

2016 Annual Report to the School Community



School Name: Cranbourne West Primary School

School Number: 5189



Name of School Principal:	Andrew Bergmeier
Name of School Council President:	Julie Brooke
Date of Endorsement:	20 th March 2017

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 framework 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.



Education and Training



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 2016 February census was 586. Our students' backgrounds reflect a wide range of cultural diversities including increasing numbers of students from Non-English Speaking Backgrounds. In 2016 our school had a SFO index of 0.7173 and a SFOE index of 0.6105. 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 2016, had the equivalent of 2.8 Principal Class, 1.00 Student Wellbeing Officer, 28.8 Teaching Staff and 15.28 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 2016 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 first full year we achieved the following:

- Appointed and professionally developed Professional Learning Team Leaders under our Data Manager to be able to gather, interpret and use data to drive teacher practice.
- Defined the roles of PLT Leaders and Area Leaders their roles reflected the FISO focus and tracked student learning outcomes progress.
- Formed our School Improvement Team and determined the focus and intent of the team with the aid of our Senior Education Improvement Leader

In 2017 we will build on our progress.



Achievement

In 2016 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 the introduction of TiLER (numeracy).

As this was our second 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 not NAPLAN. Improvement in NAPLAN will be achieved in 2017 and 2018 when these programs are 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 will ensure 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 2016. This is still a work in progress but the school-wide evidence is now consistent and transparent.

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

In 2016 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 focused 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 2016 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



Wellbeing

In 2016 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 2016 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.

School wide visual scheduling was introduced in 2016 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 voice 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



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	
<p>Enrolment Profile</p> <p>A total of 587 students were enrolled at this school in 2016, 299 female and 288 male. There were 39% of EAL (English as an Additional Language) students and 1% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



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
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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>● Lower</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>● Lower</p> <p>● Similar</p> <p>● Lower</p> <p>● Lower</p>



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																								
<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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46%</td> <td>42%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>58%</td> <td>36%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>41%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>51%</td> <td>39%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>53%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	46%	42%	12%	Numeracy	58%	36%	7%	Writing	41%	41%	18%	Spelling	51%	39%	10%	Grammar and Punctuation	32%	53%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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														
<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. 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.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" data-bbox="560 824 1043 913"> <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>93 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	92 %	93 %	93 %	91 %	91 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	92 %	93 %	93 %	91 %	91 %										



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
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

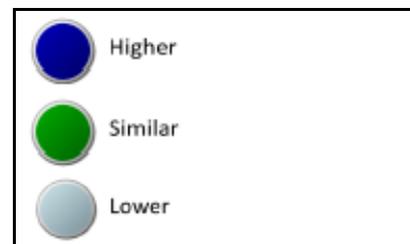
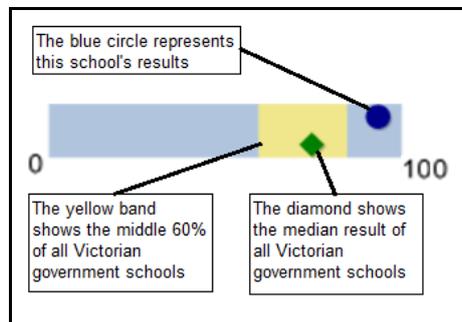
What are student outcomes?

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.

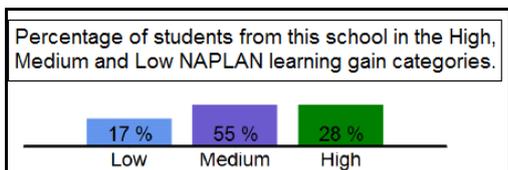
You can see these results for the latest year, as well as the average of the last four years (where available).

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

[Please refer to pg. 13 of the 2016 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, 2016

Revenue	Actual
Student Resource Package	\$4,604,842
Government Provided DET Grants	\$974,520
Government Grants Commonwealth	\$32,649
Revenue Other	\$106,342
Locally Raised Funds	\$274,424
Total Operating Revenue	\$5,992,776

Expenditure	
Student Resource Package	\$4,597,150
Books & Publications	\$5,623
Communication Costs	\$19,922
Consumables	\$114,414
Miscellaneous Expense	\$713,937
Professional Development	\$75,749
Property and Equipment Services	\$537,494
Trading & Fundraising	\$64,533
Travel & Subsistence	\$904
Utilities	\$48,995
Total Operating Expenditure	\$6,178,720

Net Operating Surplus/-Deficit **(\$185,944)**

Asset Acquisitions **\$7,395**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$73,810
Official Account	\$27,733
Other Accounts	\$0
Total Funds Available	\$101,543

Financial Commitments	
Operating Reserve	\$101,543
Revenue Received in Advance	\$48,454
DET Central Coordination	\$35,482
School/Network/Cluster Coordination	\$667
Total Financial Commitments	\$186,146

Throughout 2016 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 employment of a part time Multi Cultural Aide, Prep Literacy Assistants and a Community Liaison Officer ensured the school's focus remained on achieving our pedagogical vision for all students. A major source of expenditure throughout 2016 was teacher professional development, thus encouraging our staff to consistently and constantly build their capacity as educators. Stringent financial practices have continued again this year resulting in a relatively small net operating deficit which will be addressed in 2017. The school will continue its commitment to expend funds to support high quality programs in the areas of Achievement, Engagement and Wellbeing throughout 2017.

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.