

2022 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 of the previous calendar year 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 25 April 2023 at 08:08 AM by Andrew Bergmeier (Principal)

- This 2022 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 08 May 2023 at 03:12 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 is '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 2022 February census was 667.8. Our students' backgrounds reflect a wide range of cultural diversities including increasing numbers of students from Non-English Speaking Backgrounds. In 2022 our school had an SFO of 0.6550 and a SFOE of 0.5622.

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 Inquiry Unit. 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 2022, had the equivalent of 3.25 Principal Class, 1.0 Student Well-being Officers, 37.5 Teaching Staff and 25.58 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

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

- A continued focus on Numeracy, including coaching, mentoring and PD by the Learning Specialists
- 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 and student feedback, lesson observations and research the Numeracy team have further refined and relaunched our instructional model.
- Continuing to refine understanding of the Talk 4 Writing process which has resulted in students producing strong writing pieces across the year.
- Continuing to engage students in reading with quality literature, engaging lessons and active reading processes.
- Extending students, especially with timely feedback given to them daily by their teachers.
- Providing tutoring in Literacy, Numeracy, Art Therapy for students who require more emotional support and social tutoring in the Prep area.
- A strong Specialist Program that ensures students are provided with engaging lessons in PE, AUSLAN, Art, Science and Performing Arts.

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.

On return to school after the COVID period, students were initially disaffected and struggled to fit back into the rules and routines of school life. The Wellbeing team set about supporting students to self regulate by enforcing our Self Mastery protocols. The school adopted community circles, a strategy from the Berry Street Education Model, to ensure the students felt a sense of belonging and connection to school. Learning Areas developed their own mottos and created forums to connect, such as Area Assemblies. We continued to focus on our CWPS Learning Vision and we began to explore the strong links between Learning and Wellbeing. Our Wellbeing Officer and PCO team supported parents and staff during a very challenging time, especially towards the end of the first term. We are pleased to say that the hard work put in at that stage of the year supported a successful transition back to school for all of our students and by the end of the year things felt like they were on track back to normality for our wonderful students, staff and community.

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 2022 the curriculum was able to be enriched with a senior and middle school camp and a swimming in the junior school. We provided water safety experiences for our year 3-6 students. Students took part in our annual school concert and we held our year six graduation at school, with parents attending for the presentation of certificates.

Our extensive 'volunteer' workforce have provided mentorship to students and support in the classrooms. We welcome preservice social work students each year who support our students as mentors and at playtime through initiatives such as Club House and Brunch Club.

Other highlights from the school year

Cranbourne West Primary School won a NATIONAL STORY AWARD - for excellence in performing arts and raising awareness about Environment for their performance 'Reef Grief' as part of the 2022 National Wakakirri Story-Dance Festival. This was one of many highlights for our students this year. Other highlights include

- Year 3/4 and year 5/6 camps
- Our 2022 school production and CCC Concert
- Easter Bonnet, Book Week and Footy Day parades
- Our first ever NAIDOC week celebration
- Run for Fun, School Athletic and Cross Country
- Kaboom Kids experience for all students
- Year 1/2 swimming
- Prep Welcome BBQ, Mother's Afternoon, Blokes Day and Farm visit
- Mother's/Father's Day stalls
- Partnership with ARDOC which has provided our students with many free and subsidised experiences
- Partnership with Cranbourne Botanic Gardens
- Partnership with Rotary and their support in planning and maintaining our Community Vegetable Garden
- Active Schools Grant which has supported our students with many free and sporting experiences

Financial performance

Throughout 2022, 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 identified priorities. The school continued its commitment to the employment of a full time Multi Cultural Aide together with a full time Wellbeing Officer and a Community Liaison Officer ensuring the school's focus remained on achieving our pedagogical vision for all students. Dedicated Learning Tutors supported those students who continued to be affected adversely by remote learning. Equity funding supported the employment of specialised teaching staff, classroom assistants and the provision of appropriate programs and resources throughout the year. Enhancements continued to both the buildings and grounds including the completion of oval upgrade works and the provision of sheltered student seating. Support services was also a major area of expenditure during 2022, as staff were always replaced when absent to ensure continuity and uninterrupted learning for all students. The small 2022 operating deficit of \$98,940 is an indication of the school's commitment to ensuring the wellbeing and engagement of all students in high quality programs throughout 2023.

For more detailed information regarding our school please visit our website at
<https://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 2.0 (FISO 2.0).

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 670 students were enrolled at this school in 2022, 343 female and 327 male.

42 percent of students had English as an additional language and 2 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).

