

2018 Annual Report to The School Community



School Name: Cranbourne East Primary School (5518)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 27 March 2019 at 10:20 AM by Garry Rolfe
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2019 at 08:47 PM by Roz Coles (School
Council President)

About Our School

School context

Cranbourne East Primary School is an exciting state of the art facility built under the Partnerships Victoria in Schools Project, which opened at the start of 2011. The school is built for a long-term student enrolment of 450 students, however due to ongoing and rapid enrolment growth this figure has been surpassed with current enrolment at 1238 students. It is highly likely the school will continue to experience rapid enrolment growth.

The school facility brings together the best in contemporary educational design and promotes active student-centred learning. Key features of the school include: high expectations for all learners, high quality teaching and innovative learning opportunities based on personalised and inquiry-based learning, well-resourced programs and high-level parent and community involvement.

The building is designed around innovative learning spaces and flexible multipurpose learning neighbourhoods. In addition, there are cutting edge Performing Arts, Science and Sustainability learning spaces, a central learning resource centre, Music studio, Information and Communications Technology rich resource hubs (notebook computers, iPads and interactive TV's, etc), football oval and soccer pitch and indoor gymnasium. There are two playgrounds and in addition a Pirate Ship playground and sandpit with shade areas and environmental wetlands.

Cranbourne East Primary School is a place of outstanding learning and professional practice. It is a happy, exciting and engaging information technology rich learning environment where student centred learning occurs. The learning programs are led by professional learning communities who make a real difference and meet the needs of each and every student at a local level within a global setting. Staff at all levels work as one harmonious team, collaborating effectively with the local community to create a school environment that is co-operative, caring, encouraging of community involvement and celebrates success. Our core purpose is to help children grow into lifelong learners and future citizens.

A differentiated and co-teaching curriculum model is implemented to meet the diverse needs of all students. This model is child centred and operates in a learning environment that encapsulates complimentary alignment of space, pedagogy, belief and school values of Resilience, Rigour, Responsibility, Respect and Relationships. A targeted emphasis on personalised learning, a differentiated curriculum and focus on assessment ensured that all student needs were continually monitored and programs developed to improve student-learning outcomes.

All staff at Cranbourne East Primary School embark on a journey of continuous learning and reflection to contribute to the evolution of a professional learning community. The staff also demonstrate the capacity to deliver the levels of energy, enthusiasm and flexibility to respond to the large workload while facing the many exciting challenges that a dynamic and vibrant school entails. Individually and collectively staff have the belief that they possess the ability to contribute to the creation of a school of excellence.

The main focus for Professional Learning in 2018 centred on implementation of the Victorian Curriculum as well as a focus on Wellbeing and Positive Mindset supported by our ongoing partnership with Bryan Jeffrey and work with Dan Haesler. This dedication to Professional Learning built teacher capacity and also enhanced our teaching and learning programs with a strong focus on continually improving student outcomes.

In 2018, the school work force plan comprised: 1 Principal, 4 Assistant Principal's (portfolios including Student Wellbeing, Curriculum Innovation and Leadership, Assessment & Reporting, Facilities, School-wide Organisation, Program for Students with Disabilities and Student Support Services), 1 Business Manager, 1 Leadership Personal Assistant, 6 Office Administration Education Support (ES), 1 First Aid Officer ES, 5 Leading Teachers (Literacy, Numeracy, Early Years, Information & Communications Technology and Primary Welfare Officer), 11 Specialist Teachers, 1 Auslan ES, 1 English as an Additional Language (EAL) Specialist, 4 Literacy Support Specialists, 27 Integration Aides ES, 2 part-time Library ES and 59 Home Group Teachers.

The work force plan (combination of full time and part time employees with some staff in shared roles) totaled 121

staff.

All students on The Program for Students with Disabilities showed positive growth (satisfactory or above) towards achievement of goals in their personalised learning programs.

The school continued to use the capability of Compass School Manager as a highly successful communication and reporting tool to enhance our home-school partnership. Parents were provided with mid-term and end of term online Progress Reports detailing their child's learning progress in addition to online Semester Reports.

Framework for Improving Student Outcomes (FISO)

In 2018, the school addressed in its Annual Implementation Plan the school improvement priorities of Excellence in Teaching and Learning (Building Practice Excellence and Curriculum Planning and Assessment and Evidenced-based High Impact Teaching Strategies), Professional Leadership (Building Leadership Teams and Instructional and Shared Leadership) and Positive Climate for Learning (Empowering Students and Building School Pride and Setting Expectations and Promoting Inclusion and Health & Wellbeing) and Community Engagement in Learning (Building Communities and Global Citizenship). Positive progress was made in all respects towards achieving these initiatives throughout the reporting year.

In 2018, the Professional Learning Communities (PLC's - all year level teaching and learning teams) focused on collaboration and the laser like focus on unpacking school and student data and defining best practice teaching and learning practices and in turn developing the teacher Peer Observation Program. This approach was adopted consistently school-wide. The PLC's worked on implementing Success Criteria and responding to peer feedback to improve teacher capacity. The school appointed a Learning Specialist to support this work. The partnership with Dan Haesler and Bryan Jeffrey strengthened the consistency of the application of the whole school Behaviour Management Processes through the development of a structured approach for student support and student engagement. All staff including ES support staff engaged in this process of learning. Dan Haesler's work with the School Improvement Team (Curriculum Leaders, Team Leaders and Principal Class) around wellbeing, resilience and positive psychology lead into Change Leadership/building successful leadership capacity, effective teams and coaching skills for effective school leadership. Students in Year 3 to Year 6 participated in the Mindfulness and Wellbeing program and as a result of the positive outcomes demonstrated and being a highlight, this program will continue into 2019.

