

2020 Annual Report to The School Community



School Name: Camelot Rise Primary School (5111)



- 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 2020 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 24 March 2021 at 08:22 AM by Matthew Coney (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 March 2021 at 03:11 PM by Carrie Foster (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 vision is to be a connected community, learning, growing and achieving together. Our values are Responsibility, Respect, Resilience and Optimism. Our Purpose is to maximise student potential through building a desire for personal excellence, a high sense of self-worth and a love of learning.

Camelot Rise Primary School is situated in Glen Waverley in the City of Monash. Being a medium-sized school there are 364.4 students divided into 15 class groups. Our families come from a variety of cultural backgrounds. 173 students have English as an Additional Language and 121 of those students attract English as an Additional Language funding. In 2020 we had 12 students that were funded within the Program for Students with Disabilities. The SFOE (Student Family Occupation and Education, measure of socio-economic status) is 0.1242. Parent statistics indicate that 50% of our parents work in senior management roles in larger organisations and/or are qualified professionals and 76% of our parent community hold a Bachelor qualification or above. The school employs 28.4 dedicated full-time equivalent staff. 21.6 of these are Teaching staff and 7.6 are employed as Education Support staff (including office administration and Integration Aides). The staffing profile includes 2 Principal class members, 0.2 Leading Teachers and 1 Learning Specialist. We have 9 full-time teachers that are classified as 'Range 2 teachers' plus 3 at 0.4, 3 at 0.2 and 1 at 0.46, and 3 teachers classified as 'Range 1'. These classifications are based on years of teaching service. Specialist programs at Camelot Rise PS include Visual Arts, Performing Arts, Physical Education and Language (French). Additional support programs are provided in the area of English as an Additional Language (EAL). Our whole school Instructional Model is the 'Gradual Release of Responsibility '(GRR). In 2020, we continued working with Reading consultant, Mardi Gorman, to develop a whole-school approach to reading. We also continued working with Educational Leadership Coach, Phil White, to look at our strategic organisation and build the capacity of our School Improvement Team and PLT leaders. The work with these two consultants halted due to COVID-19.

Staff at Camelot Rise Primary School engaged in a range of Professional Learning opportunities to support their ability to deliver good quality instruction during Flexible and Remote Learning. Our school developed a Flexible and Remote Learning Website and a YouTube Channel to provide students and families with instructional videos that they could access at home. In Term 3 we taught all students 'live' using WebEx. Classroom teachers were online teaching from 9:00 am - 1:00 pm each day and Specialists were 'live' from 2:00 pm - 3:30 pm each day, meaning we provided a full school day of learning for our students.

We have a Parent Satisfaction Endorsement of 75.2%. This is lower than the state average of 81.2%. We were disappointed in the survey response rate which was 19% of all families.

Our Staff Survey shows our 'School Climate' has an endorsement of 88.5%. This is better than the state average of 77.8%.

Framework for Improving Student Outcomes (FISO)

Due to COVID-19 there was an urgent need for staff to build their confidence and skills in using online platforms to deliver good quality lessons to their students. Staff were lead through this process in a systematic way in order to bring everyone along to create rich learning environments during 'Flexible and Remote Learning'.

A small team was formed to plan for the prospect of Remote and Flexible Learning. Planning templates, recourses and instructional videos were gathered and shared with families through COMPASS. As the period of Flexible and Remote Learning continued the school modified its model. We created a Flexible and Remote Learning website with pages for Year levels and subject areas, including Specialists and EAL. During this time we also created a YouTube Channel where our staff filmed themselves teaching mini-lessons around key Reading, Writing, and Maths strategies. Specialist teachers also created videos of instructions for their particular areas.

This model worked successfully, but after receiving feedback from staff, we thought we could be even more effective if

we went to a 'live' teaching model. In Term 3 there was a daily check-in at 9:00 am with Reading lessons commencing at 9:30 am, Writing at 10:15 am, and Maths at 12:00 pm. This enabled teachers to have face-to-face contact with the students in their class and provide targeted instruction.

