



Annual Report 2017

Carlisle Primary School



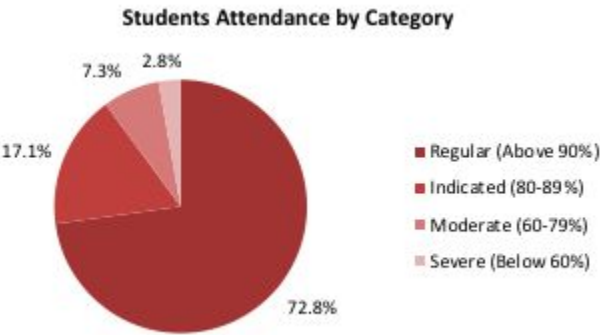
Our Students

The community from which Carlisle draws its students includes Carlisle, Rivervale, Belmont, Cloverdale, and Kewdale. The population within these areas is considerably diverse in regards to factors such as socioeconomic status, ethnic heritage, levels of education, and subsequent categories of employment. The area also experiences varying levels of transiency as the area is often a first place of residence for first time migrant families before moving into newer areas once financially stable. Within the community the school has a strong positive reputation and is spoken about with

confidence by its past and present families leading to regular referrals of family and friends to the school.

2017 Student Numbers

Kindy	PP	Yr 1	Yr 2	Yr 3	Yr 4	Yr5	Yr 6
59	50	41	41	43	48	43	37



‘Regular’ attendance increased by 6% from 2016 to 2017 with the lower two attendance categories remaining comparable from year to year. Although the school attendance is relatively close to the state average for primary students the school will need to intentionally raise the awareness of the community both broadly and in a targeted manner to continue this improved attendance across the school.

Our Staff

Carlisle Primary School employed a total of 49 staff who work a combined fraction of 35.8 FTE. The workforce profile data shows a balanced spread across factors such as age and experience. Recent opportunities to recruit new staff have enabled the balance to be maintained and will be a key consideration in future recruitment processes. Staff work in a highly cooperative manner to meet their work requirements and adopt team structures in order to plan and moderate assessment. Staff leave clearing in recent times has had little impact on the continuity of programs with the school having the capacity to appoint short term contracts or fill internally with complimentary work fractions.

Leadership within the school has been relatively stable for the period of the business plan with the Principal and both Deputy Principals having remained for 2015 and 2016. A merit selection process conducted at the end of 2016 saw the appointment of a substantive Principal prior to the commencement of 2017.

Teaching & Learning

Core curriculum subject areas of Mathematics, English and HASS are delivered in a traditional primary classroom arrangement with most classes currently in single year groups. Music, ICT, and Art are delivered by dedicated subject area teacher to all classes from Year 1 to Year 6 in

specialist or modified facilities. Targeted initiatives (Sporting Schools Programme & Online Safety Programs) and access to external grants (Belmont City Council Community Fund) has enabled the school to provide high quality and varied opportunities for students to access sports, the arts, and engage in online environments safely and responsibly.

In 2017 a staff member was newly appointed to the school to take up the role as both the Science and Physical Education teacher. This addition has seen the coordination and delivery of engaging and connected learning experiences for students across the school.



School Board

It was a year of observation, assessment, reflection and learning for the Board in 2017.

Early in the year, we undertook Board training. This gave us greater clarity and allowed us to more effectively discharge our role of supporting school governance. We were enabled to ask better questions, particularly as we assisted with drafting a new business plan for 2018-2020.

Carlisle Primary School welcomed a new principal in January and the Board enjoyed working with him throughout the year. We particularly appreciated Cameron's ability to keep us abreast of relevant school matters and his openness to feedback.

Mid-year the school underwent its first Department of Education Services (DES) review as an Independent Public School. It was pleasing to see staff, students and parents give robust, honest responses to reviewers' queries, reflecting both confidence in the school and willingness to improve. The DES review report was extremely positive, indicating a self-aware school meeting educational needs and on track to provide even better services in future.

My thanks to all Board members for contributions through 2017, and particularly outgoing Board chair Tristan Scalmer.

Clare Menck - Board Chair

IPS Review Findings

As an Independent Public School our school is subject to external review every three years. As part of this review the school engaged in rigorous self-assessment across the six areas outlined in the Delivery and Performance Agreement. The purpose of the Independent Public School review is to validate our own self-review processes and communicate to the community, Director General and the Minister for Education that our school has met or continues to work towards the targets set in school business plan.

