

2019 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 2019 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 27 May 2020 at 11:15 AM by Helen Thomas (Principal)

The 2019 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 06 August 2020 at 11:55 AM by Carrie Foster (School Council President)

About Our School

School context

Our Vision - Our vision is to be a connected community, learning, growing and achieving together.

Values - Responsibility, Respect, Resilience and Optimism

Our Purpose - 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 (CRPS) is situated in Glen Waverley in the City of Monash. Being a medium-sized school there are 414 students divided into 18 class groups. Our families come from a variety of cultural backgrounds. 173 students attract English as an Additional Language funding and 21 languages are spoken within our community. In 2019, we had 11 students that were funded within the Program for Students with Disabilities.

The SFO (Student Family Occupation and Education, measure of socio-economic status) is 0.1896

The SFOE is 0.1299. The level of social disadvantage is measured through the student's Student Family Occupation and Education (SFOE), which is a combination of their SFO and SFE categories

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 31.5 dedicated full-time equivalent staff. Of these 23 are Teaching staff and 8.5 are employed as Education Support staff (including office administration and Integration Aides). The staffing profile includes 2.0 Principal class members and 2 Learning specialists. We have 11.3 teachers that are classified as 'Range 2 teachers' and 9.3 teachers classified as 'Range 1'. These classifications are based on years of teaching service. In Term 1 2019, a new substantive Principal was appointed to CRPS, Mr Mathew Coney.

Specialist programs at CRPS include Visual Arts, Performing Arts, Physical Education and Languages (French). Additional support programs are provided in the areas of Literacy and English as Alternative Language (EAL). Extension programs for students in Levels 3-6 in the area of Numeracy cater for students working well above the expected level of achievement.

Our whole school Instructional Model is the 'Gradual Release of Responsibility' (GROR). There has been professional development for teaching staff in relation to this model and we will continue to provide professional learning in this area in 2020 to further embed this model consistently throughout the school. During 2019, we worked with a Reading consultant- Mardi Gorman to develop a whole school approach to reading. We also engaged with an Educational Leadership Coach, Phil White to look at our strategic organisation and build the capacity of our School Improvement Team and PLT leaders. Unique to CRPS we use an Inquiry Approach called the QUEST (Questioning, Understanding, Explore, So What & Taking action) to promote thinking, collaboration, questioning and curiosity.

Framework for Improving Student Outcomes (FISO)

As part of a FISO group in collaboration with Parkhill Primary School, Doncaster Primary School and Wattle Park Primary School, CRPS attended a Curriculum Day with Stephen Dinham from the University of Melbourne. His presentation focussed on Feedback and the importance of feedback for goal setting and in turn improving student outcomes.

During the year, Mitcham Primary School and Roberts McCubbin Primary School joined the FISO group. The six schools offered after school professional development workshops with various focus areas and staff from across the schools attended. Feedback on the workshops was excellent and we hope to continue this approach in 2020.

In 2019 the two key FISO improvement initiatives included:

-Sharing best practice

-Staff across all schools were asked to identify a focus area, year level or specialist area and share best practice with other schools. At CRPS, our 5/6 Professional Learning Team shared the knowledge of Independent Reading aligned to

the Instructional Model including new learning taken and implemented in planning, from a visit to St Peters Primary School. All teaching staff attended St Peter's primary School as one of their Professional practice days. This day was very valuable as it provided great learning for our staff.

-Building leadership teams

-Staff across the school were encouraged to step into leadership roles and undertake new responsibilities with a particular focus on building capacity for leadership to facilitate personalised learning. These staff had the opportunity to undertake coaching sessions with our Educational Consultant, Phil White to develop their capacity in this area and to continue to build highly effective teams.

Achievement

Camelot Rise PS students continue to achieve at a high level, with NAPLAN results being beyond state and similar school averages. In the area of Numeracy 74% of students in Year 3 achieved in the top two bands, which placed us higher than like schools. 75% of students in Year 5 achieved in the top two bands, which placed us higher than like schools. In the area of Reading 76% of children in Year 3 achieved in the top two bands which was similar to like schools. 62% of students in Year 5, achieved in the top two bands which was higher than like schools.

