Education and Training

VICTORIA
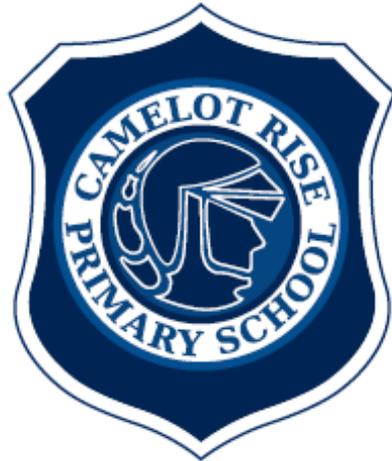State Government

2015 Annual Report to the School Community

Camelot Rise Primary School

School Number: 5111

Name of School Principal: Kirrily George

Name of School Council President: Gerard de Vries

Date of Endorsement: 18th April 2016

About Our School

School Context

Camelot Rise Primary School has a strong reputation and tradition of providing high educational outcomes for students. Developing effective learners and educational achievement is what we strive for. This is built upon a strong foundation of social and emotional wellbeing and seeing each child as a whole person with individual gifts, talents and strengths.

Significant progress was made in 2015 as the school implemented the first year of a new Strategic Plan. Our 2015-2018 Strategic Plan places emphasis on high educational achievement, the ongoing development of highest quality teacher capacity, increased student voice and building community connectedness.

Camelot Rise Primary School has steadily grown in size over the last 5 years, and student numbers reached 430 by the end of the 2015 school year. The student group is representative of a wide range of cultural backgrounds with a high proportion of children from Language Backgrounds Other Than English (LBOTE). In 2015, the school's Student family Occupation (SFO) density was 0.2482 which places our community in a higher socio-economic profile.

Students formed 19 classes with the emphasis being on traditional year level groupings. Specialist programs were provided in the areas of Art, Language – French, Music and Physical Education. In addition there is an Education Support Teacher and Education Support staff to support children with additional learning and development needs. There are a total of 30.1 (FTE) staff; 2.1 Principal class members, 2.0 Leading teachers, 14.4 Classroom 2 teachers, 7.4 Classroom 1 teachers and 4.3 non-teaching staff.

Achievement

Camelot Rise Primary School is proud of its achievement in student learning and we are placed among the top government primary schools in the state. At Camelot Rise Primary School we aim to achieve a personalised, 'point of need' curriculum which focusses on the development of strong literacy and numeracy skills, and the skills and dispositions required to be an independent learner.

Our student achievement levels have been high over an extended period of time, and the focus we have taken to further this is through developing greater learning growth for all students. In 2015, Relative Growth from Year 3 to Year 5 NAPLAN was highly positive with students achieving high or medium growth being 82% in grammar and punctuation, 77% in writing, 88% in spelling 78% in reading and 91 % in numeracy. This represents an increase in growth in the areas of numeracy and spelling.

Overall high performance in NAPLAN is further indicated by our Year 3 results being above other comparative schools. The percentage of Year 3 students achieving in the top two bands were 80% in writing, 81% in grammar and punctuation, 84% in reading 77% in spelling and 77% in numeracy.

With regard to teacher judgments, our goal of 80% of students achieving 12 months growth in literacy and numeracy was attained, with 89% of students in areas of literacy, and 81% of students in numeracy achieving the growth goal. Moreover, 66% of students were achieving in the top AusVELS bands in Reading and 68% in the top two bands in Number.

To further development our achievement and growth in student learning the key focus areas for 2015 have been embedding the use of Learning Intentions and Success Criteria across the school and establishing Reading Workshops as a consistent and effective structure on a whole school level. To build the staff understanding of independent reading, reading conferences and a more personalised approach, we engaged the services of consultant Steve Willy.

School based documentation was developed to support and provide a framework for effective practice across the school. Specific examples of this include an updated and research-based Assessment and Reporting Schedule, and designing learning belief statements for all curriculum areas.

In 2016, there will be a dedicated focus on the collection and analysis of student data, and using Professional Learning (including observation and modelling of highly effective practice) to build teaching capacity to further develop a learning and teaching program of excellence.

