

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2024 at 12:25 PM by Ross Carlson (Principal)

- This 2023 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 16 April 2024 at 08:44 AM 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

---

## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# 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. Classrooms have been designed to be single spaces with three main buildings and one double portable for use. During 2023 the school fluctuated between 280-300 students across 14 classrooms from Prep to Year 6 with 36 FTE staff - 2 Principal class, 20 classroom teachers and 14 educational support staff. Specialist subjects included Physical Education, Art, Digital Technologies, and AusLan delivered over the year by four specialist teachers. The DE Tutor learning initiative for 2023 was implemented to best support student learning. The school has no Aboriginal or Torres Strait Islander staff.

Cranbourne Park Primary School continued to follow the values, vision and mission from 2020-2024 Strategic Plan. The values include respect for self, respect for others, respect for learning and respect for the environment. The school's vision is "To inspire every student to achieve all round success in every aspect of their lives." Driving the vision is our 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, 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. Throughout 2022 and 2023 we have been 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

Throughout 2023, the school was able to further enhance curriculum planning, delivery and assessment through the refinement and adjustments made to the new (2021/2022) instructional models for both literacy and numeracy. The School Improvement Team developed very clear action plans and targets to meet each term as we identified strengths and areas for future development. The school's intervention program continued to improve, with Education Support Staff being effectively utilised to run small intervention groups. Areas of need in professional learning were identified and staff PL was delivered to cater for the specific needs at the time. The Talk for Writing approach is now across the school with the focus on now on improving consistency in best practice. The data from NAPLAN, Student Opinion Survey, Staff Opinion Survey and Parent Opinion Survey have all shown significant improvements between 2022 and 2023, with the Year 5 NAPLAN results being amongst the highest the school has ever received. In numeracy, 34% of our Year 5 students had "high growth" compared to only 17% at similar schools and 25% state average. While in reading, 28% of students had "high growth" compared to 20% at similar schools and 25% for the state average. The year 3 and year 5 students outperformed "similar schools" in both reading and numeracy. It is also important to note, that NAPLAN was changed significantly in 2023 meaning data before 2023 cannot be used as a direct comparison.

### Wellbeing

The school continued the focus on enhancing the wellbeing approach and supporting student to connect to school. The new approach (started in 2022) continues to be strengthened. This approach focuses on using positive language, modelling positive interactions which then support students to think about their choices. The 5R model (Reinforce, Remind, Redirect, Reset, Restore) is based on the school values of Respect for Self, Respect for Others, Respect for Learning and Respect for Learning, supporting students to regulate emotions and keep them connected in the classroom. The school continued to see a drop in the number of incidents in the classroom and the playgrounds. Furthermore, Wellbeing continued to be included in the professional learning team meetings, rotating through reading, writing, numeracy and wellbeing each week for the entire year, this will continue into 2024. There was significant evidence to show that the approach has been successful. Parent satisfaction for 2023 came in at 92.9%, over 10% higher than the state average of 82.8%. Staff Climate data came in at 91.1% well above the state average of 78.1%. Student attitude to school data showed that 86% of students had positive endorsement with the way behaviour is managed, over 10% higher than similar school and state averages.

Food hampers, snacks and lunches were provided throughout the year to families in need. This support enabled students to attend school and ensure food was available at home. The Wellbeing Leader worked closely with external agencies, including Monash Health, to make referrals and provide additional support at home.

Student wellbeing had a strong focus in our classroom practices, this included explicit teaching of the school respect values, weekly respect focus and professional learning for staff.

## Engagement

The student expectations matrix was reviewed and further refined with professional learning taking place throughout the year to enhance teacher knowledge. Student expectations were reinforced in classrooms and around the yard. The school continued to focus on communication between school with teachers having regular check-ins with families. Overall, the student and parent opinion survey results were significantly better than previous results. Parents and families were connected through emails, Facebook, newsletters, text messages and phone calls.

Staff and the principal team continued to ensure they were visible and available before and after school for families and students to connect with. This has continued into 2024. Attendance continued to be an issue with a significant amount of days missed due to factors outside of the school and student's control, including extended family holidays and absences due to Covid-19. Considering these challenges, the school did well to improve attendance and outperform "similar schools". Students on average missed 20.6 days of school, which was similar to state average of 20.5 and much better than "similar schools" with an average of 24.9 days. Being a small school, significant absences from just a few families has a significant impact on the overall averages of the school. The school worked closely with these families to stress the importance of school and minimise absences as much as possible.

