

CARLTON PRIMARY SCHOOL
4980

2008 Annual Report to the School Community



DRAFT

School Overview

Carlton Primary School is a small, inner city school located close to Lygon Street and the University of Melbourne. Our school takes pride in its reputation as a welcoming, diverse community focused school. Our Guiding Principle is that we strive to be a caring school which meets the needs of all students through a rich and engaging curriculum.

Carlton Primary School is a community united by a shared belief in the following values

- **Achievement**
- **Relationships**
- **Respect**
- **Diversity**

Achievement

- Developing lifelong learning skills
- Nurturing a spirit of enquiry
- Fostering confidence, persistence, independence

Relationships

- Building strong partnerships between school home and community
- Developing interdependence, resilience and self reliance
- Promoting effective and open communication

Respect

- Building an environment of cooperation
- Engaging in interactions that are mutually respectful
- Encouraging positive interactions and a sense of belonging

Diversity

- Respecting individual and cultural differences

- Valuing the experiences of our diverse community
- Providing a curriculum which builds on students' experiences

Through wide community consultation, these values were developed in 2007/8 and express the things that are important to our school community. Our guiding principles underpin the teaching and learning philosophy of our school, which recognises that every child is unique and the educational needs of each will be different. The school's capacity to inspire and engage each child to fulfil their potential is a key to the success of the school. These values underpin everything that we do at Carlton Primary School.

Carlton Primary school has a long and successful history of responding to the needs of a culturally diverse population and a strong sense of community. Together, these features contribute to a rich learning experience for all students. Working in partnership with our families at Carlton Primary, we encourage our students to reflect on their values, cultural identity and beliefs, whilst celebrating the many benefits of living in our culturally diverse nation.

Our school services a vibrant, resilient community most of whom reside within the nearby Carlton Public Housing Estate. Our school families represent more than eight nationalities and languages. Over ninety five percent of our students are from culturally and linguistically diverse (CALD) backgrounds. The vast majority of our families are from the Horn of Africa, with most being from Somalia. Student home languages include: Somali, Arabic, Turkish, Tigrinya, Vietnamese, Cantonese, Oromo and Harari.

The demographic profile of our local community means that Carlton Primary School is an extremely high-needs school, having an SFO (Student family occupation) index of .96, which is the highest of all government schools in the state.

As outlined in the Carlton Primary School Strategic Plan (2005-2009), the schools three main goals are:

- To improve student achievement in literacy across all levels
- To provide opportunities to establish the necessary social, intrapersonal and academic skills to ensure access to further educational opportunities
- To build a secure, stimulating and consistent learning environment for all students

Carlton Primary School is committed to implementing the Western Metropolitan Region and DEECD Blueprint initiatives. Team planning is an important part of our teaching with all class teachers engaged in detailed program implementation and evaluation. All areas of the Victorian Essential Learning Standards (VELS) are addressed with particular emphasis given to literacy. All teachers have undertaken training in teaching students from culturally & linguistically diverse (CALD) backgrounds.

Principal's Report

This is the fourth year of the Annual Report to the School Community. It is a report that aims to provide a clear picture of a school's progress and achievements throughout 2008 as well as outlining future directions. This report has been prepared in accordance with the Department of Education & Early Childhood

Development (DEECD) Guidelines for Annual Reporting to the School community.

The DEECD has produced two documents to support Victorian schools in preparing their 2008 Annual Report. The graphs and tables that are presented in this report are from the Core School Performance Indicators Report. The information that has been used to determine the school's progress is from the School Level Report. A copy of the latter report is available to families upon request.

It is hoped that the distribution of this report will promote further understanding of our commitment to providing an excellent education for all students within a caring, safe, and innovative learning environment. This report is considered to reflect an accurate picture of the school's progress and achievements during 2008 and I commend it to the school community.

In presenting this report I would like to formally acknowledge the commitment and hard work of the entire staff at Carlton Primary School. Special thanks should go to Christopher Burgess who so ably took on the role of Acting Principal during my long service leave in term three.

