

2022 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 (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2023 at 03:09 PM by Lachlan Yeates (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2023 at 10:27 AM by Belinda Walker (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

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

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Cranbourne Primary School (CPS) endeavours to empower teachers, students and community members to develop ongoing PRIDE in learning through our values of: Persistence, Responsibility, Independence, Discipline and Excellence.

CPS is located in the DET network of Casey South, which is in the local council catchment of the City of Casey (the largest growing area in Victoria), approximately 50km south east of Melbourne CBD. Our SFO Index is 0.5804 (down from 0.6347 in 2020) and our SFOE Index is 0.5095 (down from 0.5329 in 2020). Enrolments are culturally diverse, with family backgrounds including 38 different languages. 45% of students identify as EAL and 11% of students are categorised as refugee. These students are supported by a designated EAL teacher. Fifty students with EAL participate in daily lessons of 1 hour each with the EAL teacher, promoting and developing their English language skills. 98 students were reported on by teachers against the EAL companion continuum, indicating their levels of capacity in English (Reading, Writing, Speaking & Listening) had not yet met the expected levels of achievement for their year level. 4% of the student enrolment identifies as indigenous. The school engages regularly with the regional KESO to support individual family/student needs. 3% of the student enrolment is supported under the PSD program. 3% of the student enrolment live in DHHS directed Out of Home Care arrangements, with a significantly higher percentage living in family organised kinship arrangements (with grandparents or extended family members).

The staffing profile comprises 1 Principal class, 1 Leading Teacher (Wellbeing), 2 Learning Specialists, 15.16 EFT teachers and 6.21 Educational Support Staff. Staff work together to develop a community where individuals and groups are responsible, supportive and respectful of each other. The school is structured into five learning communities (Foundation, Junior, Middle, Senior and Specialist) which promote collaborative teaching and learning. The school provides specialist classes in PE, Health, Art and Music. PLT structures support the implementation of the Cycle of Improvement.

The school engages actively with the local community. The school operates a Community Hub 3 days a week. The hub was launched in 2021 and provides playgroup, English language, sewing and cooking classes. The school has an active Community Links body that supports the school with fundraising and working bees.

CPS is the oldest school in Cranbourne, established in 1890 on its original site before relocating to its present site in February 1969. Since then the school has undergone many structural changes including the addition of the front admin wing in 1989, which was upgraded in 2018. In 2010 through the Building Education Revolution (BER), the school received a second permanent building - an open learning centre consisting of 6 classrooms, a central area, 4 small office spaces. The school has recently commenced a 5 year plan to upgrade facilities and grounds around the school. Central to this has been the support of our parents.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student learning in 2022 was lower than state and similar schools in Grade 3. This is evidence of the widespread disruption to the learning program due to Covid. We anticipate improvement in this for the 2023 Grade 3 NAPLAN results as the changes to the literacy and numeracy programs in the younger year levels start to have an impact. Our Grade 5 NAPLAN results were strong, and placed us higher than network schools in a number of areas. Particularly pleasing were some of the best Reading results in the history of the school.

Reading improvement in F-2 has been a focus of the school from the end of 2021. This has included a strengthened Phonics program, and the development of a Phonological Awareness program. The school supported these programs through the introduction of a spelling program in grades 3-6. This is proving to have a positive impact in the year levels working on the program, and we anticipate stronger results in Grade 3 next year.

The latest NAPLAN information supports the schools decisions to make wide-spread changes to our teaching and learning programs across the school. We anticipate these having a significant positive impact on our students in the coming years.

Wellbeing

Wellbeing of students and staff was a priority in 2022. After returning to full-time onsite learning, a number of challenges presented themselves. The school worked actively to overcome these, and the school showed significant improvements in key measures such as staff and student opinion surveys.

The School's SWPBS approach continued to be strengthened across the year, including the implementation of "Class Dojo", the school's positive points system. This supported orderly classroom environments across the school. Yard behaviours continue to be a source of concern, and a range of strategies were implemented to minimise these disruptions. The school also tightened its approach to managing violent incidents in the school, leading to an increase in the number of suspensions.

The school increased connections with external agencies, including a student mentoring program with Uniting. The school also purchased a wellbeing dog, Harvey, who has been a useful support for students experiencing anxiety. Based on the success experienced in this area, we have sourced a new wellbeing support dog, Finn.