---

## Other highlights from the school year

The school continued to work closely with Bunjil Place, The Melbourne Arts Centre, Melbourne Museum and various other organisations to provide meaningful experiences to students at a very low cost. This was of significant importance as it provided opportunities to many students that they either wouldn't have been able to afford or wouldn't have been in a position to attend. The students were extremely excited during the various events and there were lots of positive responses from students. The school also received a significant amount of feedback around how respectful our students were from a number of organisations (Bunjil Place, Melbourne Arts Centre and Myuna Farm to name a few).

---

## Financial performance

At the conclusion of 2023 the school's financial position was very stable. The school used its 2022 surplus of \$353,000 to offset the 2023 credit deficit of \$176,000 resulting in \$177,000 being retained to help offset the 2024 credit deficit. The cash expenditure matched the budgeting, with the allocated cash being expended as planned throughout 2023. The school continues to retain \$1.14 million, much of which is allocated to major projects, including a significant portion being allocated to a \$1.9 million oval upgrade (sporting fields, running track, playgrounds etc.) which was made possible by state government.

The school received approximately \$500,000 in equity funding, this money went towards Education Support Staff, intervention, student supports, and other initiatives aimed at enhancing student achievement across school. The entirety of this funding was expended throughout the 2023 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 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 278 students were enrolled at this school in 2023, 132 female and 146 male.

24 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).

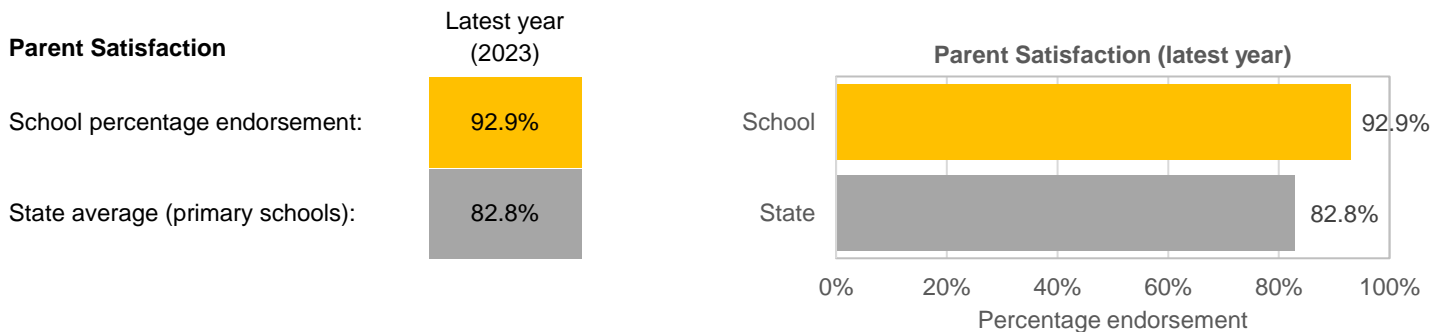
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

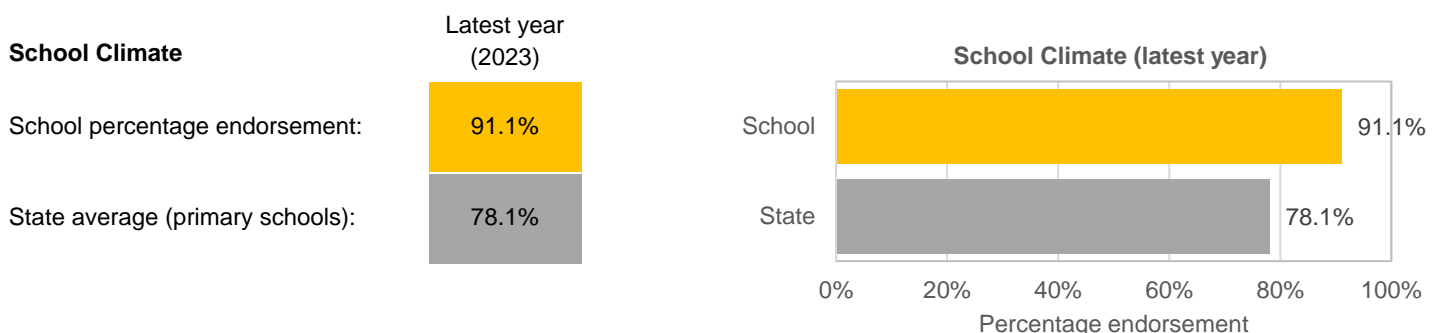


### School Staff Survey

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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