In the area of Writing, 76.8% of Year 3 students were in the top two bands, this being higher than like schools. In Year 5, 39% of students achieved results in the top two bands, and 6.3% in the bottom two bands. The Year 5 results were comparable to network schools. We will continue to explore best practice in relation to the teaching of Writing. In relation to NAPLAN learning growth for Year 3 to 5 our writing results are exceptional with 41% of our students achieving high growth.

In NAPLAN, our learning gain from Years 3 to Year 5 were exceptional in the areas of Numeracy and Writing. These results indicate in the area of Numeracy 43% of our students achieved high growth. In the area of Writing 41% achieved high growth. Our results in Reading were still very good with 27% of student's achieving high growth and 11% achieving low growth. Our focus in 2020 will be to reduce the number of students achieving medium growth and have them achieving high growth. The area of Reading is a key focus of school Strategic Plan and 2020 Annual Implementation Plan. The school has invested heavily in professional learning for the staff and resources for the students to ensure we further improve upon these already very good results.

In NAPLAN, our transitional relative growth demonstrates excellent results from Year 5 (2017) to Year 7 (2019). In the area of Numeracy we had 38% of students achieving high growth, in the area of Writing we had 45% of students achieving high growth and in Reading 41% of students achieving high growth. These are exceptional results and with a continuing focus on developing teacher capacity in relation to classroom practice, analysis of student data and through the consistent use of CRPS Instructional Model, we anticipate these results will continue to improve in future years.

Individual Education Plans (IEP) were developed for all students not making 12 months progress in 12 months (in a number of curriculum areas). IEP's were also developed for students 6 months or more behind in their learning. These were regularly reviewed by parents, teachers and students through Student Support Group (SSG) meetings. All students funded under the 'Program for Students with a Disability' demonstrated progress at or above their individual targets.

In 2020, our professional learning focus will continue to be Literacy and Numeracy across the school. Our Learning Specialists will provide support within the classroom with a strong focus on weekly professional learning sessions. Our Whole School Instructional Model once embedded will ensure a greater level of consistency across the school.

In 2019, all teachers had the opportunity to participate in Teacher Professional Practice days. In 2020, we will continue to offer this to all teachers together with high calibre professional learning in the area of reading with Mardi Gorman and strategic coaching and support from Phil White. Through this professional learning we will continue to develop the capacity of all of our teaching staff to ensure high quality instruction in all classrooms, in all curriculum areas.

We are very proud of the achievement of our students and will continue to work to ensure that both achievement and growth is at an optimal level.

Engagement

The school is further developing engaging units of work that build student agency and utilise student voice. This has assisted with our school maintaining an absence rate which is less than other network schools, similar schools and overall state absence rates. This is most pleasing.

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.

Camelot Rise Primary School has a comparatively low rate of absence with the majority of students having less than 12.64 days absent from school across the year. The highest rate of absenteeism occurs at Foundation 13.97% and Year 6 14.17%. Parent choice for absenteeism was relatively high in Year 6 compared to other year levels.

30 % of all school absences are as a result of family holidays and approximately 41% are due to illness. A total of 358 days remain unexplained. A more focused effort to follow up these unapproved absences will be made moving forward.

Wellbeing

Throughout 2019, we continued to build an understanding and use of Restorative Practices throughout the school. Staff and students continued to develop their skills in utilising the relationship-focussed practice of the restorative conversation and script. This built upon the embedded practices of Circle Time and classroom meetings. One of our initiatives in 2019 was the introduction of 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.

In 2019, Camelot Rise Primary School hosted an intern as part of the Bastow UP Leadership Program. We identified this as an opportunity to facilitate a number of focus groups with students from Years 4-6. These focus groups led by the intern enabled the students to have a voice and share their perceptions of our school and how we can improve.

This data was then shared with the staff and various adjustments have been made as a result of the focus groups.

In 2020, 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 with support and coaching from NEVR Region, Gerard Pearson. 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

The Attitude to Schooling Survey indicate that in the area of Sense of Connectedness the CRPS students are similar to like schools.

