

# 2020 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 2020 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 26 April 2021 at 02:06 PM by Ross Carlson (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 10:39 AM by Catherine Kingshott (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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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).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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. Throughout all of 2020 our school saw significant change after a succession of leadership turnovers, COVID-19 challenges and a major school review. Moving towards 2021 and beyond the school is recreating its image and brand to the student population and wider community in general. The school acknowledges there is 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 note this work has started with plans being developed, implemented and reviewed using the FISO improvement model in 2021.

The 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 2020 the school had an enrolment up to 373 students in 18 classrooms from Prep to Year 6 with 32.88 FTE staff - 3 Principal class, 22 classroom teachers and 16 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 has been 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 new 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." It is with high hopes and expectations that we move forward into 2021.

### Framework for Improving Student Outcomes (FISO)

The previous school strategic plan focused on Building Practice Excellence, Building Leadership Teams, Curriculum Planning and Assessment and Empowering students for school pride as the FISO priorities. During the years prior to 2020 there were several leadership changeovers, staffing turnovers and challenges with school culture. This caused a lot of challenges at leadership level and as a result several of the targets were not met. The review at the end of 2020 demonstrated that there is still a lot of work to be completed to meet the targets and develop in these FISO areas. Prior to 2020, aspects of each target were covered and small steps made to develop stronger teaching and learning such as the introduction of CAFE in 2016 however this was not followed up each year with deeper professional learning to support the implementation.

### Achievement

During 2020, amidst the COVID-19 pandemic, teachers continued to focus on delivering a comprehension literacy and numeracy curriculum aimed at meeting the needs of students. NAPLAN performance reports are not available due to NAPLAN being cancelled in 2020.

Students participated in an online learning platform during all lockdown periods with a minimum of students attending on site. The school initially used DB primary and Webex before changing over to Seesaw as the main tool. Staff were able to remotely plan and set curriculum activities, provide lessons and give feedback to students through Seesaw and Webex. ES staff assisted teachers through small group Webex meetings and sessions on site to assist with learning. The school achievement levels are significantly below the state average with 66% of students being at or above the expected levels in English and 70% being at or above the expected levels in Mathematics. Students with disabilities were supported through additional ES sessions and phone calls home. At the end of the year many of these students showed growth in line with their Individual Education Plans.

**Engagement**

Student engagement was a strong focus during the COVID-19 lock down period and subsequent return to on-site learning. Our staff continued to develop strong connections with families and build upon the relationships to engage students with school. A high proportion of our students did not engage in the online learning periods although more than 150 devices were provided to assist this. Student survey data revealed there were concerns with student behaviour and attitude towards staff and other students which was addressed later in 2020. This was achieved with a strong focus on respect and consequences were provided as needed. Teachers were able to reflect upon the improvement in PLT's and this was communicated with the parent community. Moving towards 2021 there is a significant focus in the school management on building positive relationship with students and connecting them with school. The 2020 student attitude to school survey for students in years 4-6 showed 77% had a strong connection to school which is a great result considering the effect of the COVID pandemic. Student attendance has presented as a concern for a number of years with the average attendance rate being approximately 18 days per student compared with the State average of 15. In 2020 the average attendance for Cranbourne Park was just under 23 days per student. This significant absence rate is a major area of work moving forward to 2021.

**Wellbeing**

In 2020 the student attitude to school survey was conducted whilst students were remote learning. As a result several students did not participate or engage with the whole survey. The results indicate that there has been a drop in student connectedness which has largely been due to the pandemic preventing many students connecting with peers for a vast period of time. Student behaviour continued to pose a concern for students and as a result a large effort was put into this area to bring about change quickly. Consequences for severe behaviour were put in place and the staff began the process of implementing a whole school approach which will be finished in 2021. To support student well being the school staff regularly communicated with families through phone calls, emails and monitoring of the participation levels online. Unfortunately many families and students did not engage with the school despite the repeated and numerous attempts being made. The school recently employed a well being coordinator to oversee the student population. Additional meetings and supports were put in place where they were accepted to assist families with student behaviour and teaching and learning. The school leader connected with external agencies to support priority cohorts as well as other identified families. Each staff meeting reflected upon the Child Safety Standards and professional learning opportunities were held for all staff to participate. In 2021 there will be additional professional learning opportunities for staff to familiarise and update themselves on student behaviour responses, school values, DET values and other policies and procedures.

**Financial performance and position**

2020 had an anticipated deficit in the credit portion of more than \$350,000 whilst the cash component was set for a surplus. The overall surplus of \$384,494 was a combination of the deficit being removed through financial planning changes and offsetting some of the anticipated expenditure due to the school being closed during COVID. The school is still working on reducing the anticipated 2021 deficit of \$681,000 with additional changes to the credit component being made. Major works around the school grounds and classrooms will need to be completed to ensure our facilities are safe and accessible and enable teachers to use the best resources available. Equity funding was utilised to employ additional staff to support students in the classrooms as well as provide for students who did not have the same access to resource materials.