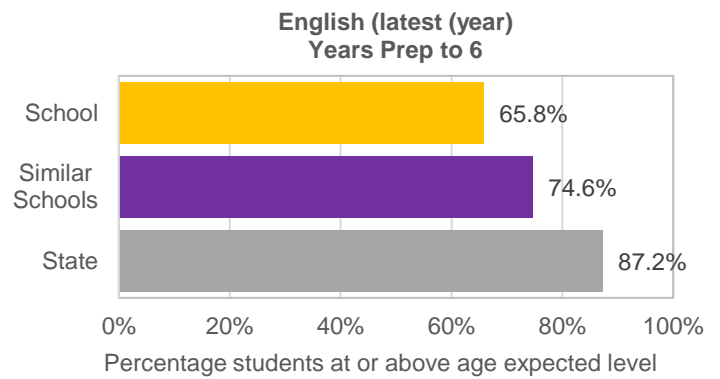
65.8%

Similar Schools average:

74.6%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

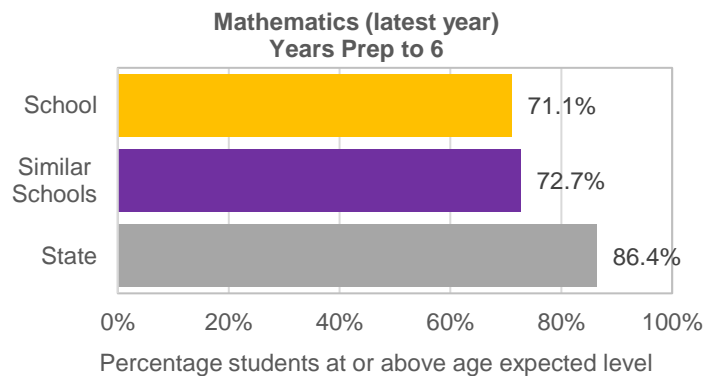
71.1%

Similar Schools average:

72.7%

State average:

86.4%



## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

58.5%

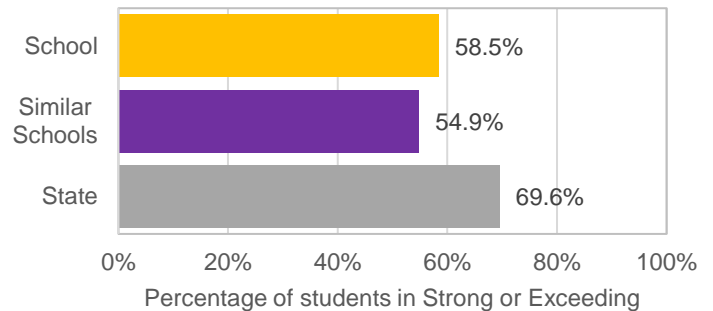
Similar Schools average:

54.9%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

81.1%

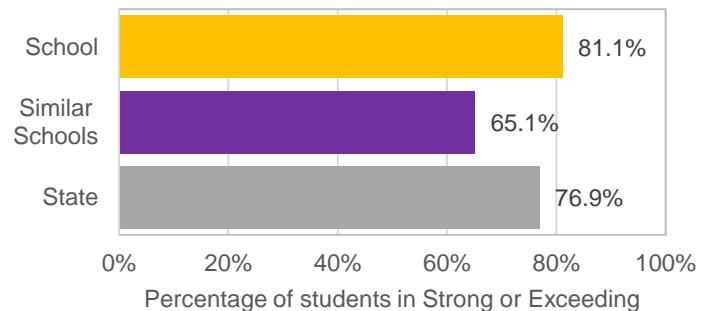
Similar Schools average:

65.1%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

59.5%

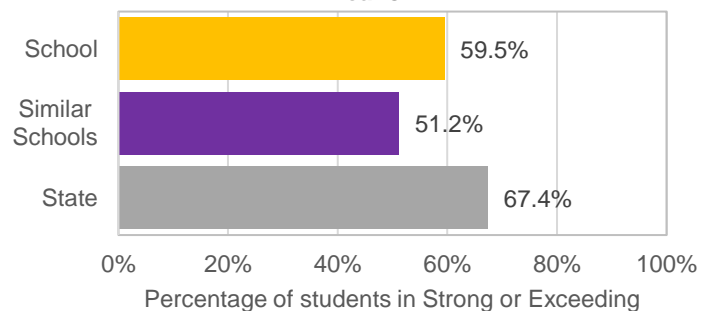
Similar Schools average:

51.2%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

73.0%

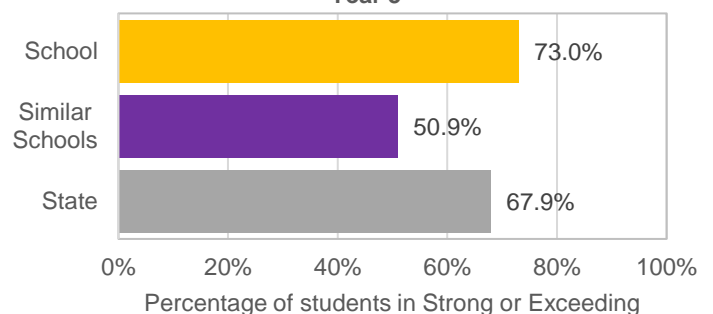
Similar Schools average:

50.9%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5





## 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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

74.4%

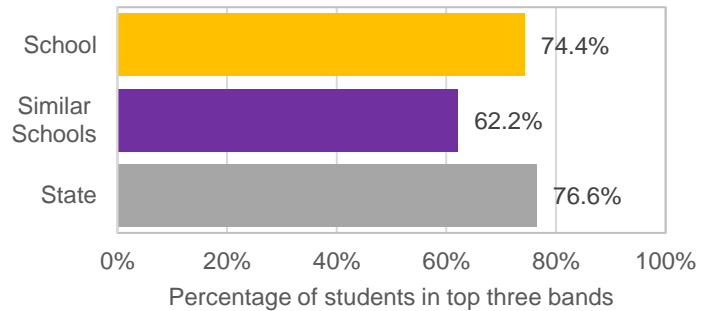
Similar Schools average:

62.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

62.5%

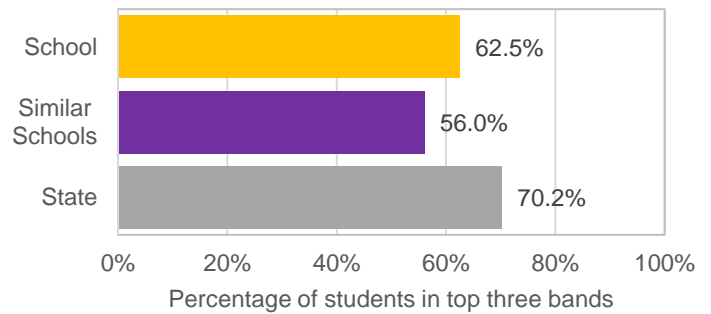
Similar Schools average:

56.0%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

54.8%

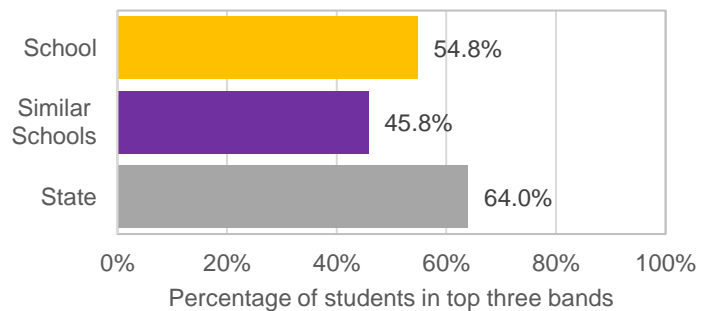
Similar Schools average:

45.8%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

32.4%

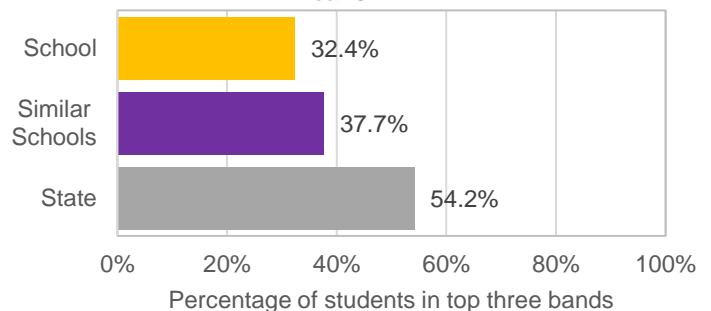
Similar Schools average:

37.7%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

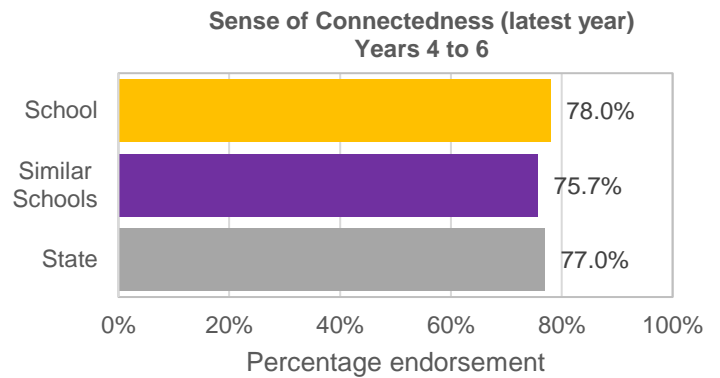
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	78.0%	77.1%
Similar Schools average:	75.7%	77.0%
State average:	77.0%	78.5%

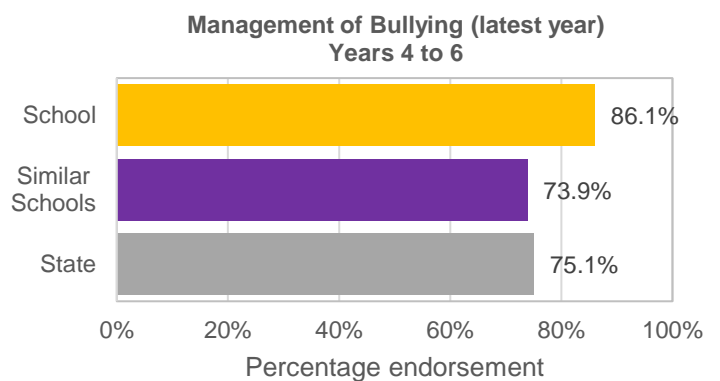


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	86.1%	77.3%
Similar Schools average:	73.9%	75.6%
State average:	75.1%	76.9%



## ENGAGEMENT

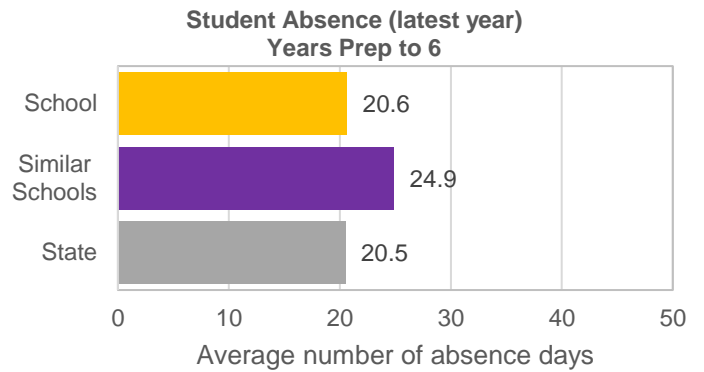
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	20.6	22.4
Similar Schools average:	24.9	22.9
State average:	20.5	18.1



### 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 (2023):	90%	91%	90%	89%	88%	91%	88%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,882,834
Government Provided DET Grants	\$630,089
Government Grants Commonwealth	\$17,295
Government Grants State	\$0
Revenue Other	\$55,240
Locally Raised Funds	\$120,552
Capital Grants	\$25,000
<b>Total Operating Revenue</b>	<b>\$4,731,010</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$659,622
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$659,622</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,691,082
Adjustments	\$0
Books & Publications	\$3,085
Camps/Excursions/Activities	\$21,882
Communication Costs	\$32,419
Consumables	\$65,370
Miscellaneous Expense <sup>3</sup>	\$17,196
Professional Development	\$4,384
Equipment/Maintenance/Hire	\$158,768
Property Services	\$45,193
Salaries & Allowances <sup>4</sup>	\$28,491
Support Services	\$181,616
Trading & Fundraising	\$25,723
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,421
<b>Total Operating Expenditure</b>	<b>\$4,299,630</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$406,380</b>
<b>Asset Acquisitions</b>	<b>\$81,137</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 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,140,298
Official Account	\$82,991
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,223,289</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$96,152
Other Recurrent Expenditure	\$11,934
Provision Accounts	\$0
Funds Received in Advance	\$66,595
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	\$0
Capital - Buildings/Grounds < 12 months	\$700,000
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>\$924,681</b>

*All funds received from the Department of Education, 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.*