

2022 Annual Report to the School Community

School Name: Carlisle River Primary School (3497)



- 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 16 March 2023 at 03:19 PM by Jeff Douma (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 24 March 2023 at 10:18 AM by Kaz Conron (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

OUR SCHOOL

Carlisle River Primary School is a small, remote rural school with an average enrolment of 10 students. The teaching staff consists of a full-time Principal/teacher, 0.6 Early years' teacher, 0.2 Tutor and visiting specialists; Art Van, Library Van, author visit and an Indonesian teacher. The school has continued its strong community support and all family members have the opportunity to be involved in activities and programs.

The development and enhancement of each student's Literacy and Numeracy skills has remained the major curriculum focus, with the implementation of Victorian curriculum across all strands of learning, a comprehensive, integrated curriculum is delivered within a multi-age F-6 learning/teaching environment which supports collaborative, cross age & independent learning, individualised tuition and immediate intervention. Integrated units of study, routine incorporation of ICT, specialized programs in Art, Library, P.E and the excursion program, expands and enhances students' learning and their social, cultural, interpersonal and physical development. We are a caring school for all staff, students and the wider school community.

Carlisle River's remote community fully recognises the importance of the school to their child's development and the special benefits that can be provided by a small and supportive, family oriented educational environment.

The staff have a strong commitment to small school education, providing a stimulating and positive multi-aged, learning environment to cater for the varying needs, abilities, talents and interests of all students.

The welfare of each student is of paramount importance at Carlisle River Primary School. The school's small size, its close community links and the strong and genuine commitment to educator 'duty of care' by the teachers, ensures a safe, nurturing school environment in which all students are carefully supervised and cared for.

SCHOOL STATEMENT

We believe in the following:

- Carlisle River Primary School is a welcoming school and we believe in people getting on, whether it is staff with staff, teachers with students, or the students among themselves.
- Nobody gives of their best unless they feel valued and wanted – so that is where our educational philosophy begins.
- Social development is as important as academic development and what doesn't get noticed in assessment, we hope gets reflected in our Value Add work and in students' records of achievement.

Progress towards strategic goals, student outcomes and student engagement

Learning

The FISO priority that we concentrated on in 2022 was focused on excellence in teaching and learning. To enable this, we adopted two initiatives:

- Building practice excellence: teachers, principals and schools will work together, and
- Curriculum planning and assessment: schools will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs.

A number of key improvement strategies were used to enable these initiatives. They included ongoing assessment tests, the implementation by our teachers of the Victorian Curriculum, a focus on writing and spelling, and maths by involving "I can statements" for all levels of the F-6 Victorian Curriculum.

Achievement

To Improve the learning growth and achievement of every student

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.

Online testing completed as per assessment schedule for maths, reading, spelling and vocabulary was used at the end of the year. Students responded well to self-directed and project-based learning tasks during the remote learning period. In 2023, we plan to incorporate more self-directed learning tasks into our curriculum.

Each capable student was able to show at least one year's growth in English and Maths every year. Using student progression through the Victorian Curriculum achievement standards.

Continue the tutor program for 2023

Learning, catch-up and extension priority for 2023

Wellbeing

Happy, active and healthy kids priority for 2022

Develop curriculum resources which reflect well-being and social-emotional learning focus

Through a consultation process, establish a student monitoring and referral process.

Teachers will integrate social-emotional learning into school practice and programs

Students will feel supported and engaged and contribute to a strong classroom culture

Students with acute needs will receive individualised support

Self- assessment against the DET inclusive schooling index tool

Students engagement in well-being program (feedback, participation, classroom observations)

Data used to identify students in need of targeted support

Strengthen communication and partnerships with parents and the wider community.

Breakfast program has been successful – this will continue in 2022

We will engage parents to be actively involved in their child's learning by having formal meetings with parents held twice a year to review student progress and learning plans (Parent/Teacher/Student interviews) - Students create their own learning portfolio and display at interviews

Continue the Respectful Relationships Program.

Average student responses (for student survey) to be at or above the state mean in the areas of:

safety, peer relationships & student morale.

Review and assessing of all safety protocols and procedures to be undertaken annually

Engagement

Building a stimulating learning environment that engages and challenges students in their learning and foster positive well-being in every individual.

All students to demonstrate their progression through the standards in a "critical and creative thinking" matrix. Using MAPPEN Program

Mappen program has been implemented and we will continue with this program.

Mappen PD to be ongoing in 2022

In 2022 our PLCs will focus on opportunities to continue building student agency in the classroom.

Continue to implement the critical and creative thinking matrix for students to track their progression through the standards.

Note: *(as small schools don't receive AtSS data for cohorts less than 3 the school to develop a matrix chart for critical and creative thinking standards.

