

# 2021 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 2021 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 05 May 2022 at 03:03 PM by Ross Carlson (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 May 2022 at 09:40 AM by Clare Manders (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

## About Our School

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### School context

Cranbourne Park Primary School is a co-educational primary school located in the heart of Cranbourne approximately 45km from Melbourne. Since 2020 our school has continued to progress through significant change after a succession of leadership turnovers, COVID-19 challenges and a major school review. The year of 2021 and beyond was strongly focused on recreating school image and brand to the student population and wider community in general and researching best practice for student learning. The school acknowledged there was a lot of work to be completed in order to shift the trend of student achievement and engagement with both students and parents and we are pleased to reflect upon this work and the success throughout the year.

Our school was established in the early 1960's and many facilities are in need of repair and upgrade to better suit teaching in the 2020's. Classrooms have been designed to be single spaces with three main buildings and one double portable for use. During 2021 the school had an enrolment up to 365 students in 16 classrooms from Prep to Year 6 with 37.80 FTE staff - 2 Principal class, 20 classroom teachers and 15 educational support staff. Specialist subjects included Physical Education, Art, Digital Technologies, Indonesian and Music delivered over the year by three teachers. The DET Tutor learning initiative for 2021 was implemented to best support student learning. The school has no Aboriginal or Torres Strait Islander staff.

At the start of 2021 a new school vision and mission statement was developed keeping in mind our school values of Respect for Self, respect for others, respect for learning and respect for the environment. The schools vision moving to the next strategic plan is "To inspire every student to achieve all round success in every aspect of their lives." Driving this vision is our new mission statement "to provide a safe, structured and supportive environment where all students can reach their full potential."

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### Framework for Improving Student Outcomes (FISO)

2021 saw the introduction of the new Strategic Plan after our four-yearly review. The main challenge moving forward was to re-develop school culture and daily management to ensure all staff, students and the wider community were able to participate in the ongoing decision making processes and school development. There was a consistent approach across all aspects of the school to enable a clear direction for both staff and students. From the review, the main focus areas included developing evidence-based instructional models, prioritising strong PLT structures for consistent teacher practice, improving staff professional learning, and developing programs to improve student wellbeing. Staff were all supported to develop their practice and together, build a community for improved student outcomes.

As a result of 2020 COVID closures the 2021 school focus was in line with DETs three goals - 1. student catch-up and learning extension, 2. happy, healthy and active kids and 3. connected schools. A strong connection was made with students and families in the effort to improve student connectedness and engagement with school. Significant work was carried out throughout the year both during COVID closures and whilst students were on-site with a particular focus on developing capability of staff to develop and build positive relationships, accurately meet the needs of students and improve attendance levels where possible.

To best support the instructional models for classrooms the implementation of Talk for Writing occurred across the junior classrooms (Prep to Year 2). This was supported by the Learning specialist, professional development available to the whole staff and resources purchased to support this new model. Teachers were able to create a new approach to Literacy moving away from the traditional to the newest method using latest research and best practice from other schools. This approach will be implemented across the school in 2022 for all students. Working with the DSSI partners from Term 3, our PLT structures were reviewed and re-designed to begin in 2022. This involved setting up a new leadership group and providing dedicated learning time for them to develop both leadership skills and understanding of effective PLT sessions. As we move towards 2022 there is a strong approach to collaboration for planning and reflection of lessons. The Learning Specialist and Assistant Principal will support this area of school development. To

redevelop and reinforce the positive wellbeing of students a significant amount of time was concentrated on this area. Using some of the work from other schools an expectation matrix was developed and implemented to support student engagement and understanding of school expectations. This also supported teachers to model the desired behaviours and engage with students in dialogue to support the school value of respect. Moving towards 2022 there are new models of student inclusion and support for the whole school involving change from staff, students and parents. The new model (5Rs) uses positive reinforcement to support desired actions and decisions of students, supported through strong conversations and discussions led by teachers.

