

2017 Annual Report to the School Community



School Name: Cranbourne West Primary School

School Number: 5189



- 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 03 May 2018 at 10:58 AM by Andrew Bergmeier (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 04 May 2018 at 02:55 PM by Kristen New (School Council President)



About Our School

School Context

Cranbourne West Primary School serves an established residential district in the South Eastern Growth Corridor. It is a medium sized, well-resourced school supported by a dedicated staff and a committed community. School enrolment at the 2017 February census was 565. Our students' backgrounds reflect a wide range of cultural diversities including increasing numbers of students from Non-English Speaking Backgrounds. In 2017 our school had a SFO index of 0.6980 and a SFOE index of 0.5895. Flexible learning spaces that promote both traditional and innovative teaching practices significantly enhance our students' learning in all areas of the curriculum.

Students are encouraged to be independent learners while continuing to 'live' the school values of Trust, Respect, Learning and Sense of Humour. In addition small group intervention programs, including Literacy, Numeracy and life skills are provided. The curriculum continues to be enriched by whole school celebrations as well as annual concerts, excursions, in-visits, student choirs, camps and a variety of intra and inter school sporting events. Our caring and dedicated staff are committed to creating a learning environment that allows every child to succeed in an atmosphere of confidence and enjoyment. Cranbourne West, during 2017, had the equivalent of 2.8 Principal Class, 1.00 Student Wellbeing Officer, 32.0 Teaching Staff and 19.52 Education Support Staff.

We believe successful students need to be active global learners that display effective executive functioning skills through their daily organisation, readiness to engage in their learning and ability to transition from one type of learning to another. They are able to work individually and collaboratively to solve problems and can articulate their learning through various media. They are motivated to do their best and want to learn. They display positive behaviours towards others and live the school's values.

Our Mission:

- Ensure quality teaching and educational innovation through professional development, effective appraisal, teamwork, collegiate support and communication
- Genuinely accept all children as individuals by respecting their needs.
- Welcome community involvement through the provision of open, supportive and consultative environment where contributions are recognised and valued.
- Promote a supportive working environment where we recognise and celebrate the contributions of all staff.

Parents and the wider community are encouraged to be part of the learning process through involvement in all school activities. Cranbourne West is supported by a diligent School Council and a small but committed Parents' and Friends' Club. The school also continues to foster strong relationships with the City of Casey and other outside agencies through working relationships and the sponsorship of student centered programs. Our school community supports our school by participating in a variety of school activities that assist us to achieve our ambitious aims. We continue to strengthen our contacts with local community organisations through our performing arts program and social service activities enabling our students to maintain a high, positive profile outside the school gates.



Framework for Improving Student Outcomes (FISO)

In 2017 Cranbourne West Primary School focused on two FISO areas that we believe would provide us with the framework to improve our student learning outcomes in Literacy and Numeracy. We concentrated on the research about the Essential Elements for School Improvement and re-structured our Leadership Team so that we responded to the FISO initiative of building Leadership Teams.

Our second FISO initiative was around Building Practice Excellence. At our stage of the school improvement cycle we believed that if we place our energies in these two crucial areas over the next three years our focus on improving student learning outcome growth over the three year period would be evidence driven.

In our third year we achieved the following:

- Appointed and professionally developed Program Leaders for our Literacy and Numeracy programs, Café, VOICES and TiLER, who under the guidance of our Teaching and Learning Coach are able to coach staff and consistently improve teacher practice.
- Further refine our Literacy and Numeracy programs Café, VOICES and TiLER, so the roles of the PLT Leaders and Area Leaders supported the FISO focus and continuously tracked student learning outcomes progressions.
- Consolidated and expanded our School Improvement Team and strengthened the focus and intent of the team with the aid of our Senior Education Improvement Leader

In 2018 we will continue to build on our progress.



In 2017 Cranbourne West Primary School built on the progress made in Excellence in Teaching and Learning through the continued school-wide implementation of CAFÉ (Reading), VOICES (Writing) and TiLER (numeracy). As this was our third year with the school-wide implementation of our school-wide Literacy Programs and philosophy we were judging the effectiveness of these programs through the actual classroom practice and NAPLAN. Improvement in NAPLAN has been achieved in 2017, with significant improvements in growth in Literacy and Numeracy, as these programs have been embedded in classroom practice throughout the school. Performance and development, coaching, classroom observations, School Improvement Team, and direct PCO involvement in the structure of these programs has ensured demonstrable growth within the improvement cycle.

The introduction of TiLER our numeracy program in classrooms in 2016 entailed scrutiny and agreement over the introduction of an effective numeracy program. School wide documentation in each of these programs was achieved at the end of 2016 so that all teachers have the tools to fully embed the programs into the school.

The ability of the PLT Leaders and the Data Manager to assess, track and move students on in their learning was a significant achievement in 2017 with the introduction of data walls. This is still a work in progress but the school-wide evidence is now consistent and transparent.

