

2024 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 22 April 2025 at 09:43 AM by Karen Wynen (Principal)

- As executive officer of the school council, I attest that this 2024 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 22 April 2025 at 09:46 AM by Andrew Bergmeier (Principal)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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’).

Updates to the ‘Performance Summary’ in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program [‘Results and Reports’](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years’ worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



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 2024 February census was 575.2 (570.2 SRP funded and 5 international students). Our students' backgrounds reflect a wide range of cultural diversities including increasing numbers of students from Non-English Speaking Backgrounds. In 2024 our school had an SFO of 0.5985 and a SFOE of 0.5265.

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, incursions, student choirs, house events, 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 2024, had the equivalent of 3 Principal Class, 1.0 Student Well-being Officer, 38.68 Teaching Staff and 24.76 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 councilors and program staff, especially in the area of Student Leadership. The school has an established volunteer playgroup, a self-funded 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 in 2024 by ensuring a continued focus on Numeracy, including coaching, mentoring and PD by the Learning Specialists. We made vigorous use of the FISO improvement cycle, to diagnose areas of our instructional model that were working well and to identify areas for refining and refreshing. By reflecting on data, staff and student feedback, lesson observations and research; the Numeracy team have continued to focus on improving learning outcomes by creating a bank of exemplary practise videos so that we can support teaching using the strengths we have in our school. We have developed a Whole Yearly Planner incorporating Mathematics 2.0, with a focus on number and algebra in the first half of each term. We have continued to refine understanding of the Talk 4 Writing process which has resulted in students producing strong writing pieces across the year. We researched Systematic Synthetic Phonics and decided upon introducing UFLI, one of the DET approved courses. We trained staff in the Year One and Two sub school to understand and implement UFLI and by term Three all year one and two classes were completing at least 30 minutes of Systemic Synthetic Phonics each day. In Term Four we trained our Foundation teachers in UFLI so they can start instruction at the beginning of 2025. We used the data and current research to investigate creating change for our year three to six cohort. From this we trialled a new approach, based on word origins, in the year three and four cohort with a view to extending to the year five and sixes in 2025.

Learning for all cohorts of students was supported in all classrooms. Students that required extension were catered for with extending prompts and open-ended problems. Students that required extra support take part in intervention, have supporting prompts built into the planning and have ES to provide extra reassurance. All students received timely feedback by their teachers. Tutoring was provided in Literacy, Numeracy to support learning catch up and Art Therapy was provided for students who required emotional support. Prep students were supported with social tutoring and school readiness catch up. A strong Specialist Program that ensured that students were provided with engaging lessons in PE, AUSLAN/PA, Art, Science and Digital Technologies.

Wellbeing

Priority is given to the well-being of both our students and staff. A full time Wellbeing Officer, Integration Aides, a dedicated DIP Leader and the employment of a Wellbeing Intervention Support ES, in Term 4, 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 compliance 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 wellbeing of all children in its care.

The Berry Street Education Model training, using trauma informed practices, continues to assist with the school providing a calm orderly learning environment. The Wellbeing team set about supporting students to self-regulate by enforcing our Self Mastery protocols and the Schoolwide Positive Behaviour Matrix. Community circles, a strategy from the Berry Street Education Model, continued to ensure the students felt a sense of belonging and connection to school. Whilst a focus on Ready to Learn supported students to see how they identify their emotions and how to regulate them so they are ready to learn. 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 students, parents and staff during a very challenging time, especially towards the end of the first term.

Student attendance was supported by a rigorous attendance procedure. Unexplained and unauthorised absences are followed up daily by office staff. Unexplained absences of five or more days have an attendance percentage letter sent home and are offered supports to enable the student/s to attend school. Chronic absences are followed up with DFFH and the Department of Education to ensure the welfare of students and their families. We engage in our local Community of Practice to ensure that good practice is followed and shared. We celebrate positive attendance at our weekly assemblies with a trophy and prize for the class with the highest percentage of attendance.

