

# 2018 Annual Report to The School Community



School Name: Cranbourne Park Primary School (4887)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2019 at 02:49 PM by Sue Jones  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 April 2019 at 07:54 AM by Sam Flavel (School  
Council President)

## About Our School

### School context

At Cranbourne Park Primary School our vision is to be the primary school of first choice in Cranbourne. We seek to provide a safe, supportive and friendly environment, and an engaging and effective teaching and learning program.

Our mission is: "To give every child the opportunity to be the best they can be."

Respect is our core value and we focus on:

- Respect for Yourself,
- Respect for Others,
- Respect for Learning, and,
- Respect for the Environment.

Established in 1962 Cranbourne Park Primary School (formerly Cranbourne North Primary School) is situated in Cranbourne, within the City of Casey, 45 kilometres south east of Melbourne. The school serves an established, low income residential area.

There are a number of both government and non-government schools in close vicinity to our school, the nearest other government primary school being only a ten minute walk. Despite this, approximately two thirds of our students walk past another primary school to attend our school.

In 2018 our staffing profile comprised two Principal Class Officers, 21 full-time and four part-time teaching members of staff and 18 Education Support Officers, comprising three full-time and fifteen part-time staff. We also have a part time Chaplain. The enrolment of the school continued to grow throughout 2018 with 395 students enrolled at our school as at the August 2018 census.

In the 2018 school year we saw an increase in the number of students eligible for English as an Additional Language (EAL) funding, in the number of equity funded students and in the number of students in out of Home Care living arrangements.

School facilities consist of refurbished administration facilities, seventeen permanent classrooms (six in our Building the Education Revolution (BER) facility, four in in south building wing and seven in the north building wing), a mod 5 relocatable, an art and craft room and a library. In addition we have a gymnasium with full size courts, a stage and multi-purpose room. This facility is regularly used out of school hours by a range of community groups and clubs and hosts a school facilitated pre-school play group during school hours.

The school continues to invest heavily in providing comprehensive Information and Communication Technology (ICT) resources and in establishing computer networks. Facilities include two fixed computer labs totalling 55 touchscreen desktops, five computer pods providing 137 notebooks for student use and classroom support across the school and a class set of iPads. Interactive teaching and learning screens are installed in all teaching spaces and in the meeting room. The redevelopment of a science / environmental garden continues with the space being utilised during lunchtime activities and to support classroom teaching and learning programs. Extensive sealed areas provide four square courts, basketball courts and a netball court. A total of four playground areas service the developmental needs of all students. Built facilities are complemented by a large oval, treed gardens and grass play areas.

The school is organised around the Victorian Curriculum with 19 classes across Foundation (Prep), 1/2, 3/4 and 5/6 grade levels. The school is divided into four teaching and learning teams – Foundation, 1/2, 3/4 and 5/6, led by a teaching member of that team. The average class size is around 20 students. Teaching specialist areas are Health and Physical Education, "Resilience", The Arts, Digital Technologies (ICT) and Indonesian Language.

Additional classroom teaching support is provided through two part-time Learning Support teachers, an English as an Additional Language (EAL) specialist and Education Support (ES) staff who support identified students on the Program for Students with Disabilities (PSD) program, provide classroom support in Foundation and junior classrooms and implement a number of learning support programs. The learning support programs provided by ES under teacher supervision are; the Speech Therapy Assistance (STA), Bridges Literacy, Bridges Numeracy and Oral Language.

In addition a number of student leadership and development programs operate. These include School and House Captains, Student Representative Committee (SRC), Peer Mediators and "I Sea, I Care" Ambassadors for the Dolphin Research Institute.

Two external consultants have been working with the school since the beginning of the 2016 school year. Lyn Watts has provided whole school professional learning, classroom and leadership coaching and has led the implementation of the CAFÉ Reading and VOICES Writing frameworks across the school. Brenda Botterill continues as our numeracy coach. In this role she provides whole school professional learning, classroom and leadership coaching and parent information sessions, and has led the implementation of the Bridges Numeracy intervention program.

### **Framework for Improving Student Outcomes (FISO)**

In the 2018 school year "Building practice excellence" (Excellence in teaching and learning) was the school's major focus. The second focus was "Empowering students and building school pride" (Positive climate for learning).