**For more detailed information regarding our school please visit our website at [www.cranbournepark.vic.edu.au](http://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 373 students were enrolled at this school in 2020, 176 female and 197 male.

25 percent of students had English as an additional language and 5 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) which takes into account parents' occupations and education.

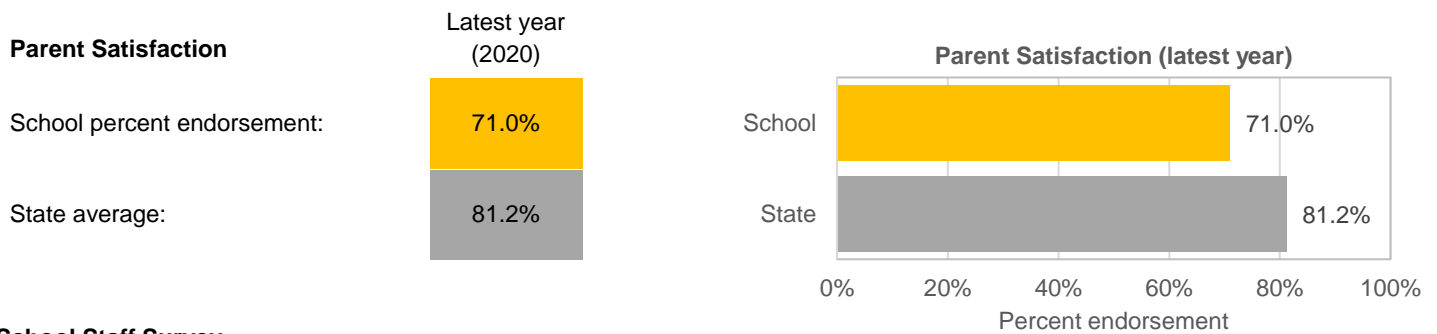
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

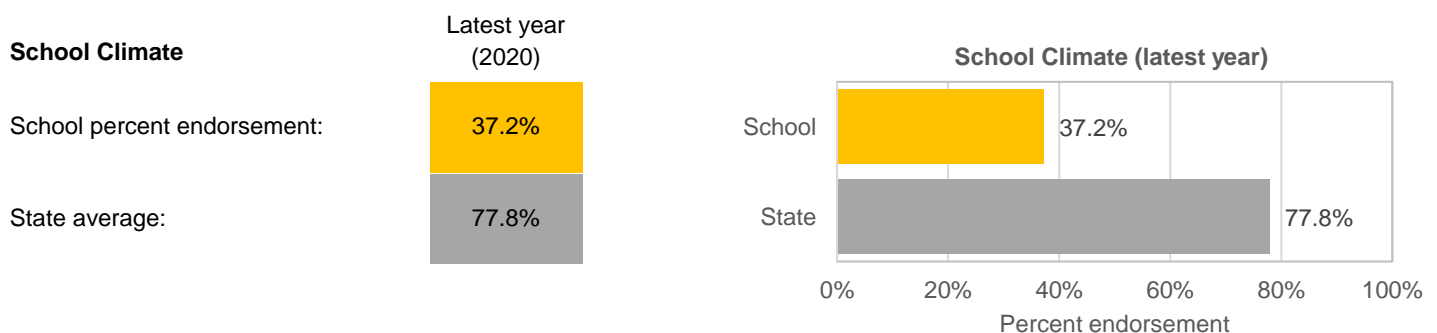


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

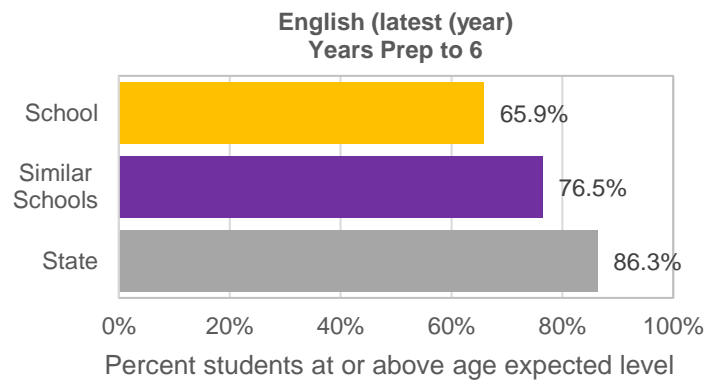
65.9%

Similar Schools average:

76.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

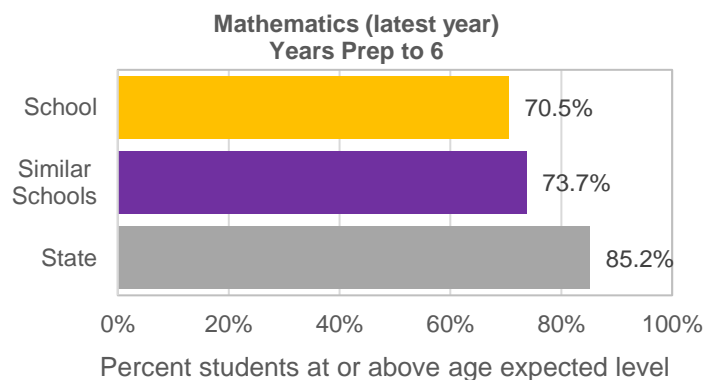
70.5%

Similar Schools average:

73.7%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

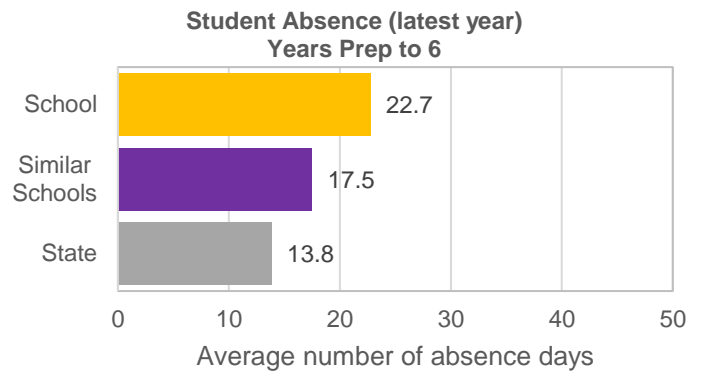
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	22.7	18.6
Similar Schools average:	17.5	17.9
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	84%	91%	89%	88%	89%	89%	87%



## 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.

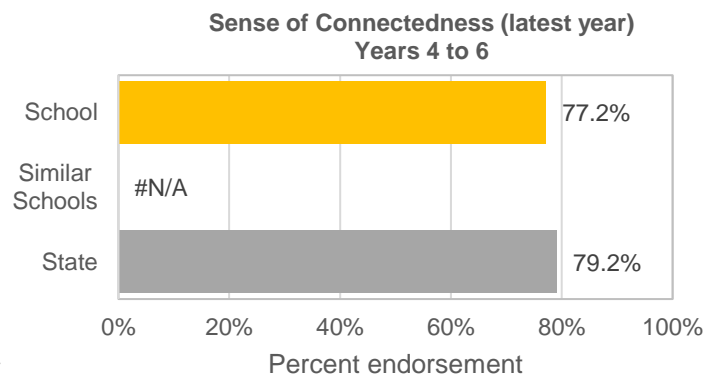
### Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	77.2%	85.9%
Similar Schools average:	NDP	79.5%
State average:	79.2%	81.0%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

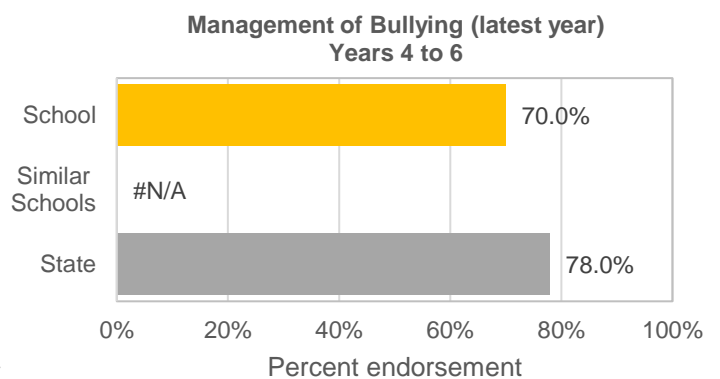
### Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	70.0%	83.8%
Similar Schools average:	NDP	79.2%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$3,773,391
Government Provided DET Grants	\$755,845
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$2,885
Locally Raised Funds	\$56,567
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,588,687</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$736,022
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$736,022</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,685,029
Adjustments	NDA
Books & Publications	\$2,405
Camps/Excursions/Activities	\$10,418
Communication Costs	\$13,184
Consumables	\$83,410
Miscellaneous Expense <sup>3</sup>	\$13,672
Professional Development	\$4,803
Equipment/Maintenance/Hire	\$108,434
Property Services	\$95,585
Salaries & Allowances <sup>4</sup>	\$20,103
Support Services	\$133,712
Trading & Fundraising	\$13,136
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$20,304
<b>Total Operating Expenditure</b>	<b>\$4,204,193</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$384,494</b>
<b>Asset Acquisitions</b>	<b>\$19,500</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 01 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$513,718
Official Account	\$45,746
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$559,464</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$74,972
Other Recurrent Expenditure	\$22,143
Provision Accounts	NDA
Funds Received in Advance	\$78,495
School Based Programs	\$12,967
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$71,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$309,576</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.*