I am pleased and proud to have completed my first full year as substantive Principal of Carlton Primary School having successfully gained the ongoing Principal position at the end of 2007. The 2008 school year started very well with a visit from the Minister of Education, Bronwyn Pike, who welcomed our Preps to their first day of school. The Minister, like other visitors to our school commented on the warm & welcoming "feel" that the school has, which is due largely to our

focus on respectful interactions between all members of our community. We work hard to provide a safe, secure learning environment which protects the rights of all students to learn, regardless of ability, previous educational experiences, gender or cultural background.

Our highly skilled and dedicated staff are committed to tailoring learning programs to meet the needs of our students, with the aim of maximising student engagement and learning outcomes. Back in 2005 the Carlton Primary School participated in a Department of Education and Training's Diagnostic Review. Following the review, a *Strategic Plan* was implemented, outlining the school's directions over the period 2006 – 2009. From this strategic Plan, an *Annual Implementation Plan* for 2008 was developed by the school community and endorsed by School Council and the Region.

From the beginning of 2008, the school was supported by a regional literacy coach (part time) who worked with the staff to improve the literacy levels of all students across the school. This was undertaken through planning support, modelled lessons and the provision of "in school" professional development. During 2008 there were five classes comprising: one Prep grade, two 1/2 grades a Grade 3/4/ and a Grade 5/6. The average number of students in grades Prep - 2 was sixteen rising to eighteen in Grades 3-6.

Classes were supported by the following specialist programs: Physical Education, Art, Library, Environmental Education, Reading Recovery, Literacy Intervention and Music. In our junior classes a developmental curriculum approach, (initiated in 2007), was enhanced whilst in the 3-6 classes, an

inquiry based learning approach was trialled with the support of our regional literacy coach. Specialist support was also provided by Speech Pathologist Elizabeth Beilby and Guidance Officer Lia Castorina.

In accordance with the DEECD initiative, we were accredited as a Performance and Development Culture School in 2008. This refers to our school maintaining a focus on high level staff performance and our culture of striving for continuous improvement. Our excellent achievement as judged by a DEECD independent assessor was very gratifying.

In February 2008 we welcomed three new School Council members, Isaac Hussein, Ellen Bradbeer and Neema Hiyabu. These people joined existing members Nejat Saad, Lucy Chetwynd-Cox, Neil Cole and myself (as executive officer). At our Annual General Meeting in March, Nejat Saad was elected to the role of School Council president. We sincerely thank Nejat and the other school council representatives for the skills and insight they brought to their positions and for their valued contribution to our school throughout the year.

Throughout 2008 existing partnerships were enhanced with: the Carlton Family Resource Centre, Drummond Street Relationships Centre, the Church of All Nations, St Jude's Church, the Carlton Housing Estate Residents' Association, the Office of Housing, Carlton Parkville Youth Services YMCA, the Carlton Police, the City of Melbourne, the Songroom, University High School and the University of Melbourne. A new relationship was established with the Carlton Football Club. These partnerships assist to enrich the everyday lives of our students and their

families, by providing a wide variety of educational support and learning experiences.

In 2008 there was an extensive range of classroom and extra-curricular activities, aimed at providing the students at Carlton PS with a variety of rich learning experiences. Activities included: Harmony Day, an Artist in residence program, the "Polyglot" art program, the YMCA "Girls R GR8" Program, the "Better Buddies" student wellbeing program, Prep-Year 6 swimming program, Interschool Sports, sports clinics, "Songroom" musical performances, Kinder-Prep Transition Programs, Year 5/6 transition program with University High School, Year 6 Graduation, Breakfast Club, After School Care and a series of Parent/Teacher Information Sessions.

The school is recognised at both the region and state level as implementing innovative environmental education programs from Prep to Grade 6 and has received numerous awards and featured in articles in local and metropolitan newspapers as well as environmental magazines. Activities and programs we have been involved in have included:

the continued growth of our Multi-Cultural School Garden, the Victorian School Garden awards, the "Resource Smart Schools program", the "Solar in Schools" program and the "Water: Learn it, Live it" program.

