

2022 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).
- 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 of the previous calendar year 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 10 May 2023 at 01:40 PM by Ross Carlson (Principal)

- This 2022 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 10 May 2023 at 01:56 PM by Clare Manders (School Council President)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

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

School context

Cranbourne Park Primary School is a co-educational primary school located in the heart of Cranbourne approximately 45km from Melbourne. 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 2022 the school had an enrolment up to 305 students in 15 classrooms from Prep to Year 6 with 36 FTE staff - 2 Principal class, 22 classroom teachers and 13 educational support staff. Specialist subjects included Physical Education, Art, Digital Technologies, and Music delivered over the year by three teachers. The DE Tutor learning initiative for 2022 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."

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 was strongly focused on recreating school image and brand to the student population and wider community in general. The year of 2022 was widely focused on developing a consistent and research-based curriculum approach that provided a strong foundation for student learning. The school reinforced strong learning outcomes through a rigorous wellbeing approach that placed the needs of individual students at the core.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the school introduced many changes to our practice with curriculum planning, delivery and assessment. An instructional model was introduced in the Prep to Year 2 cohorts in 2021 with a rollout of implementation for 2022 across the school. The School improvement Team developed very clear action plans and targets to meet each term as we transferred from previous methods of teaching to updated approaches.

During the year, significant change was introduced, and students were further supported with intervention. All staff were provided professional development on the school's new approaches to teaching and the curriculum framework was consistently utilised to drive student planning outcomes. Talk for Writing was a significant change for many staff however the results in the performance summary indicate great growth for our students. In 2021 there were 60% of students achieving above the expected age requirements. In 2022, this figure rose to 68% for literacy. In numeracy, the figure rose from 70% to 75%. NAPLAN data indicates growth in the top two bands signifying that the curriculum changes have made an impact. It is expected that the achievement levels may drop as change continues to occur whilst students manage new approaches and new teaching styles.

Students were further supported through intervention with additional staff employed to target individual needs. These sessions focussed on developing literacy skills and ensuring students developed numeracy strategies to support them in their everyday learning.

The school continues to work towards achieving our Strategic Plan goals with a continued focus at PLT meetings, SIT meetings and in all curriculum planning sessions.

Wellbeing

The school held a strong focus in 2022 on redesigning the wellbeing approach and supporting student connections. At the end of 2021, the new school approach was designed and then implemented in 2022. This approach focused on using positive language, modelling positive interactions supporting students to think about choices. Two wellbeing leaders and the principal team supported a whole-school change.

The 5R model, based on the school values of Respect for Self, Respect for Others, Respect for Learning and Respect for Learning, supported students to regulate emotions and keep them connected in the classroom. The school continued to see a dramatic drop in the number of incidents in the classroom and the playgrounds.

Food hampers were provided regularly throughout the year to support families as well as breakfast club and lunches for students. This support enabled students to attend school and ensure food was available at home.

The school chaplain supported students through individual, family and small group sessions. Additional agency referrals were made to provide additional support at home and this was all well-received by parents.

Student wellbeing has a strong focus in our classroom practices. Throughout the year, all classes provided sessions on Respectful Relationships. This program is aimed at supporting students to promote and model the value of respect, develop a positive attitude and build healthy relationships with peers. This program builds confidence in students to speak up for those that are vulnerable and act on inappropriate behaviours. We are exceptionally pleased with the development of students at Cranbourne Park Primary.

Engagement

The expectations matrix was reviewed and refined, meeting the needs of the students and widely shared with the community. Student expectations were reinforced in classrooms and around the yard. Improving communication between school and home became a target and we are pleased to see the overall parent satisfaction increase in 2022. This is evident in the parent opinion survey results. Parents and families were connected through emails, principal updates, newsletters, text messages and phone calls. Staff and the principal team were available before and after school for families and students to connect with. This work will continue into 2023.

