strait Islander students, 13 PSDMS students and 0 students in OOHC.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 Carrington Primary focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Curriculum Planning and Assessment and Building Communities.

This included:

- * Implementing whole school Carrington Curriculum document
- * Embedding Essential Assessment across the school
- * Embedding Zones of Regulation and Tell them from Me Survey to increase student voice
- * Implementing professional learning communities (PLC model) into meetings.

The whole school had professional learning around MSL – Multisensory Structured Language, restorative practices, hands on mathematical capabilities. The timetable ensured staff were being released to allow team planning weekly and the development of data discussions.

The Zones of Regulations was explicitly taught as a focus for consistency across the school.

Wellbeing

Sense of Connectedness

Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	63%	74.5%
Similar Schools average:	76%	
State average:	78%	

Management of Bullying

Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	64%	77%
Similar Schools average:	76%	
State average:	76%	

Carrington Staff continued to work extremely hard to maintain the links and relationships with students and families. Relationships are highly valued within our school community and regular contact/communication is maintained as a result. A wide range of resources were accessed to support our students when connecting with the school. These included accessing animal based therapies such as the Unconditional Love Foundation, maintaining our chickens and Canine Comprehension, the Martial Arts training program and the explicit teaching of the zones of regulation within the school. Our school chaplain worked directly with small and large groups of students in both the classroom and outside on yard duty by providing a host of lunch-time clubs – Madhouse, a social skills developmental game and Chess club. Nature based activities were also incorporated including Garden Club which operated in the latter part of the year. Our students enjoy their Tribes program which is held weekly and School values P.R.I.D.E. continue to be a high priority amongst students and staff. Our students continue to be offered Breakfast Club on a Wednesday and Friday morning and this has proven to be a successful method in ensuring attendance, wellbeing and engagement.

Engagement

Student Absence

Years Prep to 6	Latest year (2022)	4-year average
	76.7%	
School average number of absence days:	28	16.4
Similar Schools average:		
State average:		

Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	87%	71%	86%	57%	67%	89%	80%

Absenteeism across the school increased due to medical illnesses, grievances, family holidays and COVID-19 affecting families throughout the year. The school continued to identify and provide a wide range of educational incursion experiences to engage students to improve attendance. Breakfast club and early class openings provided opportunities for families to attend daily. Families with chronic absenteeism were followed up with frequently to ensure clear and consistent communication and the SEIL had regular meetings with the Principal to outline students with ongoing issues.

Other highlights from the school year

Carrington Primary School finished the year with the updating of the carpet in the school hall, taking a fair portion of money from the previous surplus. The school operated at surplus, with an increase in enrolments scheduled for next year. The demolition works and upgrade of the hall facade, internal toilets and storeroom was finalised by the VSBA, leaving a parcel of land to be developed/landscaped.

The 5-year playground lease commenced in early 2022. The school will continue to use this new feature as a marketing tool for future enrolments.

The pre-election commitment of funds for the upgrade of Carrington PS will be further outlined in 2023 with regards to scope and timelines.

Financial performance

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The demolition works and upgrade of the hall façade, internal toilets and storeroom was finalised by the VSBA, leaving a parcel of land to landscape/develop.

The 5-year playground lease commenced after construction in early 2022. The school will continue to use this new feature as a marketing tool for future enrolments.

The pre-election commitment of funds for the upgrade of Carrington PS will be outlined further in 2023 with regards to the scope and timelines.

**For more detailed information regarding our school please visit our website at
<https://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 51 students were enrolled at this school in 2022, 20 female and 31 male.

NDP percent of students had English as an additional language and 9 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).

