

2021 Annual Report to The School Community



School Name: Cranbourne West Primary School (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 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 March 2022 at 11:39 AM by Karen Wynen (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2022 at 09:07 PM by Kristen New (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Our Learning Vision

We believe that successful people need to be active global learners who display effective executive functioning skills. This is achieved through:

- Exhibiting executive functioning skills through our daily organisation
- Readiness to engage in learning
- Ability to transition from one phase of learning to another
- Ability to work individually or collaboratively to solve problems
- Ability to articulate our learning through various media
- Being motivated to do our best and wanting to learn
- Displaying positive behaviours towards others and living the school values: Respect, Trust, Learn, Sense of Humour.

Cranbourne West Primary School continues to value and enjoy a school community where everyone is encouraged to strive for excellence in an atmosphere of confidence, support and enjoyment.

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 2021 February census was 678. Our students' backgrounds reflect a wide range of cultural diversities including increasing numbers of students from Non-English Speaking Backgrounds. In 2021 our school had an SFO of 0.6640 and a SFOE of 0.5723.

The school's values of Respect, Trust, Learn and Sense of Humour are supported by our School Values Booklet distributed to all members of our school community and reinforced as part of our Local Citizens Big Idea. 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 2021, had the equivalent of 3.7 Principal Class, 1.2 Student Well-being Officers, 33.8 Teaching Staff and 23.60 Education Support Staff.

Cranbourne West is supported by a diligent School Council and an active and committed Parents and Friends Club. The school also continues to foster a strong relationship with the City of Casey through working relationships with local councillors and program staff, especially in the area of Student Leadership. The school has an established playgroup, breakfast and brunch club as well as a community events program and Chaplaincy services.

Framework for Improving Student Outcomes (FISO)

Throughout 2021, Cranbourne West Primary School focused on three Statement of Expectation goals.

Goal one- Learning, catch-up and extension priority – Curriculum Planning and Assessment with a focus on Numeracy. As a result of our two day numeracy conference all teaching and ES staff have gained a greater understanding of the TILER instructional model and the types of questions and learning the students are undertaking. Data analysis and staff feedback have caused us to take stock of our instructional model and this has resulted in us continuing to modify and adapt the model to achieve improved student learning growth and outcomes.

We implemented TLI across the school in the areas of Reading, Numeracy, Social/Emotional and Art Therapy. Through the implementation of tutoring over three hundred students have been targeted across the year, with a majority of students showing 12+ improvement.

We fell behind with implementing improved practices with data and data literacy, mainly due to the further lockdowns, however it will remain as a focus over 2022.

Goal Two- Happy, Active and Healthy Kids - Health and Wellbeing

Social, emotional and student well being was a focus for the students after each extended lockdown period. The School Learning Vision was a part of assemblies, in classroom instruction and at staff meetings. Play is the Way

language was introduced, and understood by all stakeholders within the school, but not fully embedded. The Play is the Way focus and development of social and emotional practices will continue to be a priority in 2022.

Goal 3 - Connected schools priority – Building Communities

Support has been provided for parents to understand and access our school communication platforms via our Classroom Teachers, Sentral Support Officer, PCO, Seesaw coordinator, ICT teacher and multicultural support officer. Positive relationships have continued to be developed between parents and teachers due to the constant communications and supports that occurred during the remote learning periods.

Achievement

As a result, of having a highly motivated and committed staff we supported student learning during the remote learning period by:

- A continued focus on Numeracy, including a two day staff conference and rigorous use of the FISO improvement cycle, to diagnose areas of our instructional model that were working well and areas for refining and refreshing. Reflecting on data, staff feedback, lesson observations and research the Numeracy team have revamped our model and that will be launched in the classrooms in 2022.
 - Supporting each other, our students and parents to use Seesaw as our remote learning platform. Seesaw data shows a consistency in student engagement over a two year period. In 2020, we averaged between 10-12,000 student posts a week and in 2021 we averaged 11,000 student posts a week. Across 2021 our parent engagement was on par with that of 2020.
 - Providing point of need work for students who struggled to engage due to learning difficulty. This has always been a priority at our school, but will be further refined in light of the COVID experience. Disengaged students were offered opportunities to come to school for the first two hours of the day so they could have the support they needed to engage in their school work.
 - Extending students, especially with the timely feedback given to them daily by their teachers.
-

Engagement

At Cranbourne West Primary School we ensure quality teaching and educational innovation through professional development, effective appraisal, team work, collegiate support and communication. We genuinely accept all children as individuals respecting their needs. We welcome community involvement through the provision of an open, supportive and consultative environment where contributions are recognised and valued. We promote a supportive working environment where we recognise and celebrate the contributions of all staff.