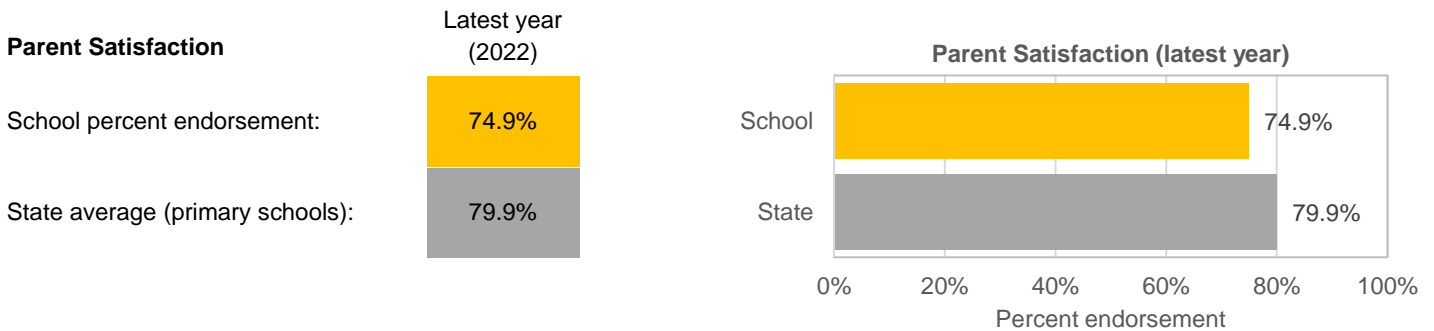
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

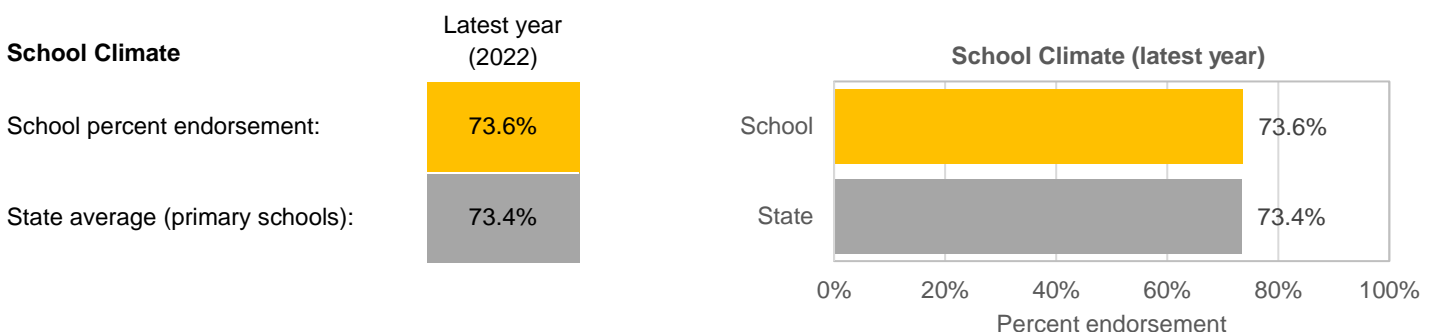


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

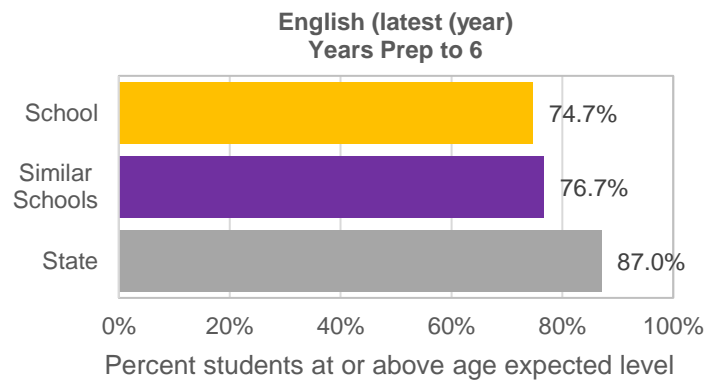
74.7%

Similar Schools average:

76.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

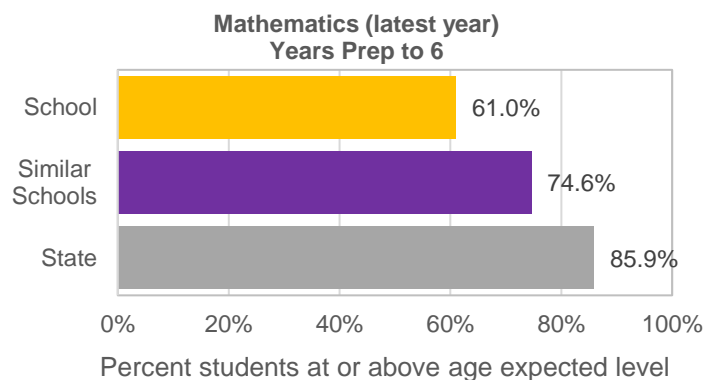
61.0%

Similar Schools average:

74.6%

State average:

85.9%



LEARNING (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.

