



Annual Report 2019

Carlisle Primary School

Celebrating 100 years



Our Students

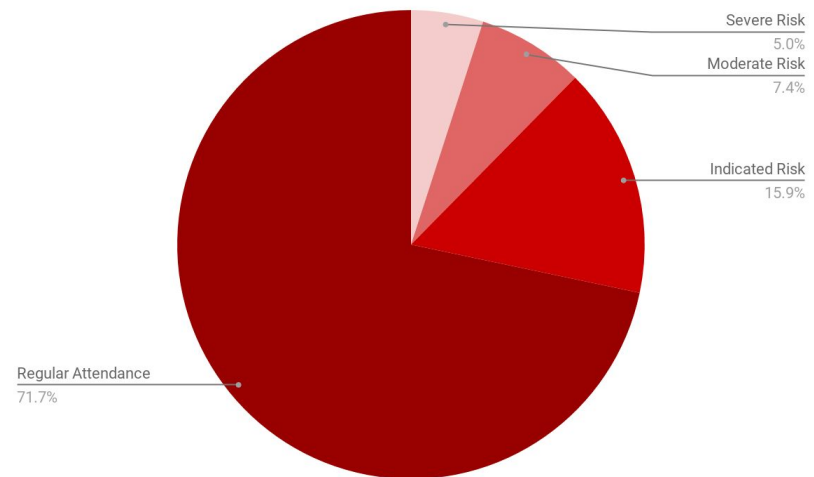
The community from which Carlisle draws its students includes Carlisle, Rivervale, Belmont, Cloverdale, and Kewdale. The population within these areas is considerably diverse in regards to factors such as socioeconomic status, ethnic heritage, levels of education, and subsequent categories of employment. 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.

2019 Student Numbers

Kindy	PP	Yr 1	Yr 2	Yr 3	Yr 4	Yr5	Yr 6
57	39	44	42	29	35	39	42

2019 Student Attendance by Category

A supportive yet targeted approach has seen an improvement in student attendance with nearly a 10% increase of students attending in the regular category..



Our Staff

Carlisle Primary School employed a total of 38 staff who work a combined fraction of 27.7 FTE. The workforce profile data shows a balanced spread across factors such as age and experience. 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. During late 2019 we welcomed the appointment of a new School Wellbeing Mentor through the Chaplaincy funding program and this appointment has strengthened the school's overall pastoral care capacity to meet the needs of individuals and groups of students.

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, Digital Technologies, Physical Education, and Science were delivered by dedicated subject area teachers 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 2019 staff built on the success and trust of their collaborative team environments to engage Teaching Sprints as a method to incrementally improve teacher practice. Supported through team professional learning and school based leaders teams used data to identify areas for teacher improvement, designed and executed an action learning cycle, and reviewed progress regularly to adjust as required. This process has

supported individual and team growth whereby learning side-by-side has become a normal part of teachers work.

School Board

Through our school's centenary, the Board celebrated the achievements of the school, both in its history and in its current operations. While much changes over 100 years, reflecting on our history shows us this has always



been a school committed to its students. As a Board we formally acknowledged the tremendous efforts made by the school community to mark the centenary, much of it driven by a team of dedicated volunteers.

The Board has approved a new school uniform, commencing in 2020. Building on the branding refresh of the previous year, we aimed to ensure the school's dress code was practical, inclusive, affordable and attractive.

The new uniform also involved moving to an off-site uniform supplier. We thank the many parent volunteers who provided an on-site uniform shop for many years.

Mid-year, Main Roads WA publicised radical redevelopment proposals for Orrong Road, which runs along the school boundary. The Board arranged to meet with Main Roads representatives to ensure concerns regarding the impact of these proposals on the future school community were considered.

Towards the end of the year the Board spent time rigorously considering how the school was doing with regards to its 2018-2020 business plan. We were very pleased that reflections were both affirming of successes and honest about areas that still require work. The Board strives for a mature conversation that can both challenge and support our staff. This continues to be an emerging strength. As Chair, it is my privilege to thank all the Board members for contributing to this positive Board culture, and for their committed volunteer efforts.