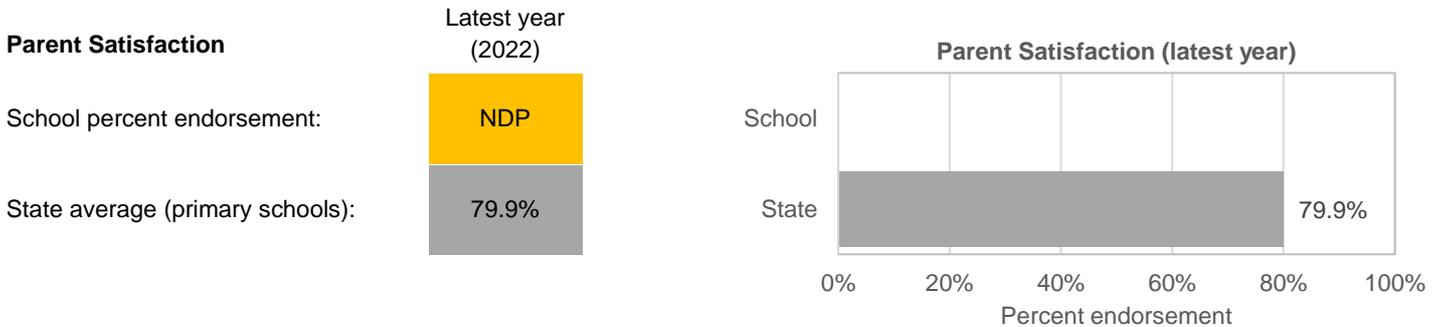
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

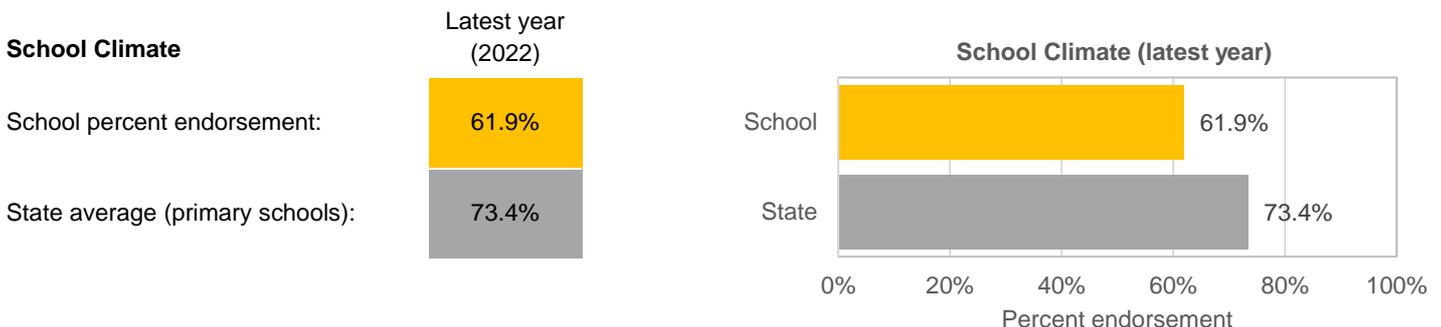


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

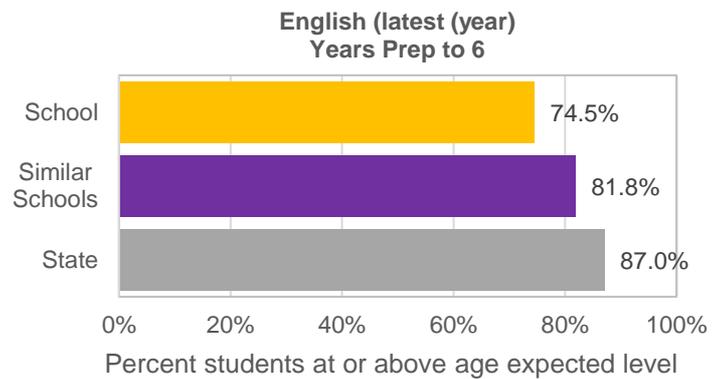
74.5%

Similar Schools average:

81.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

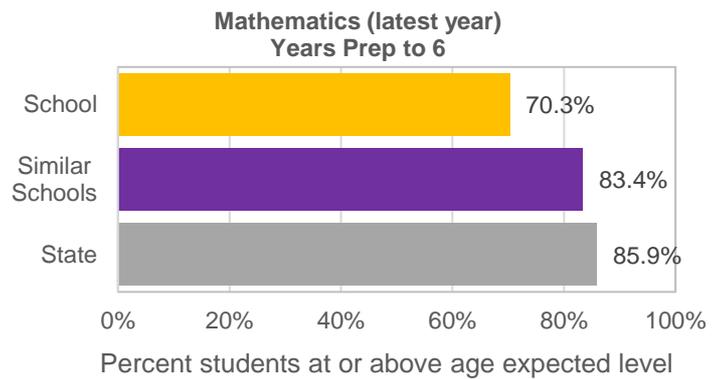
70.3%

Similar Schools average:

83.4%

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.