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 2024 the curriculum was able to be enriched with a senior and middle school camp and a swimming program 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 hpv This was one of many highlights for our students this year. other highlights include:

- Year 4 and year 6 camps
- Our 2024 school production and Culture Customs and Christmas Concert
- Easter Bonnet, Book Week and Footy Day parades
- Our NAIDOC week celebration during the last week of term two
- Run for Fun, School Athletic and Cross Country
- Year 1 & 2 Swimming Program

- 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 subsidised sporting experiences

Financial performance

Throughout 2024, 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 were nominated by the DET as well as other students identified by the teachers. Equity funding supported the employment of specialised teaching staff, classroom assistants and the provision of appropriate programs and resources throughout the year. Enhancements to aging buildings and grounds continue to be a priority for the Occupational Health and Safety for students and staff. Other initiatives included the completion of shade sail upgrades, scheduled painting in classrooms and new carpet in the Area 3. The school gymnasium is hired by local community groups seven days a week for sporting and cultural events. Support services were also a major area of expenditure during 2024 due to illness and implementation of programs. The school has brought in extra revenue via fundraising and successful grant applications. The school finished the year with a substantial managed deficit, mainly due to unexpected severe behavioural issues connected with trauma, requiring specialist intervention and a number of Workers Compensation claims as a result.

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 574 students were enrolled at this school in 2024, 288 female and 286 male.

40 percent of students had English as an additional language and 3 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).

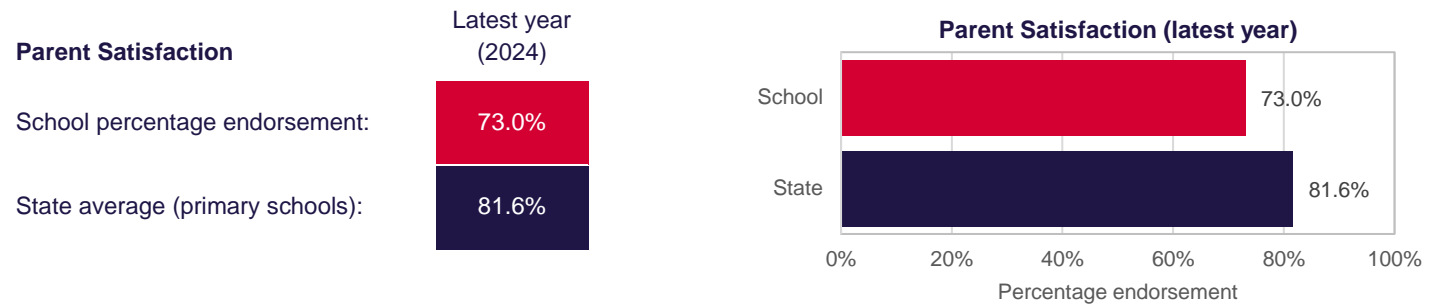
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

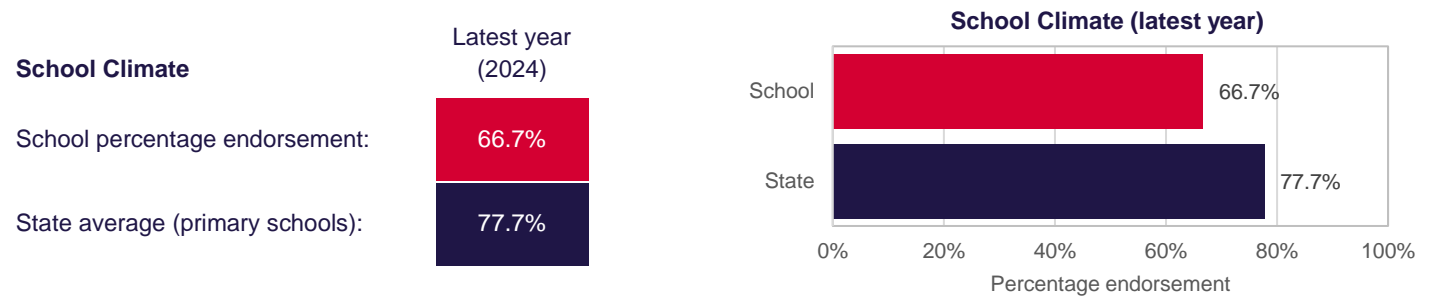


School Staff Survey

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 against the Victorian Curriculum