In student opinion survey, responses increased significantly on last year, and many areas are above similar schools/network. Key amongst these were teacher concern for students, a direct result of our SWPBS approach.

The school continued to work closely with external agencies such as Orange Door, DFFH and the Gathering Place to support our tier 2 students.

The school has expanded the number of students funded under the PSD program from 4 to 7. This represents a gradual improvement in our systems of seeking support for students. We anticipate this will continue to increase in the coming years. Due to this funding increase, we have been able to expand our team of Integration Support staff members to better help students in each learning community.

Engagement

The school has significantly improved student and parent engagement since 2021.

Student engagement has been strong, with an increase in lunchtime clubs and activities, relatively strong attendance compared with other schools and strong Attitudes to School Survey results. The Positive Start Program enabled the school to access free camps to Grade 3-6 students this year, resulting in a significantly improved attendance rate on pre-Covid levels. These camps were enormously successful and will be replicated in 2023. The school also attended a range of excursions and incursions with a strong participation rate. The school has once again been involved in a range of sporting competitions in the local area, and our PE teacher is the district sport coordinator. Student attendance was better than many schools in the area, but continues to be an area for development, and we will be implementing a new attendance strategy in 2023.

Our parents and community members have made a strong return to the school. Our Community Nights are getting a high turnout of family members, as do other parent events such as our Christmas Concert, working bees and other activities. Our Community Links group raised around \$7000 which will be put towards our Community Kitchen in the corner of the upgraded gym. We are aiming for work to be completed in mid 2023. 2022 was also the first year we ran our parent reading intervention program, leading to a number of parents attending training sessions and becoming up-skilled in delivering elements of our literacy approach. This both supported the students in intervention and built more skills in parents to support their own children and will be replicated in 2023.

Overall, engagement was strong across the school and was welcomed by all members of the school community following the impacts of Covid.

Financial performance

2022 saw a strong financial performance by the school. Despite the heavy use of relief teachers due to COVID related illnesses, many absences were covered internally, and the reduction in other spending (e.g. facilities, furniture and ICT) offset the additional cost.

To make up for missed opportunities over Covid, the school provided free/heavily subsidised incursions and excursions to provide additional experiences for students.

The school was successful in applying for a range of grants in 2022. These include a \$30,000 grant from Community Hubs Australia to develop our community hub. We also received a \$30,000 grant from Smart Giving for our new literacy program that was fully acquitted and had a strong positive impact on our F-2 program. The school has also secured a \$70,000 grant for next year to implement our Out of School Hours Care program.

The school received a number of Sporting Schools grants. These were used to run clinics and upgrade sporting equipment across

the school. These have been particularly important in providing students with lunchtime resources to facilitate safe and active play.

The school's equity money was predominantly spent in supporting the wellbeing and behaviour of students. This includes the provision of a full-time Wellbeing coordinator and additional education support staff members in the school. Due to success in getting additional PSD funds, we were able to redirect more resources to our intervention, with a positive impact on learning outcomes.

Overall, the school saved a significant portion of its cash allocation. This will be allocated next year to address staffing deficits and facilities upgrades.

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 229 students were enrolled at this school in 2022, 100 female and 129 male.

34 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

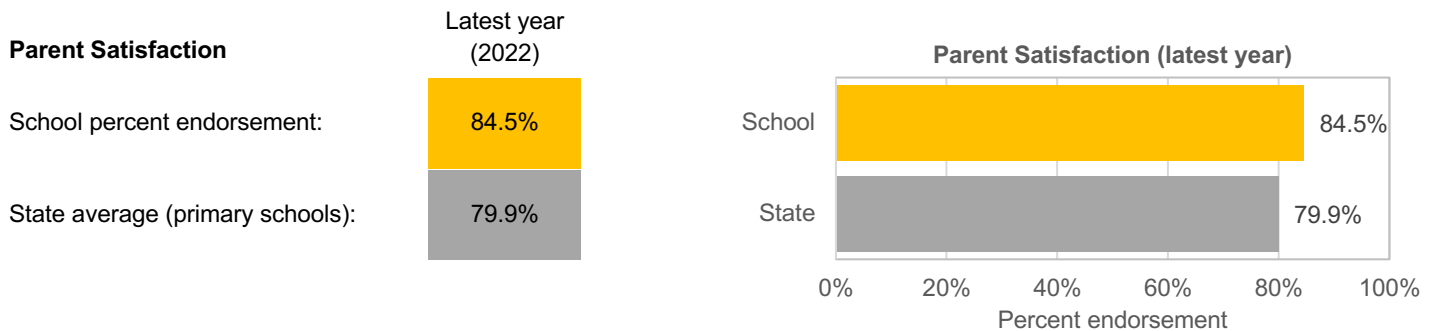
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

