2016 Annual Report to the School Community

School Name: Cranbourne South Primary School

School Number: 4755

Name of School Principal:	Monique Corcoran
Name of School Council President:	**Jodi Price**
Date of Endorsement:	**Wednesday 29th March**

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

Cranbourne South Primary School (CSPS) is located in a semi-rural environment approximately 5 kilometres south of Cranbourne. In the last three years, we have delved further into the implementation of our sequential building master plan replacing old buildings with new. Such upgrades bring into line with our high quality teaching and learning programs.

CSPS has an enrolment of 349 students. The 34.8 equivalent fulltime dedicated staff at CSPS comprises of 2 Principal Class, 20 teaching staff, 10 Education Support Staff, 1 Business Manager, 2 part time Office staff, 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, a Data and Assessment Strategic Intent Leading Teacher, 3 PLT (Professional Learning Team) leaders, 4 FISO (Framework for Improving Student Outcomes) Excellence in Teaching and Learning leaders, 1 FISO ICT (Information and Communication Technology) leader and 1 FISO Community engagement leader.

The multi age class structure history has placed us in a strong position to teach the stage not the age of the student and thus through a singular class model, we are able to cater for the individual needs of the students. Our differentiated curriculum, through whole class and point of need teaching, identifies the zone of development of each child and the specific support required to obtain further growth.

CSPS is at the forefront of Information and Communications Technological (ICT) implementation through predominately a Chrome/Google environment. The students and staff work together within a collaborative, online platform, which opens up opportunities on a wider level. Apple devices are also accessed to complement the technological understandings and skills developed through a thorough ICT Scope and Sequence. The ICT program is led by the FISO ICT leader.

The specialist program (known as *Lively Learning*) has been overhauled with the introduction of the new F-10 Victorian Curriculum. 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 and school/community Empowerment Projects.

Our commitment to FISO is strong as represented in our AIP, focusing on:
- **Building Practice Excellence** by implementing English and Mathematical approaches and progress that are evidence based, to achieve higher student learning outcomes. We will strengthen the tracking of student data, thus implement strong instructional, evidence-based practices, and target key professional learning that ensures high quality teacher practice to increase student learning outcomes.
- **Building Leadership Teams** by implementing a strong Professional Learning Community (PLC) framework and embedding a model which interconnects six major components; School Profile (Mission, Vision, Values), Teacher Capacity and Development, Professional Learning Teams, Assessment and Growth, Connected Coaching and Community Links. We will strengthen the leadership capacity of individuals and teams by promoting and modelling effective based practices, specifically connected to student achievement data.
- **Building Communities** by embedding the new school mission, vision and values as a strong underpinning of the Cranbourne South community. We will harness the capacity of the community and parents to collectively encourage student engagement and make stronger use of existing community resources including families, businesses, industry and support services. We will build relationships within the broader educational community by engaging in Communities of Practice with Network schools.

Achievement

We are particularly pleased with the Achievement results in 2016, not only within NAPLAN but also within other data measures on a local level. We are committed to strong NAPLAN results and growth ie. low, medium and high cohorts. We set high expectations throughout the school, with a collective responsibility to growth of all students from Foundation to Year 6 and beyond.

The 2016 Year 3 results indicated above State level in all areas. The percentage of students in the top two bands for:
- Numeracy was 25% greater than similar schools.
- Reading was 13% greater than similar schools.
- Writing was 22% greater than similar schools.

The Year 5 results have shown an upward trend. The percentage of students in the top two bands for Numeracy, Reading and Writing were greater than similar schools.

The relative growth Year 3 to 5 indicates from 2014 - 2016 (similar cohort) in:
- Numeracy an increase of 7% of high and 22% of medium gain (with subsequent 27% low gain).
- Reading an increase of 13% of high and 11% of medium gain (with subsequent 23% low gain).
- Writing an increase of 16% of high gain.

The aims 2016 - 2017 are as follows:
- Reading; an increase of high growth from 16.67% in 2016 to 19% in 2017 (an increase of 2.33%)
- Numeracy; an increase of high from 25.58% in 2016 to 28% in 2017 (an increase of 2.42%)
- Writing; a decrease of low growth from 38.84% in 2016 to 34% in 2017 (a decrease of 4.64%)
- Spelling; a decrease of low growth from 23.26% in 2016 to 20% in 2017(a decrease of 3.26%)

The school's Equity funding was used to support Professional Learning relating specifically to the Annual Implementation Plan (AIP) foci; with reference to Reading; CAFÉ and Collaborative Problem Solving in Mathematics. In addition, support mechanisms were put into place per the establishment of Professional Learning Teams and the subsequent instructional model, coaching, planning and consultation put in place.