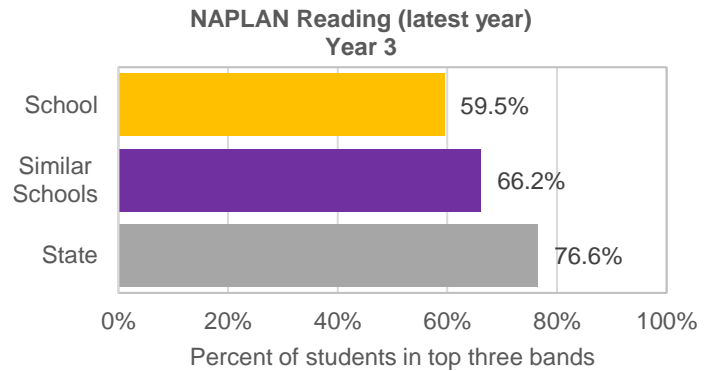
NAPLAN

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 2019, 2021 and 2022 data.

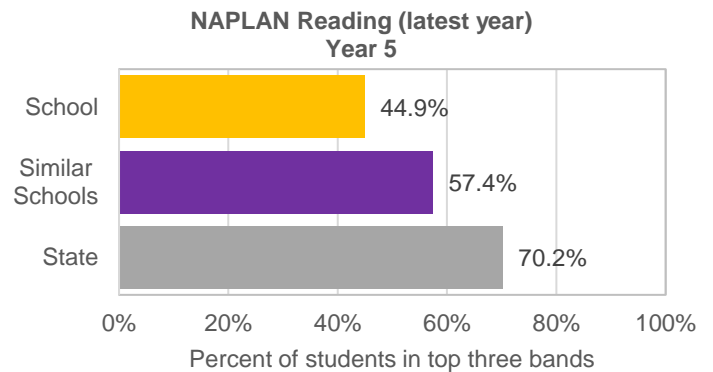
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.5%	60.5%
Similar Schools average:	66.2%	66.4%
State average:	76.6%	76.6%



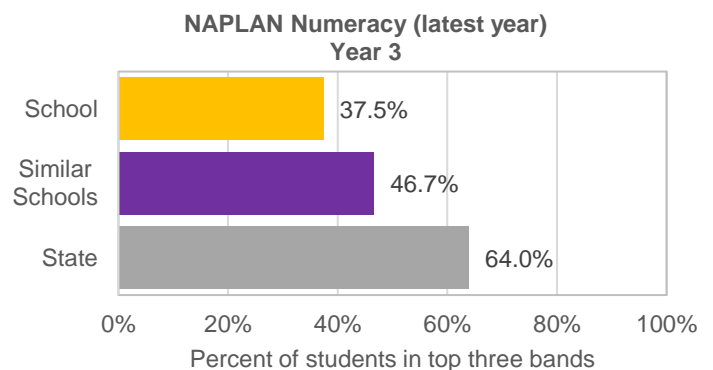
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.9%	49.2%
Similar Schools average:	57.4%	56.2%
State average:	70.2%	69.5%



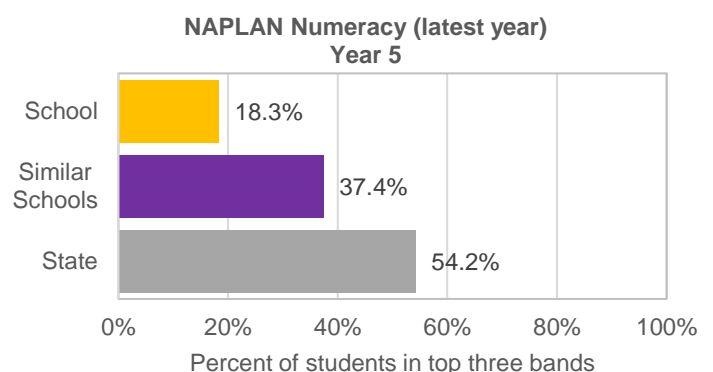
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.5%	48.0%
Similar Schools average:	46.7%	50.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	18.3%	35.8%
Similar Schools average:	37.4%	42.4%
State average:	54.2%	58.8%