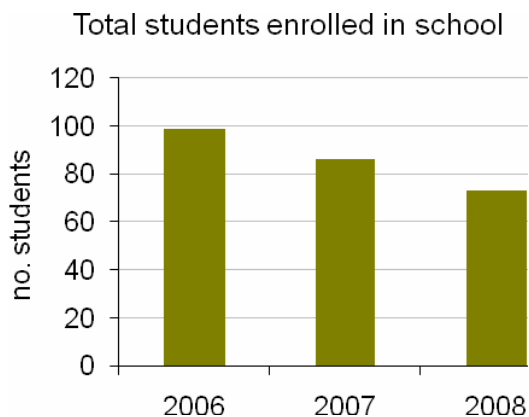
The following school policies were developed by staff and ratified by School Council during 2008:- Anaphylaxis, Teacher Induction, Privacy, Multiculturalism, Lost & Damaged Books and Attendance

A high priority for the school is parent engagement and strengthening community partnerships. In 2008 ***Carlton Primary Community Learning***, a partnership with the City of Melbourne and Drummond Street Relationships Centre continued its valuable work to support this priority. An innovative project, it is aimed at encouraging Carlton residents, particularly our students' families, to participate in lifelong learning activities. I would like to acknowledge the work and dedication of co ordinator Rebecca Harris, whose community development skills are responsibility for the continuing growth of this project. In 2008 we saw the expansion of the very successful weekly sewing classes for women. In a safe and supportive environment, mothers from the school and other local women, improve their sewing skills whilst practicing and developing their spoken English.

The Sorghum Sisters are members of *Carlton Primary Community Learning* and are based at our school in a refurbished commercial kitchen. Sorghum Sisters is a catering business specialising in traditional African cuisine. It is an Adult Multicultural Education Services (AMES) community based social enterprise, owned and operated by three local African-Australian women. This initiative has won numerous awards for innovation. In 2008 the Sorghum Sisters continued to provide a nutritious lunch menu to the school twice weekly. Both of these initiatives add value and vibrancy to what is truly a community school.

Student Enrolments

The following graph shows our student enrolments between the years 2006-2008. The school continues to have a higher than average student mobility rate and student enrolments decreased in 2008. At the February 2008 census there were 73 students; 33 males and 40 females. Demographic projections received from the Department of Education and Training in 2005 suggested that our student enrolments should increase over the next several years to around 150 students by 2010. The complicating factor with these estimates are the major redevelopment works currently underway for the Carlton Housing Estate. Whilst significant demolition of residential housing occurred in 2007, there have been delays to the construction of replacement housing. Current estimates are that rebuilding will commence in 2010 for completion by 2013. The planned development on the site is a public/private housing mix and although it is unclear as to how this will impact on future enrolments at the School, estimates are that the housing redevelopment will see significant numbers of families with 5-12 year olds moving into the local vicinity.



Staff Data

The average score for teacher satisfaction (morale) on the 2008 Staff Opinion Survey was 87.7 on a scale from 0 to 100 where 100 is the best possible score. This is higher than the state average of 80.8 and an improvement on the 2007 score of 67.7.

The average number of days absent per teacher was 5.4 which is less than the state mean of 6.4 days.

Of the 10 teaching staff at Carlton PS at June 2007 (including those on leave without pay), 8, or 80% were still at the school in June 2008. This figure across all Government schools was 84%.

Teaching and support staff participated in the following professional learning throughout the year;

- Performance and Development Culture
- Literacy Learning
- ESL teaching
- Reading Recovery
- Ultranet
- Developmental Curriculum
- Educational Leadership
- Values Education
- School Attendance
- Songroom
- Foundation House

as well as a range of professional development in the areas of environmental education and school finances and administration.