In 2021 the curriculum was able to be enriched with a senior and middle school camp and swimming in the junior school. We were able to offer students experiences beyond the school and home via remote excursion experiences and as a result our students were able to travel the world virtually. We were able to offer online dance classes which culminated in a virtual school concert and we were able to hold a year six graduation at school, with parents attending for the presentation of certificates.

Our extensive 'volunteer' workforce who support students in many ways, was sorely missed during the COVID period. During COVID teachers, ES, PCO's, Wellbeing personnel and our Student Liaison Officer worked to constantly engage our students and families. There was constant modification of content to keep the students engaged. Some examples of this include running Zoom class meetings and live lessons, support groups, visits to family homes to support them to use the Seesaw platform and calls to students not engaging to connect with them.

Wellbeing

Priority is given to the well-being of both our students and staff. A full time Well-being Officer oversees an organised and respected program that acknowledges the rights and responsibilities of all staff and students with an emphasis on the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds as well as children with a disability in accordance with the Disability Discrimination Act 1992. Cranbourne West Primary School is

committed to the Child Safe policies and strategies and to the inclusion, safety and well-being of all children in its care. During COVID 'welfare' quickly became how to connect disaffected students to Seesaw and their learning. This was achieved through many phone calls to parents from teachers, well being officers, PCOs, Parent Liaison Officer and Multi lingual support staff. Whilst welcoming students at risk to attend school, we also supported students by home visits, phone calls, allowing them to come into school for sessions to support them, allowing students to come to school for a week at a time, setting personalised work for those students. Cranbourne West Primary School families and staff were expertly supported by our Wellbeing Team during COVID. The team had the expertise to support the myriad of issues that came to light during the lockdown period and they worked tirelessly to ensure that any person that had been referred to them had the best possible outcomes.

Finance performance and position

Throughout 2021, 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 a Teaching and Learning Coach and two Student Wellbeing Officers. The ongoing employment of a full time Multi-Cultural Aide, Classroom Assistants and a Community Liaison Officer ensured the school's focus remained on achieving our pedagogical vision for all students. The addition of Learning Tutors to our staff, ensured those students whose learning was affected adversely were supported throughout yet another Covid effected school year.

Enhancements continued to both the buildings and grounds while students and staff worked offsite. Support Services and consumable items were also major sources of expenditure, assisting and supporting our families throughout remote learning. The 2021 operating surplus of \$142,080 is committed to ensuring the wellbeing and engagement of all our students in high quality programs during 2022.

For more detailed information regarding our school please visit our website at
<https://www.cranbournewestps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 681 students were enrolled at this school in 2021, 342 female and 339 male.

40 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

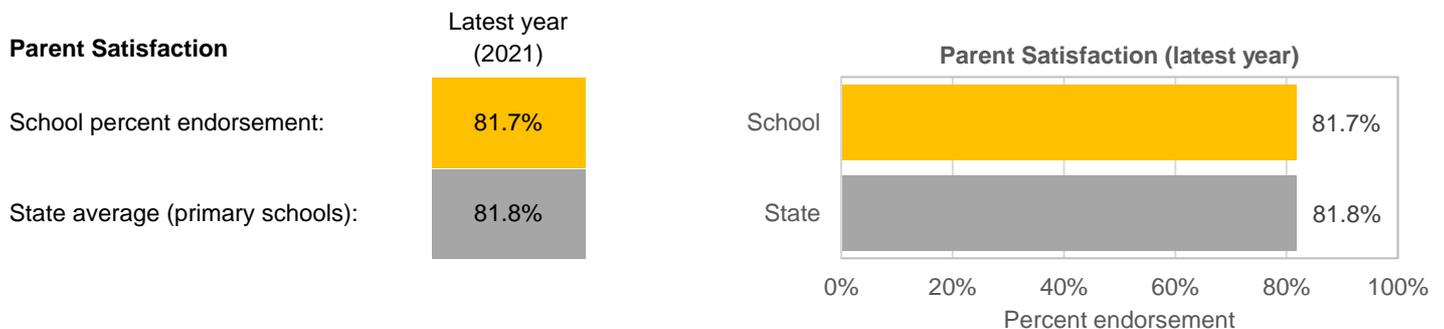
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

