



Annual Report 2018

Carlisle Primary School



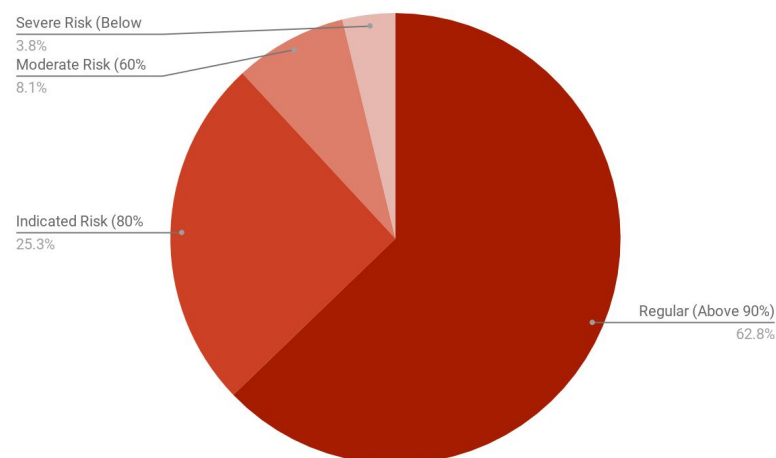
Our Students

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 to build or secure a first home. 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.

2018 Student Numbers

Kindy	PP	Yr 1	Yr 2	Yr 3	Yr 4	Yr5	Yr 6
40	45	48	37	37	37	44	39


2018 Student Attendance by Category



Our Staff

Carlisle Primary School employed a total of 46 staff who work a combined fraction of 32.8 FTE. The workforce profile data shows a balanced spread across factors such as age and experience. This included the appointment of new school psychologist who joined the team at the beginning of the school year.

Staff work collaboratively within phase of learning teams and work on behalf of one another in project teams to drive whole school



improvement. School initiatives and network initiatives provide staff with diversified opportunities to engage with and lead change and improvement in a variety of contexts.

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 2018 staff engaged in professional learning and worked within phases of learning to implement a consistent whole school approach to teaching and learning. This has seen the development and use of a consistent language across classrooms. In addition to this staff across K-2 introduced Letters & Sounds as the preferred synthetic phonics program to improve students reading and spelling.

School Board

Through 2018 the Board has worked to shift its culture to encourage more active participation from all members. We welcomed several new Board members and have enjoyed getting to know each other as we share in supporting school governance.

Our AGM sought to be a more inviting, interactive event in 2018. Staff members provided insights into the diverse ways the Carlisle PS team are working for the best outcomes for all students. Parents were encouraged to ask questions and provide feedback, including through small group discussion time.

In third term the Board encouraged school families to participate in the National Schools Opinion Survey, and a pleasing proportion of the school community took time to share their thoughts. On the whole, feedback was positive. One area with room for improvement was how well the school listens to families. The Board has identified this as an area we will pay attention to in 2019.

Feedback from families also informed work to refresh the school's branding. After it was identified that there was significant variance in how the school was visually represented, the Board supported efforts to create a consistent, fresh set of imagery. We are delighted to be part of the new 'look', which we felt maintained important links with the past and captured the sense of community that is central to the who we are as a school.

Thank you to all Board members for contributions throughout the year. We look forward to sharing the centenary year with the school community in 2019.

Clare Menck - Board Chair



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 (EAL), Social Disadvantage.



In 2018 resources were directed to support the English as a Second Language learners by providing in-class support across the early years.

The cumulative funding for Disability, Aboriginality, and Social Disadvantage provides resourcing to fund the highly responsive and skilled Students at Educational Risk Team including School Psychologist, Learning Support Coordinator, Deputy Principal and Principal to support teachers and families to promote social, emotional, and academic progress of individual students.

An Aboriginal/Islander Education Officer worked to support in-class programs across the early years with a focus on literacy and numeracy. Beyond the classroom work was undertaken to systematically improve attendance of students within the categories of moderate and severe risk.

Student Performance Data

Student performance data is collected through a variety of different assessment types including but not limited to On-Entry, PM Bench Reading, Brightpath, PAT Maths, PAT Science, and Letters & Sounds. This information is used alongside teacher professional judgements to plan connected learning experiences that meet the needs of individuals and groups of student of varying abilities.

NAPLAN Achievement 2018 - Comparative Performance

To provide further context to the progress results below it is important to note that student achievement in Year 3, in 2018, is at the 'Expected' level of achievement across all five assessment areas.

Year 5 student achievement is at the 'Expected' level for Numeracy, Writing, and Grammar & Punctuation, however, sits below the expected level in Reading and Writing assessments.

2016-2018 Progress - Year 3 to Year 5

The graphs below illustrate the progress made by students when first assessed in 2016, as Year Threes, and then again in 2018, as Year Fives, across the five assessment areas of Numeracy, Reading, Writing, Punctuation and Grammar, and Spelling.