As the year came to a close a meeting was held with the Department of Education's Area Executive Director and the school leadership to reflect and analyse school direction. We are very pleased to report back to the school community that the new school direction is well supported by the Department and we are on-track to achieve all goals set for the year. We will continue working with the DSSI partners for 2022 with a view to close at the end of the year.

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## Achievement

2021 saw many changes to our practice with curriculum planning, delivery and assessment. Throughout the year teams spent considerable time referring to the curriculum to redevelop planners and termly overviews with a particular focus to update them in line with current curriculum documents. A vast majority of this was completed during professional learning opportunities outside of school hours.

During COVID closures the school was able to support a number of students through remote and flexible learning and on-site teaching. Some students responded well to self directed learning at home whilst a vast majority struggled without the additional support of Education support staff and the classroom teachers. Setting online platforms up that were easy to navigate and provide videos for students to go back to the lesson instructions proved to be very beneficial for all students. In our best efforts to support students with learning disabilities, Education support staff were able to contact many students by phone to assist them in the tasks. This worked well where the family and student engaged with the school.

At times when students were all back on-site there was rich learning opportunities provided to build upon the academic learning as well as re-developing social learning skills. With the introduction of the Talk for Writing program across the junior years students were able to focus on oral language development as the foundation of their learning. Students in the middle and senior years were able to continue using online platforms at school to support classroom activities building knowledge and skills learnt during lockdown periods.

Moving towards 2022 the focus will be on supporting the students who are not achieving at or above the expected level for English and Mathematics. This will be implemented through new curriculum programs and additional support provided by staff.

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## Engagement

A strong focus for 2021 was on redeveloping the school approach to wellbeing and in particular, the engagement between home and school and teacher and family. To begin this work, we followed on from the strong approach at the end of 2020 where there were very clear expectations, boundaries and communication between the school and the community. Effective communication between home and school was a priority for all staff and this was achieved through newsletters, emails, phone calls, meetings at the school gates and text messages. As a result of the continued efforts to engage with families the parent satisfaction results increased to 73.3%. There is still a lot of work to focus in this area.

During COVID closures many of our students did not connect or engage with the school. This was very disappointing as it made it very challenging to reach out and support their learning. The attendance data shows that students attended school more than in 2020 with an average of 89% per year level. In 2022 there will be a focus on improving this data in order for students to succeed at school. Attendance plans will be developed for students with significant absence patterns.

Each year students in years 4, 5 and 6 complete a sense of connection to school survey that provides valuable data on student thoughts and connections. Our target for student connectedness was 72% - we are pleased to see a result of 81.2% in 2021. This shows that the work being continued behind the scenes to enable students to reach out to staff when they need it and their sense of belonging to the school is working. Students are well connected with each other and the staff of the school. The same results came from students viewpoints about how the school manages bullying and other unwanted behaviours. The target was 75% and the results were 81.9% positively supported. Whilst there is work to continue in this area it is positive to see such results in a short timeframe.

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## Wellbeing

In 2021 the school designed and implemented an Expectations matrix, This outlined the positive behaviours expected by staff and students to be modelled each day. It is pleasing to note that although this work was implemented mid-year, unwanted student behaviour decreased dramatically and the wellbeing leader spent less time supporting students through challenging behaviours. The whole-school approach will continue to be implemented in 2022 after a whole school review has been conducted. The wellbeing and inclusion process has been reviewed and a new approach will be implemented towards the start of term 2, 2022. Staff professional development will be conducted to support both teacher and student understanding.

To support students and families the school provided food hampers each term as well as lunches for students throughout COVID lockdowns and when we were on-site. This support enabled students to attend school with food and there would be food available at home. The wellbeing leader was able to secure additional support from outside agencies where needed. The wellbeing leader continued to work with students, staff and parents to best support the direction of the school. Through regular communication and access to the student support services our school saw an increase in positive behaviours as the year progressed. More work will be carried out in this area in 2022 with a particular focus on designing and implementing a whole-school wellbeing approach and reviewing the expectation matrix.