Work relating to excellence in teaching and learning was extensive and addressed through a number of key improvement strategies.

Teacher knowledge and understanding of the Victorian Curriculum was deepened through outsourced Curriculum Day activities and after school professional learning sessions. Further work was undertaken in professional learning teams, headed by team leaders and members of the principal class team.

Staff data literacy and skill in gathering data and analysing and evaluating student learning growth was developed through a team of four teachers participating in a data literacy program facilitated by The Bastow Institute of Educational Leadership and sharing their knowledge, skills and understandings with staff in staff professional learning sessions and through professional learning teams.

Teams have effectively collaborated to use cohort data and evidence based approaches to plan high quality teaching and learning experiences that meet each student's point of need and level of learning, thus enabling success and growth for all students.

High impact teaching strategies were a focus of staff professional learning throughout the year and best practice was built into school documentation.

An instructional model for teaching and learning was developed and now underpins teaching and learning across the school.

CAFÉ Reading and VOICES Writing frameworks are evident in all classrooms and scaffold student learning in

reading and writing across the school thus providing cohesive and consistent learning frameworks.

Our external critical friend has facilitated student free days and staff professional learning sessions, and has worked with individual teachers and teaching teams to successfully embed numeracy strategies into the school mathematics curriculum.

A number of key improvement strategies were utilised to enhance our positive climate for learning.

A major focus was on building high expectations for regular attendance and punctuality and wide-ranging strategies are utilised including regular articles in the newsletter, posters around the school, lucky dips at assembly, HERO (Here, Every day, Ready to learn, On time) wrist band awards, certificates, celebratory morning teas and a special lunch, class incentives and attendance improvement plans.

Students have developed greater student voice in learning and understanding of themselves as learners through shared goal setting and choice in presentation of learning.

The development of student leadership skills and widened opportunities for participation in decision making occurs through:

- specific leadership programs for grade 5 and grade 6 children organised by staff,
- ongoing training for Peer Mediators,
- enhanced Student Representative Committee (SRC) responsibilities across the school
- increased student leader responsibilities including the running of the weekly whole school assembly
- participation in the "I Sea, I Care" ambassador program, and
- student organisation and implementation of programs and activities such as our Perceptual Motor Program (PMP), Friendship Day, Education Week Open Night and Junior School Tabloid Sports.

## 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 comprehensive range of assessment tools to determine student performance. Teacher judgement of student achievement indicate the percentage of students in Years Prep to 6 working at or above age expected standards in English is lower than the school comparison with other Victorian schools, and similar to the school comparison in Mathematics.

Our 2018 Naplan data for both year 3 and year 5 students shows that our Reading and Numeracy results are similar to those achieved by students in other Victorian schools.

Over the period, 2014 – 2018 both our year 3 and year 5 Numeracy and Reading results were similar to other Victorian Government Primary Schools.

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

Analysis of Naplan learning gain years 3 – 5 shows 22% of students making high growth in Reading, 9% making high growth in Numeracy, 8% making high growth in Writing and 14% making high growth in Spelling and 19% making high growth in Grammar and Punctuation.

## Engagement

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

In 2018 and over the four year period, 2014 – 2018, the average number of student absence days compared to other Victorian Government Primary Schools is similar given the background characteristics of students.

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 strategies such as phone calls home, letters, the provision of information and fact sheets, the development of attendance plans, 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 and lauded at whole school assembly.

## Wellbeing

The Students Attitudes to School survey – Sense of Connectedness, measures the percent endorsement of students in the agree or strongly agree categories. Our student connectedness results were similar to other Victorian Government Primary Schools.

The Students Attitudes to School survey – Management of Bullying, measures the percent endorsement of students in the agree or strongly agree categories. Our student results for the School's Management of Bullying were similar when compared to other Victorian Government Primary Schools.

Health and wellbeing co-ordination is a function exercised within the senior leadership group. This function oversees a program of activities and services that includes a whole school social and emotional learning program, chaplaincy, student leadership opportunities, student voice and social development programs for identified students. The school works closely with a number of service providers, such as Department of Health and Human Services, to support the welfare needs of students and their families.

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 auspices of the KidsMatter framework, and through school wide implementation of the "Bounce Back" program, support from the Chaplain and a school employed social worker along with a Life Skills program, the school has a strong student wellbeing and social skills focus which underpins our goal of a safe, supportive and stimulating educational environment.

