

2024 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 2025 at 05:04 PM by Ross Carlson (Principal)

- As executive officer of the school council, I attest that this 2024 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 25 March 2025 at 08:42 PM by Ross Carlson (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Cranbourne Park Primary School is a small school located in the heart of Cranbourne, 45km South of Melbourne, catering to students from Prep to Year 6. The school was built in the 1960s and has been an integral part of Cranbourne ever since. Although the school is located in one of the lowest socio-economic areas in the City of Casey it has a warm community feel. The school and the community work together to help overcome adversity and support each other as well as the students.

Cranbourne Park Primary School's vision is "To inspire every student to achieve all round success in every aspect of their lives." We believe our vision puts the focus on each individual student, recognising that success will look different for everyone. Throughout 2024, we continued to have a strong focus on "Respect", with our core values being "Respect of Others", "Respect for Learning", "Respect for Self" and "Respect for Environment". These values were revised and explicitly taught each day.

Student numbers fluctuated throughout the year, ranging from 280-300 students at any one time. Enrolments were primarily made up of students within our school zone. Approximately 25% of students had a background other than English with more than forty different languages spoken by our families. Students were grouped into straight grades, 3 Prep grades and 2 grades of each other year level (1-6).

Supporting these students, was a dedicated team comprised of 1 Principal, 1 Assistant Principal, 1 Learning Specialist, 1 Leading Teacher, 25 Teachers and 15 Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student outcomes remained a high priority throughout 2024. The SIT (School Improvement Team) met regularly to set goals based on the Annual Implementation Plan, monitor progress and deliver improved student outcomes. The SIT was comprised of the school leadership team along with the team leader for each cohort.

The Leading Teacher (Wellbeing) continued to develop whole school processes and practices to ensure students were best supported to access learning. The Learning Specialist worked with teams and teachers to align the teaching and learning program to best practice. Our school developed "whole school" practices to improve consistency in teaching and learning across the school. This included the implementation of responsive teaching practices (strategies that are based on evidence and research and are proven to support learning). These strategies included whole class response systems where we moved away from the traditional one student raising their

hand to answer a question to instead have each student respond (writing answers on a mini whiteboard, turn and talking to a partner, showing the correct answer on their hands etc.).

The Learning Specialist also planned literacy intervention across the school upskilling many of the Education Support staff to run small intervention groups.

These changes, together with those made in 2023, had a significant impact on student learning. NAPLAN results in 2024 were the best results the school has ever had. Data shows our prep students starting school well below the level of their peers from higher socio-economic areas.

By year 3, our data (including NAPLAN data), shows that students have made significant gains and are approaching the level of their peers. 46.2% of year 3 students achieved Strong or Exceeding in NAPLAN (6% lower than similar schools) and 48.6% in the Strong and Exceeding category in numeracy (3.5% higher than similar schools).

By the time students reach Year 5 (NAPLAN) they have reduced the gap, and in many cases overtaken their peers at other schools. In 2024, the Year 5 NAPLAN data highlighted our students outperforming the state average in all 5 assessments. This included 77.8% of year 5 students achieving Strong or Exceeding in Reading (17% higher than similar schools) and 82.9% of students achieving Strong or Exceeding in year 5 numeracy (16% higher than similar schools).

Wellbeing

The school continued to focus heavily on student wellbeing. Wellbeing practices were refined, and professional learning was undertaken throughout the year to ensure all staff were being upskilled in best practice. Staff completed several professional learning sessions on trauma informed practices and implemented whole school approaches in their classes.

We reviewed our 5R process (Reinforce, Remind, Redirect, Reset and Restore) and continued to emphasis our philosophy of teaching students how to behave and supporting students rather than focusing on punitive and reactive measures. We continued to invest heavily in supports such as wobble stools, fidget tools, sensory items and slanted desks whilst employing Education Support Staff to assist with both student regulation and learning. Our new oval design has taken into account the needs of students who may require sensory supports which will be a wonderful asset when completed in 2025.

The actions continued from 2023 and introduced in 2024, have led to significant improvements in wellbeing data. The student attitude to school survey data (a survey completed by all students in year 4, 5 and 6) showed significant positive endorsement in many key areas including "Management of Bullying" (76.6% positive endorsement compared to 73% in similar schools) and a highlight of the parent opinion survey was the 92% positive endorsement for "promoting positive behaviour" (12% higher than the previous year).