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

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework   ☐ AusVELS   ☒ Victorian Curriculum   ☐ A Combination of these

Engagement

CSPS is a school with a positive community spirit. Our staff refer to the students as 'our students' rather than 'my students'. Our collective responsibility to student social and academic growth means that our students feel valued with a strong sense of identity.

We continue to implement and strengthen the instructional practices of Cooperative Learning and the Principles of Explicit Instruction. Such strategies are embedded in all aspects of our teaching and learning practices; ensuring high engagement, inclusivity and success. Cooperative Learning makes a significant impact on the development of social skills and communication as students are structured in the way they work in teams.

Kidsmatter is a whole school focus within our AIP. We 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. Staff are trained to implement the key philosophies of the Restorative Practices model; focusing on building, repairing and maintaining healthy relationships in school and beyond.

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. Offering these choices for students at lunchtimes promotes engagement and inclusivity and allows them to participate in different social groups outside the classroom.

The introduction of the Empowerment project is a significant undertaking to promote healthy relationships. The key aim is to have a shared approach to supporting the health, wellbeing, inclusion and engagement of all students. Students fully and proudly participate in school life and have a greater say in the decisions that affect their learning and their lives at school. The project strengthens connection and relationships within a community perspective, as well as collaborating with businesses and organisations to make fuller use of local community resources and capabilities.

The Student Opinion Survey has shown significant improvement, with particular reference to Student Relationships; Classroom Behaviour and Student Safety. The Parent Opinion Survey has showed significant improvement, with particular reference to Student Engagement; Connectedness to Peers, Student Motivation and Social Skills.

Wellbeing

CSPS school endeavors to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing. We pride ourselves in the variety of adult to student relationships that are fostered within the Wellbeing programs and approaches.

CSPS has a social worker three days a week and a school chaplain two days a week. The chaplaincy program is funded through the NSCP (National Schools Chaplaincy Program). 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.

We recognise that students require a safe and orderly environment in which to thrive and learn. Our staff provide compelling learning spaces with a strong sense of student ownership and subsequently our students take pride in maintaining and improving these areas within our school. We have created an Oasis Centre which is an inviting and engaging space providing a 'retreat' if required or alternatively to socially interact with students in a safe and supportive environment.

Student voice and feedback is highly encouraged. We have a strong student leadership program that values student input and decision making. The House system is continuing to strengthen student voice, with House events that are both sport and academically minded. The student leadership program highlights Year 6 leadership throughout the school as represented within school, House and Lively Learning captains, as well as Leaders in Books ie. Library monitors. Students from Foundation to Year 6 are represented on Junior School Council, as well as the introduction of Sustainability and Security Warriors. We are committed to the *i sea i care* program that develops young leaders with real and relevant experiences that enrich them and their school community.

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 partnership with families and outside agencies to monitor student attendance.

CSPS has a strong commitment to strengthening transition to, within and beyond Primary School. We have introduced a 'Step up to school' program for Foundation students and a 'Step through school' program for all year levels, which supports students as they move to the next year level. The 'Step on from school' program will be our next focal point for our Year 6 students moving to Secondary school.

The Student Opinion Survey has shown improvement, with particular reference to Wellbeing; Student Morale and Teaching and Learning; Learning Confidence, Student Motivation and Teacher Empathy. The Parent Opinion Survey has showed significant improvement with particular reference to School Climate; School Improvement, Approachability, Parent Input, Behaviour Management, Learning Focus and Extra Curricula.