Attendance was a concern at the end of 2022. In term 1, all cohorts held an attendance rate of more than 90%. At the end of term 2, there was a significant drop down to 80% and it took a lot of work to build those levels back up. By the end of the year, attendance rates finished between 85%-88%. This was very disappointing for the school. Upon further analysis of data, there were several students who contributed significantly to the absence rate through school refusals and parents enabling students to miss school. This will be a big area to focus on for 2023.

Staff professional development continued throughout 2022 on the new wellbeing model to support both teacher and student understanding. Through regular communication and visibility to families and student support services, our school saw an increase in positive behaviours as the year progressed.

The student leaders continued to work with staff and students to set standards and expectations for behaviour and engagement.

Other highlights from the school year

The school qualified for a heavily subsidised program through the Government to enable students to attend camps and excursions. The school contacted many venues and bus companies to support us in providing opportunities that would not normally be available. As a result, the school partnered with Bunjil Place, The Melbourne Arts Centre, Melbourne Museum, and other local venues to provide excursions and worked with a camp facility to enable all students from Year 1 – 6 to attend. Students in years 1 and 2 attended a full day camp including dinner. Students in years 3 and 4 attended a 3-day camp and students in year 5 and 6 attended a 4-day camp. Feedback from all venues and families was extremely positive.

The school held various events during the year including whole-school picnics to engage and connect families to school. All events were very well supported.

Financial performance

At the end of 2022, the school's financial position was very stable. The school retained an overall surplus of \$608,000 in cash. A vast amount of these funds were carried over to 2023 to complete major projects including a shade structure (\$90,000) and an upgrade of resources in student classrooms (\$35,000). The school invested in leasing equipment over the next four years. The funds for these leases need to be kept and carried over each year to ensure funds are available to cover expenses.

Many smaller projects are planned for 2023 which, whilst not significantly expensive, they will deplete much of these funds.

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 2.0 (FISO 2.0).

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 327 students were enrolled at this school in 2022, 153 female and 174 male.

28 percent of students had English as an additional language and 7 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).

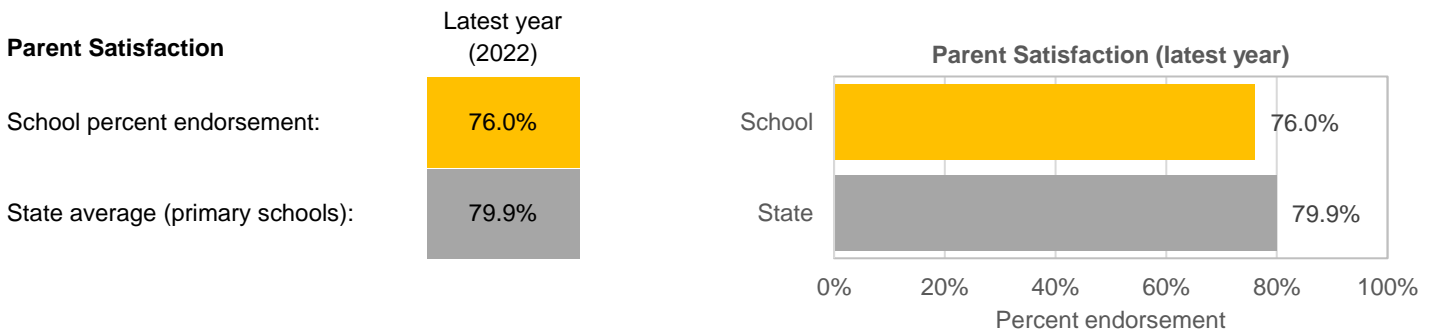
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