WELLBEING

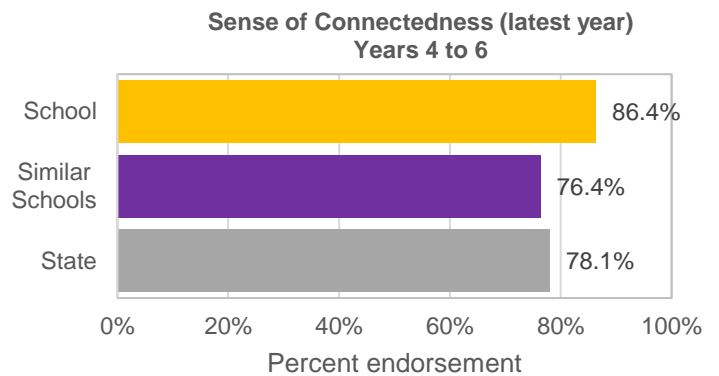
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	86.4%	85.3%
Similar Schools average:	76.4%	79.3%
State average:	78.1%	79.5%

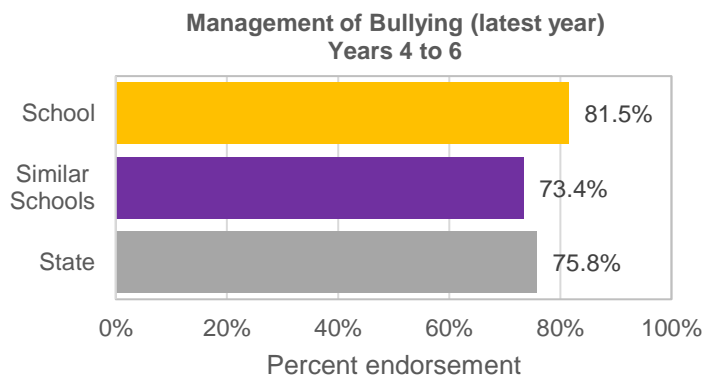


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	81.5%	83.2%
Similar Schools average:	73.4%	77.2%
State average:	75.8%	78.3%



ENGAGEMENT

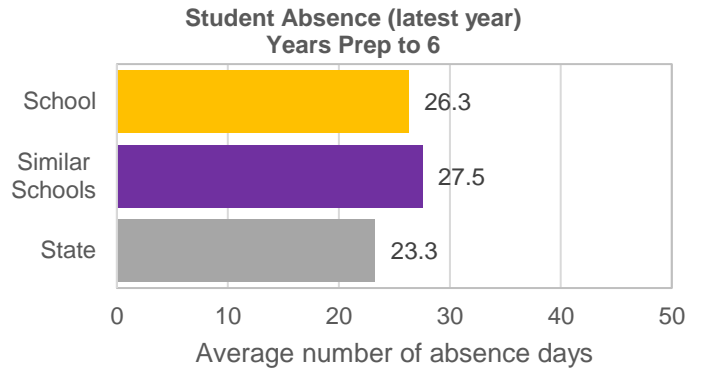
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.3	24.1
Similar Schools average:	27.5	21.0
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	85%	87%	88%	85%	87%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$7,553,305
Government Provided DET Grants	\$1,434,049
Government Grants Commonwealth	\$10,741
Government Grants State	\$0
Revenue Other	\$17,274
Locally Raised Funds	\$278,261
Capital Grants	\$0
Total Operating Revenue	\$9,293,630

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,159,977
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,159,977

Expenditure	Actual
Student Resource Package ²	\$7,501,334
Adjustments	\$0
Books & Publications	\$3,057
Camps/Excursions/Activities	\$141,310
Communication Costs	\$10,368
Consumables	\$102,961
Miscellaneous Expense ³	\$23,770
Professional Development	\$69,748
Equipment/Maintenance/Hire	\$230,125
Property Services	\$443,608
Salaries & Allowances ⁴	\$0
Support Services	\$711,683
Trading & Fundraising	\$61,078
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$8,189
Utilities	\$85,337
Total Operating Expenditure	\$9,392,570
Net Operating Surplus/-Deficit	(\$98,940)
Asset Acquisitions	\$0

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$8,502
Official Account	\$18,930
Other Accounts	\$0
Total Funds Available	\$27,431

Financial Commitments	Actual
Operating Reserve	\$27,431
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$60,814
School Based Programs	\$111,656
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	\$201,012

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.