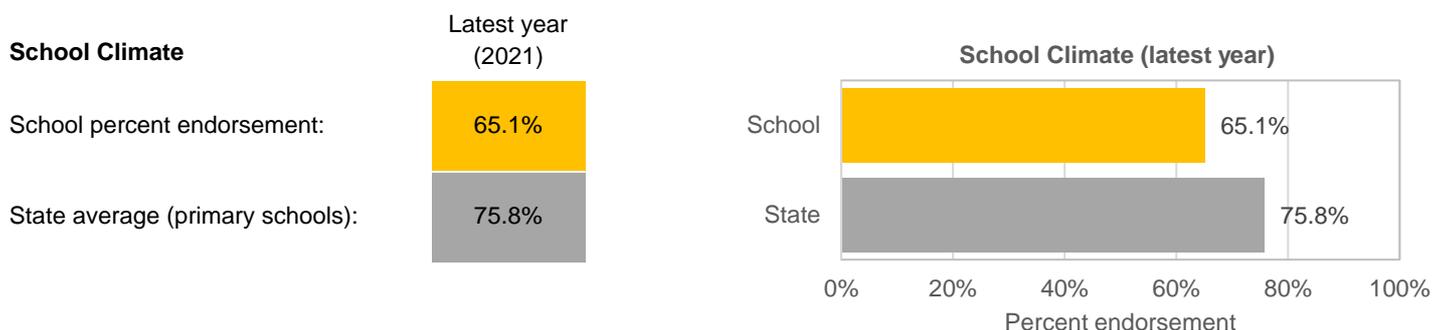


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

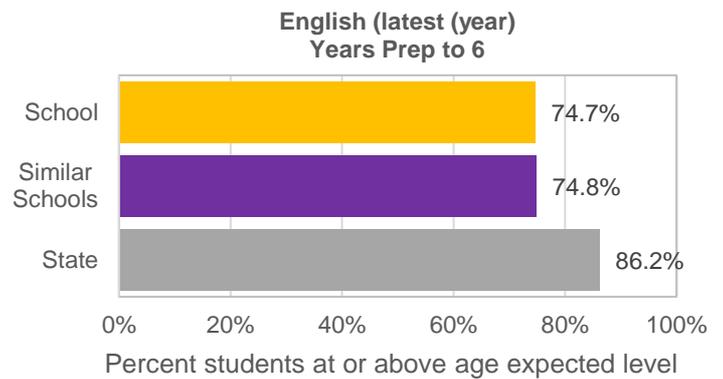
74.7%

Similar Schools average:

74.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

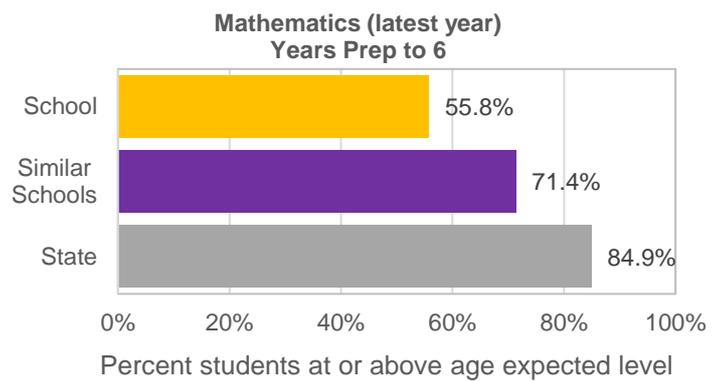
55.8%

Similar Schools average:

71.4%

State average:

84.9%



ACHIEVEMENT (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

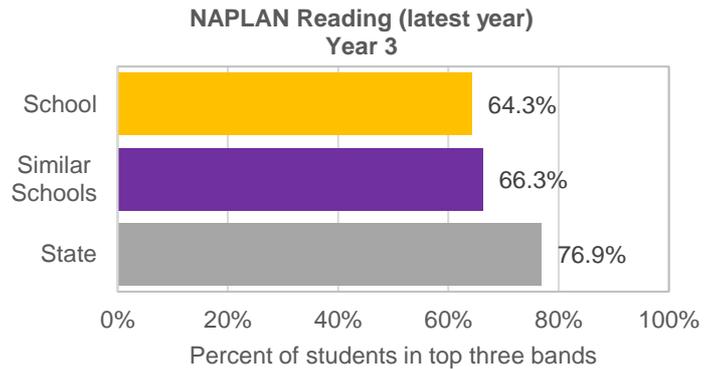
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