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## Finance performance and position

At the end of 2021 the schools financial position has improved to what was initially budgeted. Significant work was carried out around the school for facility improvements and greater resources for students. School Council has agreed to extend the contract for the before and after school care provider by another 12 months and will review another term at the end of 2022. There will be a \$35,000 project to build a shade structure along the South end of the gymnasium for students to use both during class time and out in the yard. A vast majority of the funding for this project is through a Government grant. It is expected this project will be finished in 2022.

As per the table, equity funding and other grant money is outlined. Continued work in setting funds aside to improve facilities will occur in 2022 with an anticipated smaller surplus at the end of the school year.

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

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 365 students were enrolled at this school in 2021, 164 female and 201 male.

29 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

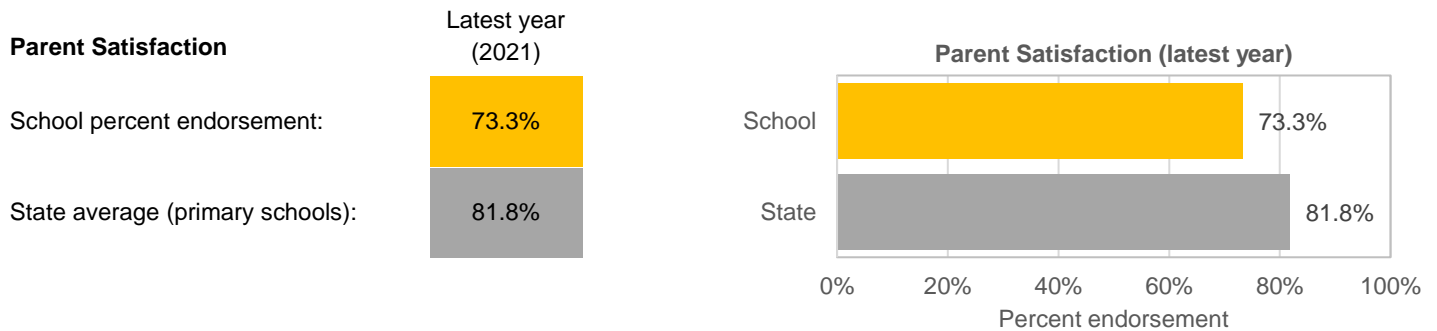
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

