2018 Annual Report to The School Community

School Name: Cranbourne South Primary School (4755)

- 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 2018 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 11 May 2019 at 11:19 AM 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 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 2018 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 14 May 2019 at 10:32 PM by Jodi PRICE (School Council President)

About Our School

School context

Cranbourne South Primary School (CSPS) endeavours to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing. Our mission is to provide all students with an education they can be proud of by exhibiting confidence and creativity in this complex and ever changing world. We strive to assist students in taking ownership of their learning; to grow into responsible, happy, resilient and socially fulfilled individuals. The 4 values of Positivity, Persistence, Pride and Passion, are our cornerstone.

Cranbourne South Primary School (CSPS) opened in 1956; located in a semi-rural environment approximately 5 kilometres south of Cranbourne. Enrolments continue to be steady and gradually rising with the influx of housing developments in the area from 355 (2017) to 375 (2018). Due to being on the outskirts of such estates, there is not a marked impact on enrolment. Cultural connections within the school include 2% Indigenous students and 6% Language background other than English. Our Student Family Occupation [SFO] Index was 0.4338 and our Student Family Occupation and Education [SFOE] Index was 0.4123.

The 34 equivalent full time dedicated staff comprises of 2 Principal Class, 20 teaching staff, 11 Education Support Staff, 1 Business Manager, 2 part time Office staff, 1 full time School Data officer (including attendance), 1 part time First Aid/OHS/Emergency Management leader, 1 Social Worker (0.4) and 1 Welfare Officer (0.6).

At CSPS, we pride ourselves on distributive leadership; represented by a strong commitment by the School Improvement Team (SIT). The SIT consists of 2 Principal class, 3 PLT (Professional Learning Team), 1 ADR (Assessment, Data and Reporting) and 2 ETL FISO (Excellence in Teaching and Learning Framework for Improving Student Outcomes; English and Mathematics) leaders. In addition we invest in 1 PCL SWB (Positive Climate for Learning Student Wellbeing), 1 FISO ICT (Information and Communication Technology) and 1 FISO Community Engagement leader. We implement an Improving Teacher Effectiveness and Student Connection Model P4; Planning, Pedagogy, Performance, Pathways.

CSPS buildings and facilities structure is based upon a Learning Communities model. Firstly, Junior, Middle and Senior Schools within partner classroom setups (with the flexibility in majority of spaces to open or close). Secondly, Lively Learning (specialist programs); Digi Tech, Artistic Flair, Physical Vibe and Cultural Fusion. The Hub of the school is comprised of the Library and Multi Purpose centres. A strong Literacy based Intervention program; Ready Set Go and SHED (Spelling, Handwriting, Encoding, Decoding) is implemented in the Junior to Middle schools. We have a full time First Aid officer and Student Wellbeing program positioned in the main corridor called the Oasis Room. An Outside of School Care program operated by Camp Australia is available to all families.

The staff and community's preference is to operate singular classes at each year level unless student numbers necessitate the formation of a multi-age classroom across two year levels. In 2018, CSPS had 16 classes within predominantly a singular class structure; divided into 3 subschools - Junior (F & 1), Middle (Year 2-4) and Senior (Year 5&6). CSPS continues to have a strong focus on teaching the stage of development, not the age of the child, through use of explicit data sources to identify point of need instruction.

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. Positive progress was made in all respects towards achieving these initiatives throughout the reporting year. Our commitment to the FISO is strong as represented in our AIP, focusing on the following.

Excellence in Teaching and Learning; making a shift from Evolving to Embedding practices through:

* formalising Professional Learning Teams where staff work collaboratively to review and develop practice.
* working in teams, across year levels and learning areas, to implement documented and agreed approaches to data collection, analysis and evaluation.
* engaging in a cycle of inquiry to evaluate the effectiveness of their current teaching practices.

Professional Leadership; making a shift from Evolving to Embedding practices through:
* a shared understanding of why and how FISO initiatives for improvement will be implemented and how these will support the school's vision, values and culture.
* implementation of succession planning and developing the capabilities of leadership teams to build a culture that is focused on improvement.
* appointment of a Leading Teacher and Learning Specialist focusing on managing the implementation of whole-school improvement initiatives related to the school strategic plan and school priorities.

Positive Climate for Learning; making a shift from Evolving to Embedding practices through:
* students accessing a broad range of structured leadership roles.
* seeking authentic student voice to enhance the quality of relationships and to have a role in school improvement processes such as promoting school anti-bullying and behavioural policies.
* regular opportunities for sharing and celebrating student and school achievements to build pride and connectedness.

Community Engagement in Learning; making a shift from Evolving to Embedding practices through:
* highlighting the importance of high expectations and challenging goals for students.
* a shared commitment to students being happy, healthy and thriving each and every day at school.
* strengthening partnerships with the school community through a dedicated Parents and Friends Association focusing on gaining and addressing feedback to facilitate implementation of their joint projects.

