

2022 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 of the previous calendar year 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 07 March 2023 at 03:09 PM by Matthew Coney (Principal)

- This 2022 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 22 March 2023 at 02:06 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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').

About Our School

School context

Camelot Rise Primary School is a government school in comprising 358.8 students with one full fee paying International student. A large portion of students have English as an Additional Language (EAL) and are new to Australia. The school is situated in Glen Waverley, in Melbourne's South East, and is a main feeder school to many of the highly sought after academic high schools in the region. The school SFOE is 0.1184. We are a growing student population and we have increased from 13 classes in 2021 to 16 classes in 2022.

At Camelot Rise Primary School a strong emphasis is placed on teaching children holistically, focusing on their academic, social and emotional development. We believe that all children can learn and tailor our programs, using a range of evidence-based approaches and strategies to ensure each child reaches their potential.

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.

Camelot Rise Primary School is committed to continuous improvement that creates a happy and positive learning environment, thus enabling all students to reach their full potential. A team of dedicated staff offer a high-quality curriculum utilising modern facilities, resources and a variety of Digital Technology devices. Camelot Rise Primary School has a strong focus on English and Mathematics across the school, resulting in excellent student achievement data. We are innovative in our approach to teaching and learning, promoting student voice and learner agency whilst meeting their educational and social/emotional needs.

Specialist programs at Camelot Rise PS include Visual Arts, Performing Arts, Physical Education and French (LOTE). Additional support programs are provided in the area of English as an Additional Language (EAL). We have a STEM room with a green screen to support our science and technology curriculum. In 2023 we have appointed a specialist STEM teacher to further develop this area of the curriculum.

Our whole school Instructional Model is the 'Gradual Release of Responsibility '(GRR). In 2022, 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.

In 2021 we surveyed the whole school community (students, parents and staff) to seek their feedback in relation to our school values. The values of Responsibility, Respect, and Resilience were overwhelmingly chosen. These values are aligned with our School Wide Positive Behaviours initiative. These values are displayed throughout the school and embed all of our actions.

Our philosophy of providing students with a broad and well balanced educational experience ensures that each student has the opportunity to explore and release their individual talents, through extra curricula opportunities such as lunchtime activities, camps, incursions/excursions, swimming programs, Metro Music, Digi-maker, productions, interschool sports and snow trips.

In 2022 Camelot Rise Primary School employed 27.8 dedicated full-time equivalent staff. This includes a Principal, Assistant Principal, 19.6 of these are Teaching staff (This includes a 0.6 Learning Specialist and 0.6 Learning Tutor) and 6.2 are employed as Education Support staff (including office administration and Integration Aides). We currently do not have any staff or students that identify as Aboriginal and Torres Strait Islanders.

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 '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. Teachers work in Professional Learning Teams and at these meetings they look at the Student Data, the Curriculum and discuss the most appropriate teaching pedagogy to ensure the children are being taught at their point of need.

Our NAPLAN High Relative Growth for Year 3 to 5 remains very strong (Reading =25%, Writing = 27%, Spelling = 41%, Numeracy = 35%). Due to no NAPLAN in 2020 there was no Relative data for Year 5 to Year 7.

Our NAPLAN results for the Top Two Bands remains very high (Year 5 - Reading = 81% , Writing = 55% , Numeracy = 53%) & (Year 3 - Reading = 79% , Writing = 66% , Numeracy = 66%)

In 2022 the school invested heavily in staff professional learning engaging a Literacy Consultant that worked with staff focussing of highly effective teaching practices in the area of Reading. We also engaged an Educational Leadership Coach that worked with team leaders to help develop their skills to build highly effective teams to maximise student learning outcomes. Our whole school meeting schedule with regular staff professional learning ensures all staff keep developing and improving their teaching practices. In 2022 Camelot Rise had 6 full-time and 1 part-time student 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.

Wellbeing

Our Wellbeing results continue to show an uptrend trend with the 2022 results being higher than 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. In 2022 we continued to introduce School Wide Positive Behaviours and this provides us with a solid platform to complete further work in this area.