Achievement

During Flexible and Remote Learning at Camelot Rise Primary School staff utilised a range of online content delivery systems including Compass, Google Sites, YouTube, Webex and Office365 to help deliver lessons and cater to our students. During this time teachers were able to administer assessments and take anecdotal notes on student engagement and their learning. Formative and Summative assessments were conducted throughout the year to determine where students were at and their next steps. The results below indicate that our Remote and Flexible Learning Program, as well as our in school instruction, successfully met the needs of our students.

In 2020 our amalgamated English and Maths results show the following:
 - 94.8% of students in Prep - Year 6 are working at or above age expected standards in English. This is higher than the state average of 86.3%
 - 94.8% of students in Prep - Year 6 are working at or above age expected standards in Mathematics. This is higher than the state average of 85.2%

At the end of 2020 the teacher judgement results were as followed.
 77% of students were at or above expected level in Number and Algebra.
 80% of students were at or above in Measurement and Geometry.
 70% of students were at or above level in Statistics and Probability.
 84% of students were at or above level in Reading and Viewing.
 74% of students were at or above level in Writing.

NAPLAN was not administered in 2020.

Despite the nation-wide cancellation of NAPLAN and the interruptions to student learning, Camelot Rise Primary School was able to deliver a high quality remote learning platform that blended online technologies and student wellbeing. Students were able to maintain their studies with the full support of teachers which has led to sound results in 2020 and a platform to ensure academic success continues. Whilst we cannot report against the NAPLAN, our teacher judgement figures reflect a conservative approach to student progress in 2020, in line with the interruptions presented by lengthy lockdowns and the subsequent challenges it presented. Given that our students have come off a high base, we are confident that we can continue to focus on strong individual learning growth. In 2021, the school will continue to refine its practice of teaching to the individual student point of need, with a focus on increasing the percentage of students who achieve 18 months of academic growth within a school year.

The school has continued to follow the assessment schedule. In 2020 students were assessed using Fountas and Pinnell and PAT for Reading. They use Essential Assessment for Maths for pre and post testing to allow us to meet the student's point of need and measure the learning growth of all students. In 2020 these assessments were administered out of sequence because students were not onsite in Term 2 and 3. In 2021 all students will also be completing the PAT Maths assessment in November as well as the PAT Reading that was introduced in 2020.

Students also sat a range of pre and post-assessments using Essential Assessment. These results, along with the students' classwork, helped formulate teacher judgment data.

Engagement

The school is continuing to develop and plan engaging units of work that build student agency and utilise student voice. Absences are regularly monitored through COMPASS and other administrative measures. Our absence procedures ensure that longer-term absences are followed up by either the classroom teacher or office administration, and that explanation for unexplained absences are sought from parents.

In Term 1 we had a high number of absences which were attributed to concerns about COVID-19. During Remote and

Flexible Learning teachers took the attendance roll every day and marked absences accordingly. Parents of students who missed two consecutive days of school were contacted by the classroom teacher reporting back to the Assistant Principal Helen Thomas who kept a record of these absences.

Due to the students not being onsite for the majority of 2020 our students do not participate in the Attitudes to Schooling Survey.

As a school, the average number of absence days for Prep - Year 6 was 11.0. This is an improvement on our 4 year average of 12.5.

The state average was 13.8 in 2020.

Breaking this down further we have the following attendance data for each of the year levels.

Foundation - 93%

Year 1 - 92%

Year 2 - 94%

Year 3 - 93%

Year 4 - 95%

Year 5 - 95%

Year 6 - 96%

Wellbeing

In 2020 we continued with Year 5 and 6 students as peer mediators supporting students in the yard. This was very successful as it gave the opportunities for students to build their leadership skills and a sense of voice in the school.

There is a broad use of wellbeing practices to support student's social and emotional wellbeing. These include lunchtime activities being made available to students on a daily basis, support groups aimed at developing social and behavioural success, small group Year 6-7 transition programs, anxiety reduction strategies and a wide range of resources to support wellbeing approaches in the classroom.