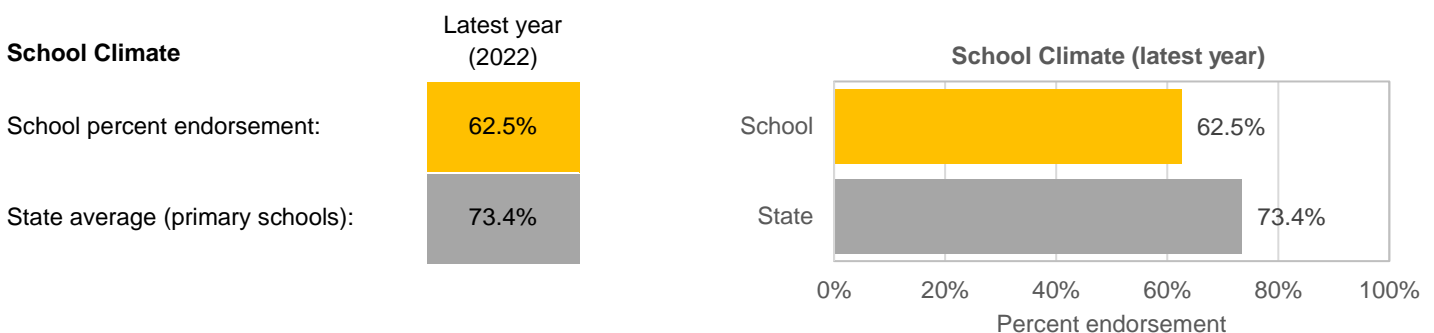


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

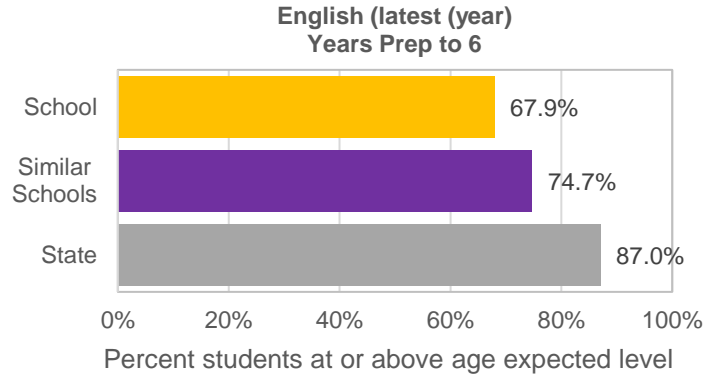
67.9%

Similar Schools average:

74.7%

State average:

87.0%



**Mathematics
Years Prep to 6**

Latest year
(2022)

School percent of students at or above age expected standards:

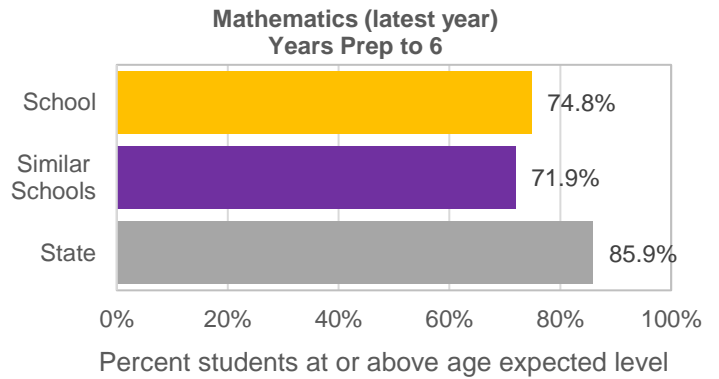
74.8%

Similar Schools average:

71.9%

State average:

85.9%



LEARNING (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.

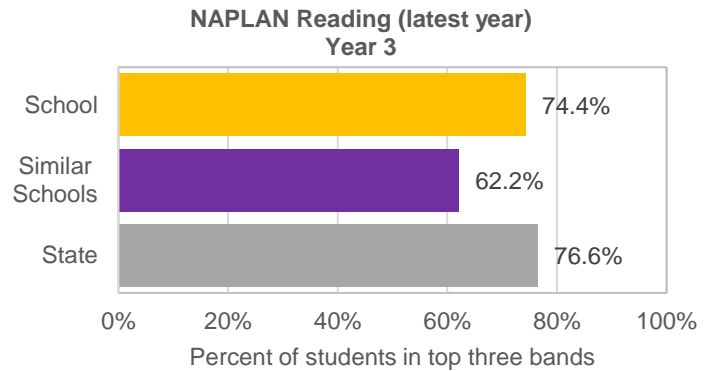
NAPLAN

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 2019, 2021 and 2022 data.

