

# 2023 Annual Report to the School Community

School Name: Carlton Gardens Primary School (2605)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 23 April 2024 at 12:53 PM by Nathan Gage (Principal)

- This 2023 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 10 May 2024 at 12:52 PM by Ben Jensen (School Council President)

# How to read the Annual Report

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## 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.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Established in 1884, Carlton Gardens Primary School stands proudly on the periphery of Melbourne's vibrant CBD, its historic, heritage-listed building forming the gateway to a modern four storey learning hub at the back of our site. We maintain strong links with the city's cultural and educational institutions, including the esteemed Melbourne Museum. With an illustrious history stretching back 140 years, the school has remained a pillar in serving the local community with unwavering dedication.

In 2023, the school continued to experience a notable surge in student enrolment as families resettled in urban dwellings or returned from overseas. The school continued to experience and manage a high transient school community across 2023. Guided by the clear Department of Education (DE) policy, enrolment procedures were tailored to ensure access for all families within the designated neighbourhood school zone.

The Student Family Occupation and Education index (SFOE) for 2023 underscored a low level of socio-educational disadvantage, standing at 0.1422. A diverse student body comprising 448 individuals, including 220 females and 228 males, showcased the school's rich cultural tapestry, with 36 percent of students boasting English as an additional language and 2 percent identifying as Aboriginal or Torres Strait Islander.

A dedicated team of 41 equivalent full-time staff members, including dedicated administrative personnel, stood at the forefront of nurturing student learning and growth. The school's continued investment in specialised intervention initiatives yielded tangible results, enhancing academic achievement and fostering strengthened student engagement.

Carlton Gardens Primary School remains resolute in its mission to cultivate proactive learners equipped to navigate an ever-evolving global landscape. Collaboration among staff, buoyed by an unwavering community support system, continues to elevate the learning environment. With our emphasis on literacy and numeracy, underpinned by robust student data analysis, teaching practices are tailored to accommodate the unique needs of every learner, ensuring no child is left behind.

As the school grappled with the challenges of transitioning back to a single campus and mourned the loss of a beloved principal, the unwavering solidarity and connectedness across the community served as a beacon of resilience and optimism.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Carlton Gardens Primary has worked to embed a comprehensive approach to data-informed instruction that is shaping a culture of continuous improvement, ensuring that individual student needs are met through thoughtful planning and ongoing evaluation.

According to the Teacher Judgement of student achievement against the Victorian Curriculum, 95.8% of students are working at or above age expected standards in English. This is a 1.3% increase on results observed in 2022. Strong results were maintained in Mathematics, with 94.6% of students at or above age expected standards. With the introduction of the new NAPLAN scoring system, Carlton Gardens produced good results across year three and five NAPLAN. Whilst it can be seen that the percentage of students in Strong or Exceeding was slightly lower than similar schools, a high percentage of these students were classified as Exceeding particularly in year five Reading where nearly half (44%) of students were Exceeding. The number of students classified in the Needs Additional Support proficiency in NAPLAN ranged between 2% and 8% for Reading and Numeracy, highlighting the positive impact of our intervention systems.

We continued our commitment to enhancing teacher capacity through the development of specialised professional learning sessions and curriculum days, lead by both consultants and our school based experts. These initiatives provided clear guidance for ongoing advancement, ensuring the seamless integration of teaching and learning strategies into our instructional framework. By strategically planning and implementing robust processes, we facilitated a culture of continuous improvement, empowering both teachers and students to strive for excellence.

Our enhanced tri-planning approach enabled us to establish supportive mechanisms for teachers and students, fostering an environment conducive to personal growth and achievement for all. Comprehensive whole school planning documents and meticulously crafted weekly teacher work programs ensured the consistent delivery of effective lesson structures across all year levels, from Foundation to Grade 6. Emphasising explicit 'Learning Intentions' aligned with the Victorian Curriculum, coupled with tailored differentiation strategies, ensuring equitable access to the curriculum for students of varying abilities, fostering engagement through explicit teaching methodologies, guided practice, and reflective learning experiences. Furthermore, the introduction of the Disability Inclusion Initiative enhanced the implementation and recording of specific and appropriate adjustments for all students with additional needs.