Engagement

Student engagement and attendance continued to outperform that of similar schools. In 2024 absences averaged at 22.9 days per student. This was significantly better than the similar schools

average of 25.8 days. Additionally, all absences were followed up with same day phone calls, attendance letters and parent meetings if required.

A significant proportion of absences were the result of overseas family holidays with many families making the most of cheaper flights by booking them during the school term rather than over the school holidays.

Students at risk of disengagement were supported with individual plans, parent meetings and individualised daily schedules. Those with significant concerns had additional support from external agencies.

Staff took part in professional learning around connections and relationships, and how these are key to improving school connectedness and in turn, attendance.

There was regular communication with parents around the importance of attendance and the significant impact absences can have on a student's emotional and academic growth. Communication was through Compass, phone calls, email and face to face meetings.

Other highlights from the school year

The success of the school has been largely due to the hard work and dedication of the staff. We are lucky to have so many that go well above and beyond to provide the best opportunities for the students at CPPS. We are also lucky to have such a supportive community, with parents taking an active role in supporting their child's education.

Thanks to the hard work of the leadership team, school staff, community and the local Member of Parliament, we were successful in securing a \$1.9million grant to upgrade the oval. This will include three new playgrounds (junior, middle and senior), a football oval, four-lane running track and numerous other sensory play spaces for students to explore. We look forward to the opening of the new space in 2025 and hope that this is the start of many projects to come.

Financial performance

Due to the high level of disadvantage, the school received \$587,000 in equity funding. This funding largely went towards staffing. Additional teachers have been employed to keep class sizes small (classes averaging about 20 students) and Education Support Staff to help support student emotional regulation and learning.

The school's investment account held just over \$1.6 million, enough to cover the \$850,000 in financial commitments as well as assist in the projected deficit in the 2025 staffing budget.

The bulk of the financial commitments (\$500,000) was allocated to capital works taking place in 2025, including the upgrade of the school's oval and installation of three new playgrounds.

The school leadership team continued to apply for both government and non-government grants. We were successful in gaining funding for furniture, shade structures, decodable readers and maintenance (to repair roof leaks).

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 2024, 125 female and 153 male.

25 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 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.

Parent Satisfaction

Latest year
(2024)

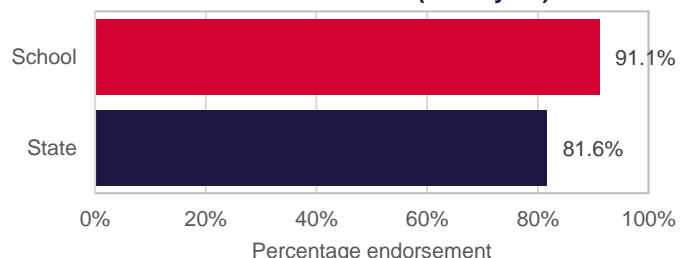
School percentage endorsement:

91.1%

State average (primary schools):

81.6%

Parent Satisfaction (latest year)



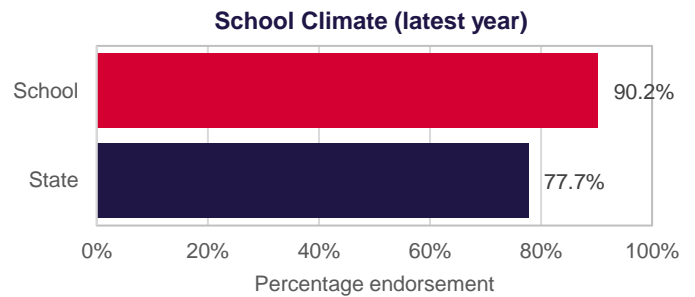
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	90.2%
State average (primary schools):	77.7%