Included below is a summary of the review findings with an extended report available on our school website www.carlisle.wa.edu.au

General Comments

"Leadership is distributed to many, formally and informally and this augurs well for the ongoing development of the school. There is a committed and highly competent staff who know their students well. Staff work in professional, trusting and collegial ways."

"Student performance in the main is at or above like-schools. Staff monitor the progress and achievements of the students and develop appropriate programs that nurture their ongoing development. The school has an exemplary approach to meeting the needs of SAER and the EAL/D population."

“Parents described the staff as welcoming and approachable. The high levels of cultural and language backgrounds offer the school a special inclusive feel which is fostered and supported by all. Satisfaction levels of students, staff and parents are high. There is a positive tone to the school.”

Areas of Strength

1. The collaborative and collegial nature of staff professional relationships that focus on improving student outcomes.
2. Consistent and broad achievement of literacy and numeracy targets.
3. The self-review of student performance conducted for the purpose of the IPS review.
4. The quality of IEPs and subsequent reporting procedures for students at educational risk.
5. The commitment and enthusiasm of board members to now be more involved in their responsibilities, as outlined in the DPA. There is evidence of a developing culture that encourages an increased sense of ownership and participation in board processes.
6. Evidence-based approach to developing IEPs and case managing progress for SAER.

Areas for Improvement


1. Adopt consistent, cohesive, collaborative whole-school approaches to teaching literacy and numeracy designed to improve student learning.
2. Increase differentiation for higher performing students.

Student Characteristics

Under the Student Centred Funding Model our school is allocated funds for specific student characteristics which are reflected in the following four categories Aboriginality, Disability, English as an Additional Language (EALD), Social Disadvantage.

During 2017 the school continued to prioritise the investment of these funds into high quality human resources to support students' academic and non-academic growth.





The growing diversity of our student population continues to present a significant challenge for the staff to meet the needs of students learning English as a second language. Previously a small targeted response was capable of meeting the needs of what was a small proportion of the school population. Now with increasing numbers of students arriving with little or no English, at varying year levels, the school has needed to respond with more intentional investment of human, financial, and physical resources to meet these needs.

In 2017 the school continued to employ a full-time EALD teacher who supported staff to plan for, teach, and assess students in class whilst also providing intervention for targeted groups of EALD students across the school. This current model continues to be reviewed and adjusted to balance building the knowledge and expertise of all staff whilst providing the high quality inputs for our current students.

The cumulative funding for Disability, Aboriginality, and Social Disadvantage have enabled the school to create a highly responsive and skilled Students at Educational Risk Team to support both individual and small groups of students K-6.

Our SAER/Learning Support Coordinator position was retained in 2017 and has continued to provide strategic and efficient coordination of intervention and support. Direct support for teachers in planning for and delivering effective intervention and an increase in engagement and

efficiency of external support services have seen great results which were specifically acknowledged in the IPS Review. The implementation of support is provided through a knowledgeable and flexible team of Special Needs - Education Assistants and classroom teachers in partnership with the SAER team.


An Aboriginal/Islander Education Officer continues to provide direct support to in-class learning programs with a particular focus on early intervention. In addition, the AIEO works with the Deputy Principal and SAER team to provide pastoral care support to students and families with high levels of early success in the efforts to improve attendance rates.

Essential expertise and support has been bolstered with the increase of time for the School Psychologist and School Chaplain. The school exercised its IPS flexibility late in 2017 to merit select a new School Psychologist to further strengthen its capacity to respond to individual student and whole school needs effectively and efficiently.

Student Performance Data

The 2017 student performance results provided the opportunity for staff to reflect on and celebrate their collective impact over three years.

The performance targets below were set during the establishment of the 2015-2017 business plan and over this period 9 of the 10 targets have been achieved. The targets were reviewed as part of the IPS Review



process and it was noted that work will need to be undertaken to refine future targets to ensure monitoring and evaluation can be undertaken with increased frequency and rigor.

Year 3 Targets

Reading	
Maintain the upward trend of student progress across the achievement bands.	
Writing	
To increase the upward trend of students to achieve above the National Minimum Standard.	
To develop and maintain an upward trend of student progress in spelling and punctuation.	
Numeracy	
To increase the upward trend of students to achieve above the National Minimum Standard.	