Our Meeting Schedule was thoughtfully designed to optimise time allocation, facilitating productive collaboration within Professional Learning Communities (PLCs) and opportunities for teachers to provide targeted intervention for many students. These collaborative forums enabled teachers to collectively plan learning experiences, engage in assessment moderation, and participate in targeted professional development activities and discussions, thereby enriching the collective expertise of our teaching staff.

## Wellbeing

Carlton Gardens Primary School values wellbeing and connectedness, investing in a number of initiatives in 2023 to enhance wellbeing of all students. The Rights, Resilience and Respectful Relationships curriculum was successfully embedded school-wide, through allocated wellbeing time in weekly schedules. All classroom teachers engaged in professional development on the curriculum to build confidence in teaching it to students. The impact of this has been a consistency in language used by students across the school in relationship to emotional literacy and help seeking behaviours. Each term, all staff were lead through professional development in areas of wellbeing to build their capacity in communication with parents, noticing wellbeing issues in students and reporting and referring to external health services. The enhanced communication channels between the school and parents/carers/guardians has created a collaborative approach to addressing student needs, as evidenced in our strong results in Parent Satisfaction (96.4%).

Our Mental Health and Wellbeing Leader spearheaded a number of priorities that were aimed to build the wellbeing of students and aimed to successfully integrate student voice into wellbeing initiatives. Our Student Attitude to School data relating to Sense of Connectedness indicated a school percentage endorsement of 72%, a very small drop from 75% in 2022. Despite the efforts of our action research teams to investigate and implement a range of wellbeing strategies, honing in on specific areas requiring improvement, notably addressing; bullying, student voice leadership and agency, our student perceptions of the Management of Bullying was 7.5% lower than 2022. The transformation towards teachers as active collaborators in this work, through reestablished action research groups focusing on student learning issues, is noteworthy. Sustaining this positive shift will require continued skill development, reinforcing collaborative practices, and nurturing the emerging ethos of teacher-student partnership. The journey has set a foundation for strong wellbeing outcomes across the school, emphasising ongoing development and collaborative efforts in building a sense of connectedness and activating student voice, agency and leadership.

## Engagement

At Carlton Gardens Primary School, our engagement goals focused on creating a supportive and engaging learning environment. In 2023, following a series of interruptions to learning, the school observed a successful 2023 that involved a concerted effort to continue to engage students through a differentiated learning program that challenged students at their point of need, engaged students via purposeful delivery of the curriculum, and establishing an empowering learning environment that values the positive contributions of students. The school achieved this by prioritising community events, extra-curricular opportunities, and extension and support programs for students, such as:

- Establishment of the school's new School Values through extensive consultation with students and the community.
- Parent/carer open sessions and student lead assemblies.
- Camps, excursions, and incursions.
- Quality, in class, differentiation that worked alongside the broader school multi-tiered system of intervention.

The school's latest year absence data reflected students were absent, on average, 18.6 days per year. This is a substantial improvement on 2022, as we observed a substantial shift towards 'normal' school life. Over the course of the year, the school continued to identify and provide timely, targeted interventions to at-risk students. Specifically monitoring and identifying trends in chronic student absenteeism and consistently following up via formalised Student Support Groups and Student Absence Learning Plans.

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## Other highlights from the school year

Carlton Gardens Primary School is proud of the additional programs, events, activities, and partnerships that bring a positive benefit to the school community.

Highlights of 2023 include:

- The return to operations as normal with students enjoying the camps, excursions, incursions and sporting events
- The amazing School Production held at the Palais Theatre
- Our partnership with the Melbourne Museum aligned to class units of study – these visits deepen learning and engagement in school.

- The grade 6 Graduation and Prep transition program.
- Our capital works project (a new 4 level building) was completed
- Our Response to Intervention program targeted students who had fallen behind or excelled

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## Financial performance

After a complex year with the completion of substantial capital works and significant staff changes, the Carlton Gardens Primary School operated at a small deficit of \$39,999, a shift from the surplus of 2022. A number of unexpected and extra-ordinary expenditure items contributed to this shift including increased spending on Casual Relief Teachers to manage higher than expected absences, heritage window repairs and the installation of our much needed basketball court.