## Financial performance and position

Our school council's financial performance (revenue / expenditure) for the school year is as planned and remains in surplus.

Significant funds were received in student equity funding.

Our largest investment is in the employment of teaching staff and education support staff to provide a contemporary, comprehensive teaching and learning program for our students.

We continue to invest in capital and building improvements and grounds maintenance and in the provision of teaching and learning resources. The goal of this investment is to provide contemporary, relevant and purposeful teaching and learning facilities. In the 2018 school year significant funds were expended in furnishing two additional classrooms, repainting the school gymnasium and the general maintenance and upkeep of the school.

Our school continues to have a healthy operating reserve allowing us the ability to respond to emerging educational priorities and to allowing flexibility should any contingencies arise. The school council's position (funds available / financial commitments) for the school year allows for all planned and expected commitments to be fully funded.




**For more detailed information regarding our school please visit our website at**  
<http://www.cranbournepark.vic.edu.au>

## 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

#### Enrolment Profile

A total of 393 students were enrolled at this school in 2018, 188 female and 205 male.

21 percent were EAL (English as an Additional Language) students and 7 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






#### School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Lower</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:




Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33 %</td> <td>44 %</td> <td>22 %</td> </tr> <tr> <td>Numeracy</td> <td>29 %</td> <td>63 %</td> <td>9 %</td> </tr> <tr> <td>Writing</td> <td>43 %</td> <td>49 %</td> <td>8 %</td> </tr> <tr> <td>Spelling</td> <td>16 %</td> <td>70 %</td> <td>14 %</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24 %</td> <td>57 %</td> <td>19 %</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33 %	44 %	22 %	Numeracy	29 %	63 %	9 %	Writing	43 %	49 %	8 %	Spelling	16 %	70 %	14 %	Grammar and Punctuation	24 %	57 %	19 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>90 %</td> <td>94 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	94 %	90 %	94 %	90 %	90 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	94 %	90 %	94 %	90 %	90 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,516,955	High Yield Investment Account	\$256,314
Government Provided DET Grants	\$676,973	Official Account	\$13,857
Government Grants Commonwealth	\$3,200	<b>Total Funds Available</b>	<b>\$270,171</b>
Government Grants State	\$5,836		
Revenue Other	\$15,067		
Locally Raised Funds	\$141,527		
Capital Grants	\$16,000		
<b>Total Operating Revenue</b>	<b>\$4,375,557</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$618,615		
<b>Equity Total</b>	<b>\$618,615</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,405,313	Operating Reserve	\$133,091
Books & Publications	\$2,189	Other Recurrent Expenditure	\$17,784
Communication Costs	\$32,200	Funds Received in Advance	\$41,278
Consumables	\$113,384	Asset/Equipment Replacement < 12 months	\$5,350
Miscellaneous Expense <sup>3</sup>	\$182,203	Maintenance - Buildings/Grounds < 12 months	\$18,293
Professional Development	\$31,533	<b>Total Financial Commitments</b>	<b>\$215,795</b>
Property and Equipment Services	\$458,838		
Salaries & Allowances <sup>4</sup>	\$160,379		
Trading & Fundraising	\$22,436		
Travel & Subsistence	\$225		
Utilities	\$39,621		
<b>Total Operating Expenditure</b>	<b>\$4,448,320</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$72,763)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

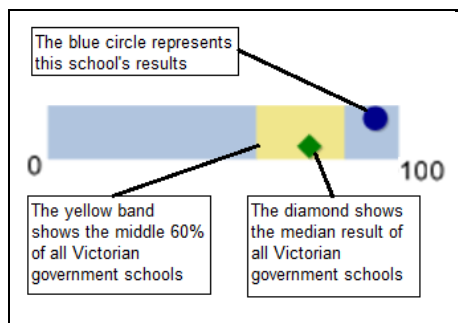
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

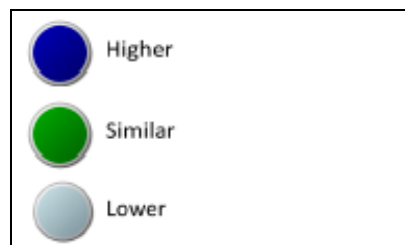


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').