Due to Remote and Flexible Learning taking up Term 2 and Term 3, Camelot Rise Primary School, in line with Department of Education initiative, focussed on student wellbeing and engagement throughout the year. Teachers would regularly check in with students and parents during Remote Learning and address any wellbeing concerns. For example if a teacher had not had communication or seen a child for a day or two during Remote Learning follow up conversations were made to ascertain the reason and provide support if required.

In at the end of Term 2 and in Term 4 when the students returned to school there was a heavy focus on building relationships and re-establishing school routines. There was an increase in circle time and collaborative tasks, to support student wellbeing.

In 2021, we will begin a five year journey to implement the School Wide Positive Behaviour Support (SWPBS) Framework to assist in the area of wellbeing. Our SWPBS Implementation team will drive this program throughout the school and attend regional professional learning sessions. The team will be led by Assistant Principal, Helen Thomas or Ben Heys with support and coaching from NEVR Region. The school has invested heavily in this framework and we are looking forward to seeing positive outcomes as a result. Through the SWPBS initiative we will review our Anti Bullying policies and Student Engagement Policy involving all stakeholders in our community. Please note this work was scheduled to start in 2020, but was postponed to 2021.

At CRPS, positive and responsible behaviour is an expectation. Our learning environments are based on positive behaviour, mutual respect and cooperation.

Throughout our school we demonstrate;

- A restorative approach to encourage and support student self-management
- Fair, equitable and consistent behaviour management approaches
- Individualised behaviour management programs tailored to meet the needs of students where appropriate
- A consistent approach to addressing Cyber bullying through our schools' ICT program

- Strong home/school partnerships through the use of COMPASS, the school website and Facebook sites
- Informative Parent Information sessions held at the start of the year which establishes a culture of high expectations

Financial performance and position

Camelot Rise Primary School continues to be in a sound financial position. The surplus achieved in 2020 was the result of careful strategic planning and allocating human resourcing to enable four specialist programs to be taught by three full time teachers. Our experienced staffing profile requires careful monitoring to ensure the school can continue to maintain a staffing surplus in future years. The additional revenue from Camp Australia in 2019 and 2020 provided the school with the opportunity to employ educational consultants to work with the staff on an ongoing basis. This however did not happen as much as was planned due to COVID - 19. In 2020 there was also a significant reduction in Casual Relief Teaching expenses due to COVID - 19. School funds were spent as part of the Planned Maintenance Program as set out by DET and the VSBA. This will continue in future years and must be planned for. This program will also ensure our school facilities are in excellent condition.

For more detailed information regarding our school please visit our website at
<https://www.camelotrise.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.

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 369 students were enrolled at this school in 2020, 178 female and 191 male.

45 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) which takes into account parents' occupations and education.

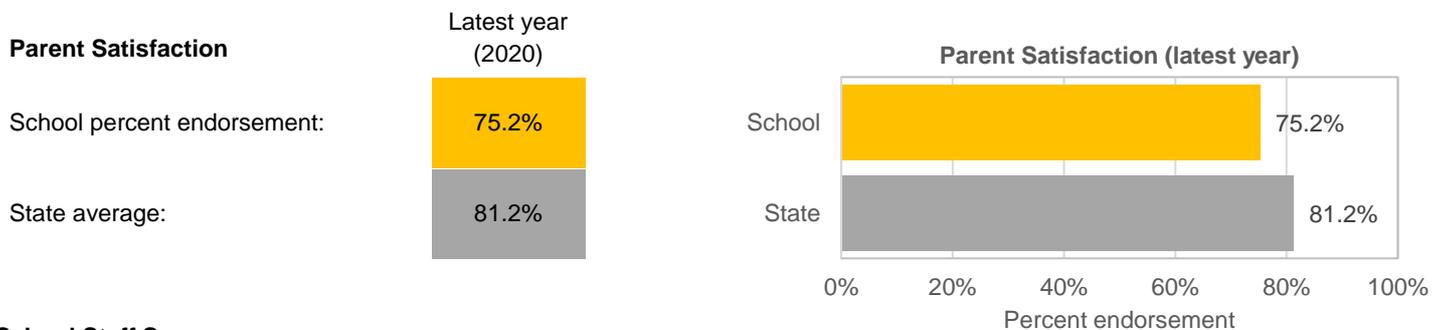
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