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

English
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

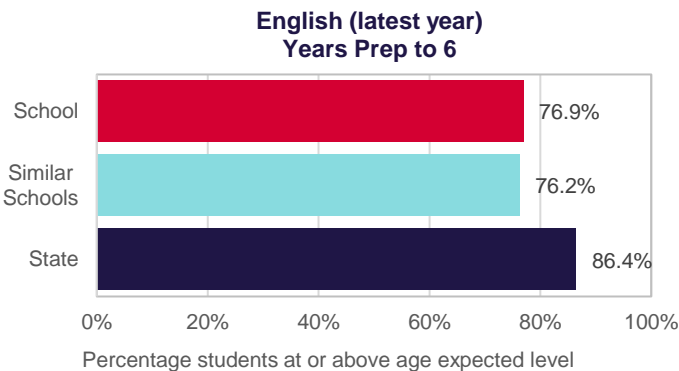
76.9%

Similar Schools average:

76.2%

State average:

86.4%



Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

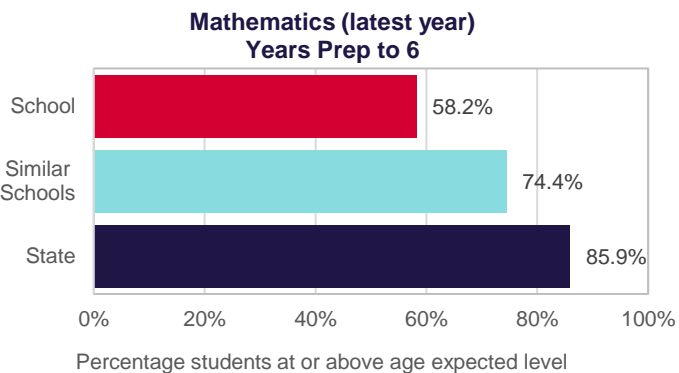
58.2%

Similar Schools average:

74.4%

State average:

85.9%



LEARNING (continued)

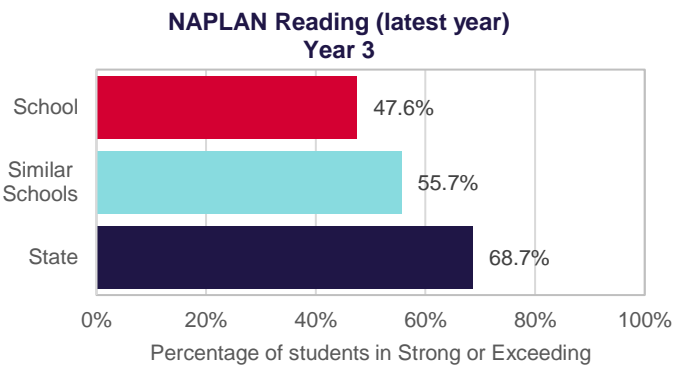
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

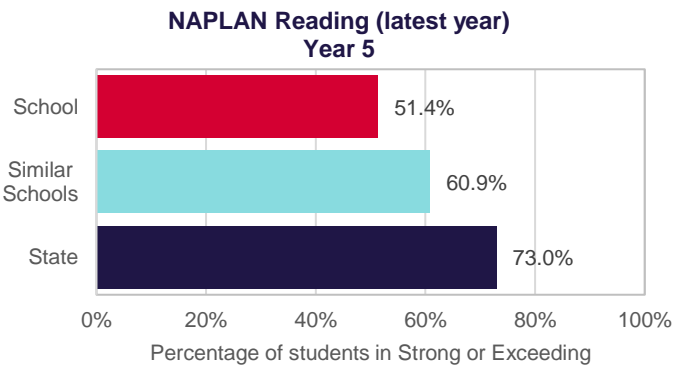
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

