

2017 Annual Report to the School Community



School Name: Cranbourne South Primary School

School Number: 4755

Community Spirit
Partnerships to Success



- 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 Regulation 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 2017 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 30 April 2018 at 04:51 PM by Monique Corcoran (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 01 May 2018 at 04:34 PM by Jodi PRICE (School Council President)



About Our School

School Context

Cranbourne South Primary School (CSPS) is located in a semi-rural environment approximately 5 kilometres south of Cranbourne.

CSPS has an enrolment of 355 students; a slight rise since 2016. The 34 equivalent full time dedicated staff at CSPS comprises of 2 Principal Class, 20 teaching staff, 8 Education Support Staff, 1 Business Manager, 2 part time Office staff, 1 full time First Aid/OHS/Emergency Management leader, one Social Worker (0.6) and one Welfare Officer (0.4).

The Moral Purpose of CSPS is based upon four components;

1. Vision; Our school endeavours to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing.
2. Mission; To provide all students with an education they can be proud of by exhibiting confidence and creativity in this complex and ever changing world. To assist students in taking ownership of their learning; to grow into responsible, happy, resilient and socially fulfilled individuals.
3. Values; Positivity: *I look on the bright side.* Persistence: *I am determined.* Pride: *I stand tall.* Passion: *I strive to achieve.*
4. Improving Teacher Effectiveness and Student Connection Model; Planning, Pedagogy, Performance, Pathways

At CSPS, we pride ourselves on distributive leadership; represented by our strong dedication to a School Improvement Team (SIT) model. The SIT consists of Principal class, 3 PLT (Professional Learning Team) leaders, 1 Assessment, Data and Reporting leader and 3 FISO (Framework for Improving Student Outcomes) Excellence in Teaching and Learning leaders. In addition to the leadership structure, CSPS invests in 1 FISO ICT (Information and Communication Technology) leader and 1 FISO Community engagement leader.

2017 saw the introduction of a singular class model, consisting of 15 classes (2 x Foundation, 2 x Year 1, 2 x Year 3, 3 x Year 4, 2 x Year 5, 2 x Year 6). CSPS continues to have a strong focus on teaching the stage of development, not the age of the child, through explicit identification via data sources, of the point of need of instruction.

CSPS Information and Communications Technological (ICT) platform was expanded upon in 2017 through the introduction of Hitachi Interactive 65" panels in all classrooms, to further enhance teaching and learning opportunities. The Google platform continues to be the main form of communication and collaboration, with some insertion of ipad and MAC technology throughout the school, especially within specialist programs. The Digi Tech program is overseen by the classroom teachers.

The specialist program (known as *Lively Learning*) has thrived per the 2016 overhaul. The three specialist programs open up the doors to further exploring and thinking for students within the Arts (Artistic Flair), Health and Physical Education (Physical Vibe) and Languages and Cultural Diversity (Cultural Fusion).

Extra curriculum opportunities vary from camps, excursions and in-school activities, to swimming and water safety programs, Perceptual Motor Program, intra and interschool sports, whole school Performing Arts production, music and instrumentation (through uLearn music) and school/community Empowerment Projects.

In the past twelve months, we have further expanded our building master plan with the installation of a new MOD 5 double classroom (west boundary) and MOD 10 Multipurpose facility (corner of Pearcedale and Browns Roads). Subsequently, old structures have been removed from the CSPS property.

With such upgrades, the teaching and learning plan, aligned with the Professional Learning Communities approach, have been solidified.

Framework for Improving Student Outcomes (FISO)

CSPS conducts an annual self-evaluation per FISO, in reference to DET Continua of Practice, to continuously monitor and analyse school performance relating to academics, student engagement and wellbeing.