Financial performance

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.

Carlisle River Primary School maintained a very sound financial position throughout 2021. The 2019-2023 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus. This surplus occurred through sound management by the school council, principal and bursar. . The school received a small amount of Equity Funding, which contributed towards ensuring the best outcomes for all our students

For more detailed information regarding our school please visit our website at
<http://www.carlisleriverps.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 7 students were enrolled at this school in 2022, NDP female and NDP male.

0 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).

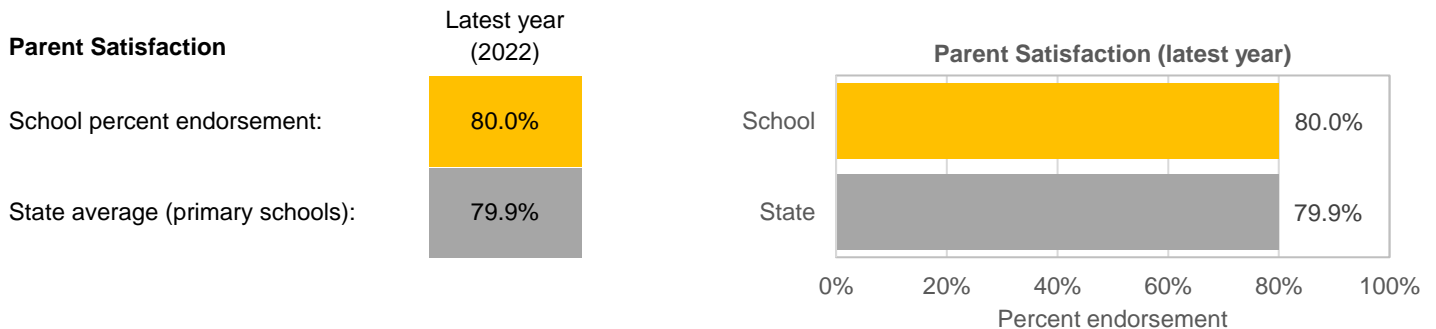
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

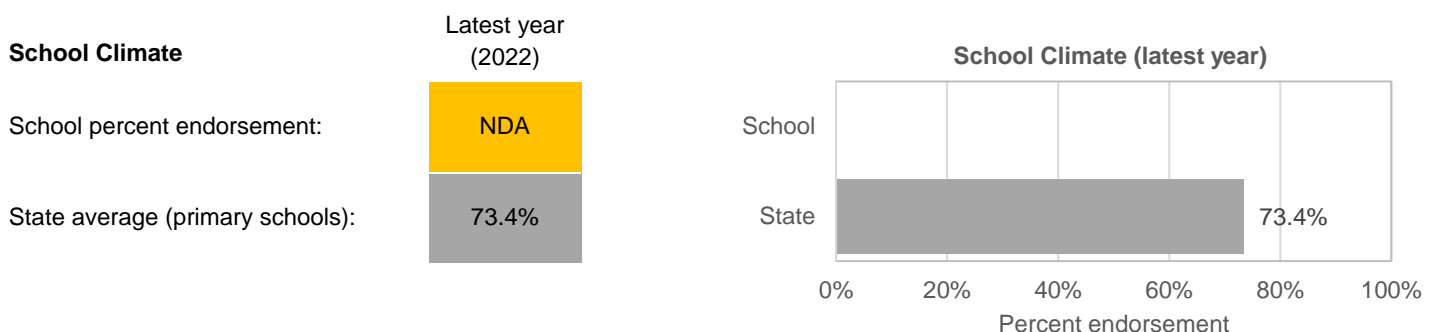


School Staff Survey

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:

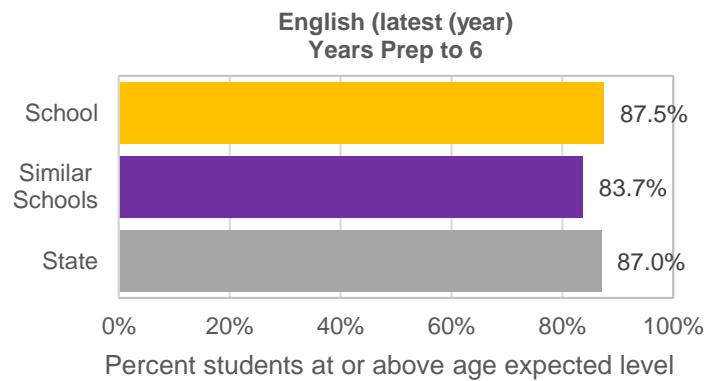
87.5%

Similar Schools average:

83.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

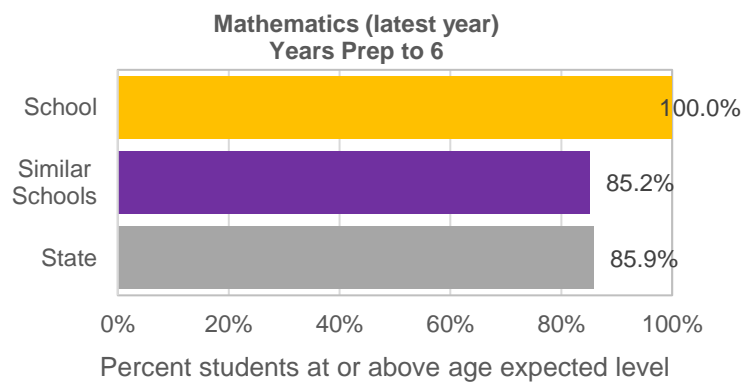
100.0%

Similar Schools average:

85.2%

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.

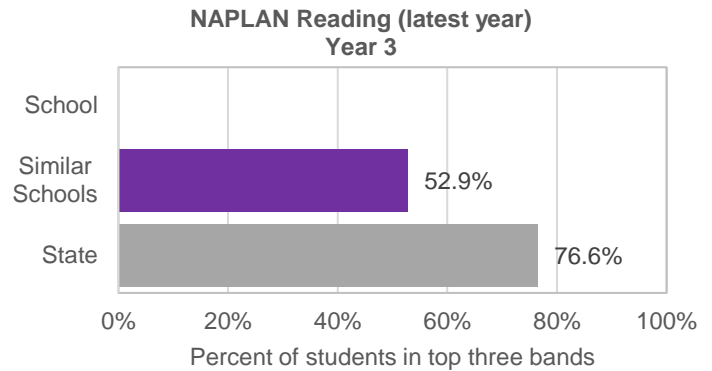
NAPLAN

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.

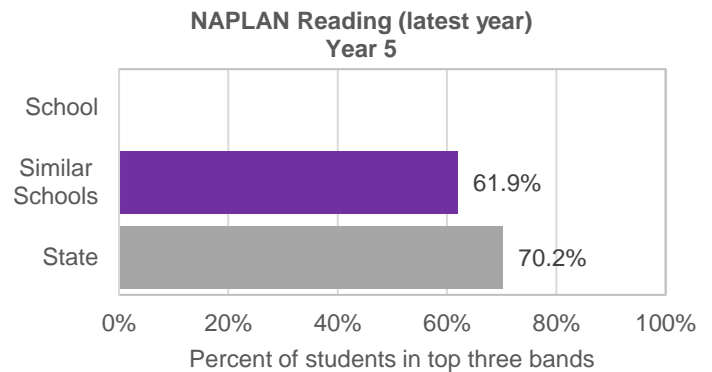
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	60.0%
Similar Schools average:	52.9%	62.6%
State average:	76.6%	76.6%



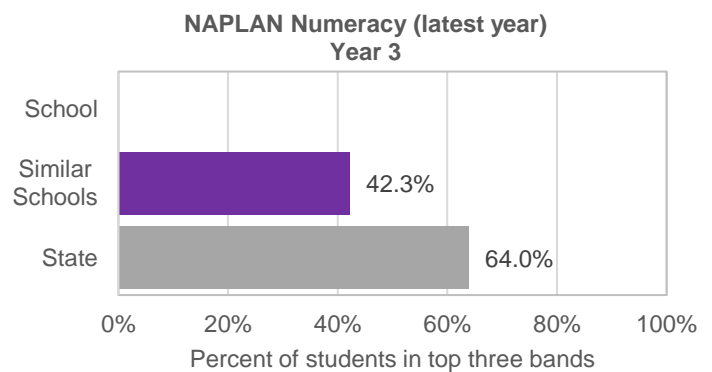
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	61.9%	60.2%
State average:	70.2%	69.5%



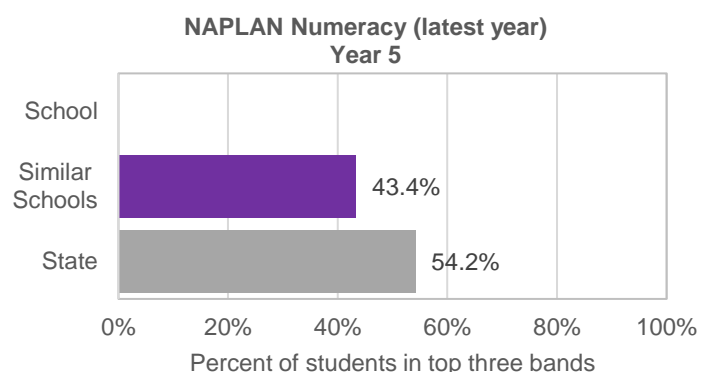
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	80.0%
Similar Schools average:	42.3%	58.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	43.4%	48.0%
State average:	54.2%	58.8%



