

**2015 Annual Report to
the School Community**

Cranbourne Park Primary School

School Number: 4887



Name of School Principal: Sue Jones

Name of School Council
President: Bruna Barnett

Date of Endorsement: 12 April 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Established in 1962 Cranbourne Park Primary School is situated in Cranbourne, within the City of Casey, and some 45 kilometres south east of Melbourne. The school serves an established, low income residential district.

At Cranbourne Park Primary School, all students are valued as individuals. Learning is catered for by individual learning plans designed to give every student the opportunity to be the very best that they can be. Our teaching emphasis is upon improving the learning outcomes for all students in the areas of Reading, Writing, Numeracy and Science. Support and specialist programs include reading intervention, literacy support, student wellbeing, Health and Physical Education, Wellbeing, The Arts and Information and Communications Technology (ICT). Extensive ICT resources underpin all teaching and learning activities. Interactive whiteboards are installed in each classroom teaching and specialist teaching space.

In 2015 our staffing profile peaked at 29.5 equivalent full time staff comprising two Principal Class Officers, 18 full-time and four part-time teaching members of staff and 10 Education Support Officers, comprising three full-time and seven part-time staff. At the August 2015 census 310 students were enrolled at our school, a similar enrolment to the corresponding 2014 census. Of our students, 25.8% came from a home where English was an additional language.

Students are arranged in 14 classrooms consisting of two Foundation, four year 1/2, four year 3/4 and four 5/6 classes.

School facilities consist of an Administration facility, sixteen permanent classrooms comprising six in our Building the Education Revolution facility, four in the south building block (which includes one converted into a computer lab) and six in the north building block, an Art and Craft Room, and a recently renovated Library. In addition we have a gymnasium with a full size basketball / netball court, a stage, kitchen facilities and a multi-purpose room. Our teaching and learning facilities include three fixed computer labs and two mobile computer labs and a science-environmental art garden. Extensive outdoor sealed areas comprise numerous four square courts and basketball and netball courts. Two recently refurbished play equipped play areas are complemented by a large tree fringed oval, gardens and play areas.

Respect is our core value and we focus on:

- Respect for yourself;
- Respect for others;
- Respect for learning, and,
- Respect for the environment.

Under the auspice of the KidsMatter framework, the school has a strong student wellbeing and social skills focus which underpins our goal of a safe, supportive and stimulating educational environment.

Achievement

Our schooling goal continues to be to provide a safe and stimulating educational environment in which students can grow emotionally, socially and academically.

Teacher assessments of student learning are obtained using a range of assessment tools to determine student performance.

For teacher assessment of student learning based on the Australian Curriculum / Victorian Essential Learning Standards we are performing at a lower level to the median of all Victorian Government Schools.

Our data from the year 3 2015 NAPLAN shows that we are performing at a similar level to the middle 60% of all government schools in Reading and Numeracy.

Our data from the year 5 2015 NAPLAN shows that we are performing at a similar level to the middle 60% of all government schools in Numeracy, and at a lower level in Reading.

The 4 year average 2012 – 2015 results for year 3 Reading and Numeracy were similar to the middle 60% of all government schools. The 4 year average 2012 – 2015 results for year 4 Reading and Numeracy were at a lower level to the middle 60% of all government schools.

All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual learning goals.



Engagement

We are proud of our extensive range of student leadership opportunities which promote students' sense of belonging at, and enjoyment of, school. These programs include School and House captains, Student Representative Council, ICT Monitors, Dolphin Institute Ambassadors and Peer Mediators.

The four year average number of Student Absence Days 2012 – 2015, is similar to other government schools. Our 2015 average number of Student Absence Days is similar to other government schools. Average 2015 Attendance rates by year level show a fairly uniform figure across all year levels. Common reasons for non-attendance include illness and family holidays.

An extensive range of innovative strategies have been implemented to address the issues that impact on regular school attendance. These include weekly assembly draws for perfect attendance in the preceding week, quarterly attendance certificates for all students, rewards, school displays and daily telephone follow up of unexplained absences. Ongoing non-attendance at school is addressed through a variety of strategies including phone calls, letters, the provision of information and fact sheets, referral to Student Support Service Officers and, if required, referral to the School Refusal Program. Students with 100% attendance are rewarded with a restaurant lunch in December each year.

We continue to pursue constructive improvement at all levels in student attendance at school.

