

# 2025 Annual Report to the School Community

School Name: Cranbourne Primary School (2068)



- 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 13 April 2026 at 01:59 PM by Krysten Andrews (Principal)

- As executive officer of the school council, I attest that this 2025 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 18 April 2026 at 05:06 PM by Krysten Andrews (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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

## About Our School

### School context

Cranbourne Primary School is a small, community-focused school located in Melbourne's south-eastern suburbs. We are proud of our strong sense of connection, where every student is known, valued and supported to achieve success. Our motto, *Work hard, be kind, feel proud*, underpins our work and is reflected in our values of Persistence, Responsibility, Independence, Discipline and Excellence.

With approximately 250 students and 40 staff, our size is a key strength. Small class sizes allow us to know our students well and provide targeted support and extension. We do not operate composite classes, ensuring a clear and consistent year-level curriculum for all students.

Our student population reflects a diverse and growing community, with an Index of Community Socio-Educational Advantage (ICSEA) of 970. We are committed to inclusive practices and high expectations for every learner, ensuring all students are supported to succeed. Strong partnerships with families reinforce a shared focus on both learning and wellbeing.

Teaching and learning are at the centre of our work. We have implemented a consistent, evidence-informed instructional model and a guaranteed and viable curriculum in literacy and numeracy. This ensures all students experience high-quality, consistent teaching across the school.

Students are also supported through a range of extracurricular opportunities, including music, sport and leadership programs, which promote confidence, connection and a sense of pride in our school.

We are proud of our continued improvement in student outcomes and our reputation as a supportive, high-performing learning environment.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2025, Cranbourne Primary School made strong progress towards improving student outcomes in literacy and numeracy, with a continued focus on consistent, high-quality teaching practices across all classrooms. School-based and system data, including PAT-R, PAT-M, NAPLAN, DIBELS and phonics assessments, indicate that students are making above expected progress, with results comparing favourably to similar schools, network and state benchmarks.

A key priority was strengthening the implementation of our school's instructional model, aligned with the Victorian Teaching and Learning Model (VTLM 2.0). Through targeted professional learning, coaching and regular classroom observations, teachers developed greater consistency

in the use of explicit teaching practices. This has led to more structured, purposeful lessons and increased opportunities for review, feedback and student success.

Professional Learning Teams (PLTs) played a central role in supporting this work. Teachers engaged in regular collaboration to analyse student data, track progress and plan targeted instruction. This strengthened teachers' ability to identify students at risk and respond with timely, evidence-informed teaching strategies.

These approaches have contributed to strong student learning growth across the school, and ongoing data analysis will highlight areas for continued improvement in 2026.

The Tutor Learning Initiative (TLI) also supported improved outcomes for students requiring additional assistance, with targeted intervention helping students make progress towards their individual learning goals.

Staff survey data further reflects the impact of this work, with improvements in measures such as collective efficacy, instructional leadership and academic emphasis, indicating a strengthened professional culture focused on student learning.

The school progressed the development of a continuous reporting model, aimed at strengthening feedback to students and families and supporting timely, responsive teaching. This work reflects our commitment to continuous improvement and will continue to be embedded in 2026.

## Wellbeing

In 2025, Cranbourne Primary School continued to strengthen student wellbeing and engagement through a consistent, whole-school approach, with a particular focus on attendance, student voice and targeted support.

A key priority was strengthening student wellbeing through a consistent, whole-school approach, including improved case management and targeted supports.

The school also embedded a more structured case management approach to support students with additional needs. This led to increased referrals to wellbeing supports, stronger partnerships with families and greater access to external services. As a result, students and families were better supported, and staff developed a deeper understanding of the wellbeing needs within the school community.

Student voice and experience remained a strength. Attitudes to School Survey (AtoSS) data shows consistently high levels of positive endorsement, with the school performing above state averages across most domains. Improvements were seen in areas including classroom behaviour, sense of confidence and sense of connectedness, reflecting a positive and inclusive school culture.

Professional learning for staff further supported this work, with targeted sessions focused on behaviour, disability and mental health. This strengthened staff capability to respond proactively to student needs and contributed to more consistent, supportive classroom environments.

While the school is on track to meet its attendance targets, this will remain an ongoing focus in 2026. Continued work will also centre on embedding consistent, preventative approaches to behaviour across the school to further enhance student wellbeing and engagement.

## Engagement

In 2025, Cranbourne Primary School strengthened student engagement through a continued focus on attendance, student voice and meaningful participation in school life.

Student attendance was a key priority and demonstrated significant improvement over the year. The introduction of a structured, whole-school approach, including regular attendance meetings, strengthened monitoring processes and the appointment of an attendance officer, led to measurable gains. The number of unexplained absence days reduced significantly from over 4000 in 2024 to 159 in 2025. Overall attendance improved across the school, including for priority cohorts, and continues to track above similar schools and network benchmarks. While the school is on track to meet its attendance targets, this will remain an ongoing focus to ensure all students are maximising their time at school.

Student engagement in learning is supported through consistent, high-quality teaching practices and opportunities for student voice. Student feedback, including focus groups, has informed teaching approaches and contributed to increasingly engaging and responsive classroom environments.

A range of extracurricular opportunities further supports student connection to school. Programs in music, sport and leadership provide students with opportunities to build confidence, develop skills and strengthen peer relationships. These experiences contribute to a strong sense of belonging and pride in the school.

Strong partnerships with families also underpin student engagement. Ongoing communication and collaboration ensure families are well-informed and actively involved in supporting their child's learning and attendance.

Together, these approaches have contributed to high levels of student engagement, with students demonstrating a strong sense of connection to their school and a positive attitude towards learning.