Engagement

At Camelot Rise there has been considerable work in the area of developing curious and independent learners. The QUEST Project Team has developed and shared teaching strategies in the Explore phase of QUEST aimed at facilitating active learning and student thinking. There has been a focus on developing engaging and authentic QUEST units of work with increased efforts to incorporate student voice and student interest into the inquiry planning process. In addition, student voice and student feedback is accessed throughout unit development and via beyond classroom activities and actions.

There is a comprehensive student leadership program. Students at Level 6 have opportunities to either be a member of the core leadership groups or through involvement in Action Teams (Student Wellbeing, Canteen, Office, Environment). Our Junior School Council developed stronger connections with the adult School Council through meeting attendance and SC explicitly addressing celebrations and concerns which stem from JSC. Each class holds class meetings which then feed through to Junior School Council.

Student attendance, at 94% across Foundation – 6, is greater than the state average attendance. Extended family holidays, family holidays and medical reasons are the highest contributors to the absence data. There has been and will continue to be attention paid to informing parents of the relationship between high attendance and high achievement.

Wellbeing

To ensure ongoing learning growth, a crucial element of the program at Camelot involves a strong foundation in emotional, social and behavioural wellbeing. If students do not feel comfortable, confident and valued at school, it is more difficult for them to learn optimally.

The starting point for this at Camelot Rise is our comprehensive Foundation Transition program comprising 5 transition afternoons, a parent information evening and culminating in an Orientation morning. In 2015, a more strategic and comprehensive Level 6-7 Transition program was introduced to support our students as they move into secondary school.

A broad Values approach forms the core of the school's Student Wellbeing program. Students are involved in Circle Time 3 times a week, there is a strong Buddies Program which not only supports the transition to school but promotes positive relationships between different year levels, students are explicitly taught anxiety reduction and focusing strategies, lunchtime activities support students feeling of belonging throughout the lunch period and the school engages in regular multi-age activities from across school cohesion.

The Student Attitudes to School Survey shows some areas of improvement, with Student Safety improving and being above state and regional means. Overall however, the results are not where we would like them to be and this will continue to be a focus area as it is a reflection of student perceptions. In order to understand student attitudes further a Resilience Survey was undertaken with the level 5 and 6 students, and this will serve to inform program adjustments in 2016 and beyond.

A major focus in 2016 will be the identification of a Positive Schools model which will best support student's social and emotional wellbeing and growth.

Productivity

In 2015, Camelot Rise Primary School allocated school resources to meet the key elements of the Strategic Plan and therefore best meet the learning needs of its students.

Significant building upgrades were undertaken, utilizing Conditions Assessment Report (CAR) funding to improve the learning spaces for children in the original 'unit' buildings. Moreover school based funds were used to enhance the learning environment through the provision of updated and flexible furniture, through the development of external spaces (most notably the garden beds and new school signage) and the updating of the staffroom.

The parent community at Camelot Rise is an interested and engaged one. Significant effort was put into increased opportunities for communication, participation and feedback from the parent community – newsletters, surveys, information nights, open door policy, community engagement sub-committee, building connections between different community groups (ie. SC and PC). – This was based on feedback provided via the self-evaluation undertaken in 2014. A key strategy has been the introduction of COMPASS for improved home-school communication, and the goal was achieved of having 95% of families logged onto and using the system.

We have continued to work with consultant David Anderson to build a professional learning culture with the focus being on norms and behaviours, teamwork, and effective teams. Considerable efforts have also been made in developing staff with a view to the future and succession planning. Younger staff members particularly have been recognized and provided opportunities for development, growth and leadership. This has been enhanced by an adjustment of the school structure, now encompassing sub-schools in Foundation – Level 2, and Level 3- Level 6.

For more detailed information regarding our school please visit our website at
http://www.camelotrise.vic.edu.au

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 🟨
Result for this school: 🔵 Median of all Victorian government primary year levels: 🔷

School Profile

Enrolment Profile

A total of 423 students were enrolled at this school in 2015, 194 female and 229 male.
There were 23% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

| low | low-mid | mid | mid-high | high |

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
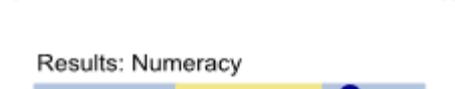
Performance Summary