Achievement

CSPS sets high expectations per student achievement and growth. By building leadership and teacher capacity, student academic progress has been possible through the commitment to the following:
* Professional Learning Communities/Teams focusing on collaboration and explicit focus on unpacking school and student data and defining best practice teaching and learning practices.
* exploring and implementing English and Mathematical approaches and programs that are evidence based in achieving high student learning outcomes such as implementation of the Synthetic phonics program in the Junior school, continued focus on Reading and renewed emphasis on assessment and planning through triangulation of data using PAT, Fountas and Pinnell and CAFE conferencing.
* effective use of assessment tools and data to inform teaching.
* strengthening teachers' expertise with Cooperative Learning Structures and the principles of explicit instruction in order to impact positively on student learning and teacher effectiveness.

2018 NAPLAN results indicate that CSPS continues to be on par with or above 'similar and network' schools in the areas of Numeracy, Reading and Writing. We continue to be strongly committed to high NAPLAN results, with emphasis on relative growth from Year 3 to Year 5.

2018 NAPLAN saw some pleasing results per student achievement most noted by the following:
* Year 3 Numeracy; a decline of students in the bottom 2 bands from 32% to 14%, subsequently an increase from 68% in the middle/top bands to 86%.
* Year 5 Numeracy; a decline of students in the bottom 2 bands from 30% to 15%, subsequently an increase from 70% in the middle/top bands to 85%.
* Year 3 Reading saw significant progress of students in the top 2 bands, rising from 32% to 55%.
* Year 5 Reading; a decline of students in the bottom 2 bands from 27% to 18%, subsequently an increase from 73% in the middle/top bands to 82%.
* Year 3 Writing saw significant progress of students in the top 2 bands, rising from 32% to 47%.

* Year 5 Writing represents a rise of 11% increase of students working in the middle and top 2 bands.

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

Building a sense of engagement and commitment to learning is a high priority at CSPS. We support and promote an inclusive school that fosters a strong school connectedness. As a result, the staff and school community are committed to identifying strategies to enhance:
* behavioural engagement ie. positive and active participation in academic, social and extracurricular activities.
* emotional engagement ie. emotional regulation through explicit instruction of the Embrace Rules and Zones of Regulation.
* cognitive engagement ie. student investment in learning and achieving, with an emphasis on engagement through Cooperative Learning.

Student engagement at CSPS focused on the following major elements in 2018:
* Student attendance - everyday matters and we are genuinely concerned if a student is not at school. An attendance officer monitors the attendance of all students.
* Student behaviour - improving our students' sense of wellbeing, safety and inter-personal relationships with an explicit focus on safety and bullying.
* Student leadership - empowering students and building school pride by strengthening our Whole School House System and developing leadership opportunities around student agency.

2018 Attitudes to School Survey data (Year 4 - 6) saw slight increases in the following areas:
* Sense of confidence
* Advocate at school
* Managing bullying
* Sense of inclusion
* Teacher-student relations regarding effort and teacher concern

In relation to student absence, 2018 data represents the following a decrease of students with 30+ days absence from 13% to 9%. CSPS absenteeism is slightly above similar schools with a focus in 2019 of decreasing the number of students 10 - 19.5 days absent from 40%.

Specialist programs (known as Lively Learning) are a significant highlight of engagement at CSPS. The 3 key specialist programs open the doors to further critical thinking and discovery for students within The Arts (Artistic Flair), Health/Physical Education (Physical Vibe) and Language; Spanish (Cultural Fusion). The later is implemented through STEM (Science, Technology, Engineering, Mathematics) via a CLIL (Content and Language Integrated Learning) approach.

Support programs focus on literacy and numeracy development from the perspective of early intervention, extension and growth. Extra curricula opportunities vary from camps, excursions and in-school activities, swimming and water safety programs, lunchtime clubs, Perceptual Motor Program, intra/interschool sports, school concert, music and instrumentation (through uLearn music), lunchtime clubs to school/community Empowerment Projects. On site, Camp Australia provides a before/after school care program.

Wellbeing

CSPS truly cares about the wellbeing needs of students. We pride ourselves in the way we delve into the 'whole child' to ensure a full understanding of their needs and aspirations. This is highlighted in the relationships formed between outside support agencies and families to ensure that we meet the emotional needs of all students.

In consultation with students, staff and school community, CSPS has a comprehensive lens on how we address

the wellbeing needs of students through:
* Behaviour Management
* Bullying Prevention
* Inclusion and Diversity
* Student Engagement
* Child Safe standards monitoring and implementation

The Student Wellbeing approach is extensive in the daily implementation of strategies and programs that support student mental wellness and welfare, including LOOKOUT, on site Psychology, Chaplaincy funding and introduction of the SWPBS (School Wide Positive Behaviour Support) framework. CSPS achieved SWPBSBlue Accreditation in 2018.