The teachers spent time ensuring they raised the profile and explicitly used the language of Student Voice and Agency. When possible teachers explained at specific times that students have the opportunity to demonstrate their thoughts and ideas into their school work and the school overall.

All staff ensure they follow up any concerns the students have with regular Circle Time in the classroom, communicating with parents and if appropriate contacting with members of the Principal class.

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 2022 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.

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.
- Our transition program for students moving from year level to year level. During Term 4, students participate in activities that prepare them academically, socially and emotionally for the following year level
- Monitoring and sharing student data between year levels within the school continues to improve with the development of an 'Electronic Data Wall' that ensures all staff have access to all student academic and wellbeing needs at all times
- Expanding the links already established with the local kindergartens.

Other highlights from the school year

At Camelot Rise in 2022 we hosted a number of significant events that were incredibly successful after the previous two years of schools were interrupted due to COVID 19 lockdowns.

Our School Production held at Monash University was a great community event and we received wonderful feedback in relation to this event.

Other whole school events such as the Twilight Sports, Christmas Concert and the 'Slime Fun Run' had huge numbers of community members attend these events.

Many people commented how wonderful it was that we could reconnect again as a community.

Being able to have the students participate in school camps, our Year 5 & 6 Ski trip, excursions and sporting competitions was another highlight as students were able to enjoy all facets of schooling again in 2022.

Financial performance

Camelot Rise continues to maintain a strong financial position due to careful management of all school funds. In 2022 we managed to allocate funds to be spent in 2023 on split system heating / cooling for our multi-purpose hall and new synthetic grass covering for our basketball and netball courts. This significant investment of \$130,000.00 will improve our school facilities for all key stakeholders. We continue to receive a high percentage of parent contributions and this helps the school in providing many additional extra curricula activities. We received grants for another shade sail to go over our grassed area. We will continue to apply for grants for additional shade sails and to complete a major redevelopment of our school oval.

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 well maintained condition.

The Tutor Learning Initiative funding were utilised to support students that required additional support with their learning. The school added additional funding to this role to ensure the Tutor was working 0.6 (Three full days). We will continue to contribute additional funding in 2023 to ensure all students can reach their learning potential.

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.

For more detailed information regarding our school please visit our website at
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 360 students were enrolled at this school in 2022, 182 female and 178 male.

50 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).

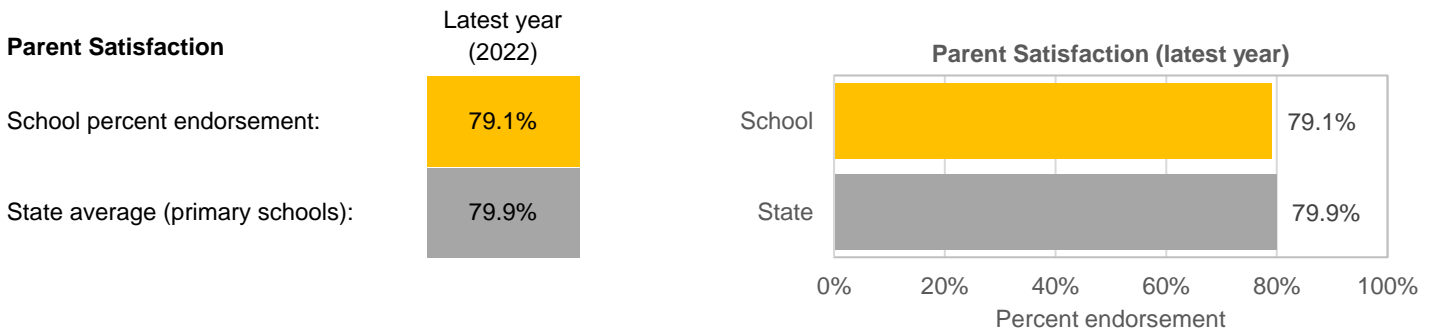
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

