

## 2015 Annual Report to the School Community

Cranbourne Carlisle Primary School

School Number: 5510



Name of School Principal: Lisa Vandebosch

Name of School Council President: Tanya Caruana

Date of Endorsement: 19.04.2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Cranbourne Carlisle Primary, which opened in 2010, is a government primary school. The school is located in Cranbourne North, a culturally diverse provincial suburb within the City of Casey. The school is approximately 50 km south-east of Melbourne. Current enrolment is 475 children in Year Foundation to 6. Cranbourne Carlisle Primary School has 34.23 equivalent full time staff: 2 Principal Class Employees, 28 Teaching Staff and 4.23 Education Support Staff.

The school is committed to developing and nurturing the whole child; a child with a positive self-image, who seeks excellence and respects the rights of others. Our intent is to make learning relevant and meaningful for all children. Our focus is on supporting children as capable individuals and as active constructors of their own learning.

The caring and multicultural school community works to enable all individuals to realise their personal and academic potential in a challenging learning environment which values inquiry, perseverance and reflection. Academic success is highly valued, along with a strong belief that the all-round development of each individual child is vital. We act with integrity and treat one another with respect, learning together as responsible global citizens. For 45 percent of the children, English is not the main language spoken at home. A significant number of children were born in New Zealand, India, Pakistan and Afghanistan with Dari, Samoan, Spanish, Polish, Hazaraghi, Malayam, Tamil, Hindhi, Dinka, Punjabi, Sinhalese, Khmer and Oromo as some of the many languages spoken.

Cranbourne Carlisle Primary School's commitment to children and parents is that:

- children learn in an environment where literacy and numeracy learning is a focus
- children have access to cutting-edge resources that support learning
- children learn in an environment where individual needs are recognised and catered for
- children receive additional support early if they are not making expected progress
- children are presented with challenging opportunities if they are exceeding their expected progress
- parents and carers receive regular updates on their child's progress as part of school assessments
- parents and carers have the opportunity to be involved in the school's programs

Together, we aim to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

Cranbourne Carlisle children strive to demonstrate the attributes of a lifelong learner: caring, balanced, reflective, inquirers, principled, thinkers, risk takers, communicators, knowledgeable and open minded.

Cranbourne Carlisle children will develop and value the following attitudes:

commitment, integrity, respect, curiosity, creativity, enthusiasm, confidence, appreciation, cooperation, tolerance, empathy and independence.

Cranbourne Carlisle children:

- have a strong sense of identity
- are connected with and contribute to their world
- have a strong sense of wellbeing
- are confident and involved learners
- are reflective communicators

Enabling all children to participate in high quality education is a responsibility shared by the school, parents and the children themselves. Working together, we can maximise learning and development potential.

### Achievement

Cranbourne Carlisle Primary School maintains a culture of high expectations, which places children at the centre of all decision making. AusVELS provides a continuum of learning from which all staff plan. These documents outline planned sequencing for the development of skills, knowledge and conceptual understanding. The whole school approach to literacy and numeracy includes the effective use of assessment data to inform future teaching and learning for individuals, classes and cohorts.

A clear agenda has been established for improving the literacy and numeracy standards of children. The school results of the English On Line Interview in 2105 shows that the vast majority of children beginning school are assessed as working toward Foundation level:

- 86.1% in Reading and Viewing
- 100% in Writing

- 72.2% in Speaking and Listening

Teacher assessment of children's progress indicates that by the end of Year 1 approximately 90% of children are achieving at or above the expected level.

NAPLAN data between 2013 and 2015 for Year 3 shows

- Improved outcomes are being achieved, particularly in Reading and Writing.
- The mean level of achievement increased in each of the areas was generally above or comparable with State means.
- The percentage of children who were assessed in the top two bands increased in Reading and Writing.
- The percentage of children below the National Minimum Standard (NMS) has increased slightly in Numeracy and Spelling.

