



Annual Report 2020

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.

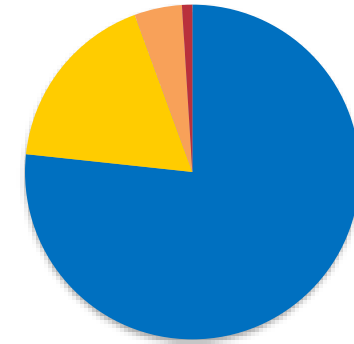
Over the past year our ICSEA has shifted from 1003 (5) to 1030 (3) which will see us make comparisons to a largely different group of 'like schools' when considering student performance data in the coming years. Alongside this change in our ICSEA there has been significant redevelopment and re-zoning of residential properties in the area which

will have an impact on our projected enrolments and further changes to our ICSEA in the coming years.

2020 Student Numbers

Year	K	P	1	2	3	4	5	6
Students	39	51	37	43	44	25	34	42

2020 Attendance Sem 2



■ Regular Attendance (>90%) ■ Indicated Risk (80% to <90%)
 ■ Moderate Risk (60% to <80%) ■ Severe Risk (<60%)

2020 Student Attendance by Category

Students attending regularly has continued to increase reaching a 76.7% in Semester 2 last year. Work has continued to positively promote the importance of regular attendance while a supportive yet targeted case management approach has seen a considerable reduction in the students in the 'moderate' and 'severe' risk categories.

Our Staff

Carlisle Primary School employed a total of 38 staff who work a combined fraction of 29.1 FTE. The workforce profile data shows a balanced spread across factors such as age and experience. The circumstances 2020 produced challenged staff to pivot quickly to meet the demands of moving to online learning and supporting students to learn from home. The strong team culture that we enjoy day to day and year to year at Carlisle created the solid foundation from which teams of teacher came together to learn new skills quickly, developed content to accessed at home, and most importantly reached to the community to check in on families and nurture positive relationship during a time of uncertainty.

With a strong focus on develop teacher and school leaders overtime, the year of 2020 saw a number of our teaching staff take up formal school leadership opportunities at Carlisle and in schools within the Belmont Network. This area of leadership development continues to be fruitful for both the individuals, our school, and the network as new ways of working a shared across schools to get better together.



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. In 2020 teachers and allied professionals focussed their work in building greater consistency across year groups. Teachers and allied professionals from across the Belmont Schools Network came together over 4 staged professional learning events to deepen their understanding of guided reading which continues to fuel their work in improving their individual and collective practice. Moderation of reading assessment also occurred between schools within the network as part of the joint professional learning engagement.

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 throughout the year.

We also welcomed the establishment of a KindiLink program at the school in 2020. The program has created additional opportunities for our community and for families within the Belmont area to access a high quality learning program and a welcoming space for parents and families to connect. With an experienced KindiLink educator and very well-respected AIEO the program sprung to life with families' eager to enrol. This early year's program enables us to champion parents as first

educators and offer authentic early intervention by connecting families with services and supports across the community to improve the outcomes of children from the earliest possible age.

School Board

Like everyone our school faced many challenges in 2020. As a Board we were impressed with the adaptability of the staff in rising to those challenges with professionalism, creativity and patience. It was also very encouraging to witness students and caregivers adapt to changed school patterns and maintain a positive attitude to learning and to the school community. One of the difficulties for the Board was reduced contact with the parent body and teaching staff, as COVID restrictions saw families spend less time on the school grounds, making it harder to stay tuned in to the pulse of the community. It was a great joy to return to more face-to-face contact by the end of the year, with well-attended end-of-year events to celebrate the year.

As 2020 was the end of a three-year business plan cycle, the Board took the opportunity to evaluate the school against that plan. We were able to affirm that on almost all targets the school had made substantial progress. The ability of Board members to confidently consider the plan and make informed determinations of the school's progress reflected the nature of Board conversations through this and previous years. It was also evidence of staff both willing and able to provide clear, honest information about school operations to allow for good governance.

Several Board members completed their three-year terms at the end of 2020. We were sad to farewell from the Board Kim Duong, Patrick Clarke,

Patricia Walsh and Kirsty Newland, who had been core to a thriving Board. I would like to acknowledge their contributions and wish them well. We look forward to welcoming new Board members in 2021.

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 2020 these resources were again allocated to programs with the greatest impact including small group and individual intervention programs to support decoding, encoding, and early reading skills. 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.

Our Aboriginal/Islander Education Officer collaborated with a newly employed teacher to establish, promote, and deliver the highly successful 0 to 3-year-old KindiLink program. In addition to co-facilitating KindiLink

the AIEO provided in-class programs across the early years with a focus on literacy and numeracy and continued the support of intervention programs into the middle and upper primary year groups.

In 2020 we looked closely at the opportunities we had to improve critical transition points for students entering Kindergarten and those moving on to High School. School leaders, teachers, allied professionals, and external service providers were drawn on to create transitions that focussed on relationship building, transition of the whole family, and connecting students and families directly to the support services in and around the school community.

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.



With NAPLAN cancelled in 2020 due to the impact of COVID-19 there was no data to make comparisons against previous years' performances, progress between Years 3 and 5, or against like schools.

Internal assessments provided data to track performance of individual student, year cohorts, and whole school across a number of key areas. Student performance data was shared and celebrated with the school board in great detail to illustrate the expected and above expected progress and achievement made throughout the year.