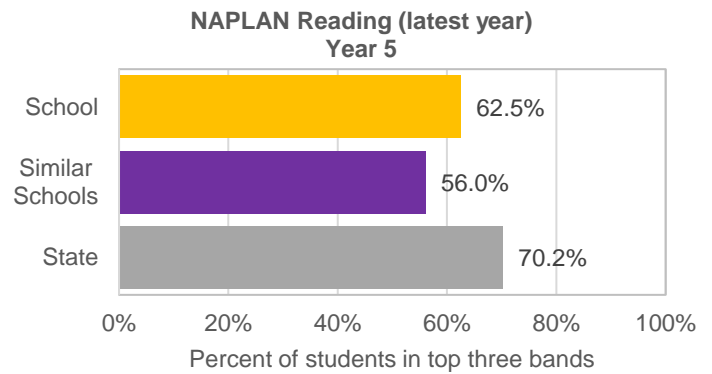
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.4%	73.9%
Similar Schools average:	62.2%	64.4%
State average:	76.6%	76.6%



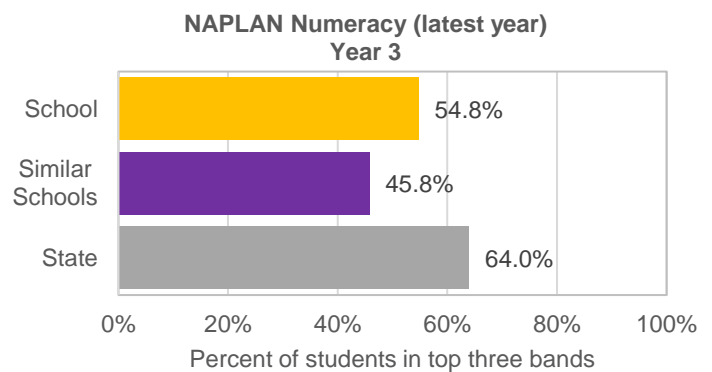
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	61.2%
Similar Schools average:	56.0%	55.2%
State average:	70.2%	69.5%



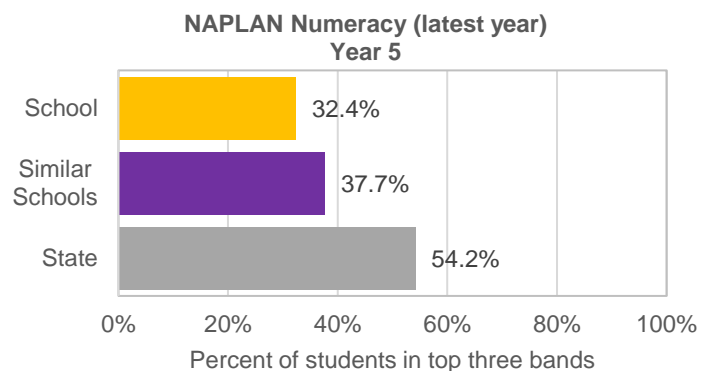
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.8%	57.6%
Similar Schools average:	45.8%	50.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.4%	44.4%
Similar Schools average:	37.7%	41.6%
State average:	54.2%	58.8%



WELLBEING

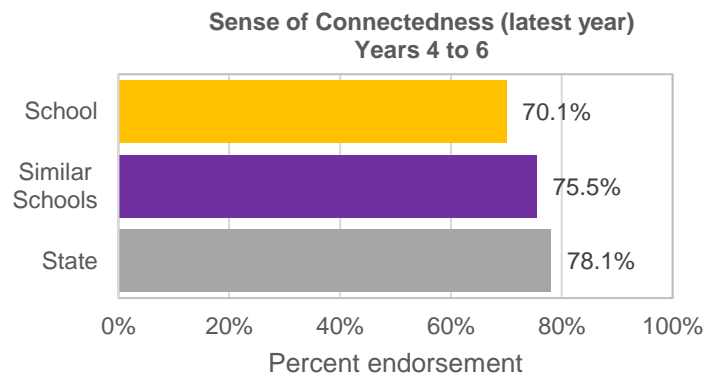
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.1%	81.4%
Similar Schools average:	75.5%	78.3%
State average:	78.1%	79.5%