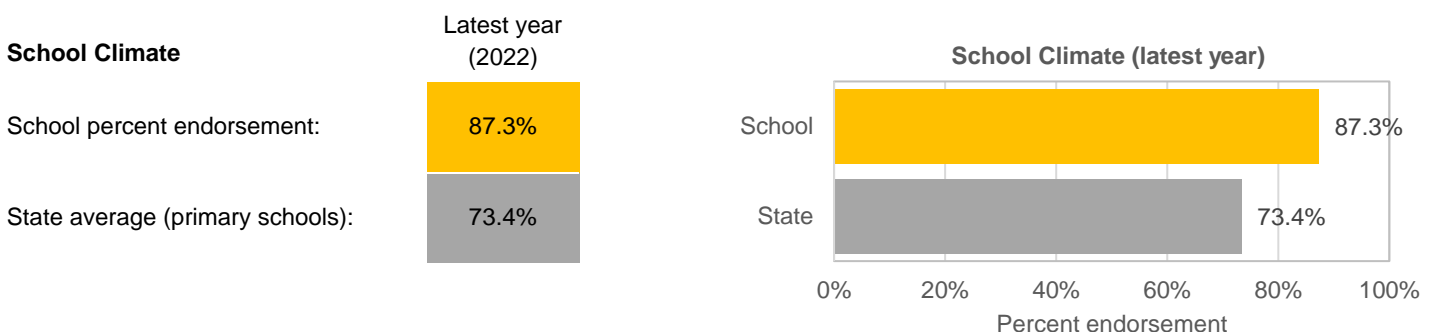


School Staff Survey

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.



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

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

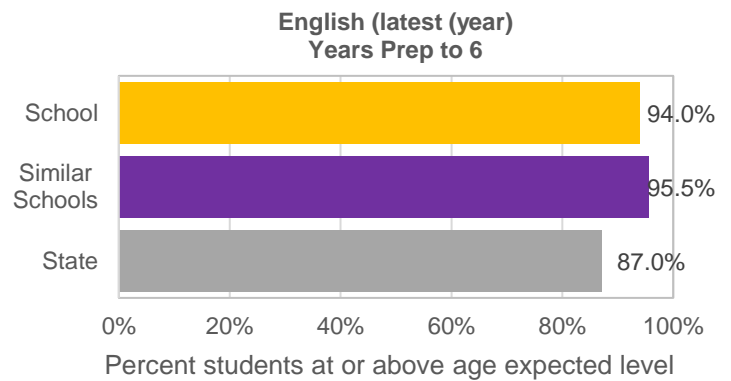
94.0%

Similar Schools average:

95.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

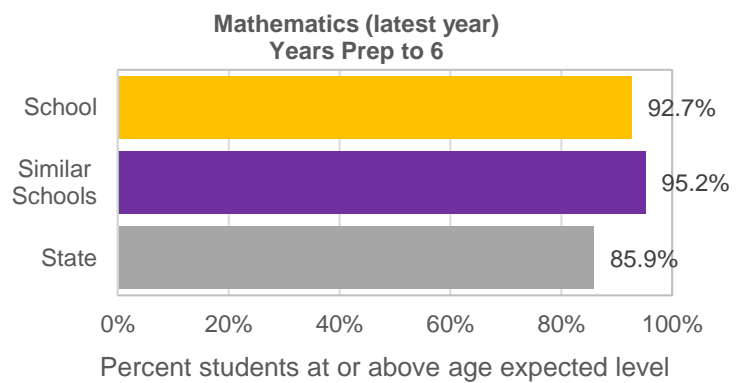
92.7%

Similar Schools average:

95.2%

State average:

85.9%



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.