NAPLAN data between 2013 and 2015 for Year 5 shows:

- Improved outcomes are being achieved in all areas with the exception of Numeracy
- The percentage of children who were assessed in the top two bands increased in all areas assessed with the exception of Grammar and Punctuation which remained the same.
- The percentage of children below the NMS decreased in all areas.
- Trend analysis between 2013 and 2015 is problematic, due to the number of children in the cohort more than doubling in 2015.

All children on the Program for Students with a Disability demonstrated satisfactory progress in achieving their individual goals.

During 2016, teaching and learning programs will continue to be strengthened throughout the school, with a particular emphasis on literacy and numeracy, to ensure all children maximise their learning potential. Teacher practice will be improved through regular professional learning opportunities, utilising the expertise of staff to share highly effective teaching strategies. An agreed teaching and learning model will be developed and consistently implemented across the school. Teachers will be supported in building their capacity to provide timely, explicit and regular feedback to children to further engage them in their learning. Collective accountability for the collection, analysis and reflection of assessment data, leading to consistent judgments to inform planning and teaching, will be established.

## Engagement

Building positive relationships between all stakeholders continues to be a focus of the school's culture. School values and attributes of the learner profile are continually reinforced to promote the development of motivated, engaged and resilient children.

Student absences P-6 during 2015 were slightly above state mean. Average attendance rates by year level for 2015 were as follows:

Yr F	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
90%	92%	93%	94%	93%	92%	91%

Class teachers follow up unexplained absences with parents and refer to the Primary Welfare Officer when absences are frequent or ongoing. Several Regional notifications have been made regarding children with very poor attendance rates. Absence Learning Plans are provided to support children who are absent from school for an extended period, such as on family holidays.

Throughout 2016, some of the key areas of focus will be:

- to further develop the capacity of teachers to communicate clear learning intentions and give explicit feedback to children against agreed success criteria
- to build teacher capacity in personalizing children's learning to ensure they are working within their zone of proximal development
- to strengthen teacher understanding of and commitment to the Student Engagement and Inclusion policy to ensure that implementation is consistent across the school
- to continue to develop embed inquiry learning, through the International Baccalaureate Primary Years Programme

Parent opinion remains high, particularly in the variables of Teacher Morale, Stimulating Learning, Behaviour Management Student Motivation and School Connectedness. These variables have been above state mean for the past three years.

All children are involved in establishing individual and relevant learning goals and are developing a greater ability to

reflect on their achievements. Teachers endeavour to engage children in challenging and meaningful learning at all times.

## Wellbeing

The development of caring, nurturing relationships, well documented Student Engagement policies and whole school behaviour management procedures ensure that our school is a calm, happy, stimulating learning environment.

The Primary Welfare Officer accesses community programs to meet the needs of individual children or small groups with identified needs. Parents are alerted to programs available which may better equip them to support their child/ren.

The primary goal is to ensure that all programs encourage children to develop a strong sense of identity and wellbeing, to be connected with and contribute to their world and to be confident and reflective learners.

During 2015, Cranbourne Carlisle became an eSmart accredited school. An eSmart school establishes practices to ensure that the smart, safe and responsible use of information and communications technology is a cultural norm. The accreditation process has enabled us to improve children's understanding of online safety and reduce instances of cyberbullying and bullying.

Throughout 2016, staff will continue to build a safe, orderly and stimulating learning community that supports and enhances the social and emotional wellbeing of every child.

## Productivity

Cranbourne Carlisle PS has rigorous financial management structures in place and since the opening of the school in 2010 has successfully allocated resources to support the school improvement agenda. The School Council plays an active role in ensuring effective internal control processes and procedures are in place to support financial management, reduce risk and provide clear audit trails for accountability.

Internally all areas of the school are attractively presented and are an obvious source of pride to both children and members of staff.

During 2016, staff will continue to strengthen the alignment of all aspects of school resourcing to enable the school to demonstrate continuous school improvement. This will include the development and implementation of a strategic professional learning plan that encompasses the school's improvement agenda and the professional learning needs of staff.

Work will continue in maintaining mutually respectful relationships with Cushman and Wakefield and Partnerships Victoria in Schools (Infrastructure and Sustainability Division, Department of Education and Training) in order to maximise the Public-Private Partnership model.