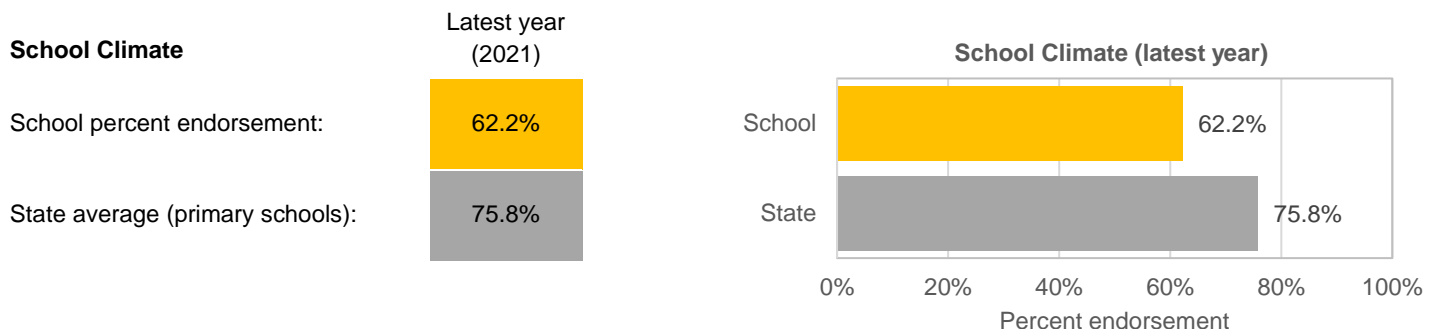


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

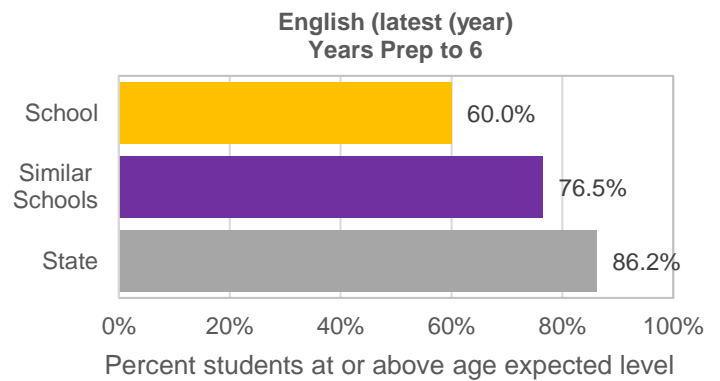
60.0%

Similar Schools average:

76.5%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

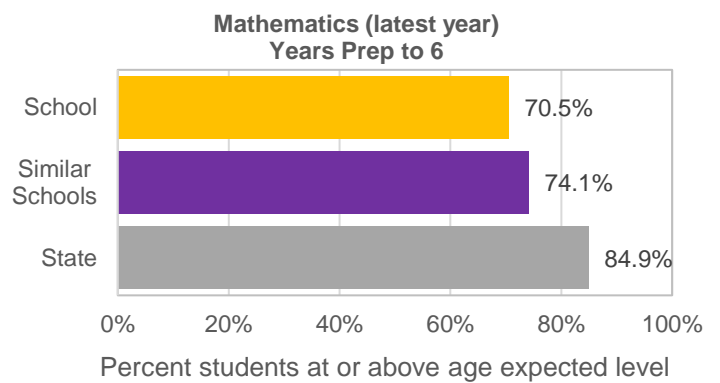
70.5%

Similar Schools average:

74.1%

State average:

84.9%





**ACHIEVEMENT (continued)**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

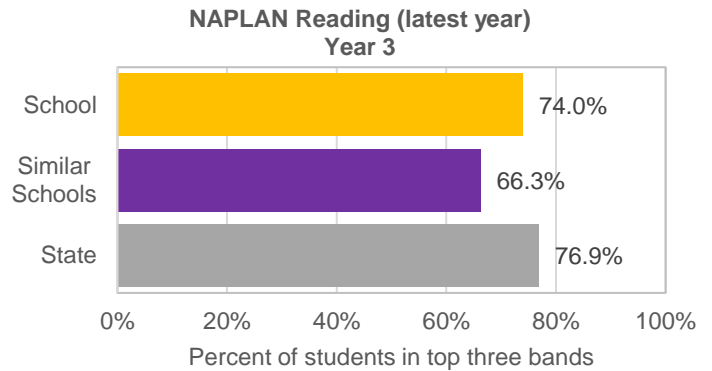
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

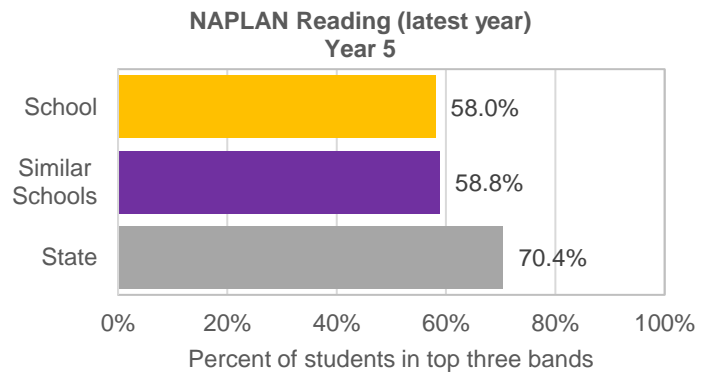
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.0%	69.6%
Similar Schools average:	66.3%	67.1%
State average:	76.9%	76.5%