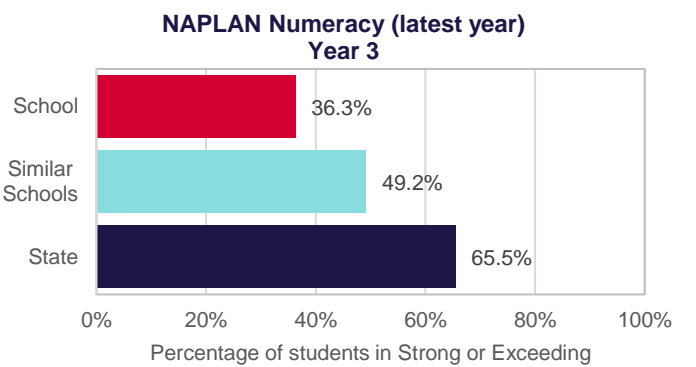
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.6%	48.1%
Similar Schools average:	55.7%	56.6%
State average:	68.7%	69.2%



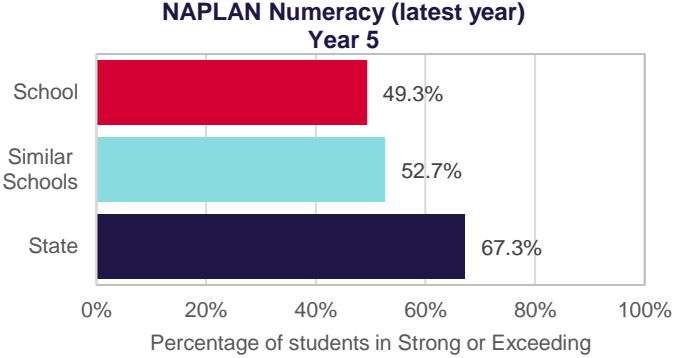
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.4%	61.2%
Similar Schools average:	60.9%	63.8%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	36.3%	42.2%
Similar Schools average:	49.2%	50.5%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	49.3%	44.8%
Similar Schools average:	52.7%	52.6%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

59.5%

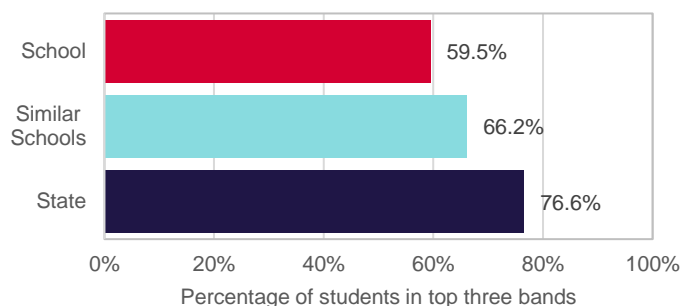
Similar Schools average:

66.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

44.9%

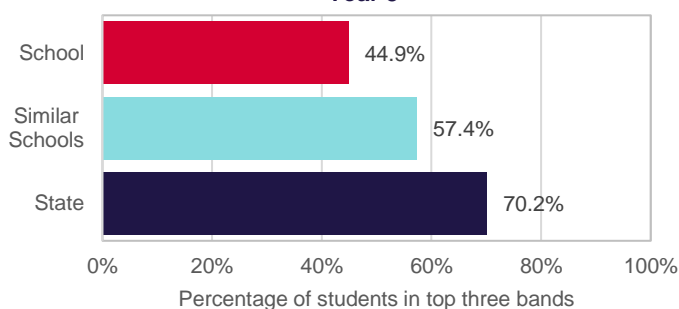
Similar Schools average:

57.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

37.5%

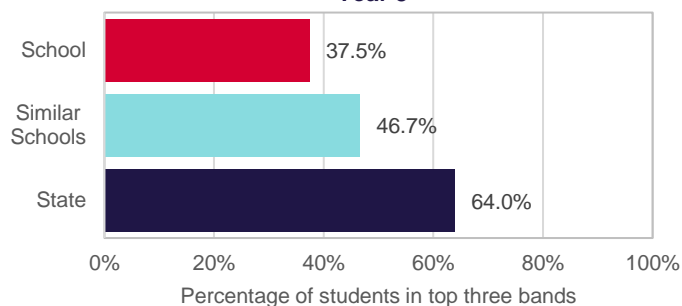
Similar Schools average:

46.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

18.3%

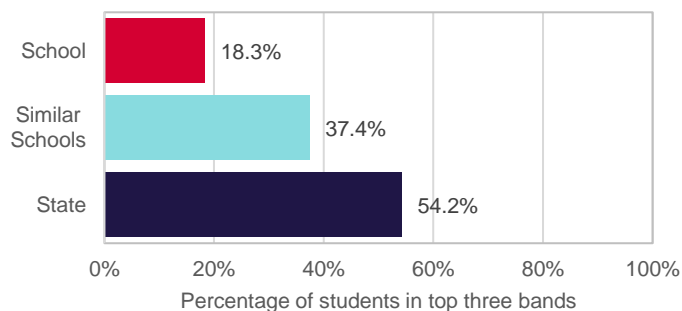
Similar Schools average:

37.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

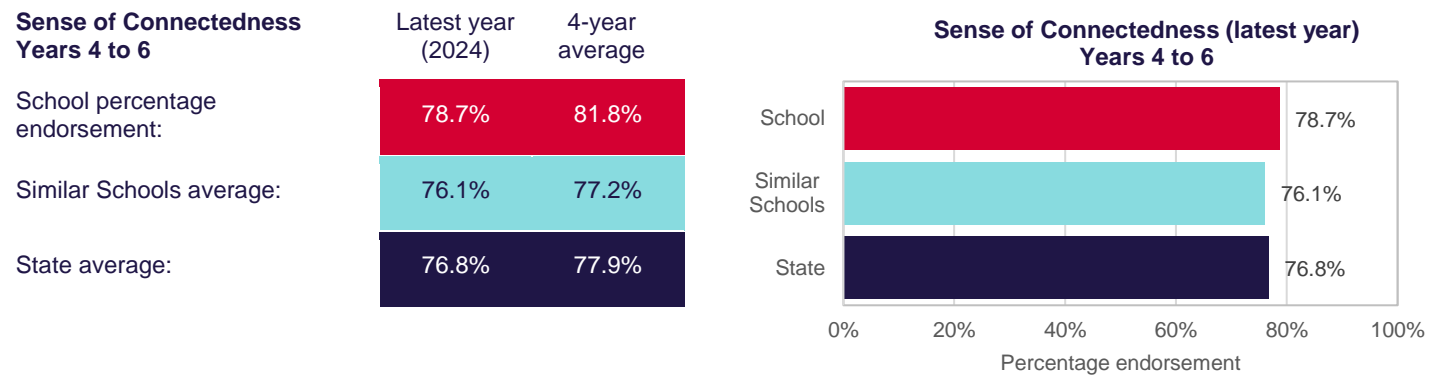


WELLBEING

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.

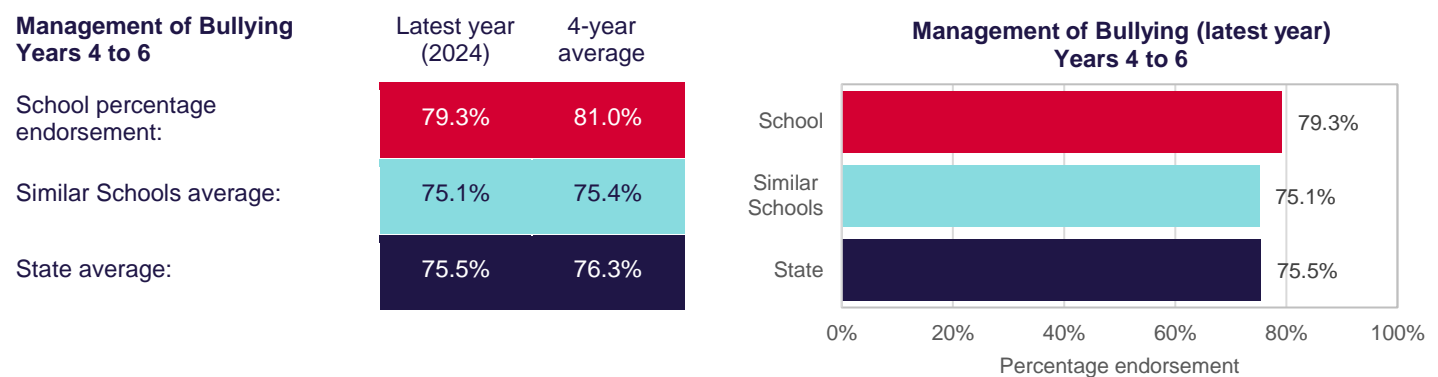
Student Attitudes to School – Sense of Connectedness