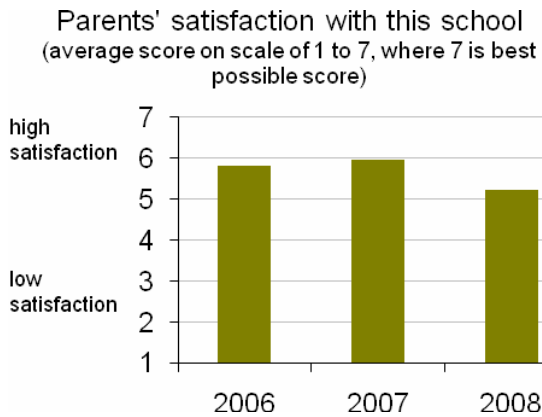
All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at;

http://www.vit.vic.edu.au/content.asp?Document_ID=241

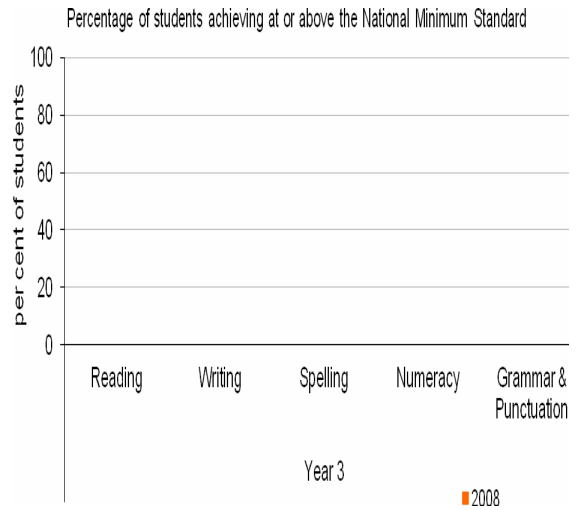
Parent Satisfaction

In an anonymous survey developed and scored by the Department of Education, parents were asked to what extent they agreed with the statement "Overall, I am satisfied with the education of my child".

The average score for parent satisfaction at Carlton PS is 5.24 on a scale from 1-7, where 7 is the best possible score. This is only slightly lower than the state average of 5.91. The response rate for this sample group of randomly selected parents was 80%.



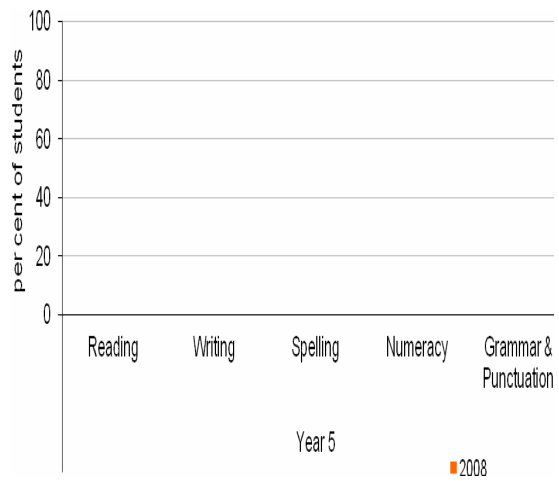
to receive data from the Core School Performance Indicators Report which can be published and tracked. Another issues which needs to be highlighted in relation to interpreting learning data for students at Carlton PS is the mobility of families in and out of the school. This high level of mobility can make it difficult to track one cohort of students across a number of year levels.



Student Progress & Achievements

Student Learning

It is a Commonwealth requirement that the following graphs are included in our 2008 Annual Report, despite the fact that they record no results. For privacy reasons when there are less than 10 students in a Year Level who sit the NAPLAN test, the results are not presented on the Core School Performance Indicators Report. Our 2007 Year 3 and Year 5 cohorts consisted of only eight and six students respectively. As the number of students in the junior grades at Carlton PS are significantly larger than our upper grades, we expect in the future



The following data is taken from our 2008 School Level Report: Teacher Judgement against VELS section.

Through comparison with our school level 2008 data and 2007 State mean score (2008 state mean is not currently available), we are able to provide an overview of how Carlton PS students are progressing in the areas of English and Mathematics.