Achievement

Teacher judgements across the school in student achievement at or above the age expected level shows: Speaking & Listening 94.7%, Reading 90%, Writing 81%, Measurement & Geometry 81.7%, Number and Algebra 82.7% and Statistics & Probability 90.2%.

The Attitudes to School Student Survey data (Year 4 to Year 6) shows 91% of students indicated the school has high expectations for their success.

NAPLAN learning growth (learning growth is measured with students who participated in the NAPLAN in Year 3 and again in Year 5 at this school): showed student Reading achievement at 69% (medium to high growth), Numeracy at 77% (medium to high growth), Writing at 71% (medium to high growth), Spelling at 76% (medium to high growth) and Grammar & Punctuation at 65% (medium to high growth). NAPLAN student achievement in the top three bands in the domains of Reading and Numeracy (Year 3 and Year 5) is similar to all other Victorian schools.

An audit of the school assessment schedule confirmed our assessments were relevant and purposeful in providing accurate and timely data for point of need teaching.

Engagement

Student engagement with a particular focus on student attendance was a feature in 2018. The school adopted a multi faceted and targeted approach to addressing student attendance and student lateness. Strategies included information on the weekly whole school on-line assembly (Attendance Heroes), weekly Principal awards to home groups, individual student management plans, agenda item at team administration meetings, communication with families, text messages to families for any unexplained absence, referral to support agencies and where applicable referral to the Regional Office Wellbeing Unit. School attendance showed an average of 91-92% attendance rate across the school. The main contributing factor for student absence was parent approved student illness.

The Attitudes to School Student Survey data (Year 4 to Year 6) showed an 87% positive response rate of students wanting to attend school and 93% of students indicating they have friends at this school.

Wellbeing

The Attitudes to School Student Survey data (Year 4 to Year 6) Sense of Connectedness variable shows 80% of students indicating 'I like this school' and 79% of students indicating 'I am happy to be at this school'. This data is similar to all other Victorian schools.

The majority of students felt safe at the school with 83% of students confident they know where to seek help with management of any bullying if needed. The student response rate for the variable 'there is a teacher or other adult at this school who tells me when i do a good job' shows 88% positive agreeance. Highlights and future directions include a dedicated focus in the 2019 Annual Implementation Plan on Student Voice, Agency and Wellbeing.

Financial performance and position

Through the dedicated partnership between the School Council, School Leadership Team and Business Manager, the Student Resource Package (student funding model) was managed effectively to maximise and support improved student outcomes. This resulted in a sound annual surplus position while resourcing the needs of the workforce plan and all curriculum and school budgets. The school received additional sources of funding including Sporting Schools Grants, Equity (social disadvantage) Funding, Early Years Koorie Literacy and Numeracy Program Funding etc for the purpose of linking these funds to improvement in teaching and learning.




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




Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.




All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

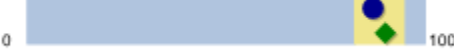



Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 1238 students were enrolled at this school in 2018, 602 female and 636 male.</p> <p>46 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>49%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>58%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>47%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>40%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	49%	20%	Numeracy	24%	51%	26%	Writing	29%	58%	13%	Spelling	24%	47%	29%	Grammar and Punctuation	35%	40%	25%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="542 907 1027 1003"> <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>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	91 %	92 %	92 %	92 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	91 %	92 %	92 %	92 %	91 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$9,736,051
Government Provided DET Grants	\$1,236,086
Government Grants Commonwealth	\$5,918
Government Grants State	\$1,063
Revenue Other	\$64,534
Locally Raised Funds	\$505,609
Total Operating Revenue	\$11,549,260

Equity ¹	
Equity (Social Disadvantage)	\$173,412
Equity Total	\$173,412

Expenditure	
Student Resource Package ²	\$9,225,247
Books & Publications	\$3,211
Communication Costs	\$25,954
Consumables	\$207,709
Miscellaneous Expense ³	\$1,168,475
Professional Development	\$76,088
Property and Equipment Services	\$190,904
Salaries & Allowances ⁴	\$418
Trading & Fundraising	\$34,724
Travel & Subsistence	\$3,490
Utilities	\$59,877
Total Operating Expenditure	\$10,996,097
Net Operating Surplus/-Deficit	\$553,163
Asset Acquisitions	\$24,674

Funds Available	Actual
High Yield Investment Account	\$449,022
Official Account	\$79,243
Other Accounts	\$453
Total Funds Available	\$528,718

Financial Commitments	
Operating Reserve	\$61,000
Funds Received in Advance	\$191,016
School Based Programs	\$172,521
Asset/Equipment Replacement < 12 months	\$97,128
Maintenance - Buildings/Grounds < 12 months	\$7,053
Total Financial Commitments	\$528,718

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

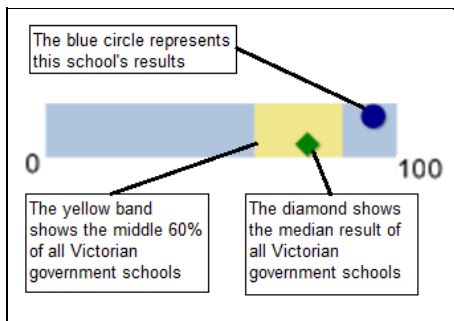
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

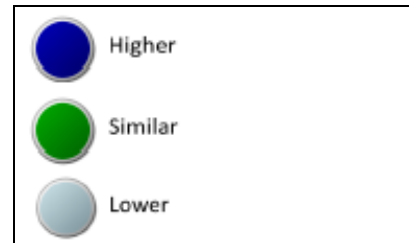


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').