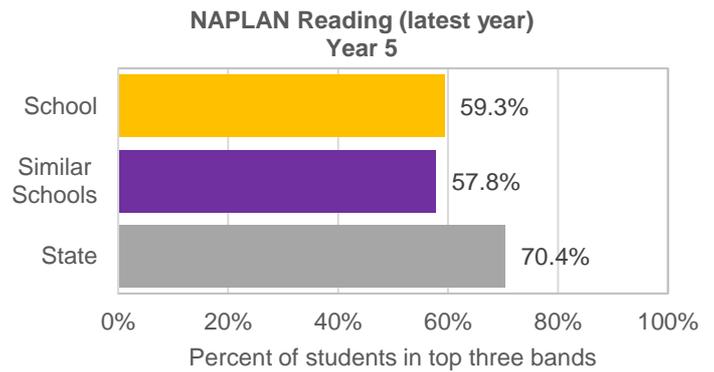
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.3%	60.8%
Similar Schools average:	66.3%	66.5%
State average:	76.9%	76.5%



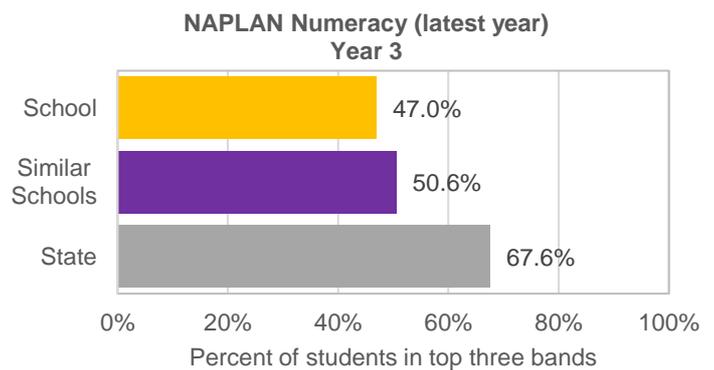
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.3%	52.8%
Similar Schools average:	57.8%	54.3%
State average:	70.4%	67.7%



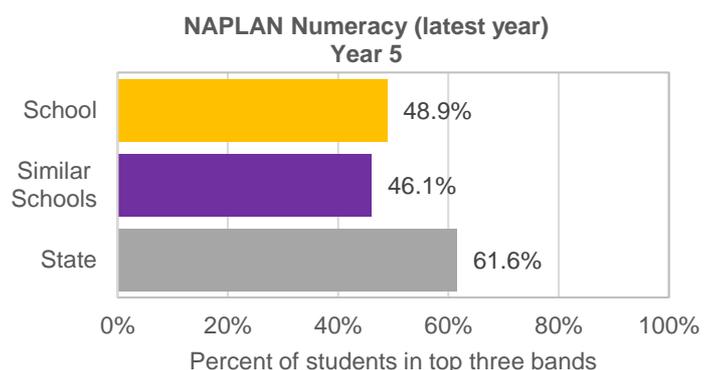
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.0%	53.8%
Similar Schools average:	50.6%	54.1%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.9%	49.1%
Similar Schools average:	46.1%	45.0%
State average:	61.6%	60.0%



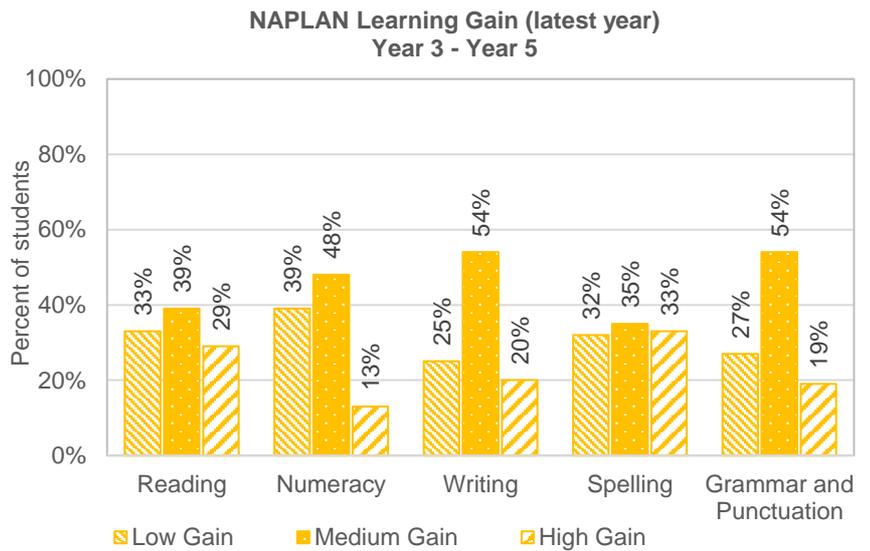
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	39%	29%	19%
Numeracy:	39%	48%	13%	20%
Writing:	25%	54%	20%	21%
Spelling:	32%	35%	33%	26%
Grammar and Punctuation:	27%	54%	19%	22%