Our commitment to the FISO is strong as represented in our AIP, focusing on:

- Building Practice Excellence; making a shift from Evolving to Embedding practices including:
 - improving teacher confidence, and capacity in the teaching of reading, through embedding CAFE reading principles and strategies.
 - effectively using the Fountas and Pinnell assessment system to identify and target areas of need, inform planning and identify student growth.
 - improving teacher competency and student proficiency in writing, by implementing the VCOP program.
- Building Leadership Teams through a strong distributive leadership model; strengthening leadership capacity of individuals and teams by:
 - building a professional learning organisation where professional learning and conversation per student achievement is embedding into everyday practice.
 - strengthening the use of student data to track patterns and implement strong instructional, evidence based practices that ensures growth.
- Building Communities by embedding the school mission, vision and values, evidences in:
 - strengthening our whole school approach to children's mental health and well-being.
 - introducing Kidsmatter as a mental health and wellbeing framework in making a positive difference to the students.

Achievement



2017 NAPLAN saw some pleasing results per student achievement. We continue to be strongly committed to high NAPLAN results, with an emphasis on relative growth. We set high expectations throughout the school, with a collective responsibility to extend all students.

NAPLAN results, CSPS is on par with 'matched' schools. Our aim is always to achieve at or above the state average in all areas. Relative growth data shows that there has been an upward trend from Year 3 to Year 5, especially with the low cohort. Focus is now on strategies and program delivery in which we can continue to extend our high achievers.

The 2017 - 2018 NAPLAN aims are to:

- decrease the percentage of students achieving low growth in Reading to 25% per school level or matched State Mean.
- increase the percentage of students achieving medium and high growth in Reading; 70% collectively or matched State Mean.

Via school based assessment (Fountas and Pinnell benchmarking, CAFE conferencing, Teacher judgements at End of Year Reports), we will ensure student achievement reflects 12 months growth in 12 months in English; Reading.

All students in the Program for Students with a Disability (officially 10), Out of Home Care, Koorie and areas of 'vulnerability' showed progress at satisfactory levels within their Individual Educational Plans.

Engagement

CSPS is a proud community school (CSPS = Community Spirit, Partnerships to Success). A collective responsibility to social and academic growth ensures students have a strong sense of connection to their school; highlighted in the manner in which staff refer to the students as 'ours' rather than 'my'.

Cooperative Learning (CL) continues to be a educational pedagogy underpinning at CSPS. The DET HITS (High Impact Teaching Strategies) identified CL as one of the top 10 strategies for furthering student engagement, social skills and learning. The Principles of Explicit Instruction (another HIT) is the cornerstone of the CL approach. CSPS is proud of their continued commitment to CL.

Students have the opportunity to be actively involved in a range of lunchtime clubs, including Running club, Puzzles and games, Library, Technology and Cultural Fusion activities. The Empowerment project implemented for students during the year promotes creativity, curiosity and the development of multi age relationships. In addition, the Empowerment Project implemented Term 2 and 4, promotes creativity, curiosity and the development of multi age relationships.

We continue to have a strong commitment to the implementation of Kidsmatter, a mental health and well-being framework that provide students with skills, tools and confidence to be happy and balanced individuals. The Zones of Regulation framework has been introduced to foster self regulation and emotional control. Staff are trained to implement the key philosophies of the Restorative Practices model; focusing on building, repairing and maintaining healthy relationships.

Wellbeing

Well Being continues to be a high priority in the AIP.

We continue to place emphasis on student attendance; demonstrating a commitment to the phrase "It's not OK to be Away". We implement structures and practices that ensures that students arrive on time and attend school to maximise their learning. We work in partnerships with families and outside agencies to monitor school attendance.

CSPS employs a social worker three days a week and a school chaplain two days a week (via the NSCP grant). Such support staff have designed and implemented social and strength based groups to develop growth in a proactive and engaging manner. They further positive partnerships with parents and families, to ensure the health and wellbeing of other students beyond the classroom and school.

CSPS offers a variety of Student leadership roles and values the importance of student voice and student agency. Our student leaders have clear roles and responsibilities and represent CSPS with our 4 school values of Positivity, Persistence, Pride and Passion. Student leadership includes a Student Liaison leader to link staff, students, community members and Department representatives.

