

2023 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 \(VIT\)](#)
- 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 14 March 2024 at 02:45 PM by Matthew Coney (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 26 March 2024 at 08:07 PM by Kean Braybon (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

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').

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

School context

Camelot Rise Primary School is a school of 396 students located in Glen Waverley. Our school has 2 Principal Class members, 3 Learning Specialists, 25 Teaching Staff and 7 Education Support Staff. Our staffing profile is very stable with little movement over the last six years. A benefit of having a stable, experienced staffing profile is our established and embedded Instructional Model. This results in a consistency of practice and shared common beliefs about what is best for the students at Camelot Rise Primary School.

Camelot Rise Primary School values partnerships between home and school. We strongly encourage families to be actively involved in their student's learning and well-being.

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

In 2023 our School Performance Report showed that we were categorised as an 'Influence School'. This is the highest standard you can achieve. As a community we were very proud of these results.

As part of our school review in 2022 our community had their input into our school values and these are now Respect, Resilience and Responsibility. The Student Family Occupation Index is 0.1795 and the Student Family Occupation and Education Index is 0.1166. As a result of this our school only receives Equity Funding of \$10,503.70 made up of Credit and Cash.

Our school continues to increase in size due to the excellent academic results and the outstanding reputation in the local and wider community.

Specialist programs at Camelot Rise PS include Visual Arts, Performing Arts, Physical Education, Science Technology Engineering and Maths (STEM) and French (LOTE). Additional support programs are provided through our English as an Additional Language (EAL) and Tutor Programs.

In 2023 we implemented the next phase of our School Wide Positive Behaviours. We are now developing a more common language across all key stakeholders.

All decisions at our school are based on what is best for the students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Camelot Rise Primary School continues to achieve excellent academic results. Our results in 'English and Mathematics Teacher Judgement' were very high and well above the state average. Our NAPLAN results continue to be well above state and similar schools. We continue to ensure teachers are using multiple forms of data to ensure we meet the learning needs of all students. In 2023 we introduced an online Student Tracking Tool called 'Elastik'. Teams of teachers use this data to identify learning trends individually, within groups, classes and cohorts. Teachers work in Professional Learning Communities and at these meetings they look at the student and the curriculum to guide discussions about the most appropriate teaching pedagogy to ensure the children are being taught at their point of need.

Our NAPLAN results for the School percentage of students in Strong or Exceeding were:

Year 3 Reading - 89.1%

Year 3 Numeracy - 81.8%

Year 5 Reading - 87.7%

Year 5 Numeracy - 93.8%

In 2023 Camelot Rise had a small number of students funded under the Program for Students with a Disability. These students are supported by integration aides and are on a differentiated curriculum. Regular SSGs are held with their parents to ensure that the school is doing all we can to support their learning. These students are assessed as part of our assessment schedule. ABLES is used to assess students who are not yet performing the skills on the Victorian Curriculum. ABLES allows us to assess these students accurately to determine their current academic level and their next steps.

The appointment of Three Learning Specialists for 2023 to lead curriculum areas and to facilitate professional learning enabled our staff to attend high quality professional learning on a weekly basis. The focus of the professional learning was aimed at understanding student data and identifying future learning needs. Staff revisited the Whole School Instructional Model and developed a common understanding and belief around our practices. The results of our Staff Opinion Survey in the area of Professional Learning indicate how successful this was.

In 2023 our staff worked with an Educational Consultant who led Whole School Curriculum Days based on Writing and Spelling.

These sessions provided staff with the knowledge of what constitutes highly effective teaching strategies in these areas. Staff will

continue with ongoing professional learning in the areas of Writing and Spelling in 2024.

Our whole school Instructional Model is the 'Gradual Release of Responsibility'(GRR).

In 2023 our staff were engaged in the implementation of Professional Learning Communities. This provided the staff with another tool to look at student data individually and as a cohort to identify the next learning required by the students.

Wellbeing

Our Wellbeing results continue to show an upwards trend with the 2023 results being higher than our previous 4 year average in the areas of Sense of Connectedness and Management of Bullying. Our results are also higher than Similar Schools and significantly higher than the State average. We were congratulated by our Senior Education Improvement Leader (SEIL) for our excellent Attitudes to Schooling Survey.