The percentage 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).



Student Attitudes to School – Management of Bullying

The percentage 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).

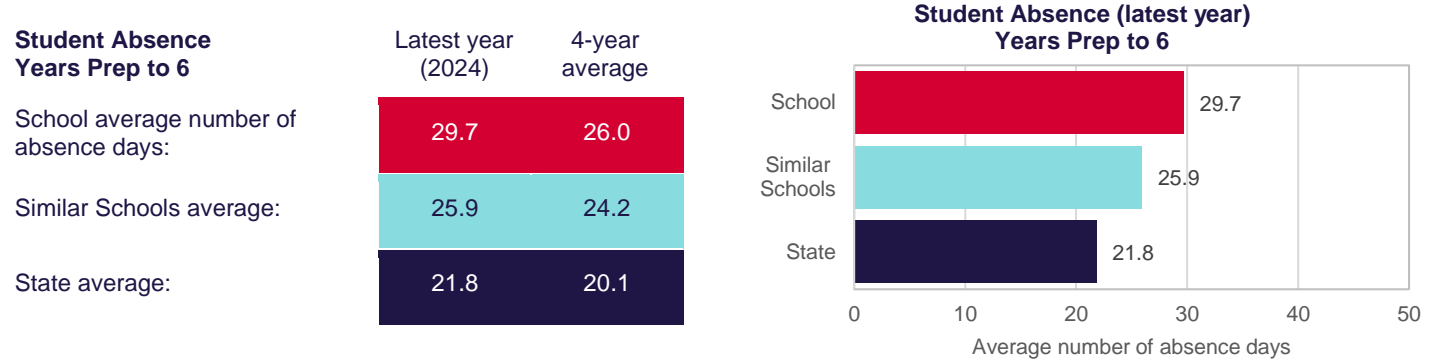


ENGAGEMENT

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.



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 (2024):	85%	83%	86%	86%	84%	86%	85%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$7,210,933
Government Provided DET Grants	\$1,083,851
Government Grants Commonwealth	\$4,398
Government Grants State	\$0
Revenue Other	\$81,805
Locally Raised Funds	\$267,389
Capital Grants	\$0
Total Operating Revenue	\$8,648,376

Equity ¹	Actual
Equity (Social Disadvantage)	\$984,292
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$984,292

Expenditure	Actual
Student Resource Package ²	\$7,740,347
Adjustments	\$0
Books & Publications	\$380
Camps/Excursions/Activities	\$88,687
Communication Costs	\$7,551
Consumables	\$157,824
Miscellaneous Expense ³	\$18,713
Professional Development	\$24,308
Equipment/Maintenance/Hire	\$165,230
Property Services	\$164,367
Salaries & Allowances ⁴	\$70,049
Support Services	\$386,367
Trading & Fundraising	\$14,196
Motor Vehicle Expenses	\$65
Travel & Subsistence	\$4,196
Utilities	\$71,997
Total Operating Expenditure	\$8,914,276
Net Operating Surplus/-Deficit	(\$265,900)
Asset Acquisitions	\$116,925

- (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 17 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$398,226
Official Account	\$58,201
Other Accounts	\$0
Total Funds Available	\$456,427

Financial Commitments	Actual
Operating Reserve	\$195,655
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$33,137
School Based Programs	\$3,876
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
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	\$232,668

All funds received from the Department of Education, 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.