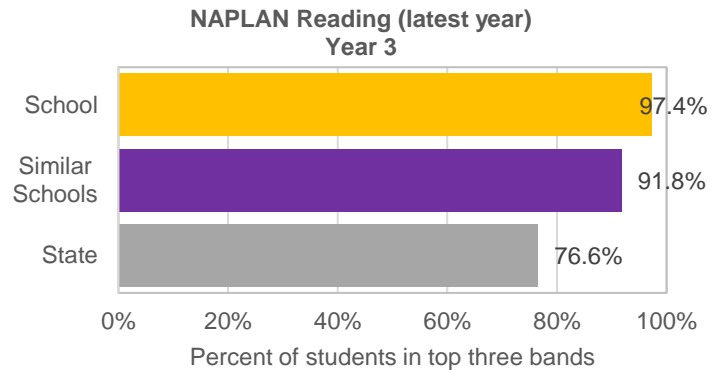
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

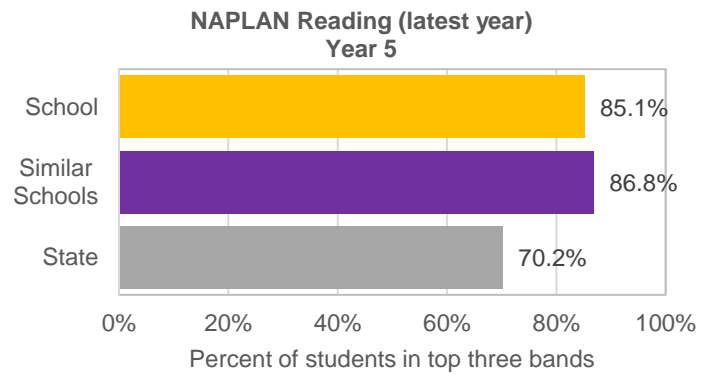
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	97.4%	94.0%
Similar Schools average:	91.8%	90.7%
State average:	76.6%	76.6%



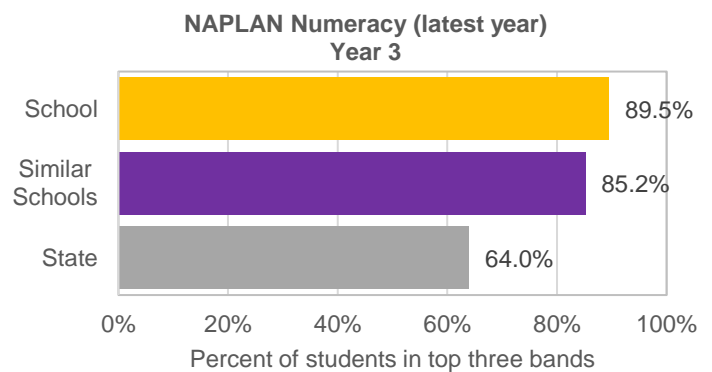
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.1%	87.7%
Similar Schools average:	86.8%	86.1%
State average:	70.2%	69.5%



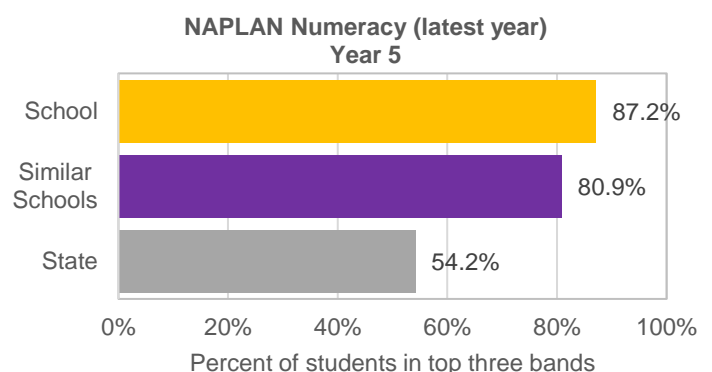
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.5%	93.3%
Similar Schools average:	85.2%	86.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.2%	90.2%
Similar Schools average:	80.9%	82.4%
State average:	54.2%	58.8%