Wellbeing

Our 2015 Connectedness to School factor measures within the Student Attitudes to School survey data is similar to other government schools while the four year 2012 – 2015 average result is also similar to other government schools.

The Wellbeing program is multi-faceted and includes taught elements at the specialist level taught as part of the Health and Physical Education curriculum to all students in a weekly, timetabled specialist lesson and specific, targeted programs at each year level taught by class teachers. Targeted social development programs for identified students run alongside specialist and classroom programs, as required. The aim is to provide every student with a safe, engaging and supportive school environment.

The KidsMatter framework scaffolds a broad range of student wellbeing strategies including a school wide social and emotional competence development program.

A comprehensive range of lunchtime activity clubs promote student participation in various areas of interest, enhance the opportunity to make friendships within and across year levels and bring students into contact with a variety of school staff.

Productivity

Our most important asset is our human resource. Consequently our productivity focus is the effective utilisation and management of human resources within a management framework that includes educational, physical and financial resources so as to achieve strong teaching, learning, wellbeing and attendance outcomes for our students.

Within this focus our achievements in 2015 included:

- A timetable and curriculum review to ensure school, AUSVELS, VRQA and DET requirements continue to be met.
- Allocation of teaching staff to meet identified teaching and learning priorities, anticipated student needs and to meet the school priority to maintain smaller class sizes.
- Allocation of support staff to best meet identified and anticipated administrative and student support needs.
- Indonesian LOTE being taught by an accredited teacher.

- A review of the school staffing profile to meet both current and anticipated teaching and learning priorities and school budget requirements.




Program budgets being reviewed and adjusted to meet the needs of teaching and learning priorities of the school and DET finance guidelines.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

School Profile

Enrolment Profile

A total of 297 students were enrolled at this school in 2015, 137 female and 160 male.
There were 17% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.

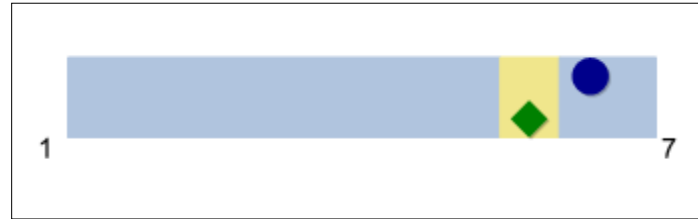
Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

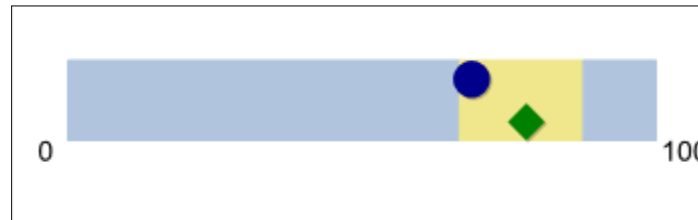
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






School Staff Survey

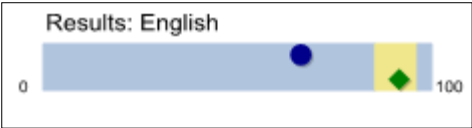
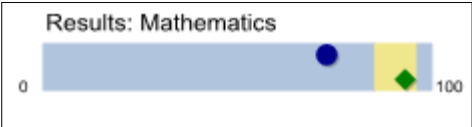


Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none">EnglishMathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p> <hr data-bbox="1180 1002 1648 1010"/>

**Towards Foundation Level
AusVELS**

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

English




No Data Available









Mathematics

No Data Available

Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> 	 Similar
	<p>Results: Reading (4-year average)</p> 	 Similar
	<p>Results: Numeracy</p> 	 Similar
	<p>Results: Numeracy (4-year average)</p> 	 Similar

NAPLAN Year 5

The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.

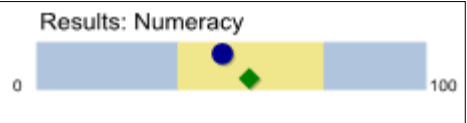
Year 5 assessments are reported on a scale from Bands 3 - 8.