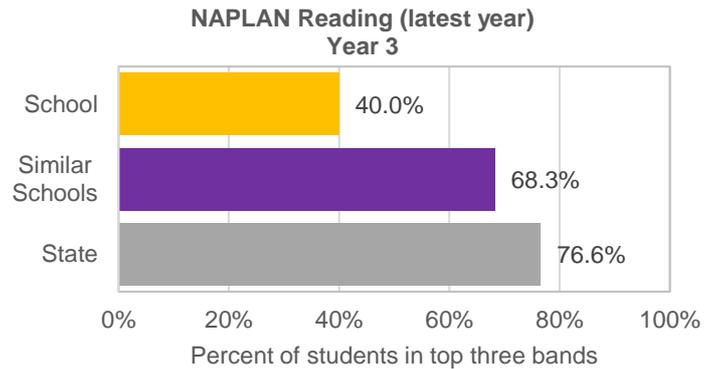
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

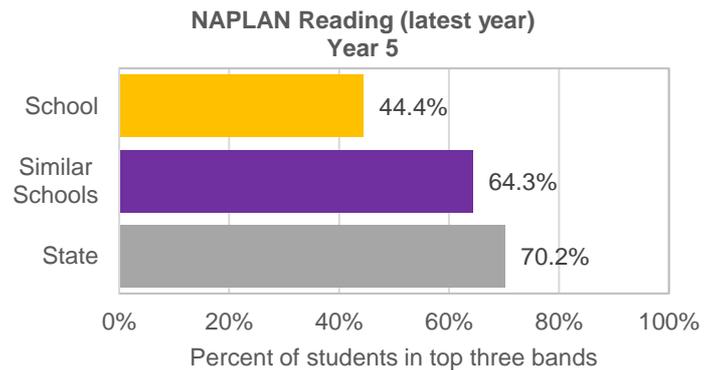
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	46.2%
Similar Schools average:	68.3%	67.4%
State average:	76.6%	76.6%



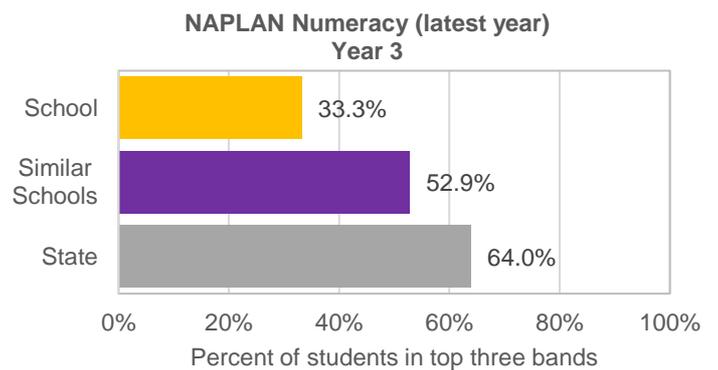
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.4%	53.6%
Similar Schools average:	64.3%	61.0%
State average:	70.2%	69.5%



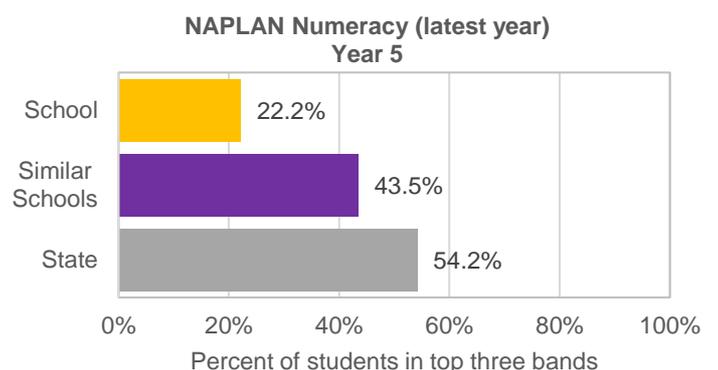
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	32.0%
Similar Schools average:	52.9%	57.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	22.2%	35.7%
Similar Schools average:	43.5%	51.1%
State average:	54.2%	58.8%