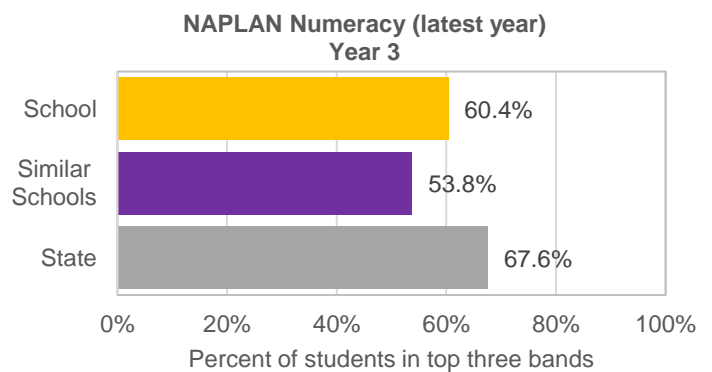
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.0%	52.2%
Similar Schools average:	58.8%	54.3%
State average:	70.4%	67.7%



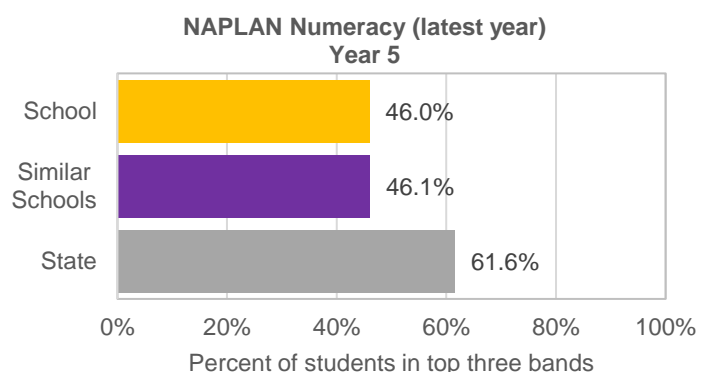
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.4%	55.8%
Similar Schools average:	53.8%	55.4%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.0%	40.2%
Similar Schools average:	46.1%	44.8%
State average:	61.6%	60.0%



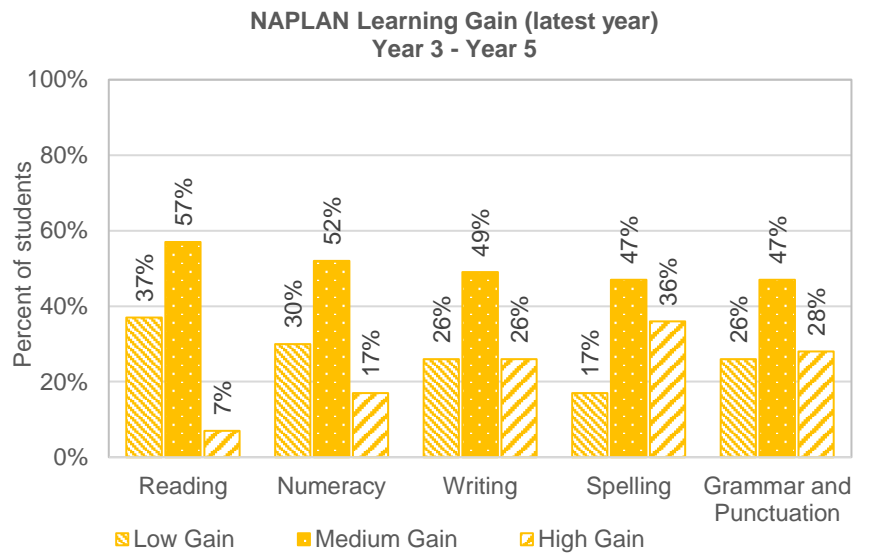
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	37%	57%	7%	19%
Numeracy:	30%	52%	17%	18%
Writing:	26%	49%	26%	22%
Spelling:	17%	47%	36%	24%
Grammar and Punctuation:	26%	47%	28%	21%