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 2019 resources were invested in the establishment of Tier 2 intervention processes to support students needing additional assistance to meet their respective curriculum expectations. Prioritisation of human and financial resources have resulted in a sustainable and highly impactful intervention process that will be expanded into the future to support students who are exceeding their year group expectations.

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, including the support of intervention programs into the middle and upper primary year groups.

Student Performance Data

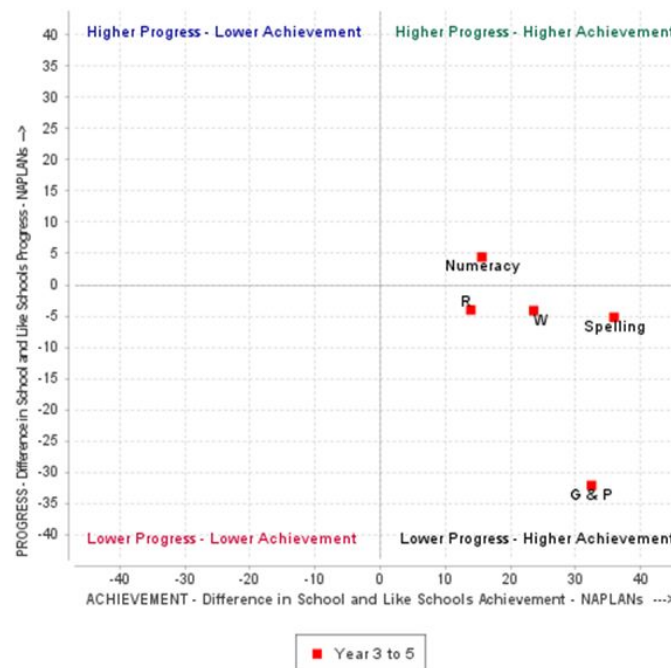
Student performance data is collected through a variety of different assessment types including but not limited to On-Entry, PM Bench Reading, Brightpath, PAT Maths, PAT Science, and Letters & Sounds. This information is used alongside teacher professional judgements to plan connected learning experiences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

Across NAPLAN assessments in 2019 our Year 3 students have performed above like schools in 4 out of the 5 assessment areas and performed equal to 'like' schools in numeracy. Our Year 5 students have performed above like schools in all 5 assessment areas of Reading, Numeracy, Writing, Spelling, and Grammar & Punctuation.

In addition to this we continue to see an upward trend in our year to year cohort performances over the last five years of assessments. While our overall achievement remains above 'like' schools our focus moving forward will be to increase our capacity to differentiate learning further to meet the individual needs of students to ensure that progress is equally above 'like' schools.

Student Progress and Achievement Compared with Like Schools

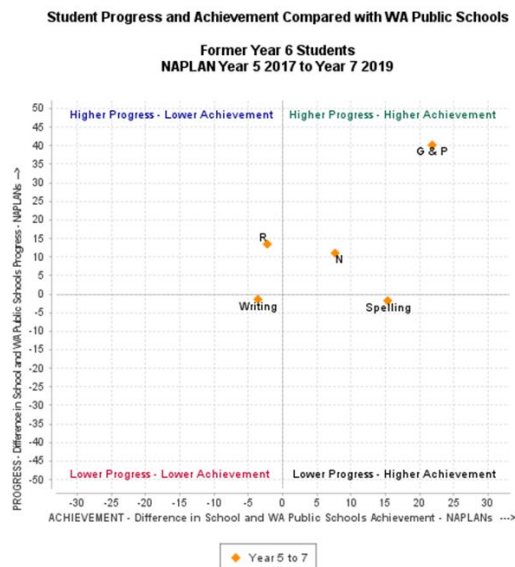
NAPLAN Year 3 2017 to Year 5 2019



Student Performance - Former Year Sixes

It is 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 (2017) and Year 7 (2019) 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 compared to the WA public schools average. Writing 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.



we were able to fund the installation of new air-conditioners across the senior classrooms all of which has enhanced the aesthetics and comfort of learning areas across the school.