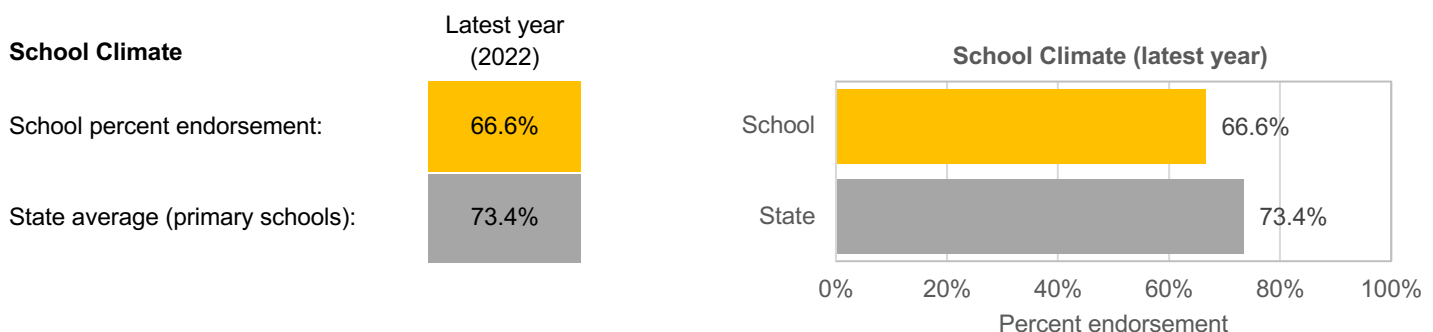


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

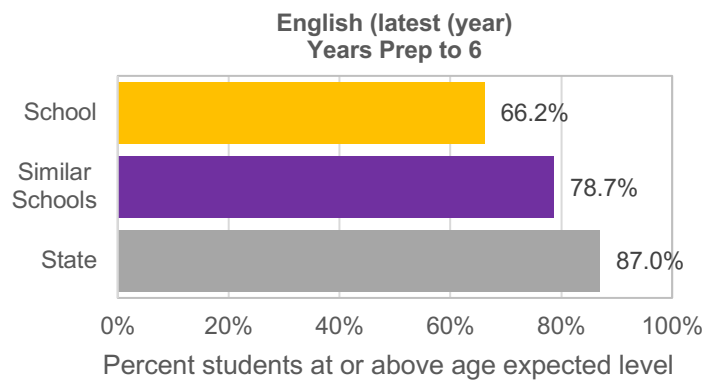
66.2%

Similar Schools average:

78.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

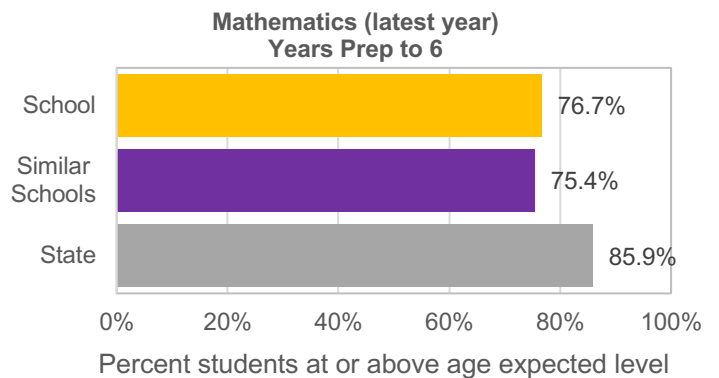
76.7%

Similar Schools average:

75.4%

State average:

85.9%



LEARNING (continued)

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

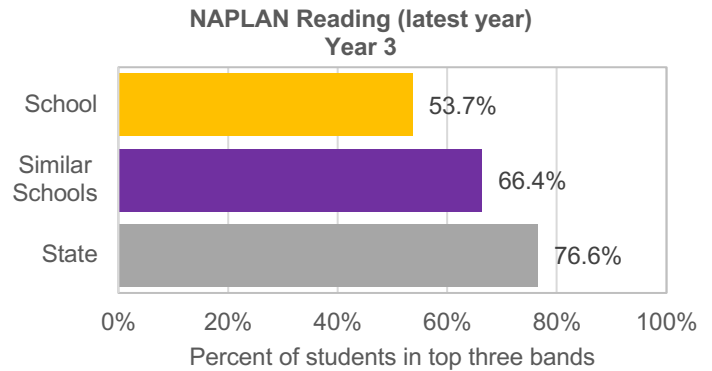
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

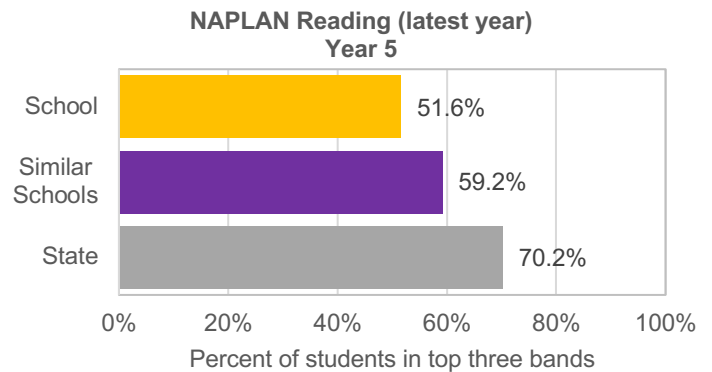
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.7%	56.0%
Similar Schools average:	66.4%	67.2%
State average:	76.6%	76.6%



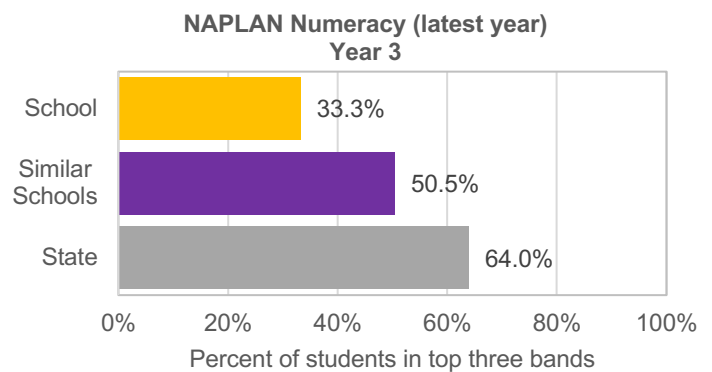
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.6%	48.9%
Similar Schools average:	59.2%	58.1%
State average:	70.2%	69.5%



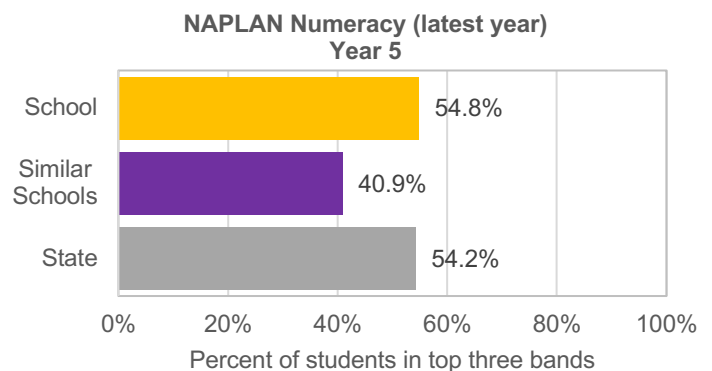
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	34.3%
Similar Schools average:	50.5%	53.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.8%	53.3%
Similar Schools average:	40.9%	45.4%
State average:	54.2%	58.8%