Achievement	Student Outcomes	School Comparison

Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Results: English

Results: Mathematics

Higher

Higher

Towards Foundation Level AusVELS

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

English
No Data Available

Mathematics
No Data Available

Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading 0 — 100 Results: Reading (4-year average) 0 — 100 Results: Numeracy 0 — 100 Results: Numeracy (4-year average) 0 — 100	● Higher ● Similar ● Higher ● Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading 0 — 100 Results: Reading (4-year average) 0 — 100 Results: Numeracy 0 — 100 Results: Numeracy (4-year average) 0 — 100	● Similar ● Higher ● Higher ● Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 22 % / 53 % / 25 % Low / Medium / High **Numeracy** 9 % / 53 % / 38 % Low / Medium / High **Writing** 23 % / 41 % / 36 % Low / Medium / High **Spelling** 13 % / 55 % / 32 % Low / Medium / High **Grammar and Punctuation** 18 % / 55 % / 27 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

Results: 2015

0 ─────────── 50

Results: 2012 - 2015 (4-year average)

0 ─────────── 50

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	93 %	95 %	93 %	95 %	95 %	94 %

Similar

Similar

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	Lower Lower
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	Similar Lower

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

17 % Low   55 % Medium   28 % High

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

28 % Below   46 % At   26 % Above

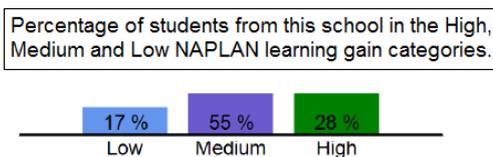## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.
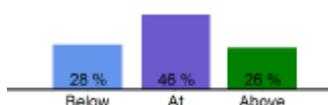
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Higher

Similar

Lower

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015			Financial Position as at 31 December, 2015	

Revenue	Actual
Student Resource Package	$2,860,352
Government Provided DET Grants	$265,884
Government Grants Commonwealth	$8,112
Revenue Other	$32,668
Locally Raised Funds	$379,271
Total Operating Revenue	**$3,546,287**

Funds Available	Actual
High Yield Investment Account	$393,655
Official Account	($8,524)
Other Accounts	$27,171
Total Funds Available	**$412,302**

Expenditure	
Student Resource Package	$2,809,970
Books & Publications	$8,306
Communication Costs	$9,178
Consumables	$65,399
Miscellaneous Expense	$236,005
Professional Development	$15,453
Property and Equipment Services	$208,788
Salaries & Allowances	$90,843
Trading & Fundraising	$52,829
Utilities	$26,756

Financial Commitments	
Operating Reserve	$110,118
Asset/Equipment Replacement < 12 months	$51,010
Capital - Buildings/Grounds incl SMS<12 months	$20,000
Maintenance - Buildings/Grounds incl SMS<12 months	$42,750
Beneficiary/Memorial Accounts	$4,000
Revenue Receipted in Advance	$34,808
School Based Programs	$18,000
School/Network/Cluster Coordination	$2,200
Other recurrent expenditure	$79,415
Asset/Equipment Replacement > 12 months	$35,000
Capital - Buildings/Grounds incl SMS>12 months	$15,000
Total Financial Commitments	**$412,302**

Total Operating Expenditure	**$3,523,528**
Net Operating Surplus/-Deficit	**$22,758**
Asset Acquisitions	**$33,800**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

In 2015, the school continued to prioritise financial resources to improve students learning outcomes and the school's facilities. The Official and High Yield accounts are used throughout the school year to maintain and enhance the conditions of learning for the current student population.

The school maintains a strong financial position and is committed to ensuring that school funds are used to best advantage for the school community. Funds are available for both short term and long range needs of the school.

In 2015 the following significant expenditure was undertaken:

Additional school funds allocated to improving facilities – $22474 (14183 – CAR, 5163 – Tydeman, 3128 – concrete)

Purchase of flexible furniture for classrooms – $31571

Additional (surplus) cost of CRT's - $9952

In 2015, the Student Resource Package ran at a deficit of $39649 and due to the $90015 surplus carried over from 2014 left the school with an end of year surplus of $50366. This yearly deficit resulted primarily due to the necessary replacement of a member of staff whilst maintaining their employment in a school based role.

The careful management of an ongoing small-medium surplus enables flexibility within the staffing profile, as indicated above.