For more detailed information regarding our school please visit our website at  
<http://www.ccps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

### School Profile

#### Enrolment Profile

A total of 423 students were enrolled at this school in 2015, 204 female and 219 male. There were 41% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



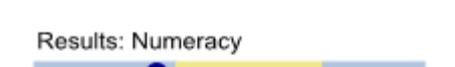
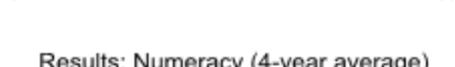
## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Similar</p>
<p><b>NAPLAN Year 5</b></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> Lower</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>64%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>53%</td> <td>4%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>67%</td> <td>5%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>40%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>45%</td> <td>43%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	64%	16%	Numeracy	42%	53%	4%	Writing	28%	67%	5%	Spelling	33%	40%	28%	Grammar and Punctuation	45%	43%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>90 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	93 %	94 %	93 %	92 %	92 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Higher</p>

# How to read the Performance Summary

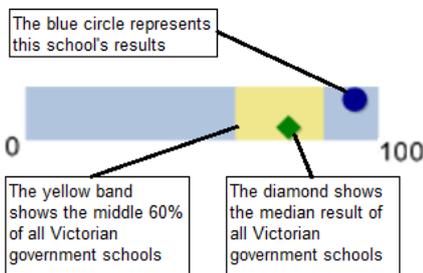
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

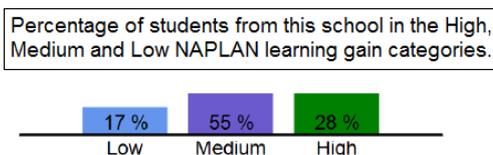
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

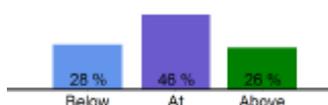


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$3,195,398
Government Provided DET Grants	\$674,248
Government Grants Commonwealth	\$61,847
Government Grants State	\$6,600
Revenue Other	\$20,973
Locally Raised Funds	\$203,675
<b>Total Operating Revenue</b>	<b>\$4,162,740</b>

Funds Available	Actual
High Yield Investment Account	\$940,848
Official Account	\$55,699
<b>Total Funds Available</b>	<b>\$996,547</b>

Expenditure	
Student Resource Package	\$2,809,740
Books & Publications	\$20,416
Communication Costs	\$13,825
Consumables	\$52,806
Miscellaneous Expense	\$86,535
Professional Development	\$6,068
Property and Equipment Services	\$174,992
Salaries & Allowances	\$113,110
Trading & Fundraising	\$6,884
Utilities	\$31,723
<b>Total Operating Expenditure</b>	<b>\$3,316,098</b>

Financial Commitments	
Operating Reserve	\$84,393
Asset/Equipment Replacement < 12 months	\$239,750
Capital - Buildings/Grounds incl SMS<12 months	\$304,787
School Based Programs	\$93,630
Provision Accounts	\$17,000
Other recurrent expenditure	\$256,987
<b>Total Financial Commitments</b>	<b>\$996,547</b>

**Net Operating Surplus/-Deficit** **\$846,642**

**Asset Acquisitions** **\$6,764**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

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.*

### Financial performance and position commentary

In 2015 Cranbourne Carlisle invested significantly in technology purchases. In line with DET specifications and a three-year Asset Replacement Plan, over 200 iPad minis were purchased to support digital literacy in classrooms. Each classroom now has a suite of devices to support learning. New software applications and age appropriate apps have been purchased to enhance the technology acquisition. New netbook computers were purchased to enhance the ICT program and strengthen on-demand testing. School level payroll proved to be significant expense in 2015. Having repaid a three year deficit to DET and carefully managing the Student Resource Package, the school was able to maintain a surplus position for use in future years. 2016 will see a continued investment in technology purchases including replacement of ageing assets as well as the extension to the building space for our growing Outside School Hours Care program which will entail significant building works. Additional funds will be made available in all areas with a continued focus on Literacy and Numeracy.