The school aims to spend funds from multiple income sources in the year they have been received, to maximise their benefits to all students of that school year. The 2023 Financial Position includes the Student Resource Package (staff salaries). 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.

# 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 448 students were enrolled at this school in 2023, 220 female and 228 male.

36 percent of students had English as an additional language and 2 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).

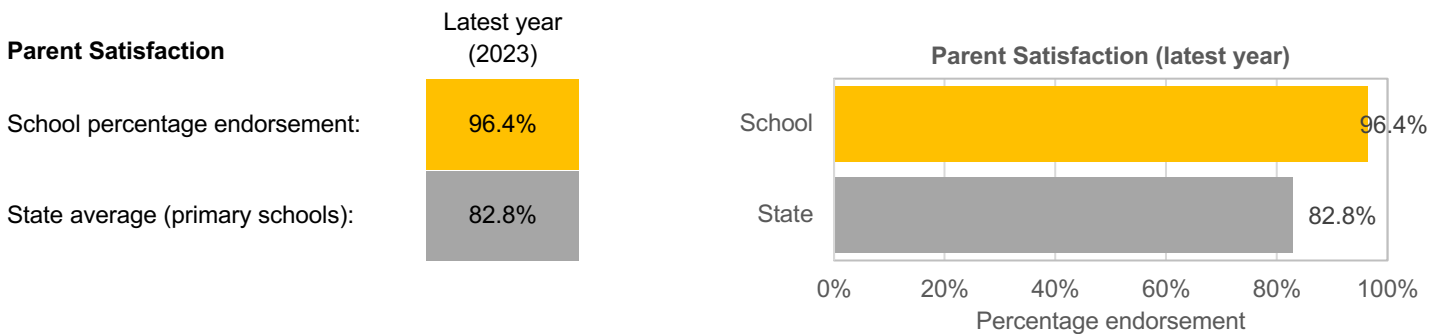
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

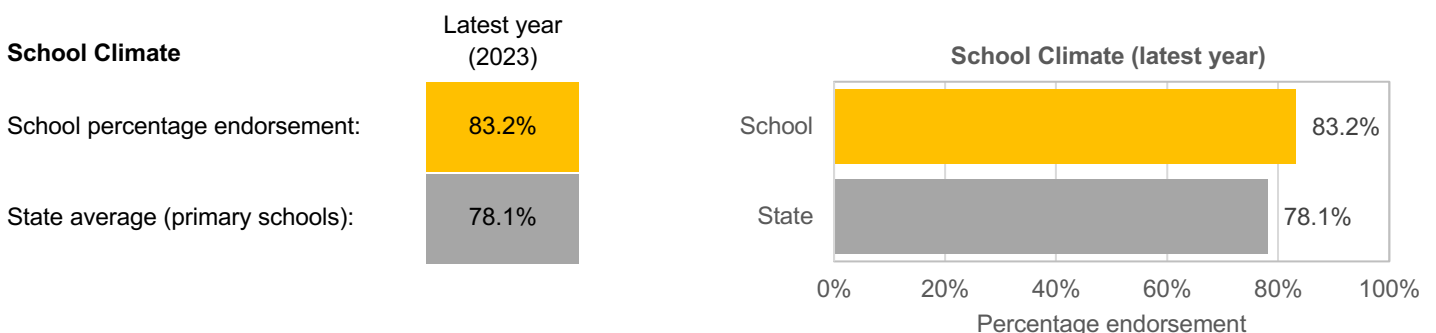


### School Staff Survey

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  
(2023)

School percentage of students at or above age expected standards:

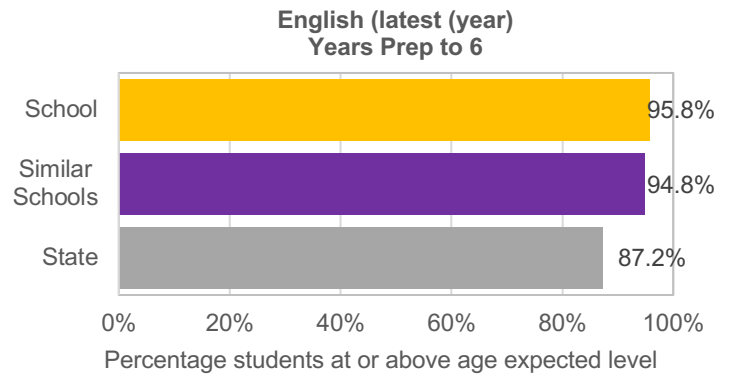
95.8%

Similar Schools average:

94.8%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

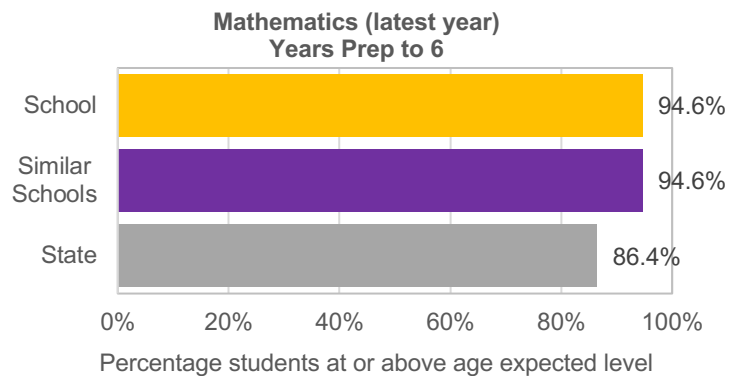
94.6%

Similar Schools average:

94.6%

State average:

86.4%





## 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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.4%

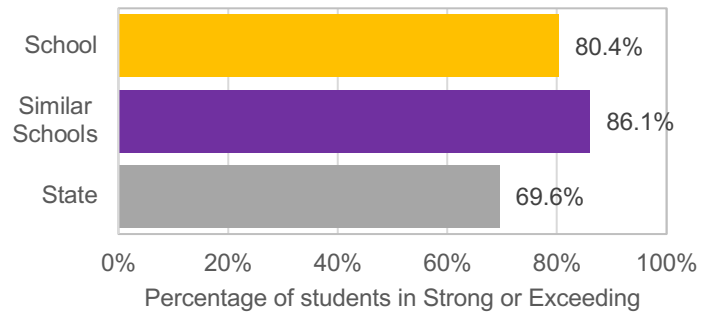
Similar Schools average:

86.1%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.3%

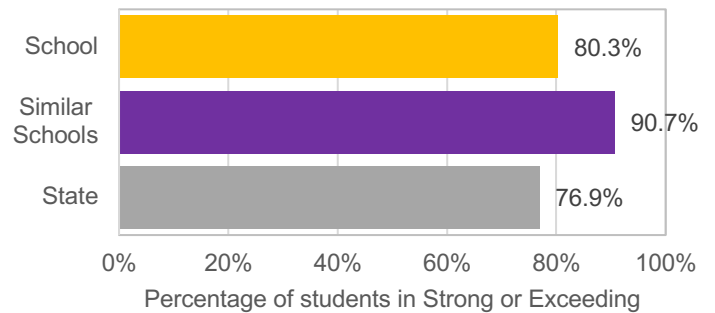
Similar Schools average:

90.7%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.1%

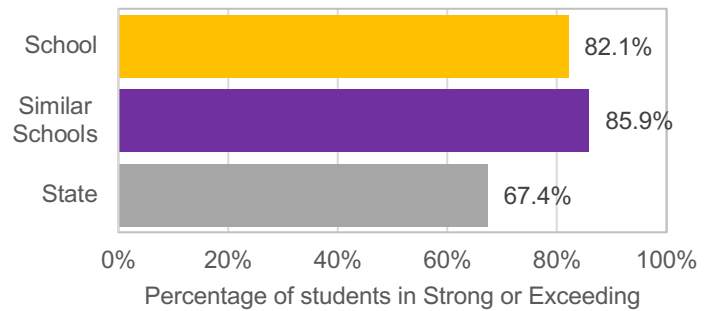
Similar Schools average:

85.9%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.3%

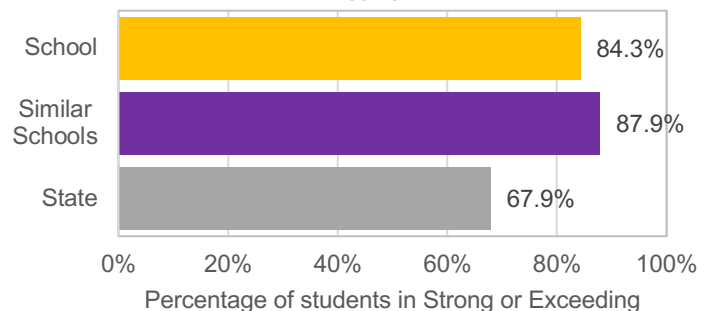
Similar Schools average:

87.9%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



**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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

87.7%

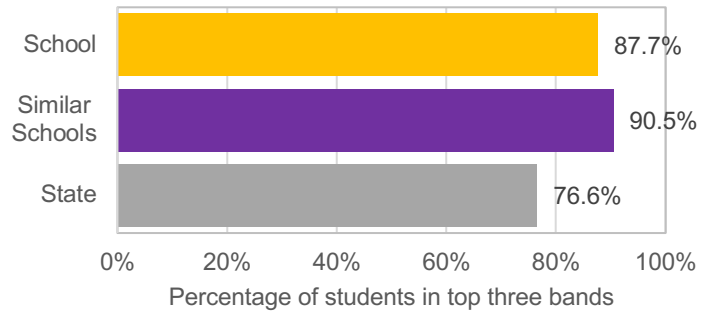
Similar Schools average:

90.5%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

86.0%

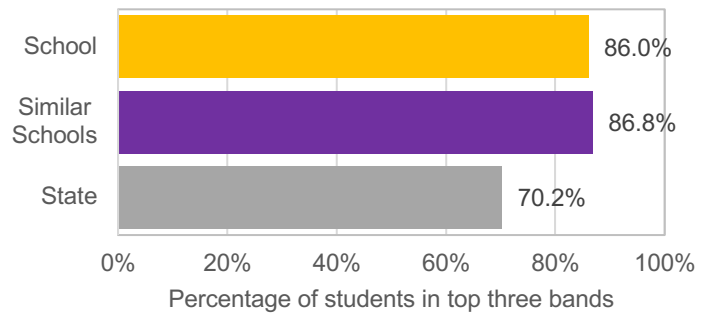
Similar Schools average:

86.8%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

82.5%

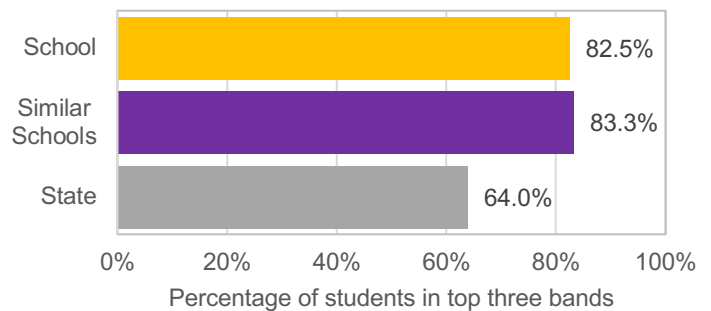
Similar Schools average:

83.3%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

76.4%

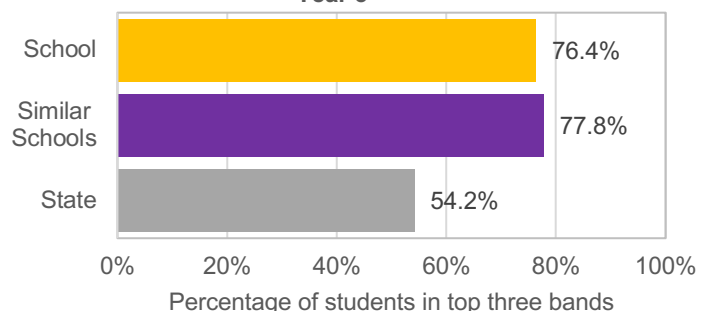
Similar Schools average:

77.8%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

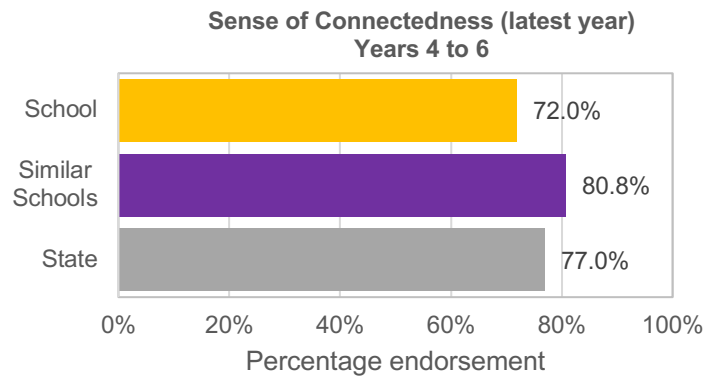
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	72.0%	75.7%
Similar Schools average:	80.8%	81.5%
State average:	77.0%	78.5%

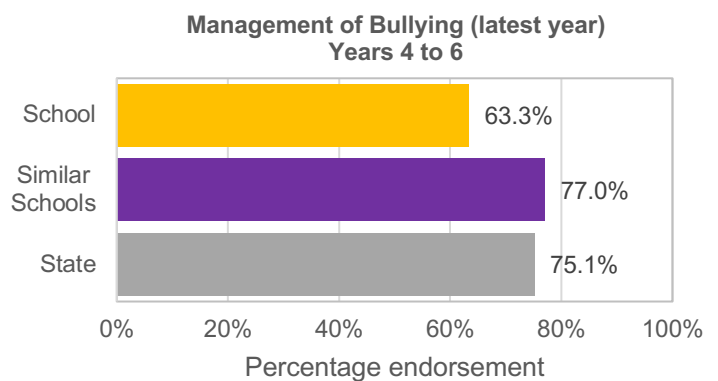


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	63.3%	70.8%
Similar Schools average:	77.0%	78.1%
State average:	75.1%	76.9%



## ENGAGEMENT

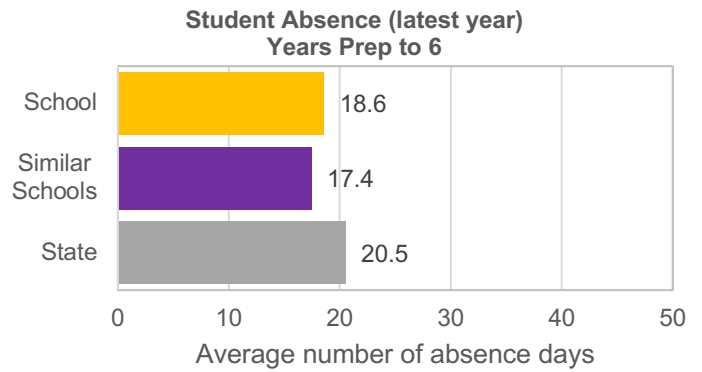
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	18.6	16.7
Similar Schools average:	17.4	14.2
State average:	20.5	18.1



### 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 (2023):	89%	91%	92%	91%	91%	92%	89%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,230,329
Government Provided DET Grants	\$735,846
Government Grants Commonwealth	\$23,926
Government Grants State	\$0
Revenue Other	\$33,734
Locally Raised Funds	\$370,526
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,394,361</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$16,293
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$16,293</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,139,471
Adjustments	\$0
Books & Publications	\$33,029
Camps/Excursions/Activities	\$207,487
Communication Costs	\$9,990
Consumables	\$153,038
Miscellaneous Expense <sup>3</sup>	\$110,666
Professional Development	\$74,503
Equipment/Maintenance/Hire	\$234,524
Property Services	\$86,132
Salaries & Allowances <sup>4</sup>	\$123,080
Support Services	\$221,283
Trading & Fundraising	\$3,140
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,019
<b>Total Operating Expenditure</b>	<b>\$5,434,359</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$39,999)</b>
<b>Asset Acquisitions</b>	<b>\$114,757</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 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 2023**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$307,787
Official Account	\$37,873
Other Accounts	\$6,408
<b>Total Funds Available</b>	<b>\$352,069</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$206,209
Other Recurrent Expenditure	\$6,376
Provision Accounts	\$2,998
Funds Received in Advance	\$8,035
School Based Programs	\$52,719
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$26,385
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$42,938
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$6,408
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$352,069</b>

*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.*