In 2023 we continued to introduce School Wide Positive Behaviours and this provides us with a solid platform to complete further work in this area. In 2023 our school developed a Scope and Sequence Curriculum Framework to ensure all students were exposed to Resilience, Rights and Respectful Relationships. We had a three-week Multicultural Celebration that included Dance Lessons and classroom activities to support our students develop their understandings of different cultures and customs. All of these activities were centred around Harmony Week.

The teachers spent learning time in their classrooms ensuring they raised the profile and explicitly used the language of Student Voice and Agency. This ensured that the students knew when they had a voice and/or agency in their learning and their school. Staff in Years 4 - 6 spend considerable time unpacking the Student Attitudes to School survey to identify trends based on gender, cohort or any other observations that they can infer to help them alter practices to improve results. Focus groups were set up in 2023 to help further understand the perception our students have of our school. This process will continue on a yearly basis to ensure that as a staff we are continuing to listen and respond to the needs of our students.

Our Attitudes to Schooling Survey results were :

Sense of Connectedness 86.9% Percentage endorsement

Management of Bullying 81.2% Percentage endorsement

Engagement

Camelot Rise continues to achieve excellent results in relation to Student Absences. Our student attendance results are better than 'Similar Schools average' and significantly better than the State average.

Regular newsletter articles are posted about the importance of school attendance. We have strong processes in place in relation to teachers contacting parents if their child has been absent for three consecutive days without being informed as to the reason. Our office staff continue to follow up parent consent if absences are unexplained. These results indicate that our students are engaged in their learning, connected to their peers, teachers and their school. These results clearly show that our students want to attend and are proud to be part of Camelot Rise Primary School.

Our school's student Pathways and Transition quality practices included:

- Our Foundation Transition program, which plays an important part in the transition from pre-school to school and is very successful in ensuring students become familiar with the facilities, teachers and other students
- Teachers are allocated time to perform a 'handover' with the previous year's teacher. This allocation of time ensures that all teachers know about the learning, social and emotional needs of all students in their class for the following year.
- Our Junior School Council has a strong voice in all school events and the feedback from student is sought when planning school fundraising events (Fun Runs, Christmas Concerts), school improvements (Playgrounds, air conditioners, netball / basketball court upgrades)
- Our Year 5 / 6 Mini Fete that is designed, set up and run by our Year 5 / 6 teachers is a real highlight. The entire school community is invited to this event and many community members attended. The student voice and agency also determines where the money raised will be donated. In 2023 these foundations were 'Make A Wish' and the 'Reaching Out Because We Can' Foundation. Both of these foundations were thrilled to be part of this wonderful community event.

In 2023 our results were

Student absence Year Prep to 6 - 16.1%

Some of these absences were due to overseas holidays / trips to visit families etc.

Other highlights from the school year

Camelot Rise Primary School continues to produce outstanding results in all curriculum areas. The stability of our staff is testament

to the high levels of staff connectedness to the students, families and each other.

We have a very supportive school community and our Christmas concert in 2023 was a real highlight. Our students have a voice in their fundraising activities and these events are very popular.

In 2023 the focus for our Open Night was on STEM and this was very successful. Our students and their families spent an evening in various classrooms around the school where they engaged in hands on activities relation to STEM.

We were thrilled to obtain another Shade Sails grant that provided more shade for our students to play under during their breaks.

We had a Year 6 student compete at the National Swimming Trials and the entire school community supported him.

We updated our Camping Program and introduced a Year 6 Surf Camp at Lorne that taught the students the importance of water safety and how to ride a surfboard.