CSPS has a social worker available and support program 5 days a week. Student voice, agency and leadership continues to develop strongly evidenced with the Year 6 leaders program, SSW (Security and Sustainability Warriors), isea icare dolphin ambassadors and JSC (Junior School Council).

Financial performance and position

Cranbourne South Primary School has continued to allocate resources in line with the Strategic Plan and AIP to enable the achievement of the schools goals and priorities. Student numbers have slightly increased so we will be investigating further expenditure to improve student learning outcomes.

A well planned annual income and expenditure budget ensured the school's resources supported educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were informed of the school's financial position by the Finance Sub Committee monthly report and the distribution of the Finance reports to facilitate the monitoring of the school's finances.

2018 has been a year of continued surplus per workforce planning and meeting AIP priorities. School funds and Equity funding has provided the school with options in regard to staffing and resources to enhance student learning. Funds were directed in the following ways:
* extension of the ICT Action Plan with the provision of additional devices in the school to support teaching and learning.
* buildings and ground maintenance and facilities upgrades with specific projects referencing250 grant allocation (see below).
* Literacy Support leader in the area of early intervention in reading, spelling and phonics.
* Professional Learning to support FISO priorities

The school received additional sources of funding including a Stephanie Alexander Kitchen Garden Grant, Sporting Schools Grants, School Pride and Sports Fund Grant and Equipment Boost.

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.

CSPS Parent and Friends Association has focused fundraising ventures to update playground equipment and resource new play areas. Construction and implementation of an Action Plan will be a major focus for 2019.

**For more detailed information regarding our school please visit our website at
https://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 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

Enrolment Profile

A total of 379 students were enrolled at this school in 2018, 185 female and 194 male.

3 percent were EAL (English as an Additional Language) students and 2 percent 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

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
Teacher Judgement 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 Annual Report.*	Results: English 0 ─────────────── 100 Results: Mathematics 0 ─────────────── 100	● Similar ● Similar

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
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 Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 36 % / 51 % / 13 % Low / Medium / High **Numeracy** 34 % / 53 % / 13 % Low / Medium / High **Writing** 38 % / 40 % / 23 % Low / Medium / High **Spelling** 49 % / 42 % / 9 % Low / Medium / High **Grammar and Punctuation** 30 % / 58 % / 11 % 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 Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔷

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

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

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.

Average 2018 attendance rate by year level:

Results: 2018

Few absences <------> Many absences

Results: 2015 - 2018 (4-year average)

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	92 %	92 %	92 %	91 %	92 %	92 %

Similar

Similar

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 · 100 Results: 2017 - 2018 (2-year average) 0 · 100	Similar Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 · 100 Results: 2017 - 2018 (2-year average) 0 · 100	Similar Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$2,905,580
Government Provided DET Grants	$670,934
Government Grants Commonwealth	$11,215
Revenue Other	$10,858
Locally Raised Funds	$232,874
Total Operating Revenue	**$3,831,461**

Equity[1]	
Equity (Social Disadvantage)	$66,520
Equity Total	**$66,520**

Expenditure	
Student Resource Package[2]	$2,828,245
Books & Publications	$5,189
Communication Costs	$6,143
Consumables	$79,115
Miscellaneous Expense[3]	$237,530
Professional Development	$13,625
Property and Equipment Services	$303,558
Salaries & Allowances[4]	$112,939
Trading & Fundraising	$52,489
Utilities	$29,213
Total Operating Expenditure	**$3,668,047**
Net Operating Surplus/-Deficit	**$163,414**
Asset Acquisitions	**$37,819**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$136,842
Official Account	$5,917
Total Funds Available	**$142,759**

Financial Commitments	
Operating Reserve	$10,000
Funds Received in Advance	$46,640
School Based Programs	$4,516
Funds for Committees/Shared Arrangements	$43,483
Capital - Buildings/Grounds < 12 months	$38,120
Total Financial Commitments	**$142,759**

(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 15 March 2019 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.

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).
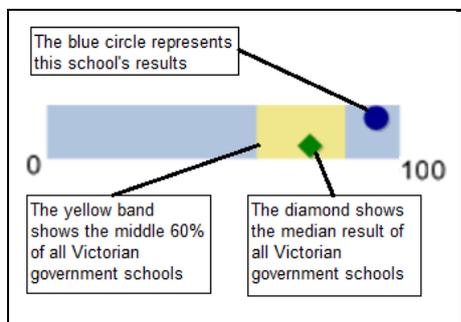
What does *School Comparison* refer to?

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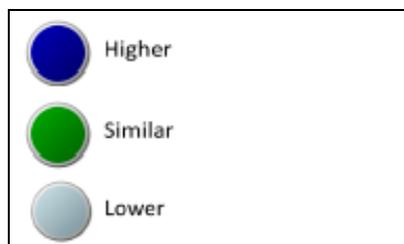
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* 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').