Areas of Strength

1. The stable cohort made greater progress than the Australian average in Writing, Numeracy, and Grammar & Punctuation.

2. The stable cohort also performed higher than like schools in Numeracy and Writing.

Areas for Improvement

1. Progress in Reading and Spelling is below the Australian average and will be an area for improvement in the future.

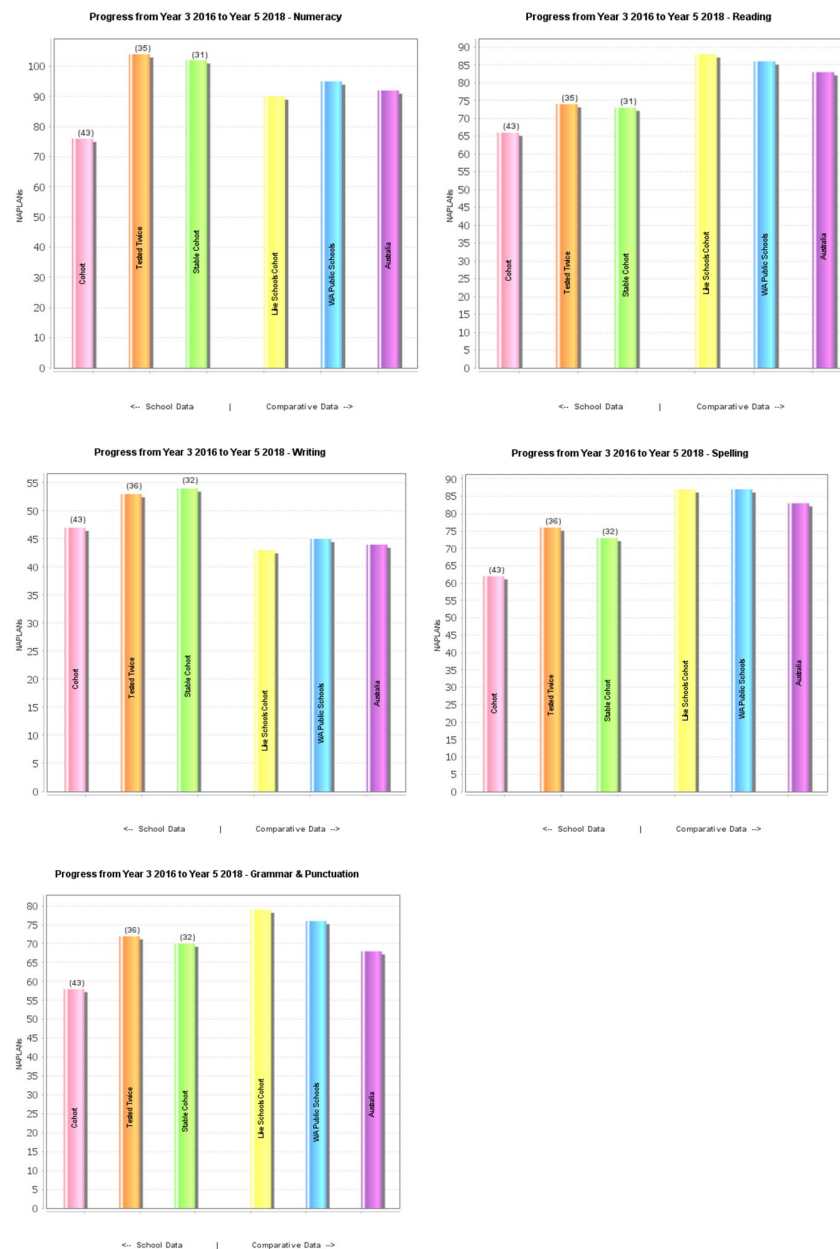
The **progress** between the two years of testing is measured by the difference between the two mean scores in NAPLANs.

The **Cohort** measurement is the difference between the mean scores of all tested students in the cohorts for both years at your school.

The **Tested Twice** measurement is the difference between the mean scores of students tested at your school in the latest year of testing reported and in WA public schools two years earlier.

The **Stable Cohort** measurement is the difference between the mean scores of students tested in your school in both years.

The **Like School Cohort, WA Public Schools, and Australia** comparison is the difference between the mean scores of all tested students in your Like Schools, WA Public Schools, and Australia in both years respectively.



Student Performance - Former Year

Sixes

It important we can track our students performance, reflect on the results and equally celebrate these successes when they occur. Below is a graph that illustrates how our students have progressed and achieved between Year 5 (2016) and Year 7 (2018) in the core areas assessed by NAPLAN when compared to WA public school students.

Four out of the five assessment areas show higher progress, higher achievement, or both when compare to the WA public schools average. Numeracy reflects slightly lower progress and lower achievement when compared to the same cohort average. These results reflect the continuation of high quality education in the upper primary years at Carlisle

Student Progress and Achievement Compared with WA Public Schools

Former Year 6 Students
NAPLAN Year 5 2016 to Year 7 2018



Facilities

With our school set to celebrate its centenary in 2019 it is always of significance to invest in and improve our physical learning environments. During the year works have included extensive internal and external painting, verandah resurfacing, electrical upgrades, reverse cycle air-conditioning along the senior verandah, and the addition of extra working space to support the delivery external support services. These projects have focussed on improving safety, functionality, and comfort of staff, students and our broader community.