Financial performance

Camelot Rise continues to be in a strong financial position due to clear direction of where funds are to be allocated and ensuring these funds are aligned with the school's overall vision and goals. In 2023 Camelot Rise managed to achieve a small staffing surplus. This was due to another increase in student numbers and ensuring specialist teachers work a time fraction that enables them to teach all classes. The school continues to invest heavily in Professional Learning and we were able to conduct many sessions with our 'in house' staff due to the quality and skills of our staff. In 2023 we extended our contract with Camp Australia to coordinate our Out of School Hours Care Program. This is a significant amount of money and this is used to purchases student resources and improve our facilities. We have a very high rate of parent payments (92%). This is a great result. This money supports spending through the school and the many programs we offer. In 2023 we upgraded and put down synthetic grass on our basketball and netball courts (\$100,000.00). We also installed split systems air conditioners in the school hall (\$30,000.00). These purchases have been very well received by all key stakeholders in the school. Our Fun Run was our major fundraiser for 2023 and we raised nearly \$ 10,000.00 for the school. This money was handed to the PE department to upgrade the PE / Sporting equipment for all year levels. In 2024, the revenue we anticipate to raise as a result of our major fundraiser will be handed to the STEM Program to enhance their resources.

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 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 397 students were enrolled at this school in 2023, 200 female and 197 male.

53 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

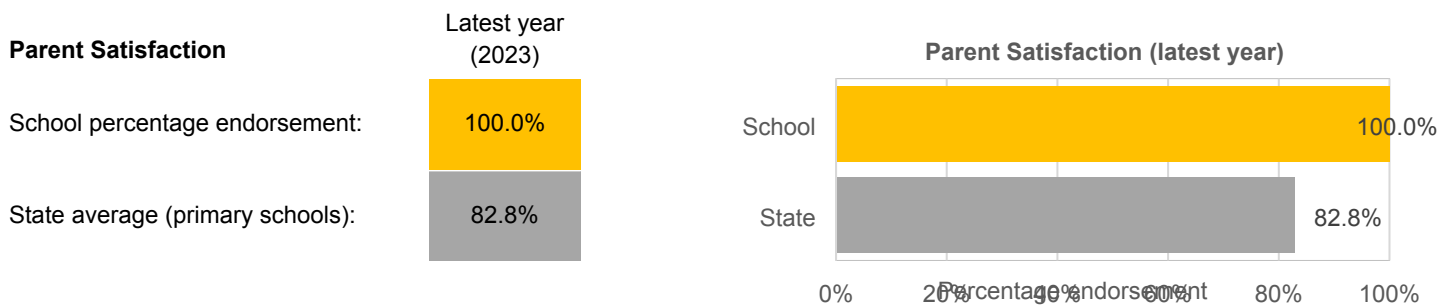
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

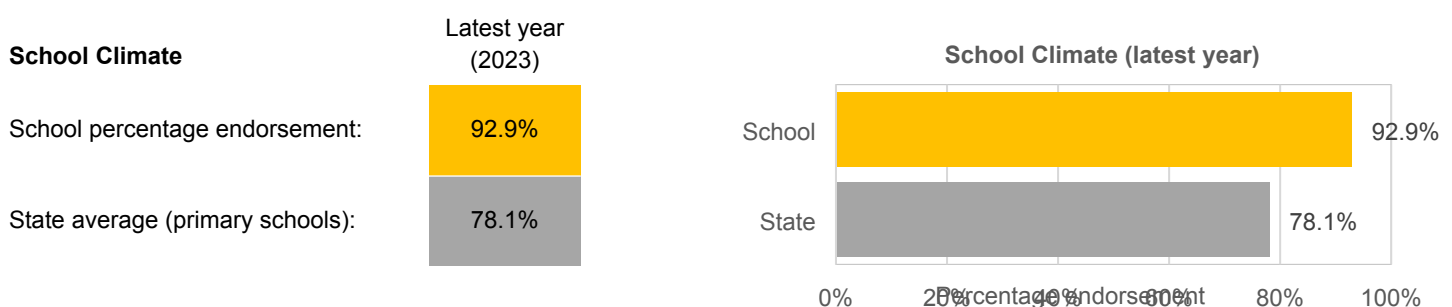


School Staff Survey

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:

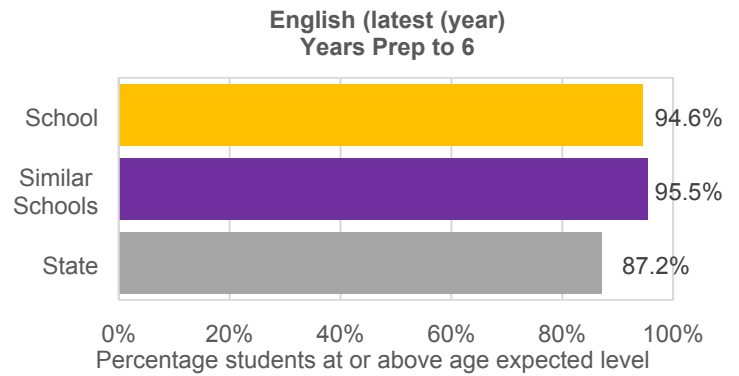
94.6%

Similar Schools average:

95.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

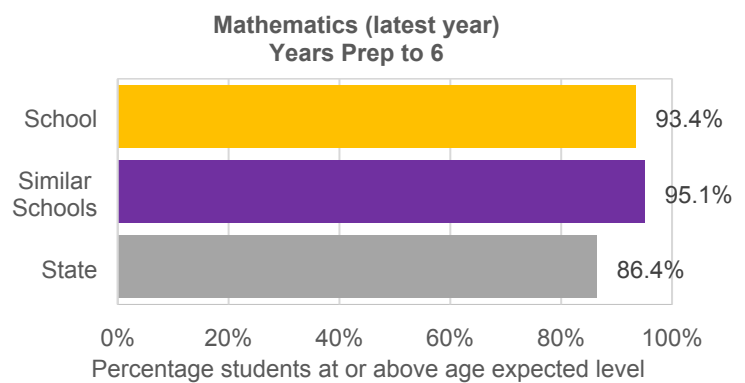
93.4%

Similar Schools average:

95.1%

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:

89.1%

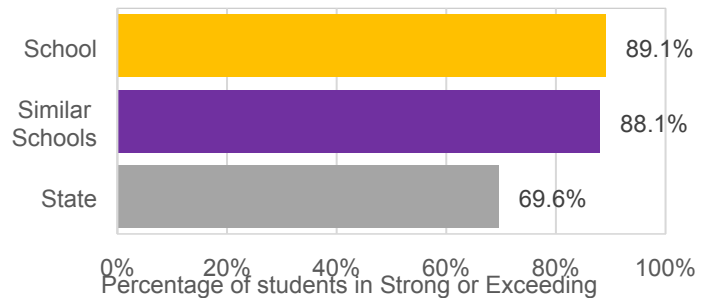
Similar Schools average:

88.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.7%

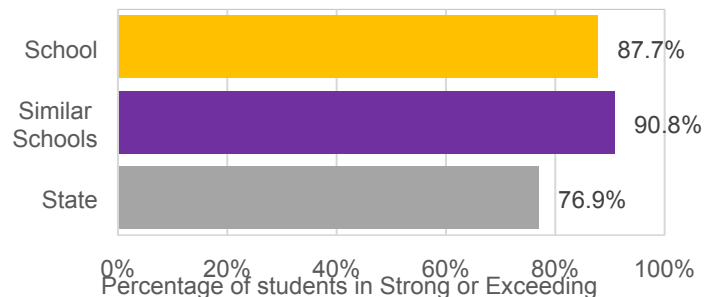
Similar Schools average:

90.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.8%

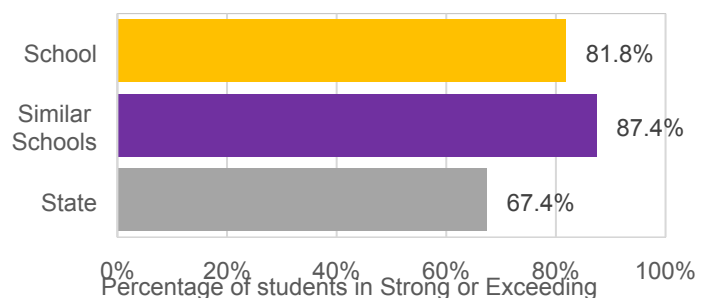
Similar Schools average:

87.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.8%

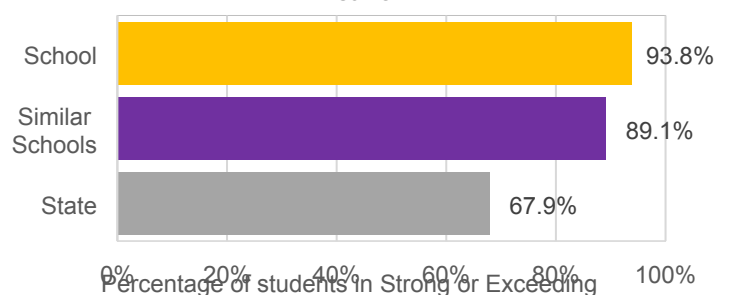
Similar Schools average:

89.1%

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:

97.4%

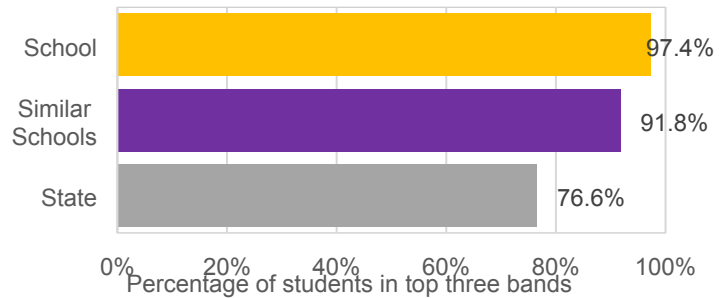
Similar Schools average:

91.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

85.1%

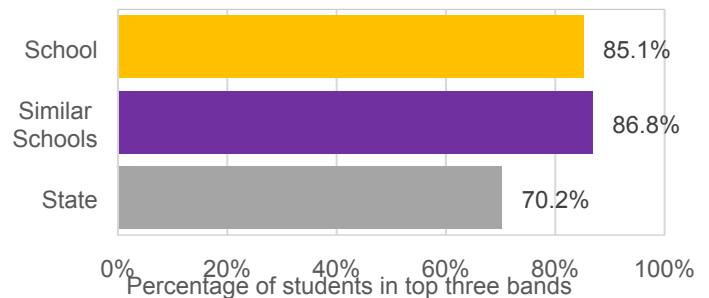
Similar Schools average:

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:

89.5%

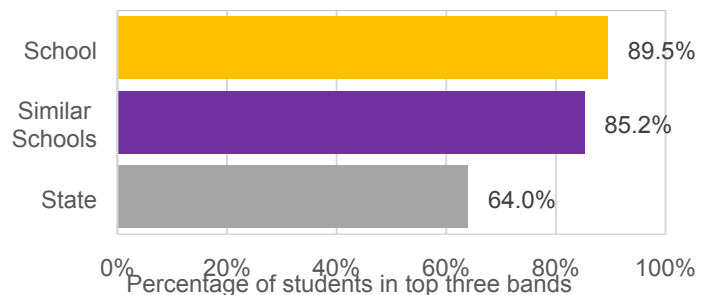
Similar Schools average:

85.2%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

87.2%

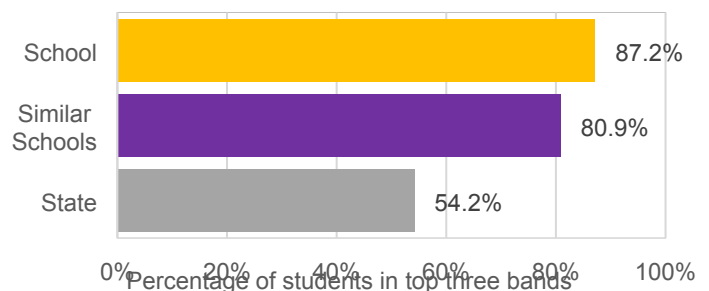
Similar Schools average:

80.9%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

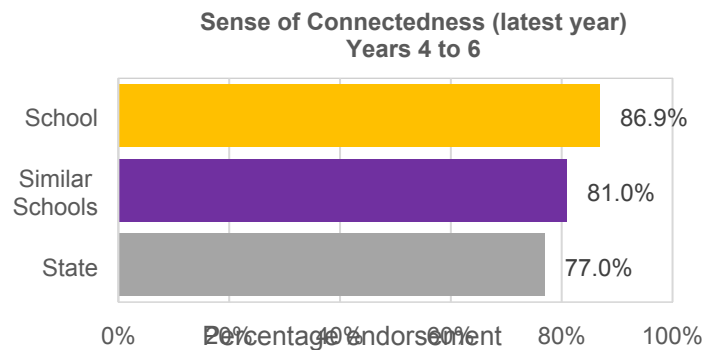
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	86.9%	83.5%
Similar Schools average:	81.0%	81.9%
State average:	77.0%	78.5%

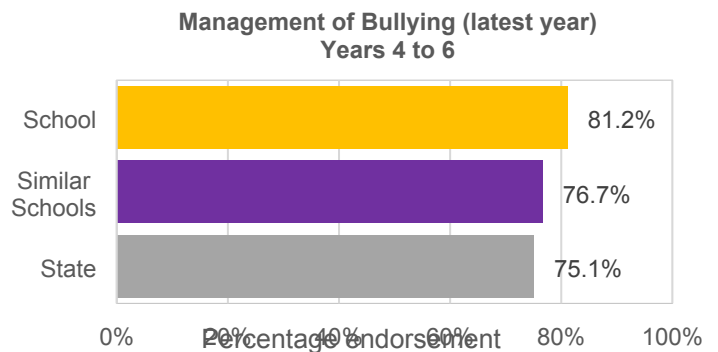


Student Attitudes to School – Management of Bullying

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:	81.2%	79.1%
Similar Schools average:	76.7%	78.0%
State average:	75.1%	76.9%



ENGAGEMENT

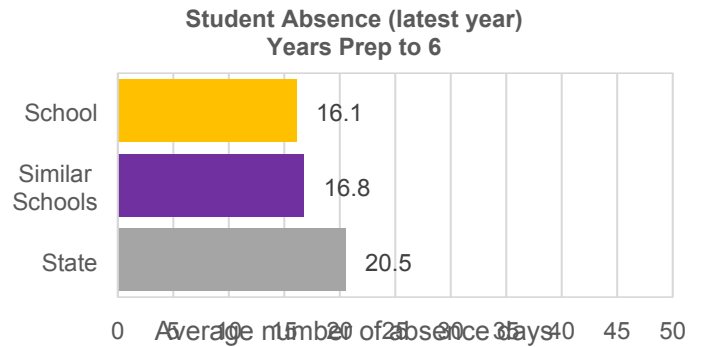
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	16.1	12.9
Similar Schools average:	16.8	14.0
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):	91%	91%	93%	93%	92%	93%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,610,393
Government Provided DET Grants	\$461,490
Government Grants Commonwealth	\$16,359
Government Grants State	\$2,160
Revenue Other	\$30,584
Locally Raised Funds	\$411,416
Capital Grants	\$0
Total Operating Revenue	\$4,532,402

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,504
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,504

Expenditure	Actual
Student Resource Package ²	\$3,562,311
Adjustments	\$0
Books & Publications	\$3,163
Camps/Excursions/Activities	\$156,274
Communication Costs	\$4,452
Consumables	\$63,568
Miscellaneous Expense ³	\$29,639
Professional Development	\$14,563
Equipment/Maintenance/Hire	\$60,071
Property Services	\$109,062
Salaries & Allowances ⁴	\$140,949
Support Services	\$104,920
Trading & Fundraising	\$19,748
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,687
Total Operating Expenditure	\$4,311,406
Net Operating Surplus/-Deficit	\$220,996
Asset Acquisitions	\$56,661

- (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

Funds available	Actual
High Yield Investment Account	\$684,312
Official Account	\$21,154
Other Accounts	\$39,381
Total Funds Available	\$744,846

Financial Commitments	Actual
Operating Reserve	\$109,242
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$25,000
School Based Programs	\$23,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$65,000
Maintenance - Buildings/Grounds < 12 months	\$187,900
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$230,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$660,142

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.