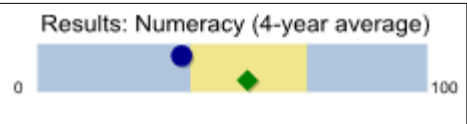
Lower



Similar



Similar






Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<div style="text-align: center; margin-bottom: 10px;">Reading</div> <table style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;">40 %</td> <td style="text-align: center; width: 33%;">40 %</td> <td style="text-align: center; width: 33%;">20 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <div style="text-align: center; margin-bottom: 10px;">Numeracy</div> <table style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;">25 %</td> <td style="text-align: center; width: 33%;">40 %</td> <td style="text-align: center; width: 33%;">35 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <div style="text-align: center; margin-bottom: 10px;">Writing</div> <table style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;">43 %</td> <td style="text-align: center; width: 33%;">24 %</td> <td style="text-align: center; width: 33%;">33 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <div style="text-align: center; margin-bottom: 10px;">Spelling</div> <table style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;">38 %</td> <td style="text-align: center; width: 33%;">38 %</td> <td style="text-align: center; width: 33%;">24 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <div style="text-align: center; margin-bottom: 10px;">Grammar and Punctuation</div> <table style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;">24 %</td> <td style="text-align: center; width: 33%;">62 %</td> <td style="text-align: center; width: 33%;">14 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table>	40 %	40 %	20 %	Low	Medium	High	25 %	40 %	35 %	Low	Medium	High	43 %	24 %	33 %	Low	Medium	High	38 %	38 %	24 %	Low	Medium	High	24 %	62 %	14 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
40 %	40 %	20 %																														
Low	Medium	High																														
25 %	40 %	35 %																														
Low	Medium	High																														
43 %	24 %	33 %																														
Low	Medium	High																														
38 %	38 %	24 %																														
Low	Medium	High																														
24 %	62 %	14 %																														
Low	Medium	High																														

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement

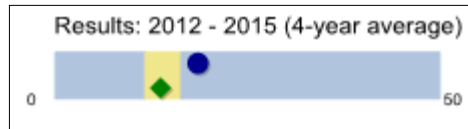
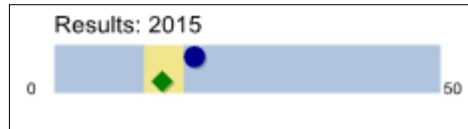
Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

Student Outcomes






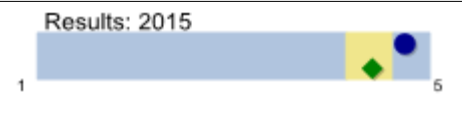
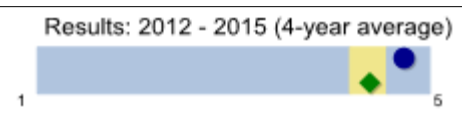


Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	90 %	90 %	92 %	92 %	88 %	89 %

School Comparison



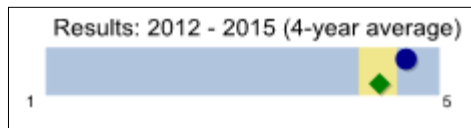
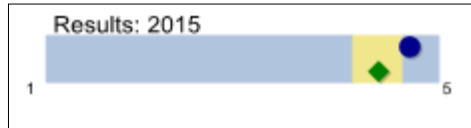
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

Students Attitudes to School - Student Perceptions of Safety

Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



How to read the Performance Summary

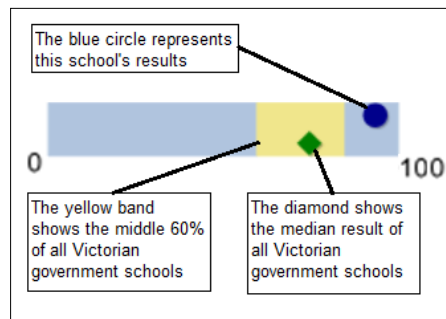
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

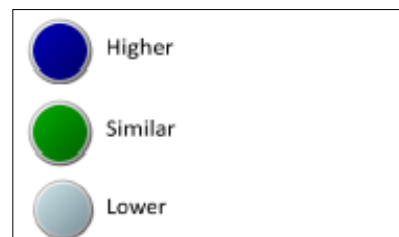


What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

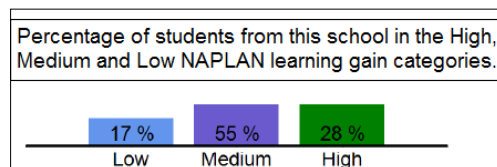
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

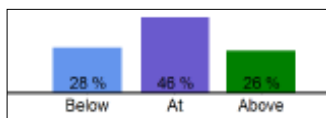


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