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

In 2019, a review of internal processes resulted in adjustments to the budget management practices leading to changes implemented for 2020 and beyond. These changes have been made with the expectation of significant savings in the future. These anticipated funds will be used to improve our school facilities and programs for all students and community members.

Of significance in 2019 was the creation of the Fellowship Garden. This learning space was established through the receipt of Government Provided Department of Education and Training (DET) Grants (The Inclusive Schools Fund Grant) and a significant school council contribution. The Fellowship Garden design accommodates for a wide range of individual preferences and abilities and will be an area that will be utilised and enjoyed for many years to come.

Whilst maintenance of the school buildings has accounted for much of the 2019 expenditure, it is anticipated that further DET funding will allow for continued upkeep and refurbishment of school facilities.

Equity funding has been allocated to Professional Learning for staff to ensure our teachers remain abreast of best practice to ensure we provide the best learning environment for all students.

Camelot Rise Primary School achieved a surplus in both the cash and credit sides of the budget.




**For more detailed information regarding our school please visit our website at
<https://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 414 students were enrolled at this school in 2019, 190 female and 224 male.

41 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Key: Similar School Comparison Above Similar Below

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>Similar </p> <p>Above </p>

Performance Summary


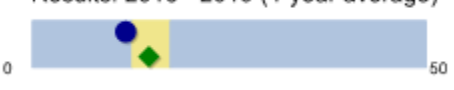

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: **Key:** Similar School Comparison Above Similar Below

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

Performance Summary

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>62%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>45%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>47%</td> <td>41%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>41%</td> <td>46%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11%</td> <td>50%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	62%	27%	Numeracy	13%	45%	43%	Writing	12%	47%	41%	Spelling	13%	41%	46%	Grammar and Punctuation	11%	50%	39%	<p>There are no Similar School Comparisons for Learning Gain. The state wide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>State wide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p>Similar School Comparison</p> <p>Above </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	94 %	94 %	94 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	94 %	94 %	94 %	93 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,301,346	High Yield Investment Account	\$131,746
Government Provided DET Grants	\$265,494	Official Account	\$6,768
Government Grants Commonwealth	\$13,968	Other Accounts	\$31,968
Revenue Other	\$12,250	Total Funds Available	\$170,481
Locally Raised Funds	\$537,207		
Total Operating Revenue	\$4,130,264		
Equity¹			
Equity (Social Disadvantage)	\$6,704		
Equity Total	\$6,704		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,261,717	Operating Reserve	\$131,045
Books & Publications	\$2,408	Other Recurrent Expenditure	\$8,699
Communication Costs	\$3,014	Funds Received in Advance	\$36,200
Consumables	\$61,689	Funds for Committees/Shared Arrangements	\$15,773
Miscellaneous Expense ³	\$423,217	Total Financial Commitments	\$191,717
Professional Development	\$9,899		
Property and Equipment Services	\$280,201		
Salaries & Allowances ⁴	\$61,182		
Trading & Fundraising	\$43,797		
Travel & Subsistence	\$82		
Utilities	\$35,259		
Adjustments	\$7,973		
Total Operating Expenditure	\$4,190,438		
Net Operating Surplus/-Deficit	(\$60,174)		
Asset Acquisitions	\$28,896		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

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

(4) 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.

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

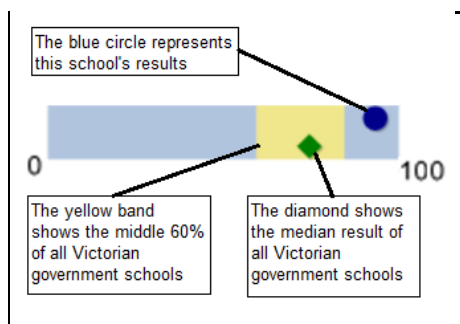
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

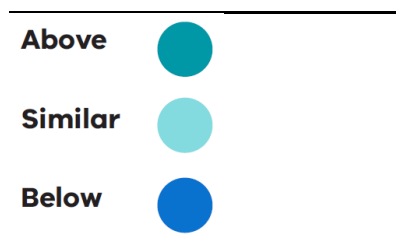


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').