Our gardener 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. As part of our centenary we have developed more natural spaces for our students to access during the breaks including our new centenary garden to mark our 100th birthday as a school. 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.

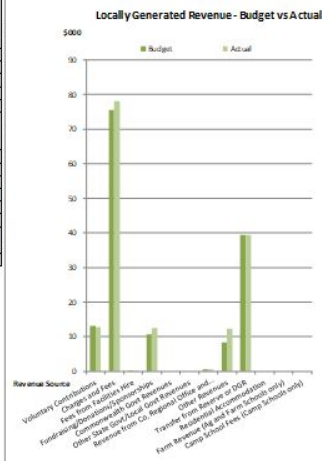
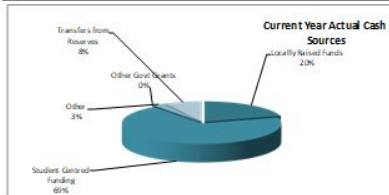
Facilities

Our school continues to invest in the improvement of learning environments and infrastructure to meet the needs of our changing school community. An injection of maintenance funding late in the year saw numerous projects scheduled for the holiday periods including carpets, painting, toilet refurbishments, and building repairs. In addition

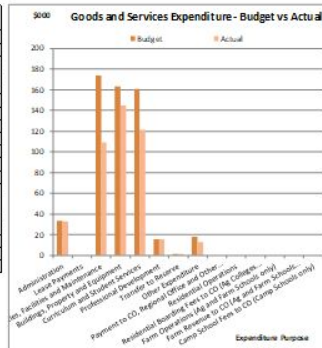
Insert your school
Logo Here or
Delete if not
required

Carlisle Primary School
Financial Summary as at
31 December 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 11,122.00	\$ 12,832.00
2 Charges and Fees	\$ 75,600.30	\$ 78,184.99
3 Fees from Facilities Hire	\$ 227.00	\$ 227.27
4 Fundraising/Donations/Sponsorships	\$ 30,602.30	\$ 32,488.33
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 634.95	\$ 634.53
8 Other Revenues	\$ 8,271.97	\$ 12,486.42
9 Transfer from Reserve or DGR	\$ 39,400.48	\$ 39,400.48
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 147,058.05	\$ 164,268.85
Operating Balance	\$ 87,058.39	\$ 97,058.39
Student Centred Funding	\$ 344,214.81	\$ 354,734.51
Total Cash Funds Available	\$ 539,352.36	\$ 609,003.06
Total Salary Allocation	\$ 3,276,308.00	\$ 3,276,308.00
Total Funds Available	\$ 3,815,256.36	\$ 3,885,311.06



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 35,512.00	\$ 32,486.49
2 Local Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 175,440.47	\$ 209,196.47
4 Buildings, Property and Equipment	\$ 163,271.65	\$ 164,798.11
5 Curriculum and Student Services	\$ 140,755.15	\$ 121,240.16
6 Professional Development	\$ 25,634.95	\$ 15,548.07
7 Transfer to Reserve	\$ 1,130.00	\$ 1,130.00
8 Other Expenditure	\$ 38,096.30	\$ 12,987.53
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	\$ 549,951.48	\$ 607,378.83
Total Forecast Salary Expenditure	\$ 3,089,434.00	\$ 3,089,434.00
Total Expenditure	\$ 3,639,246.48	\$ 3,526,812.83
Cash Budget Variance	\$ 25,330.48	



Cash Position as at:

Bank Balance	\$ 290,936.54
Made up of:	
General Fund Balance	\$ 290,936.54
Deductible Gift Funds	\$ -
Asset Replenishment Reserve	\$ -
Suspense Accounts	\$ -
Cash Advances	\$ -
Tax Position	\$ -
Total Bank Balance	\$ 290,936.54