## ENGAGEMENT

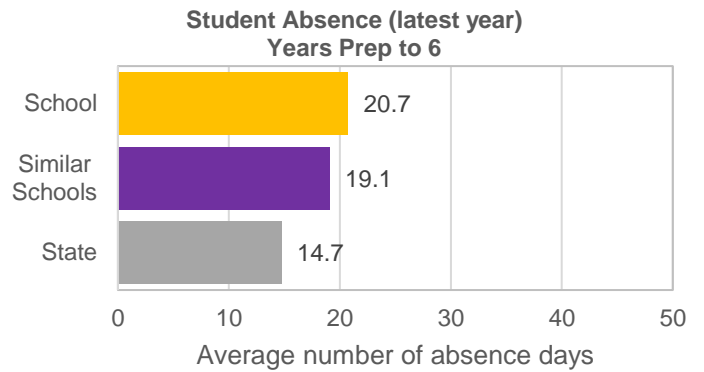
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	20.7	19.0
Similar Schools average:	19.1	18.1
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	88%	89%	91%	89%	90%	90%	89%

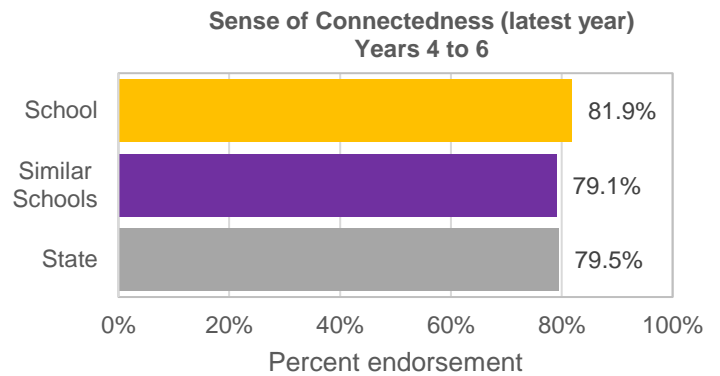
**WELLBEING**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	81.9%	82.6%
Similar Schools average:	79.1%	79.3%
State average:	79.5%	80.4%

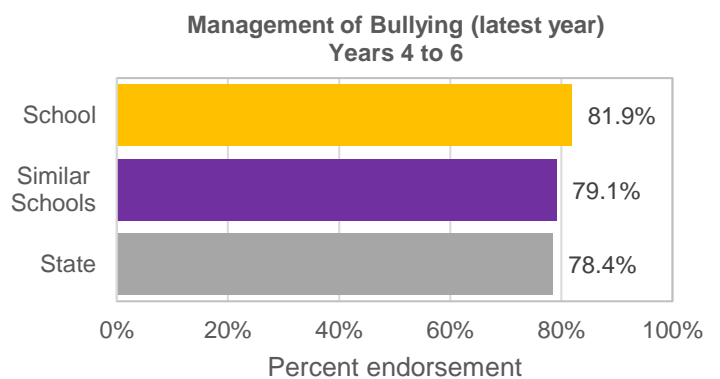


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	81.9%	81.1%
Similar Schools average:	79.1%	79.1%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,953,675
Government Provided DET Grants	\$697,704
Government Grants Commonwealth	\$0
Government Grants State	\$95,000
Revenue Other	\$5,240
Locally Raised Funds	\$68,805
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,820,423</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$684,909
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$684,909</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,755,628
Adjustments	\$0
Books & Publications	\$1,105
Camps/Excursions/Activities	\$365
Communication Costs	\$6,763
Consumables	\$101,607
Miscellaneous Expense <sup>3</sup>	\$23,682
Professional Development	\$3,907
Equipment/Maintenance/Hire	\$112,805
Property Services	\$109,954
Salaries & Allowances <sup>4</sup>	\$8,664
Support Services	\$97,666
Trading & Fundraising	\$6,292
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,990
<b>Total Operating Expenditure</b>	<b>\$4,249,429</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$570,994</b>
<b>Asset Acquisitions</b>	<b>\$138,346</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$747,839
Official Account	\$57,155
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$804,994</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$66,877
Other Recurrent Expenditure	\$29,214
Provision Accounts	\$0
Funds Received in Advance	\$132,997
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$400,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$714,088</b>

*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.*