Year 5 Targets

Reading	
To increase the percentage of students in the middle bands moving into the top bands.	
To increase the percentage of students in the lower bands meeting the National Minimum Standard.	

Writing	
To increase the percentage of students in the middle bands moving into the top bands.	
To develop and maintain an upward trend of student progress in spelling and punctuation.	
Numeracy	
To increase the percentage of students in the middle bands moving into the top bands.	
To increase the percentage of students in the lower bands meeting the National Minimum Standard.	

NAPLAN Achievement 2017 - Comparative Performance

To provide further context to the progress results below it is important to note that student achievement in Year 3 and Year 5, in 2017, is at 'Expected' or 'Above Expected' performance across all five assessment areas in comparison to all other WA public schools.

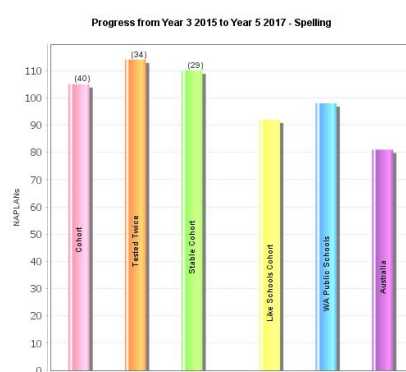
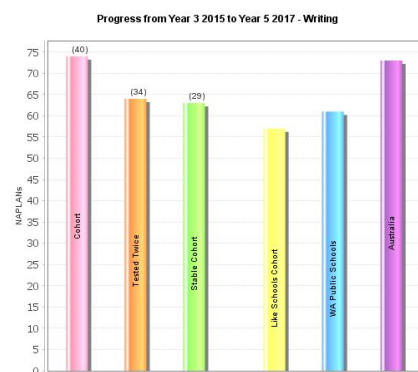
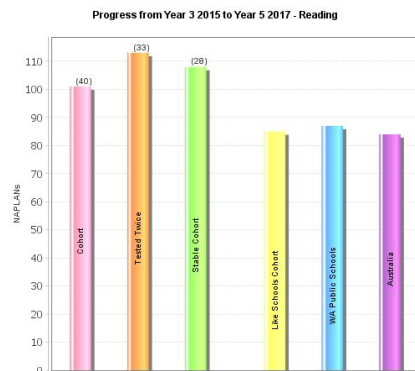
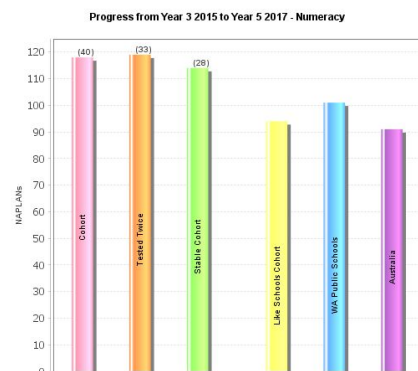
2015-2017 Progress - Year 3 to Year 5

The graphs below illustrate the progress made by students when first assessed in 2015, as Year Threes, and then again in 2017, as Year Fives, across the five assessment areas of Numeracy, Reading, Writing, Punctuation and Grammar, and Spelling.

Areas of Strength

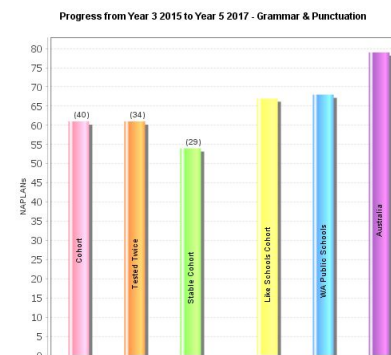
Progress in Numeracy, Writing, Reading, and Spelling is higher than 'like schools' and WA Public Schools average progress.

Progress in Numeracy, Reading, and Spelling is also higher than the Australian average progress.



Area for Improvement

Progress in Grammar & Punctuation results (below) are below all three comparative data sets.