Facilities

We place great importance on creating and maintaining facilities that are both contemporary and safe learning environments across our school. With strong strategic planning for infrastructure improvement; considered financial management; and, major works projects funded through the Department of Education we continue to add value to the learning environment our students experience.

Complex and large scale projects such as full roof replacement, reverse cycle air-conditioning, ceiling replacements, and asbestos removal, have been a welcome improvement to both exterior and interior spaces. This work has also enable us to create new work and meeting spaces, such as The Hub, that increases our capacity to host external therapy services, collaborative meetings, and meet with families to support the additional needs of students across the year groups.

Investment in technology to enhance learning continues to see our classroom teachers provided with the tools required to be at their best.

New interactive panels, mobile devices, and even new furniture are a small part of the ongoing work to create contemporary learning environments that are both inviting and functional for all ages.

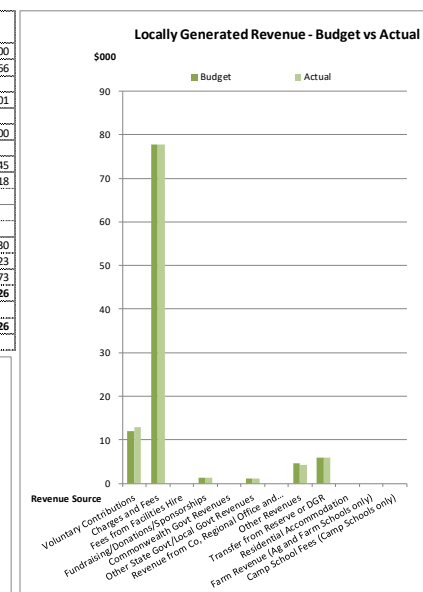
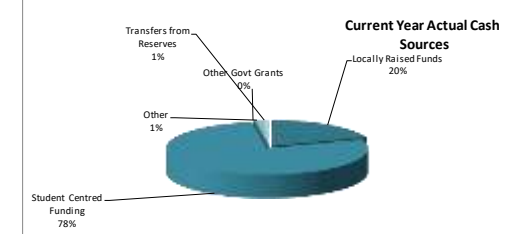
During the latter part of Term 4 our old art room and adjacent storeroom were extensively refurbished under the Primary Science Lab program of works. The work has seen two rooms become one large collaborative space with new workspaces, storage, appliances, and other equipment enhancing the Science program on offer. The additional space now allows students to work in groups around tables and benches whilst also have break out space to work on the floor when the learning requires it.

Conclusion

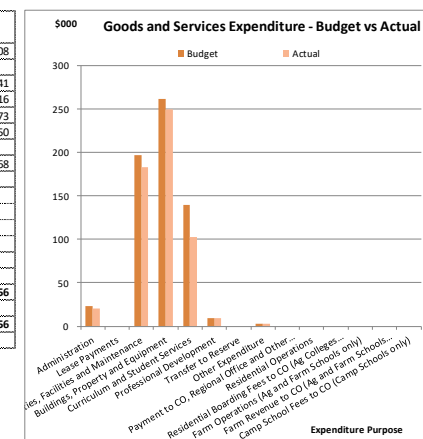
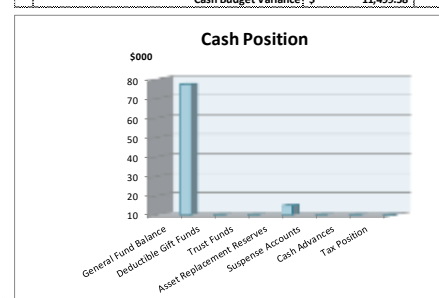
The 2020 school year threw up its fair few challenges for us individually, as a school, and as a community with all the uncertainty surrounding the COVID pandemic, however, what we achieved and how we got through these difficult times is a credit to our students, staff, and community members. It took great cooperation, a level of understanding, and a genuine sense of caring for one another that saw our community endure the difficulties we all faced yet thrive on the return to our new normal.

Financial Summary 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 12,000.00	\$ 12,960.00
2 Charges and Fees	\$ 77,716.33	\$ 77,691.66
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 1,370.00	\$ 1,370.01
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 4,626.54	\$ 4,265.45
9 Transfer from Reserve or DGR	\$ 6,000.18	\$ 6,000.18
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 102,813.05	\$ 103,387.30
Opening Balance	\$ 170,623.00	\$ 170,623.23
Student Centred Funding	\$ 370,095.73	\$ 370,095.73
Total Cash Funds Available	\$ 643,531.78	\$ 644,106.26
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 643,531.78	\$ 644,106.26



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 23,535.00	\$ 20,543.08
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 196,450.00	\$ 182,597.41
4 Buildings, Property and Equipment	\$ 261,342.67	\$ 249,329.16
5 Curriculum and Student Services	\$ 139,130.60	\$ 102,765.73
6 Professional Development	\$ 9,028.18	\$ 9,113.50
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 2,545.75	\$ 2,555.68
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	\$ 632,032.20	\$ 566,904.56
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 632,032.20	\$ 566,904.56
Cash Budget Variance	\$ 11,499.58	\$ -



Cash Position as at:	
Bank Balance	\$ 87,917.74
Made up of:	
1 General Fund Balance	\$ 77,201.70
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 14,794.09
5 Suspense Accounts	\$ 986.95
6 Cash Advances	\$ -
7 Tax Position	\$ (5,065.00)
Total Bank Balance	\$ 87,917.74