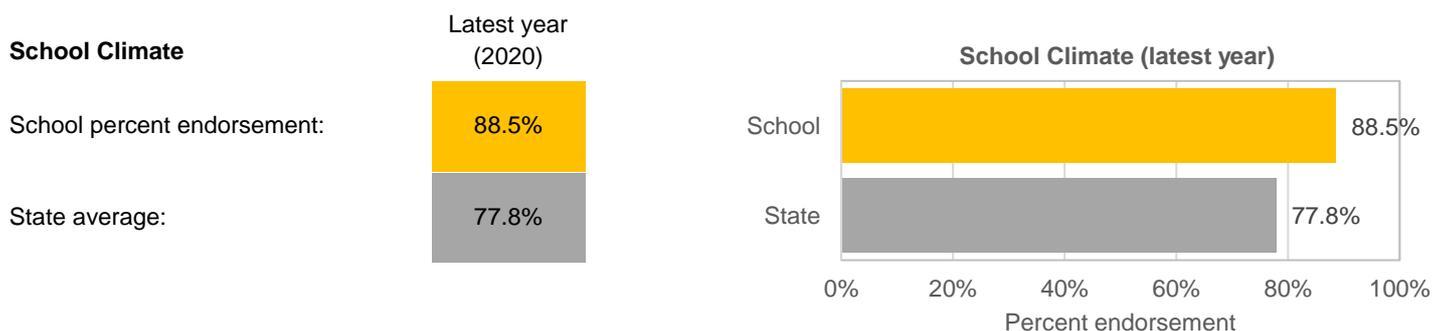


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

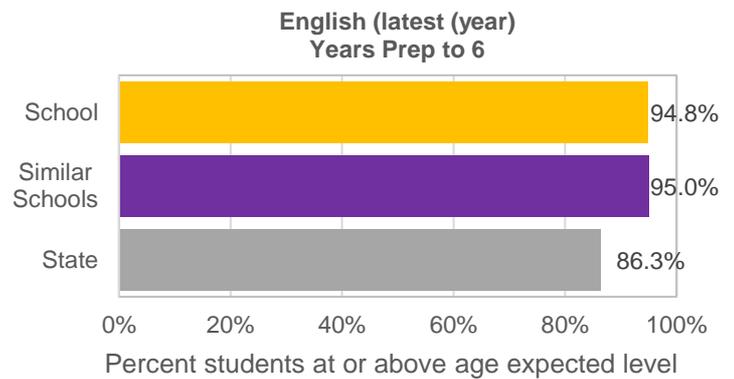
94.8%

Similar Schools average:

95.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

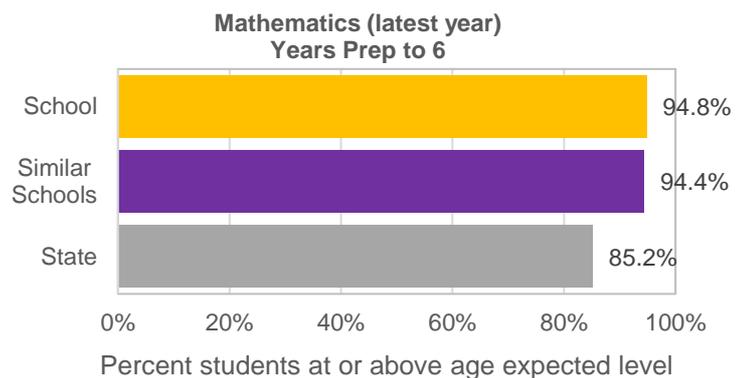
94.8%

Similar Schools average:

94.4%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

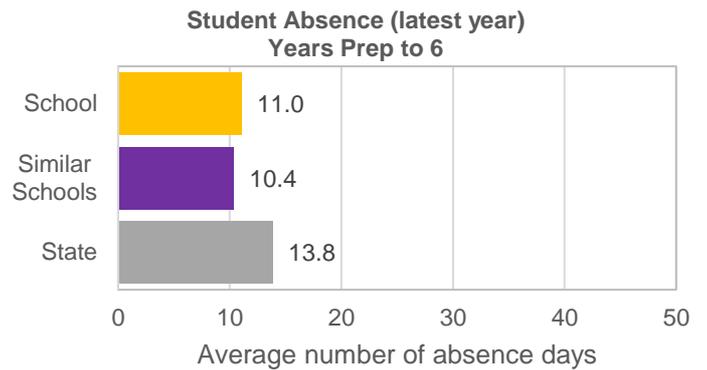
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.0	12.5
Similar Schools average:	10.4	12.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	92%	94%	93%	95%	95%	96%

WELLBEING

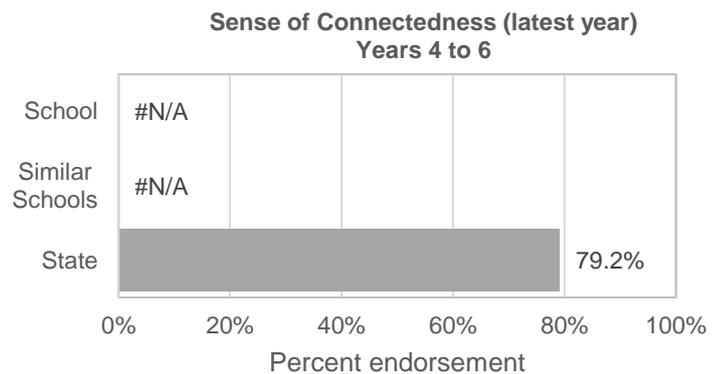
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	77.1%
Similar Schools average:	NDP	83.2%
State average:	79.2%	81.0%



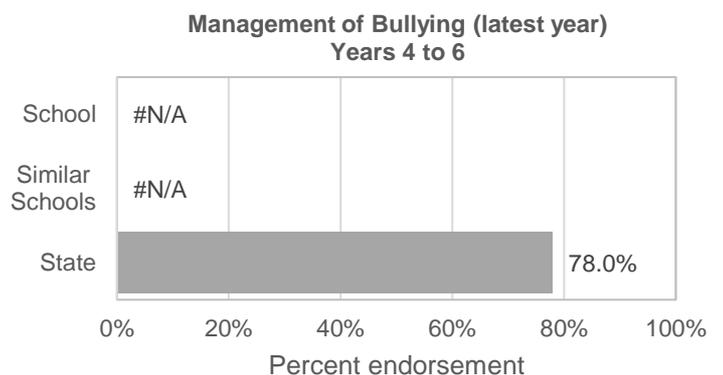
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	72.6%
Similar Schools average:	NDP	81.7%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,007,378
Government Provided DET Grants	\$329,456
Government Grants Commonwealth	\$7,050
Government Grants State	NDA
Revenue Other	\$1,682
Locally Raised Funds	\$293,086
Capital Grants	NDA
Total Operating Revenue	\$3,638,652

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,274
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$7,274

Expenditure	Actual
Student Resource Package ²	\$2,971,843
Adjustments	NDA
Books & Publications	\$4,942
Camps/Excursions/Activities	\$64,323
Communication Costs	\$3,677
Consumables	\$67,762
Miscellaneous Expense ³	\$20,064
Professional Development	\$6,730
Equipment/Maintenance/Hire	\$47,806
Property Services	\$74,880
Salaries & Allowances ⁴	\$34,294
Support Services	\$51,809
Trading & Fundraising	\$15,108
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$341
Utilities	\$33,585
Total Operating Expenditure	\$3,397,165
Net Operating Surplus/-Deficit	\$241,487
Asset Acquisitions	\$90

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$350,137
Official Account	\$27,775
Other Accounts	\$29,251
Total Funds Available	\$407,163

Financial Commitments	Actual
Operating Reserve	\$62,140
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$32,198
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$23,000
Asset/Equipment Replacement > 12 months	\$12,800
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$29,251
Total Financial Commitments	\$159,321

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.