WELLBEING

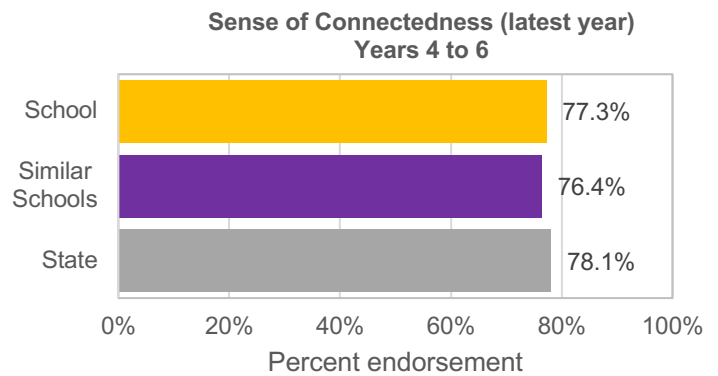
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.3%	72.8%
Similar Schools average:	76.4%	79.1%
State average:	78.1%	79.5%

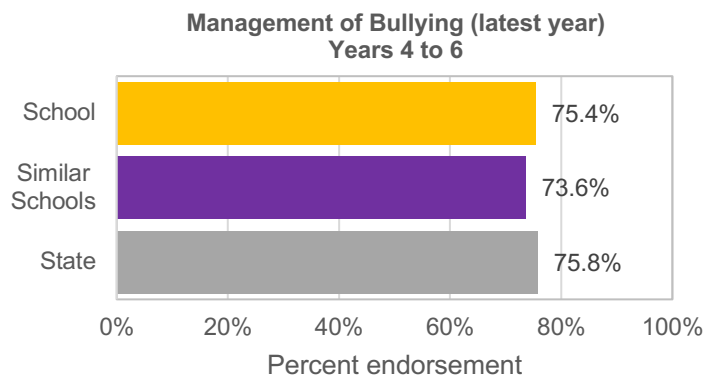


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.4%	74.3%
Similar Schools average:	73.6%	77.5%
State average:	75.8%	78.3%



ENGAGEMENT

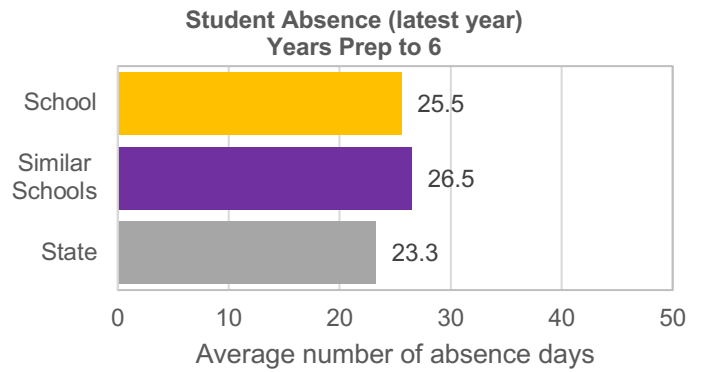
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.5	22.0
Similar Schools average:	26.5	20.6
State average:	23.3	17.0



Attendance Rate (latest year)

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

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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,577,682
Government Provided DET Grants	\$477,634
Government Grants Commonwealth	\$43,341
Government Grants State	\$0
Revenue Other	\$20,656
Locally Raised Funds	\$194,187
Capital Grants	\$0
Total Operating Revenue	\$3,313,500

Equity ¹	Actual
Equity (Social Disadvantage)	\$363,463
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$363,463

Expenditure	Actual
Student Resource Package ²	\$2,613,753
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$30,479
Communication Costs	\$2,456
Consumables	\$67,030
Miscellaneous Expense ³	\$9,042
Professional Development	\$6,612
Equipment/Maintenance/Hire	\$41,696
Property Services	\$80,735
Salaries & Allowances ⁴	\$14,190
Support Services	\$171,751
Trading & Fundraising	\$13,788
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,549
Total Operating Expenditure	\$3,087,080
Net Operating Surplus/-Deficit	\$226,420
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$462,046
Official Account	\$51,974
Other Accounts	\$0
Total Funds Available	\$514,021

Financial Commitments	Actual
Operating Reserve	\$68,168
Other Recurrent Expenditure	\$133
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$68,302

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.