ENGAGEMENT

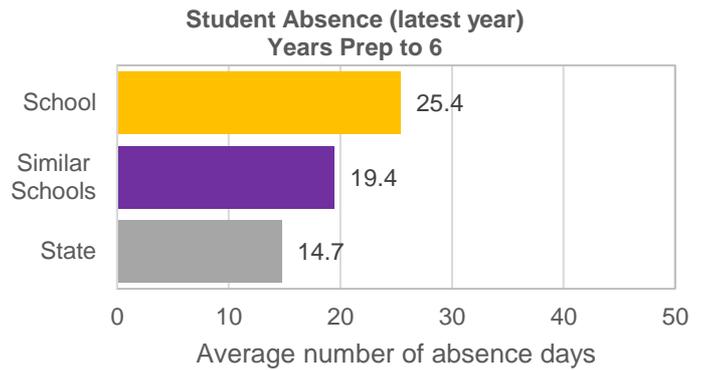
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	25.4	21.9
Similar Schools average:	19.4	18.9
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	88%	86%	87%	86%	88%	90%	86%

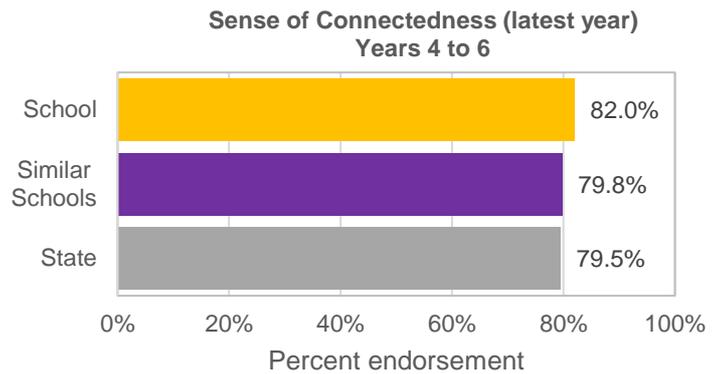
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	82.0%	83.5%
Similar Schools average:	79.8%	81.2%
State average:	79.5%	80.4%

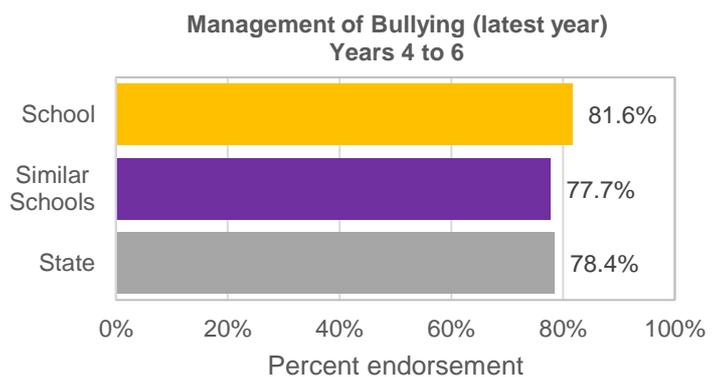


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.6%	82.1%
Similar Schools average:	77.7%	79.8%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$7,223,977
Government Provided DET Grants	\$1,205,977
Government Grants Commonwealth	\$4,574
Government Grants State	\$8,000
Revenue Other	\$36,573
Locally Raised Funds	\$352,620
Capital Grants	\$8,376
Total Operating Revenue	\$8,840,097

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,183,855
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,183,855

Expenditure	Actual
Student Resource Package ²	\$7,146,487
Adjustments	\$0
Books & Publications	\$2,082
Camps/Excursions/Activities	\$102,683
Communication Costs	\$10,845
Consumables	\$179,939
Miscellaneous Expense ³	\$26,907
Professional Development	\$107,715
Equipment/Maintenance/Hire	\$285,066
Property Services	\$235,643
Salaries & Allowances ⁴	\$0
Support Services	\$446,989
Trading & Fundraising	\$58,132
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$8,673
Utilities	\$78,479
Total Operating Expenditure	\$8,689,640
Net Operating Surplus/-Deficit	\$142,080
Asset Acquisitions	\$224,796

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$169,721
Official Account	\$30,661
Other Accounts	\$0
Total Funds Available	\$200,382

Financial Commitments	Actual
Operating Reserve	\$200,382
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$54,266
School Based Programs	\$168,550
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,111
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$424,309

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.