Reading

Preps well above 2007 state mean
 Grade 1 just below 2007 state mean
 Grade 2 just above 2007 state mean
 Grade 3 well below 2007 state mean
 Grade 4 well below 2007 state mean
 Grade 5 just below 2007 state mean
 Grade 6 just below 2007 state mean

Writing

Preps well above 2007 state mean
 Grade 1 just above 2007 state mean
 Grade 2 just below 2007 state mean
 Grade 3 well above 2007 state mean
 Grade 4 well above 2007 state mean
 Grade 5 above 2007 state mean
 Grade 6 above 2007 state mean

Speaking & Listening

Preps well above 2007 state mean
 Grade 1 just above 2007 state mean
 Grade 2 just below 2007 state mean
 Grade 3 well below 2007 state mean
 Grade 4 well below 2007 state mean
 Grade 5 just above 2007 state mean
 Grade 6 just below 2007 state mean

A reason to explain the drop in scores in our year 3 & 4 cohort, is the high number of students within this group (8) diagnosed with a severe language disorder. It is expected to have an impact on school data as this cohort moves through the school. We continue to build upon our literacy strategies and all students within this group receive intervention support.

Mathematics

In the area of *Number* our 2008 data showed below the 2007 state mean at all year levels.

In the area of *Measurement, Chance & Data*, our 2008 data showed as slightly below or at state mean in all year levels.

What the above data shows clearly is that a continued and strategic focus on literacy & numeracy teaching is essential to continue to support improved learning outcomes for all students at Carlton PS. This goal has been addressed in our 2009 Annual Implementation Plan as the following targets show.

- NAPLAN estimated VELS equivalent results to show:
 Year 3 reading 2.3
 Year 5 reading 3.2
- By the end of Grade 2 100% of students reading at or above level 20
- Appointment of a literacy and numeracy leader to work across P-6 to monitor school wide literacy & numeracy improvement by addressing whole school needs, classroom practise and whole school data

Student Pathways and Transitions

At Carlton Primary School we have a Kinder-Prep transition program which includes a series of school visits during Term Four. This program aims to enhance communication between home, kinder and school and promote a better understanding of our students' developmental needs, prior to them commencing school.

In 2008 all of our grade six students enrolled in either University or Fitzroy High schools. The grade six graduation and a strong curriculum emphasis on personal development in Term Four, assist with the transition of students to secondary school. It is very common for our graduating grade six students to make return visits to their primary school. Information gathered from both these returning students and their secondary teachers would suggest that their transition to the secondary school environment is overwhelmingly a positive one.

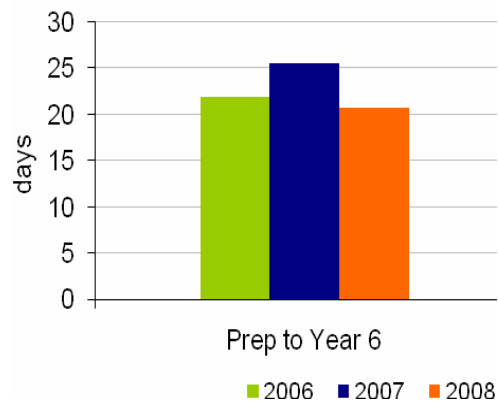
Student Engagement and Wellbeing

Student Attendance

The following graph shows that the average number of absences per student decreased from 25.4 days absent per students in 2007 to 20.6 days in per student 2008. This is a pleasing trend which we hope to continue in 2009. Our results remain significantly higher than the state average of 13.4 days per student. Of equal concern to our attendance rates, is the number of students who arrive late to school each day. At Carlton Primary School we believe that maximum student attendance and punctuality are essential to consolidate student learning and that these issues impact in all areas of our teaching & learning data. The school has high student mobility. We also acknowledge that a large portion of our student absence rate, is due to extended trips to visit family members in students' countries of origin. We continue to address student absence and lateness as a serious issue. Whilst monitoring all students' attendance and time of arrival each morning, we carefully examine the attendance patterns of students "at risk" and follow up on students with irregular and/or late

attendance. In 2008 we continued to implement strategies from the "It's Not OK to be Away" program and to work with parents on this matter. We also promote the importance of consistent and timely school attendance, through our parent forums, school assemblies and newsletters. Student attendance data is also included on our twice yearly, Student Report forms.