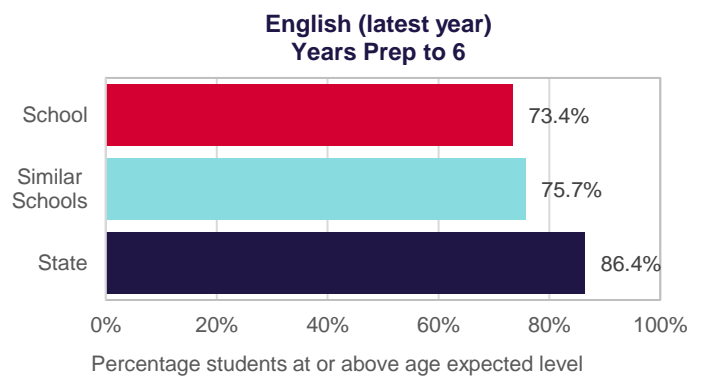
LEARNING

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.*

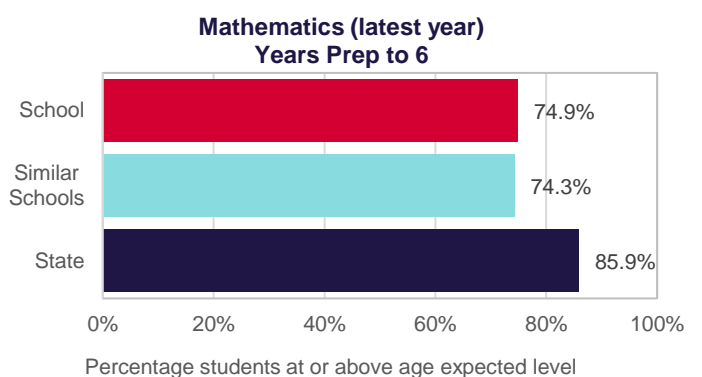
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	73.4%
Similar Schools average:	75.7%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	74.9%
Similar Schools average:	74.3%
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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

Reading Year 3

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

46.2% 52.5%

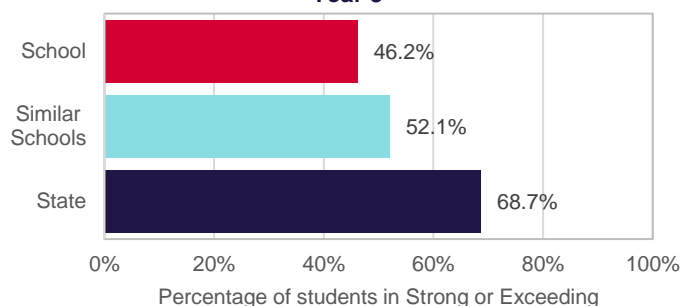
Similar Schools average:

52.1% 54.2%

State average:

68.7% 69.2%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

77.8% 79.5%

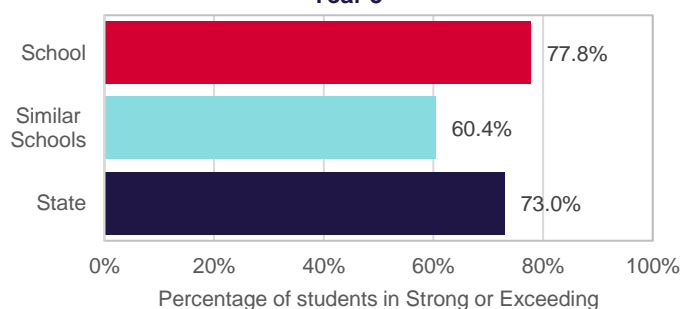
Similar Schools average:

60.4% 63.2%

State average:

73.0% 75.0%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

48.6% 54.4%

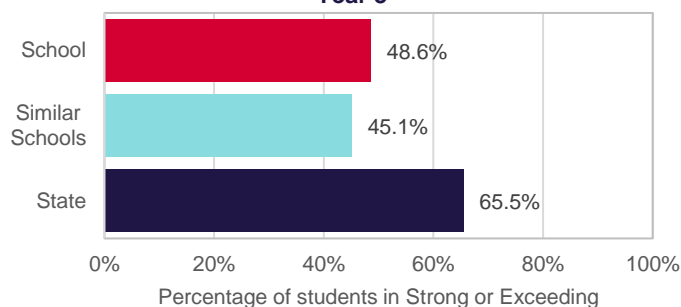
Similar Schools average:

45.1% 49.1%

State average:

65.5% 66.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

82.9% 77.8%

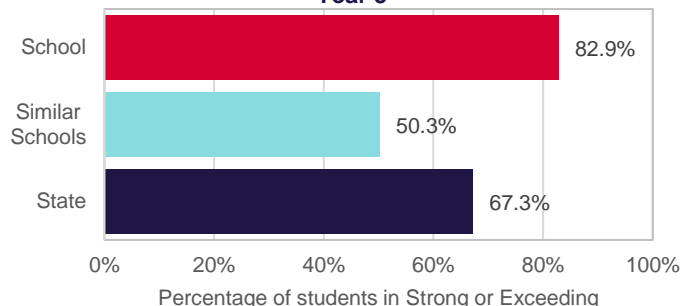
Similar Schools average:

50.3% 51.1%

State average:

67.3% 67.6%

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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

74.4%

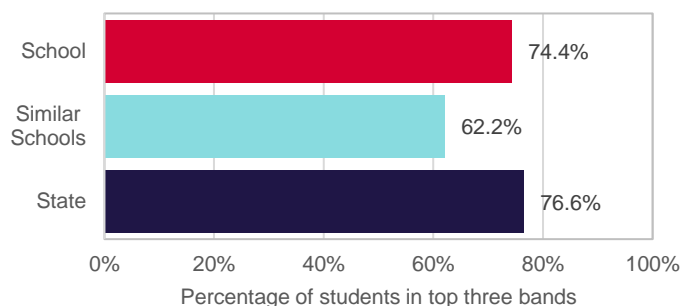
Similar Schools average:

62.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

62.5%

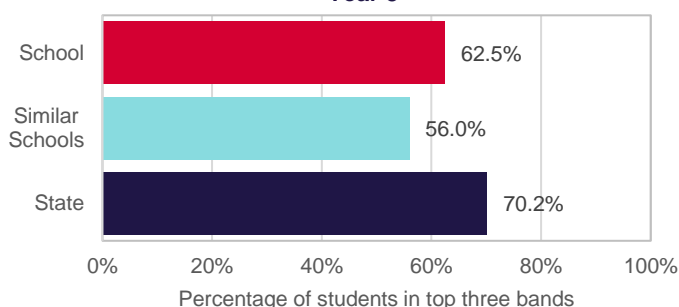
Similar Schools average:

56.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

54.8%

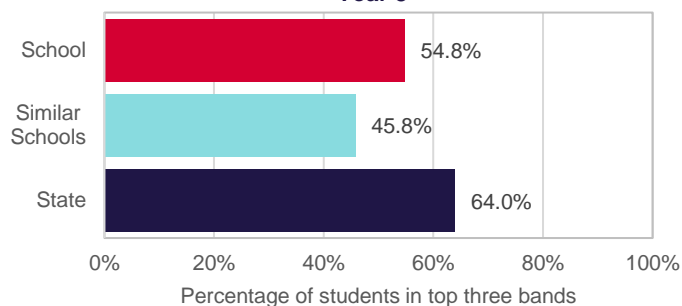
Similar Schools average:

45.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

32.4%

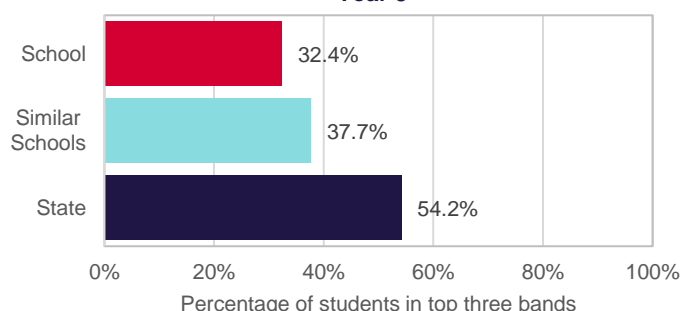
Similar Schools average:

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.