2017 marked the launch of our new House system. This House system was designed to provide students with identity and a sense of belonging and team spirit. Our 4 houses are recognised with Indigenous names and symbols as a connection with our cultural heritage.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 351 students were enrolled at this school in 2017, 172 female and 179 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>48%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>55%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>50%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>44%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>44%</td> <td>44%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	48%	12%	Numeracy	33%	55%	12%	Writing	32%	50%	18%	Spelling	38%	44%	18%	Grammar and Punctuation	44%	44%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	92 %	91 %	92 %	93 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	92 %	91 %	92 %	93 %	90 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

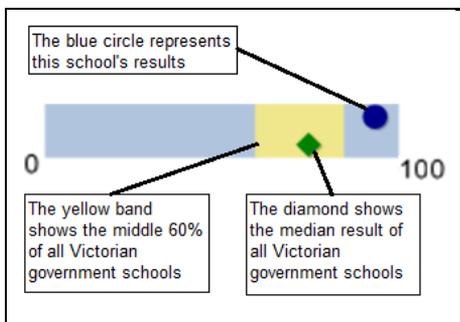
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

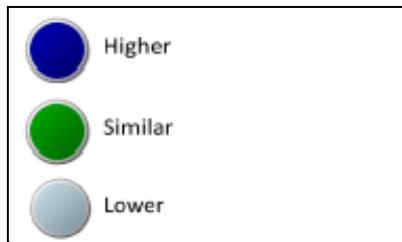


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

2017 has been a year of continued surplus per workforce planning and meeting AIP priorities. Areas of reference include:

- employment of a Learning Links employee, focusing on supporting Literacy learning in the Junior and Middle schools and Grounds/Maintenance employee to support the growing areas of need.
- finalisation of ICT leased Google devices and a significant investment of \$130K in the installation of 65" Interactive panels in all classroom learning spaces, with an additional 75" device in The Hub (Library).
- facilities upgrades, modifications and refurbishment of new classrooms/learning spaces (including furniture) and grounds.
- providing a gamut of learning opportunities outside the school environment, including a Year 4 - 6 camping program, Junior swimming and Senior life saving experiences, excursions and in school activities.
- extending our school culture with the provision of Foundation and Year 6 celebratory uniforms and the introduction of new House polo tops.

CSPS continues to be supported by a National School Chaplaincy grant; focusing on supporting the emotional wellbeing of students through the provision of care services and strategies.

The school's Equity funding was used to support Professional Learning specific to AIP priorities; with particular reference to Reading; CAFÉ and VCOP Writing. The Principal and 3 PLT leaders actively partook in Network training in the PLT model; including further coaching and mentoring from DET Senior and Educational Leaders.

Fundraising by the CSPS Parents Association continues to be an area of significance to assist in providing additional support to the educational programs and experiences for all students; such as new playground equipment and respective surrounds.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,630,775	High Yield Investment Account	\$92,948
Government Provided DET Grants	\$548,581	Official Account	\$1,135
Government Grants Commonwealth	\$2,296	Total Funds Available	\$94,083
Government Grants State	\$996		
Revenue Other	\$15,056		
Locally Raised Funds	\$192,129		
Total Operating Revenue	\$3,389,833		
Equity¹			
Equity (Social Disadvantage)	\$35,109		
Equity Total	\$35,109		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,579,962	Operating Reserve	\$10,000
Books & Publications	\$5,284	Capital - Buildings/Grounds incl SMS<12 months	\$4,631
Communication Costs	\$5,819	Revenue Receipted in Advance	\$42,785
Consumables	\$77,722	School Based Programs	\$33,534
Miscellaneous Expense ³	\$230,136	School/Network/Cluster Coordination	\$1,768
Professional Development	\$15,202	Other recurrent expenditure	\$1,365
Property and Equipment Services	\$294,405	Total Financial Commitments	\$94,083
Salaries & Allowances ⁴	\$62,914		
Trading & Fundraising	\$40,924		
Utilities	\$29,191		
Total Operating Expenditure	\$3,341,559		
Net Operating Surplus/-Deficit	\$48,274		



Asset Acquisitions

\$0

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.