Average number of absent days per student

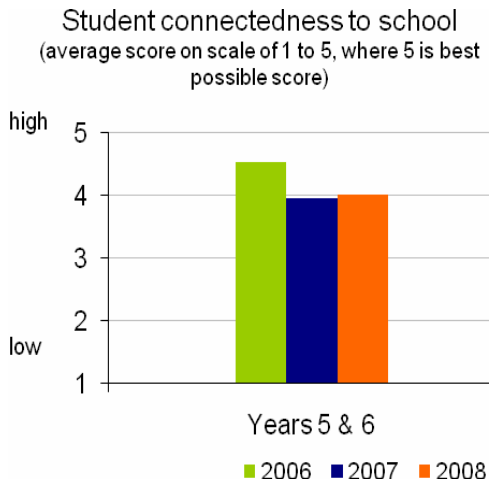


Student Connectedness to School

During the 2008 Student Attitude to School Survey, our Year 5 and Year 6 students were asked how much they agreed with each of these five statements:

- 1) I feel good about being a student at this school
- 2) I like school this year
- 3) I am happy to be at this school
- 4) I feel I belong at this school
- 5) I look forward to going to school

The following graph presents our students' results.



Results from the 2008 Attitudes to School Survey indicate that our Year 5 and Year 6 students feel well connected to Carlton Primary School and there was a slight increase in this measure from the 2007 results. Student well-being is a key area in our Strategic Plan and a range of strategies are in place to address this important issue.

Strategies

- Junior School Council
- Student Leadership opportunities
- Safe Schools and Effective Schools strategies
- "Calmer classroom" strategies
- Consistent school wide behaviour management
- Primary welfare teacher

Future Directions

The Carlton Primary School 2009 **Annual Implementation Plan** clearly outlines the future directions for the school in line with the Strategic Plan.

- NAPLAN (Formally AIM) mean results to be at or above the following levels:
 - Year 3 reading 2.3
 - Year 5 reading 3.2
- Staff Opinion in the variable of Professional Growth to be at or above 78.5
- The Student Attitudes to School survey to show student safety to be at or above 4.22
- Staff Opinion in the variables of student misbehaviour to be at or below 20.0 and student motivation to be at or above 90.0

In the period of 2003 – 2008 the school had four changes of Principal, resulting in a high level of instability for students and staff alike. Over this period there were also some questions about the future of the school which have impacted on enrolments. With the appointment of an ongoing Principal for the period 2008 - 2013, a stable and productive period for the school has begun. Much energy and effort in recent years has gone into student engagement and the establishment of calm classrooms, with exceptionally good results. With these essential "building blocks" for learning in place, staff are now using a range of data to regularly examine and improve our practice, with a clearly articulated focus of improving educational outcomes for all students.

As a school community, we are considering 2009 as a year of continued stability and consolidation. A number of initiatives undertaken in 2008, such as inquiry based learning, Junior School Council and our parenting program, will become

embedded in practice. We anticipate improved results in all areas of the school which should be evident in data collected throughout the year.

In 2008 Carlton PS participated in the WMR School Improvement Program - with a literacy coach based at the school two and a half days per week. The aim of this program is to build teacher capacity in the area of literacy teaching through demonstration and provision of professional development. In 2009 the staff will continue working with a WMR coach.

Increasing student engagement through the use of 21st century technologies has been supported at Carlton PS in 2008 through AGQTP funding. In 2009 we plan to further develop student access to interactive whiteboards and build staff confidence in their use as an integral tool in our curriculum provision. As well as this, improving internet access for all staff will be a priority in 2009.