Facilities

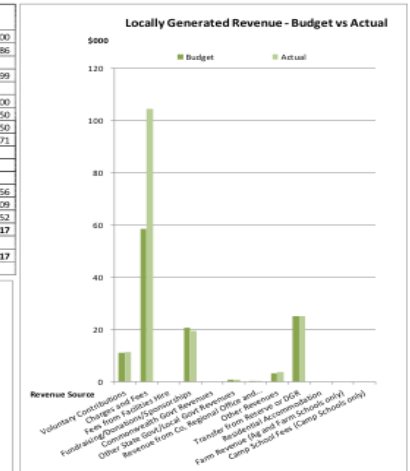
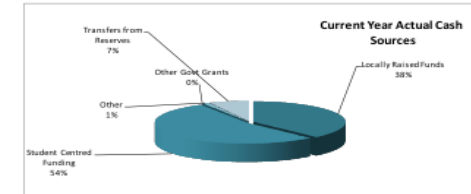
The *Local Projects Local Jobs Initiative* enabled the school to deliver on three stages of the ECE nature playground that the school community had been planning for over the previous 12 months. The substantial redevelopment of the external environment has revitalised learning and play areas within the ECE area.

In addition to this project the school continues to systematically work on creating new and revitalising existing facilities across the school site with safety and function in mind.

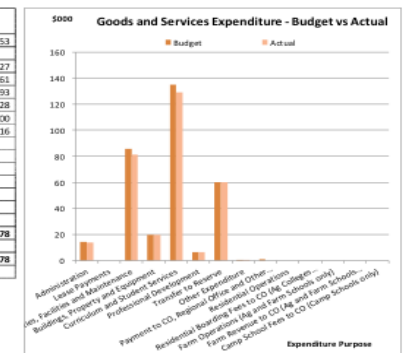
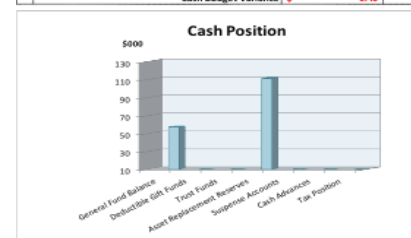


Carlisle Primary School Financial Summary as at 31 December 2017

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 11,139.80	\$ 11,430.00
2. Charges and Fees	\$ 58,394.27	\$ 104,403.86
3. Fees from Facilities Hire	\$ -	\$ -
4. Fundraising/Donations/Sponsorships	\$ 20,767.85	\$ 19,389.99
5. Commonwealth Govt Revenues	\$ -	\$ -
6. Other State Govt/Local Govt Revenues	\$ 825.00	\$ 825.00
7. Revenue from Co, Regional Office and Other Schools	\$ 128.00	\$ 127.50
8. Other Revenues	\$ 3,248.00	\$ 3,640.50
9. Transfer from Reserve or DGR	\$ 24,992.00	\$ 24,991.71
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 119,494.92	\$ 164,808.56
Opening Balance	\$ 11,614.00	\$ 11,614.09
Student Centred Funding	\$ 190,932.26	\$ 190,931.52
Total Cash Funds Available	\$ 322,041.18	\$ 367,354.17
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 322,041.18	\$ 367,354.17



Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 14,286.20	\$ 13,779.53
2. Lease Payments	\$ -	\$ -
3. Utilities, Facilities and Maintenance	\$ 85,756.00	\$ 81,376.27
4. Buildings, Property and Equipment	\$ 19,665.00	\$ 19,665.61
5. Curriculum and Student Services	\$ 134,986.38	\$ 128,954.93
6. Professional Development	\$ 6,228.00	\$ 6,228.28
7. Transfer to Reserve	\$ 59,887.00	\$ 59,887.00
8. Other Expenditure	\$ 130.00	\$ 161.16
9. Payment to CO, Regional Office and Other Schools	\$ 1,103.00	\$ -
10. Residential Operations	\$ -	\$ -
11. Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12. Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13. Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14. Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 322,041.58	\$ 310,052.78
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 322,041.58	\$ 310,052.78
Cash Budget Variance	\$ -	\$ 0.40



Cash Position as at:	
Bank Balance	\$ 167,069.09
Made up of:	
1. General Fund Balance	\$ -
2. Deductible Gift Funds	\$ 57,301.39
3. Trust Funds	\$ -
4. Asset Replacement Reserves	\$ 111,309.16
5. Suspense Accounts	\$ 0.00
6. Cash Advances	\$ 154.20
7. Tax Position	\$ 2,382.00
Total Bank Balance	\$ 167,069.09