Our gardner has welcomed the delivery of a new purpose built gardener's shed located on the oval boundary. These new facilities have improved

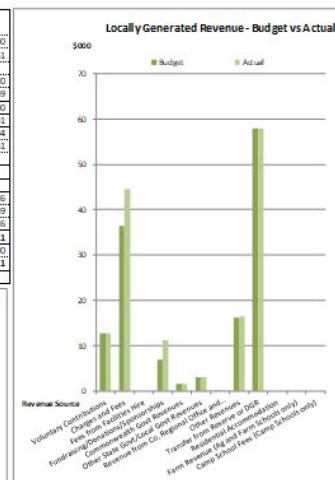
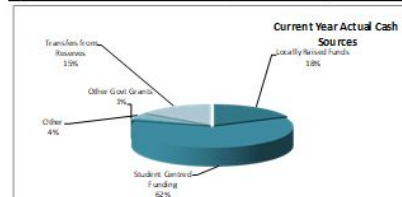
the safety and security for storage of the tools, fuels, and machinery necessary to maintain our fantastic school grounds.

The natural environment in and around our school continues to be developed by our gardener with many projects maximising the opportunities to create functional play and learning spaces. Through the support of external service providers we are working to develop a long term strategic plan that will inform site developments over the next 5 years.

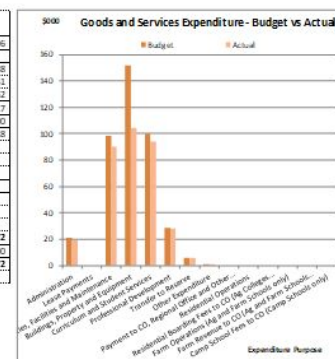
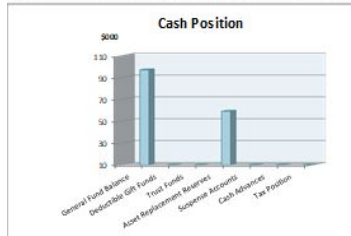


Carlisle Primary School Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 32,785.00	\$ 32,840.00
2 Charges and Fees	\$ 86,176.00	\$ 44,520.61
3 Fees from Facilities Hire	\$	\$
4 Fundraising, Donations and Sponsorships	\$ 6,948.31	\$ 11,127.39
5 Commonwealth Govt Revenues	\$ 1,646.00	\$ 1,646.59
6 Other State Govt/Local Govt Revenues	\$ 3,000.00	\$ 3,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 343.00	\$ 342.91
8 Other Revenues	\$ 35,246.36	\$ 15,424.04
9 Transfer from Reserve or DGR	\$ 57,862.41	\$ 57,862.41
10 Residential Accommodation	\$	\$
11 Farm Revenue (Ag and Farm Schools only)	\$	\$
12 Camp School Fees (Camp Schools only)	\$	\$
Total Locally Raised Funds	\$ 134,999.27	\$ 147,702.86
Opening Balance	\$ 57,301.00	\$ 57,301.39
Student General Funding	\$ 239,712.36	\$ 234,702.86
Total Cash Funds Available	\$ 432,012.63	\$ 439,706.11
Total Salary Allocation	\$ 3,251,181.00	\$ 3,251,181.00
Total Funds Available	\$ 3,683,256.63	\$ 3,690,887.11



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 21,321.00	\$ 19,009.96
2 Lease Payments	\$	\$
3 Utilities, Facilities and Maintenance	\$ 96,694.00	\$ 90,140.38
4 Buildings, Property and Equipment	\$ 151,662.68	\$ 104,910.41
5 Curriculum and Student Services	\$ 100,019.09	\$ 104,202.62
6 Professional Development	\$ 28,612.88	\$ 28,111.17
7 Transfer to Reserve	\$ 5,829.00	\$ 5,829.00
8 Other Expenditure	\$ 1,085.00	\$ 1,059.18
9 Payment to Co, Regional Office and Other Schools	\$	\$
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	\$ 407,228.65	\$ 342,699.72
Total Forecast Salary Expenditure	\$ 3,187,634.00	\$ 3,187,634.00
Total Expenditure	\$ 3,594,862.65	\$ 3,529,333.72
Cash Budget Variance	\$ 4,779.00	\$ 61,553.39



Cash Position as at	
Bank Balance	\$ 154,396.62
Trade up of	\$
General Fund Balance	\$ 97,066.39
Productive Gift Funds	\$
Trust Funds	\$
Asset Replacement Reserves	\$ 28,064.75
Superannuation Accounts	\$ 1,326.40
Cash Advances	\$ 2,236.00
Tax Position	\$
Total Bank Balance	\$ 154,396.62