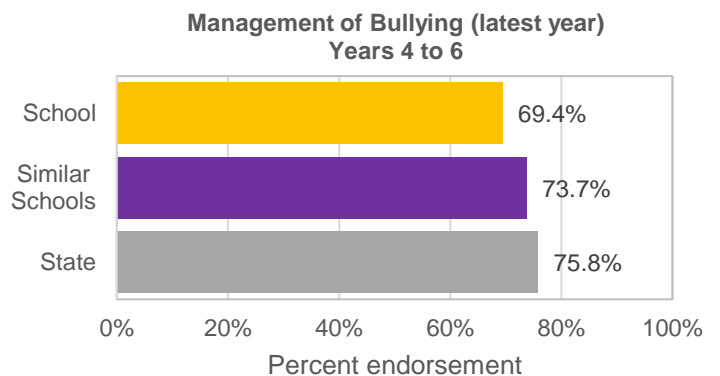


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	69.4%	79.5%
Similar Schools average:	73.7%	77.3%
State average:	75.8%	78.3%



ENGAGEMENT

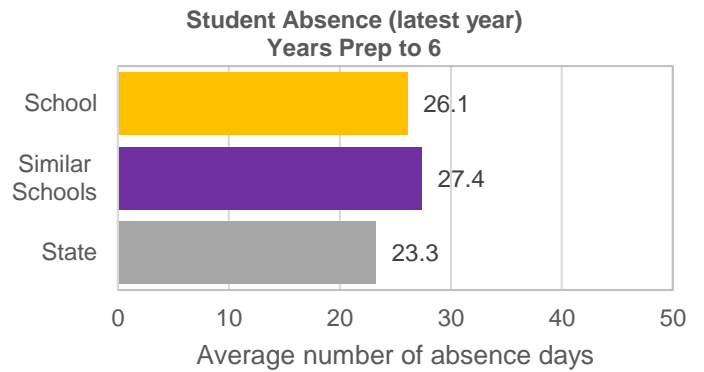
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.1	21.2
Similar Schools average:	27.4	21.4
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	86%	88%	88%	87%	86%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,865,447
Government Provided DET Grants	\$657,736
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$20,856
Locally Raised Funds	\$156,115
Capital Grants	\$20,000
Total Operating Revenue	\$4,720,154

Equity ¹	Actual
Equity (Social Disadvantage)	\$706,054
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$706,054

Expenditure	Actual
Student Resource Package ²	\$3,539,345
Adjustments	\$0
Books & Publications	\$3,631
Camps/Excursions/Activities	\$53,783
Communication Costs	\$7,495
Consumables	\$57,891
Miscellaneous Expense ³	\$30,256
Professional Development	\$6,575
Equipment/Maintenance/Hire	\$96,823
Property Services	\$98,421
Salaries & Allowances ⁴	\$43,699
Support Services	\$115,030
Trading & Fundraising	\$12,238
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,476
Total Operating Expenditure	\$4,091,663
Net Operating Surplus/-Deficit	\$608,491
Asset Acquisitions	\$0

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,006,584
Official Account	\$48,651
Other Accounts	\$0
Total Funds Available	\$1,055,235

Financial Commitments	Actual
Operating Reserve	\$78,196
Other Recurrent Expenditure	\$9,612
Provision Accounts	\$0
Funds Received in Advance	\$86,650
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	\$50,000
Capital - Buildings/Grounds < 12 months	\$250,000
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
Total Financial Commitments	\$524,458

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.