WELLBEING

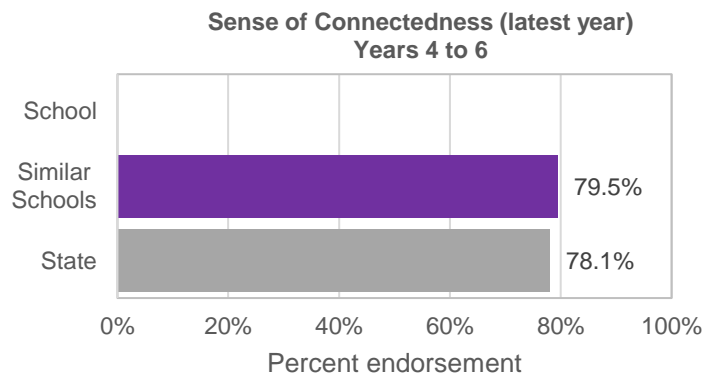
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	NDP	97.8%
Similar Schools average:	79.5%	78.9%
State average:	78.1%	79.5%

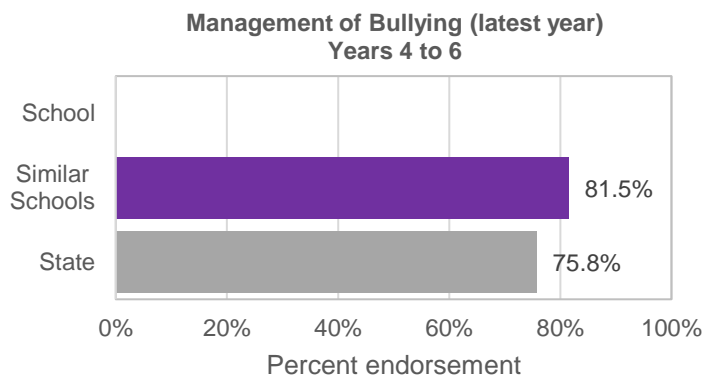


Student Attitudes to School – Management of Bullying

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:	NDP	85.2%
Similar Schools average:	81.5%	81.3%
State average:	75.8%	78.3%



ENGAGEMENT

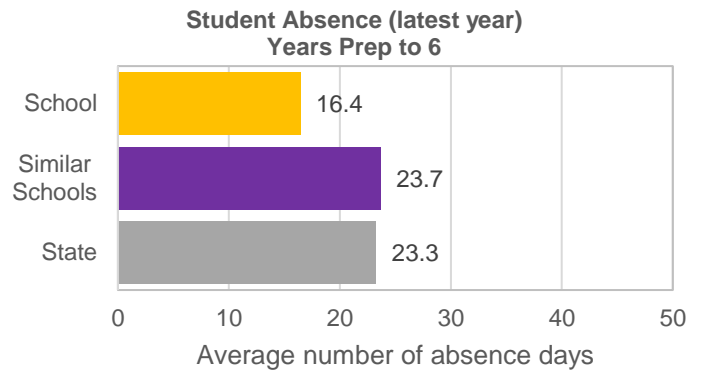
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.4	10.4
Similar Schools average:	23.7	17.9
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):	NDA	NDP	NDP	NDP	NDP	NDA	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$257,079
Government Provided DET Grants	\$170,334
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$2,573
Locally Raised Funds	\$616
Capital Grants	\$0
Total Operating Revenue	\$430,602

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,913
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,913

Expenditure	Actual
Student Resource Package ²	\$234,922
Adjustments	\$0
Books & Publications	\$501
Camps/Excursions/Activities	\$9,085
Communication Costs	\$495
Consumables	\$10,681
Miscellaneous Expense ³	\$3,585
Professional Development	\$3,229
Equipment/Maintenance/Hire	\$27,327
Property Services	\$20,124
Salaries & Allowances ⁴	\$27,535
Support Services	\$43,112
Trading & Fundraising	\$466
Motor Vehicle Expenses	\$3,023
Travel & Subsistence	\$0
Utilities	\$3,901
Total Operating Expenditure	\$387,986
Net Operating Surplus/-Deficit	\$42,616
Asset Acquisitions	\$43,995

- (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	\$36,215
Official Account	\$1,579
Other Accounts	\$0
Total Funds Available	\$37,794

Financial Commitments	Actual
Operating Reserve	\$23,594
Other Recurrent Expenditure	\$5,273
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$3,653
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$32,520

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.