## Other highlights from the school year

In 2025, Cranbourne Primary School provided a wide range of opportunities for students to connect, participate and celebrate their learning beyond the classroom.

Whole-school events continued to be a highlight of the year, strengthening our sense of community and belonging. Our community evening provided families with the opportunity to connect with staff and learn more about classroom programs, while events such as Harmony Day and our end-of-year concert celebrated diversity, creativity and student achievement. The concert, in particular, showcased the talents and confidence of our students, with strong participation across all year levels.

Students also benefited from a range of extracurricular programs, including music, sport and leadership opportunities. Our music program continued to grow, providing students with the opportunity to explore performance and develop their skills. Sporting events and interschool competitions encouraged teamwork, resilience and school pride.

Camps and excursions further enriched student learning, providing valuable opportunities for independence, collaboration and real-world experiences.

These experiences play an important role in supporting students to feel connected to their school and proud of their achievements, contributing to a positive and inclusive school culture.

## Financial performance

At the conclusion of 2025, Cranbourne Primary School recorded a planned deficit of approximately \$96,000. This position was strategically managed, with the deficit to be offset through projected revenue from the Outside School Hours Care (OSHC) program, which operates as a self-sustaining service and contributes funds back into the school.

The school received a range of funding sources to support its programs, including equity funding, Disability Inclusion and Program for Students with Disabilities (PSD) funding, and Tutor Learning Initiative (TLI) funding. Additional grants were secured to support key initiatives, including the establishment of the OSHC program, Community Hubs, Health and Physical Education, mental health, and workforce development programs.

Expenditure priorities in 2025 included staffing, including additional casual relief teachers to manage workforce changes and support continuity of learning. Significant investment was also made in facilities and resources, including upgrades to administration spaces to enhance safety, improvements to the library environment, and grounds enhancements. The school has agreed to a \$50,000 co-contribution to be paid in 2026 for the toilet block upgrade, which is included in budget projections.

All School Council contracts and financial commitments were managed in line with Department requirements.

**For more detailed information regarding our school please visit our website at  
<https://www.cranbourne-ps.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

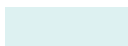

A total of 245 students were enrolled at this school in 2025, 117 female and 128 male. 29% had English as an additional language and 3% were Aboriginal or Torres Strait Islander.

### 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	77.8%	
	Similar schools	81.3%	
	State	82.0%	

### School Staff Survey


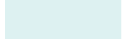


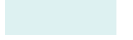

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	84.0%	
	Similar schools	74.9%	
	State	77.4%	

## LEARNING













### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>84.1%</b>	
	Similar schools	75.9%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>89.1%</b>	
	Similar schools	72.2%	
	State	84.2%	

## NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


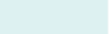


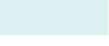

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>44.0%</b>	 <b>56.6%</b>
	Similar schools	57.3%	 55.8%
	State	69.5%	 69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>81.8%</b>	 <b>56.0%</b>
	Similar schools	62.2%	 62.8%
	State	73.9%	 74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>37.5%</b>	 <b>48.0%</b>
	Similar schools	49.6%	 49.8%
	State	66.2%	 66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>81.8%</b>	 <b>52.3%</b>
	Similar schools	54.7%	 52.6%
	State	69.1%	 68.1%

### NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>73.7%</b>	
	Similar schools	71.5%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>80.0%</b>	
	Similar schools	70.3%	
	State	74.0%	

## WELLBEING




### 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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>85.1%</b>		<b>78.8%</b>
	Similar schools	75.8%		75.4%
	State	77.1%		77.3%

### Student Attitudes to School – Managing 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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>83.9%</b>		<b>79.0%</b>
	Similar schools	75.1%		74.5%
	State	76.4%		75.8%

## ENGAGEMENT








### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
<b>Prep - 6</b>	<b>School</b>	<b>22.8</b>	<b>24.4</b>
	Similar schools	24.9	25.5
	State	21.5	21.7

### Attendance rate

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

		2025	
<b>Prep</b>	<b>School</b>	<b>88.6%</b>	
<b>Year 1</b>	<b>School</b>	<b>90.8%</b>	
<b>Year 2</b>	<b>School</b>	<b>87.4%</b>	
<b>Year 3</b>	<b>School</b>	<b>89.1%</b>	
<b>Year 4</b>	<b>School</b>	<b>88.9%</b>	
<b>Year 5</b>	<b>School</b>	<b>84.5%</b>	
<b>Year 6</b>	<b>School</b>	<b>88.7%</b>	

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$3,444,704
Government Provided DET Grants	\$318,058
Government Grants Commonwealth	\$356,030
Government Grants State	\$0
Revenue Other	\$110,162
Locally Raised Funds	\$167,770
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,396,724</b>

Equity	Actual
Equity (Social Disadvantage)	\$310,882
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$310,882</b>

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$3,538,596
Adjustments	\$0
Books & Publications	\$1,050
Camps/Excursions/Activities	\$60,916
Communication Costs	\$1,970
Consumables	\$107,258
Miscellaneous Expenses <sup>2</sup>	\$81,935
Agency Staff	\$147,190
Professional Development	\$23,614
Equipment/Maintenance/Hire	\$41,760
Property Services	\$289,614
Salaries & Allowances <sup>3</sup>	\$140,698
Support Services	\$33,940

Expenditure	Actual
Trading & Fundraising	\$41,006
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,954
<b>Total Operating Expenditure</b>	<b>\$4,536,502</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$139,777)</b>
<b>Asset Acquisitions</b>	<b>\$43,350</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$440,836
Official Account	\$72,725
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$513,561</b>

Financial Commitments	Actual
Operating Reserve	\$166,318
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$180,000
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$86,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$432,318</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.*