For more detailed information regarding our school please visit our website at
[http://cranbournesouth.vic.edu.au/]

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

School Profile

Enrolment Profile

A total of 348 students were enrolled at this school in 2016, 175 female and 173 male.
There were 2% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.

low	low-mid	mid	high

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▨
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English 0 ———————— 100 Results: Mathematics 0 ———————— 100	● Similar ● Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▤
Result for this school: ● Median of all Victorian government primary year levels: ◆

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

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 26 % / 49 % / 26 % Low / Medium / High **Numeracy** 24 % / 60 % / 17 % Low / Medium / High **Writing** 39 % / 39 % / 23 % Low / Medium / High **Spelling** 23 % / 67 % / 9 % Low / Medium / High **Grammar and Punctuation** 49 % / 44 % / 7 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days	Results: 2016	

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2016 attendance rate by year level:

Student Outcomes column:

Results: 2016

0 ●◆ 50

Low absences <------> high absences

Results: 2013 - 2016 (4-year average)

0 ●◆ 50

Low absences <------> high absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	93 %	91 %	93 %	93 %	91 %	91 %

School Comparison column:

🟢 Similar

🟢 Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
Result for this school: ● Median of all Victorian government primary year levels: ◆

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Lower

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
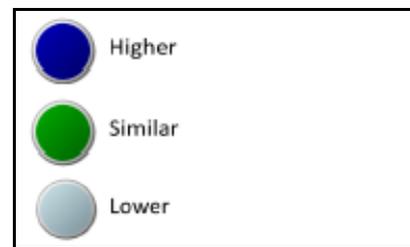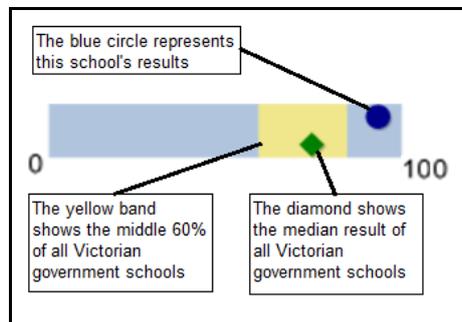
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
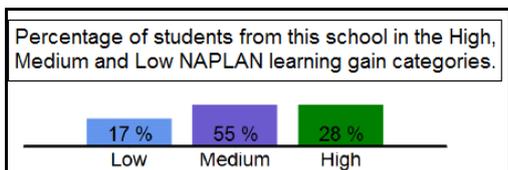
What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

2016 was a year of surplus for CSPS. Areas of reference include:

- With the change of leadership, alteration of classroom teachers, integration aide coverage and varied leave, we saw a noteworthy increase of Salaries and Allowances expenditure from 2015-2016.
- Equity funding was dedicated to an increase of Professional Development within Leadership, whole school initiatives and priorities and to further skills for Education Support Staff.
- An unprecedented area of need with a water leakage, represented in the Utilities expenditure. This was addressed through continual South East Water monitoring reports, data collection and expertise support.

CSPS has been fortunate to obtain a National School Chaplaincy grant; focusing on supporting the emotional wellbeing of students through the provision of care services and strategies; correlated with the Student Wellbeing priorities set in the AIP.

In addition, the Sporting Schools grant (which entailed sporting clinics that created stronger links between students and local sporting clubs) increased student participation and nurtured a lifelong connection to being active.

Fundraising 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, Lively Learning support and ICT extension through the introduction of ipads in classrooms and administration (with the introduction of the communication tool *Passtab*).

In the upcoming year, Equity money will be used to create a safe, stimulating and supportive school environment. CSPS will strongly monitor expenditure to ensure maximisation of finances, to further teacher capacity in the ability to increase student learning outcomes.

CSPS will focus on exploring varying business, Network, state and federal grants to support student experiences and the maintenance of Building and Grounds.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$2,600,006
Government Provided DET Grants	$396,955
Government Grants Commonwealth	$9,707
Revenue Other	$11,164
Locally Raised Funds	$171,549
Total Operating Revenue	**$3,189,379**

Expenditure	
Student Resource Package	$2,528,618
Books & Publications	$3,789
Communication Costs	$5,567
Consumables	$59,766
Miscellaneous Expense	$159,750
Professional Development	$22,405
Property and Equipment Services	$165,991
Salaries & Allowances	$140,626
Trading & Fundraising	$44,516
Utilities	$28,755

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$101,693
Official Account	$4,137
Total Funds Available	**$105,831**

Financial Commitments	
Operating Reserve	$10,000
Capital - Buildings/Grounds incl SMS<12 months	$8,474
Revenue Receipted in Advance	$34,000
School Based Programs	$19,125
School/Network/Cluster Coordination	$1,177
Provision Accounts	$1,555
Other recurrent expenditure	$31,500
Total Financial Commitments	**$105,831**

Total Operating Expenditure	$3,159,782

Net Operating Surplus/-Deficit	$29,598
Asset Acquisitions	$10,815

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.