WELLBEING

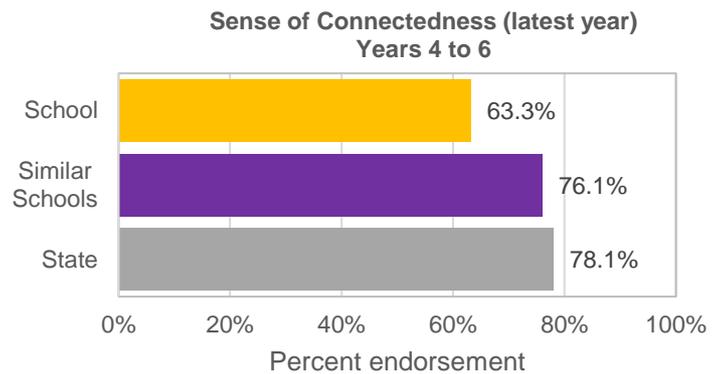
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	63.3%	75.9%
Similar Schools average:	76.1%	79.3%
State average:	78.1%	79.5%

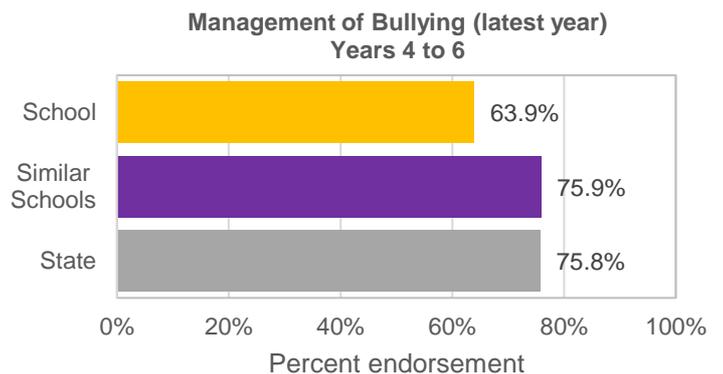


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	63.9%	78.2%
Similar Schools average:	75.9%	80.4%
State average:	75.8%	78.3%



ENGAGEMENT

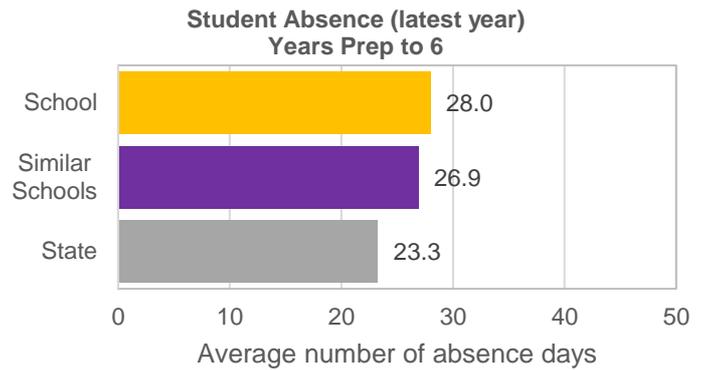
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	28.0	15.7
Similar Schools average:	26.9	19.6
State average:	23.3	17.0



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 (2022):	90%	80%	89%	84%	79%	90%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,090,518
Government Provided DET Grants	\$184,769
Government Grants Commonwealth	\$30,275
Government Grants State	\$20,887
Revenue Other	\$15,875
Locally Raised Funds	\$40,386
Capital Grants	\$0
Total Operating Revenue	\$1,382,710

Equity ¹	Actual
Equity (Social Disadvantage)	\$125,851
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$125,851

Expenditure	Actual
Student Resource Package ²	\$974,005
Adjustments	\$0
Books & Publications	\$4,612
Camps/Excursions/Activities	\$26,419
Communication Costs	\$1,211
Consumables	\$20,425
Miscellaneous Expense ³	\$8,214
Professional Development	\$7,356
Equipment/Maintenance/Hire	\$63,659
Property Services	\$18,361
Salaries & Allowances ⁴	\$98,127
Support Services	\$32,183
Trading & Fundraising	\$7,446
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,556
Total Operating Expenditure	\$1,280,575
Net Operating Surplus/-Deficit	\$102,136
Asset Acquisitions	\$79,564

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$52,597
Official Account	\$1,011
Other Accounts	\$6,824
Total Funds Available	\$60,431

Financial Commitments	Actual
Operating Reserve	\$48,780
Other Recurrent Expenditure	\$8,026
Provision Accounts	\$0
Funds Received in Advance	\$7,822
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$1,211
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$889
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$8,300
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$6,824
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$86,852

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.