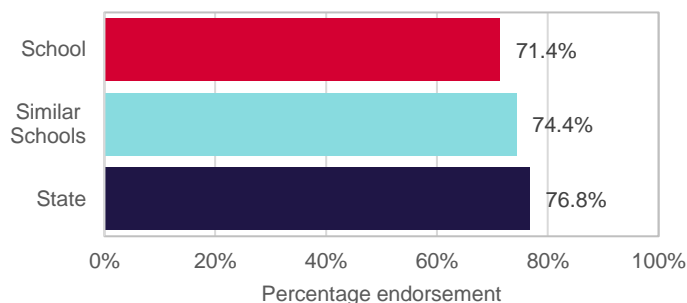
Student Attitudes to School – Sense of Connectedness

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 (2024)	4-year average
School percentage endorsement:	71.4%	75.5%
Similar Schools average:	74.4%	76.7%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



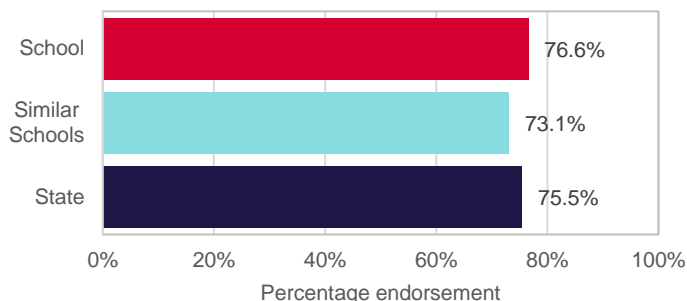
Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	76.6%	78.4%
Similar Schools average:	73.1%	75.3%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

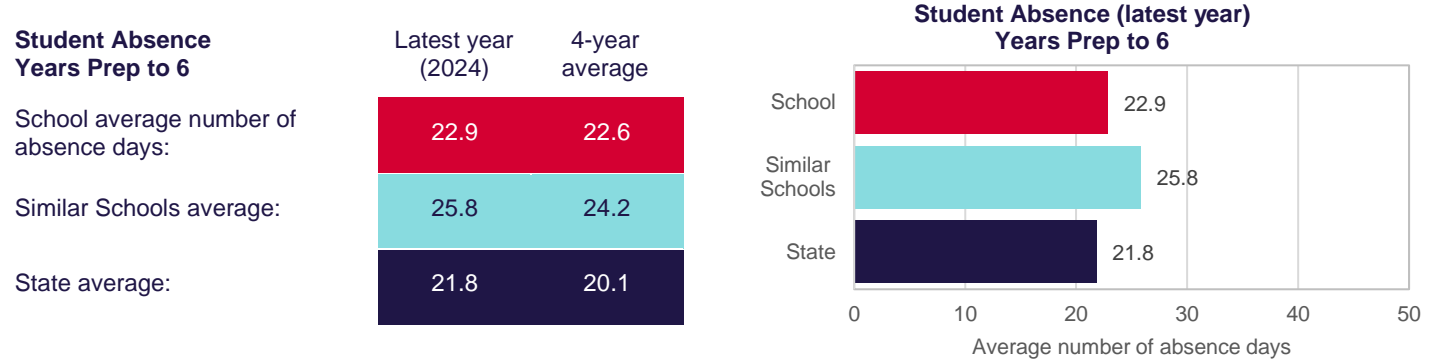


ENGAGEMENT

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.



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 (2024):	89%	89%	90%	86%	88%	87%	91%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,611,458
Government Provided DET Grants	\$575,880
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$79,340
Locally Raised Funds	\$186,482
Capital Grants	\$0
Total Operating Revenue	\$4,453,160

Equity ¹	Actual
Equity (Social Disadvantage)	\$587,826
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$587,826

Expenditure	Actual
Student Resource Package ²	\$3,842,972
Adjustments	\$0
Books & Publications	\$3,355
Camps/Excursions/Activities	\$42,910
Communication Costs	\$6,331
Consumables	\$91,464
Miscellaneous Expense ³	\$19,692
Professional Development	\$8,064
Equipment/Maintenance/Hire	\$72,873
Property Services	\$24,058
Salaries & Allowances ⁴	\$21,841
Support Services	\$62,157
Trading & Fundraising	\$14,209
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,947
Total Operating Expenditure	\$4,239,872
Net Operating Surplus/-Deficit	\$213,288
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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$1,613,470
Official Account	\$144,808
Other Accounts	\$0
Total Funds Available	\$1,758,279

Financial Commitments	Actual
Operating Reserve	\$66,656
Other Recurrent Expenditure	\$11,508
Provision Accounts	\$0
Funds Received in Advance	\$172,439
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$50,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$500,000
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	\$850,602

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.