2009 will see the introduction of a number of programs and strategies including:

- Participation in the WMR Blueprint initiative and the appointment of school based literacy and numeracy leaders
- Establishment of a Working Party to develop plans for a new educational facility in Carlton, linking with City of Melbourne and Melbourne University
- Improved internal facilities through the Building Educational Revolution (BER) funding

In 2009 we are undergoing a year of self assessment, review and new strategic planning for the next four years. We will continue our focus on

literacy learning in line with DEECD and regional policy, as well as working to improve numeracy outcomes for students and continuing to ensure high levels of student engagement in their learning journey. In 2009 we are keen to position Carlton PS as an exemplary school in the provision of ESL teaching at both the Network and Regional level.

Financial Performance and Resource Management

The total operating budget below includes only the cash transactions of the school. The operating statements are monitored twice termly by School Council.

The following building and grounds improvements were undertaken at Carlton Primary School throughout 2008:-

- Corridors painted
- Display boards installed
- New cleaners contracted
- Rain forest improvements
- Fencing improved & gates installed
- Storerooms cleaned out/excess furniture removed
- Water tank installed
- Interactive whiteboard installed

Due to the family demographic of students attending Carlton PS, a significant level of equity funding is provided to the school through the Student Resource Package. This funding is used to maintain smaller than average class sizes across the school and to provide literacy intervention programs.

During 2008 a range of excursions and physical education programs were provided for students at Carlton PS. These activities were significantly subsidised by the school in order to keep the cost for families to a

minimum, ensuring close to 100% participation rates. These programs form an important part of the school's extra-curricular activities and are an integral part of a child's rich educational experiences at Carlton Primary School.

At times during the year, casual relief teachers were employed to cover staff absences, or whilst staff attended a range of professional development programs.

In 2008 a decision was made to supplement our DEECD provided ICT support with additional support from "Network Neighbourhood", an educational computer support company. This has helped in maintaining a standard operating environment across the school, to support staff in the effective use of ICT and to safeguard the schools growing investment in these resources.

Educational Maintenance Allowance assisted in the provision of students' everyday classroom needs (e.g., pencils, pens, paper) and learning program materials. Other than salaries to pay casual relief teachers, the balance of the expenditure was on materials and equipment to support the school's goals and targets as outlined in the Strategic Plan and on the administration, upkeep and maintenance of our school.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	73 961
Commonwealth Government Grants	32 345
State Government Grants	48 841
Other	104 169
Locally Raised Funds	28 249
Total Operating Revenue	287 565
Expenditure	
Salaries and Allowances	29 774
Bank Charges	0
Consumables	27 247
Books and Publications	5 686
Communication Costs	6 429
Furniture and Equipment	34 748
Utilities	48 503
Property Services	117 461
Travel and Subsistence	174
Motor Vehicle Expenses	0
Administration	2 367
Health and Personal Development	140
Professional Development	6 492
Trading and Fundraising	4 189
Support/Service	10 541
Miscellaneous	11 099
Total Operating Expenditure	304 851
Net Operating Surplus/- Deficit	-17 286
Capital Expenditure	25 947
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	119 493.86
Official Account	15 120.10
Other Bank Accounts(listed individually)	46 671.07
<i>(insert)</i>	
<i>(insert)</i>	
Total Funds Available	181 285.03
Financial Commitments	2008 Actual
School Operating Reserve	40 085.50
Co-operative Bank Account	0
Assets or Equipment Replacement < 12 months	20 000
Revenue Receipted in Advance	0
Building/Grounds including SMS < 12 months	71 375.50
Region /Clusters Funds/School Based Programs < 12 months	25 824.03
Provision Accounts < 12 months	0
Repayable to DEECD	10 000
Other Recurrent Expenditure (Accounts Payable)	10 000
Assets or Equipment Replacement > 12 months	0
Building/Grounds including SMS > 12 months	0
Region /Clusters Funds/School Based Programs > 12 months	0
Provision Accounts > 12 months	4 000
Co-operative loan >12 months	0
Beneficiary/Memorial Accounts	0
Total Financial Commitments	141 199.53

School Contact Information

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Web site:	vicnet.net.au/~carlcomm/

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the Carlton PS Business Manager, Jane Spiers.