All Program for Students with a Disability students showed progress at a satisfactory level or above in achieving their individual learning goals

Engagement

In 2017 Cranbourne West Primary School built on the progress of strengthening the community in the extensive use of Literacy Advocates and volunteers to provide support to identified students with focussed goals in line with their point of need. The work coming out of the PLTs has meant that our teachers now have a common dialogue around students' starting points using a variety of assessment tools. This means that the data can be trusted from year to year. Students at specific points in their literacy development are targeted by Literacy Advocates with advice from teachers. In 2017 the specific cohorts included, but were not restricted to

- Year 3 and Year 5 students six months behind
- Year 3 and Year 5 students more than six months ahead

Our growth was measured through the following:

- SASS variable Learning Confidence
- TTFM students who feel they have someone who consistently provides encouragement
- POS Parent Input and School Connectedness
- SOS Parent Community involvement

Student non-attendance is addressed through a series of documented procedures including contacting parents by phone and/or SMS to inform them of the unexplained absence, subsequently followed by letters posted directly to parents outlining legal responsibilities and the additional possible ramifications.

Wellbeing



In 2017 Cranbourne West Primary School built on the progress of improving the quiet, orderly and safe learning environment which promotes self-regulation and high expectations in students. We achieved this in 2017 with a school wide commitment and implementation of agreed student management processes, education program intervention, opportunities for student voice and decision making that affects the whole school. We are committed to ensuring our school is a Child Safe environment and is compliant with the Child Safe Standards prescribed in Ministerial Order No 870.

School wide visual scheduling continued throughout 2017 to provide certainty in classroom routines to promote the quiet and orderly environment. Quiet transition between students in each classroom, area and outside was constantly reinforced and voices regulation was embedded with inside and outside voices an essential part of each classroom each day.

Our growth was measured through the following:

- SASS – Student Morale variable
- POS – Student Safety variable
- SOS – classroom behaviour variable
- TTFM – growth in percentage of boys having a real sense of belonging
- Student Attendance Data drop in student absence days
- SOS Growth in Collective Responsibility

Acronyms

SASS – Student Attitude to School Survey

TTFM – Tell Them From Me Survey

POS – Parent Opinion Survey

SOS – Staff Opinion Survey

For more detailed information regarding our school please visit our website at
www.cranbournewestps.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	
<p>Enrolment Profile</p> <p>A total of 564 students were enrolled at this school in 2017, 289 female and 275 male.</p> <p>37 percent were EAL (English as an Additional Language) students and 1 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>○ Lower</p> <p>● Similar</p> <p>○ Lower</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>● Similar</p> <p>● Similar</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 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>33%</td> <td>45%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>42%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>49%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>46%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>52%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	45%	22%	Numeracy	31%	42%	27%	Writing	24%	49%	27%	Spelling	27%	46%	27%	Grammar and Punctuation	23%	52%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	33%	45%	22%																							
Numeracy	31%	42%	27%																							
Writing	24%	49%	27%																							
Spelling	27%	46%	27%																							
Grammar and Punctuation	23%	52%	25%																							



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="548 913 1036 1008"> <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>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	93 %	93 %	94 %	92 %	<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> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	93 %	93 %	94 %	92 %										



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)

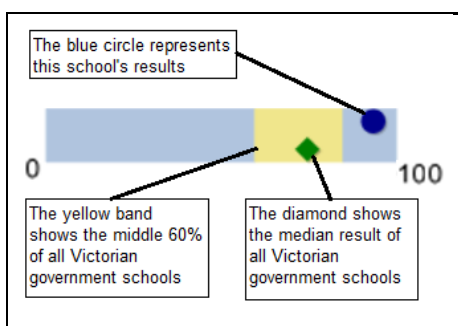
Engagement

- 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).

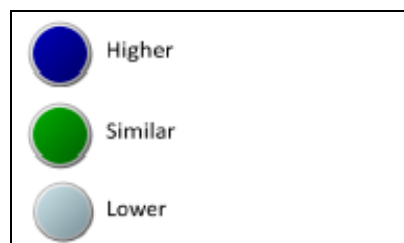


What does *School Comparison* refer to?

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

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

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	\$4,995,725	High Yield Investment Account	\$79,568
Government Provided DET Grants	\$1,050,613	Official Account	\$28,378
Government Grants Commonwealth	\$31,456	Total Funds Available	\$107,945
Revenue Other	\$45,786		
Locally Raised Funds	\$302,437		
Total Operating Revenue	\$6,426,016		
Equity¹			
Equity (Social Disadvantage)	\$1,033,407		
Equity Total	\$1,033,407		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,154,220	Operating Reserve	\$10,000
Books & Publications	\$8,751	Revenue Received in Advance	\$17,945
Communication Costs	\$14,991	Repayable to DET	\$80,000
Consumables	\$112,200	Total Financial Commitments	\$107,945
Miscellaneous Expense ³	\$576,929		
Professional Development	\$72,283		
Property and Equipment Services	\$515,098		
Trading & Fundraising	\$61,138		
Travel & Subsistence	\$7,471		
Utilities	\$52,814		
Total Operating Expenditure	\$6,575,895		
Net Operating Surplus/-Deficit	(\$149,879)		
Asset Acquisitions	\$0		

Throughout 2017 Cranbourne West Primary School has continued to allocate human, financial and physical resources to support and enhance the achievement of the school's goals, values and priorities. The school continued its commitment to the employment of both a Teaching and Learning Coach and a full time Student Wellbeing Officer. The ongoing employment of a part time Multi Cultural Aide, Literacy Assistants and a Community Liaison Officer ensured the school's focus remained on achieving our pedagogical vision for all students. Enhancements to the buildings and grounds together with staff professional development were major sources of expenditure throughout 2017. Stringent financial practices have resulted in a relatively small net operating deficit which will be addressed in 2018. The school will continue its commitment to expend funds to support high quality programs and build both teaching and learning capacity throughout 2018.

(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 payro



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.