WELLBEING

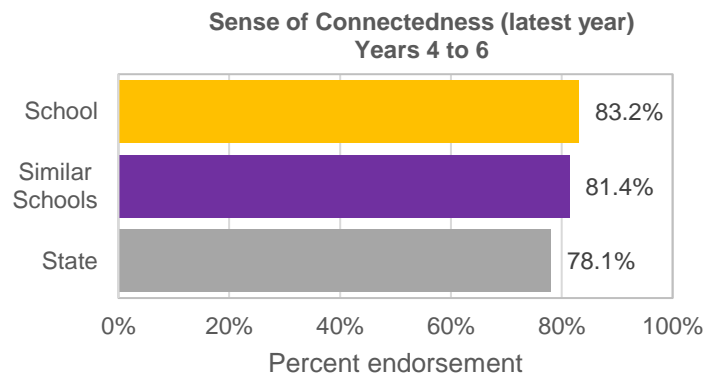
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	83.2%	81.3%
Similar Schools average:	81.4%	82.5%
State average:	78.1%	79.5%

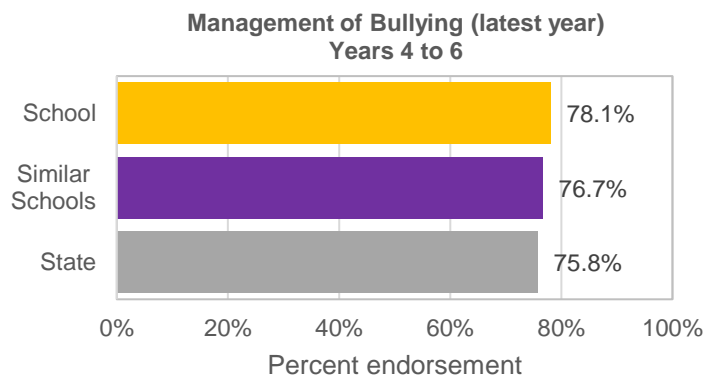


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	78.1%	76.3%
Similar Schools average:	76.7%	79.5%
State average:	75.8%	78.3%



ENGAGEMENT

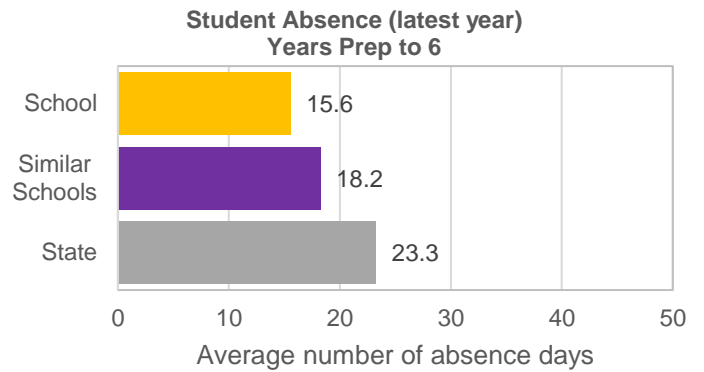
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School average number of absence days:	15.6	12.0
Similar Schools average:	18.2	13.3
State average:	23.3	17.0



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 (2022):	93%	92%	91%	92%	93%	92%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,139,551
Government Provided DET Grants	\$506,885
Government Grants Commonwealth	\$5,100
Government Grants State	\$45,000
Revenue Other	\$9,628
Locally Raised Funds	\$391,657
Capital Grants	\$0
Total Operating Revenue	\$4,097,820

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,734
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,734

Expenditure	Actual
Student Resource Package ²	\$3,138,529
Adjustments	\$0
Books & Publications	\$9,300
Camps/Excursions/Activities	\$170,554
Communication Costs	\$3,930
Consumables	\$48,153
Miscellaneous Expense ³	\$9,912
Professional Development	\$11,382
Equipment/Maintenance/Hire	\$60,274
Property Services	\$99,946
Salaries & Allowances ⁴	\$82,414
Support Services	\$107,462
Trading & Fundraising	\$29,866
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,026
Total Operating Expenditure	\$3,802,747
Net Operating Surplus/-Deficit	\$295,073
Asset Acquisitions	\$69,073

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$574,321
Official Account	\$24,759
Other Accounts	\$42,025
Total Funds Available	\$641,105

Financial Commitments	Actual
Operating Reserve	\$97,784
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$3,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$46,000
Capital - Buildings/Grounds < 12 months	\$47,900
Maintenance - Buildings/Grounds < 12 months	\$131,761
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$326,445

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.