

# 2016 Annual Report to the School Community



School Name: Cranbourne Carlisle Primary School

School Number: 5510



Name of School Principal:

Lisa Vandenbosch

Name of School Council President:

Tanya Caruana

Date of Endorsement:

26.04.17

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## 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 480 children in Year Foundation to 6. Cranbourne Carlisle Primary School has 39.89 equivalent full time staff: 2 Principal Class Employees, 29.6 Teaching Staff and 8.29 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 54 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, Krio, Samoan, Spanish, Polish, Arabic, Malayam, Tamil, Hindhi, Konkani, 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.

### Framework for Improving Student Outcomes (FISO)

Building practice excellence –

- Introduction of Marzano Instructional model
- Participation in the DET Professional Learning Communities initiative
- Peer observations linked to Performance and development team goals – Professional knowledge

Curriculum planning and assessment -

- Use Victorian Curriculum standards to develop whole school plan for Numeracy & Writing
- Application for candidacy PYP IB
- Proficiency standards developed for Number and writing in line with the introduction of Marzano Instructional model
- Introduction of Sentral to consolidate planning, curriculum tracking and assessment



## Achievement

Cranbourne Carlisle Primary School maintains a culture of high expectations, which places children at the centre of all decision making. The Victorian Curriculum 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 2106 shows that the vast majority of children beginning school are assessed as working toward Foundation level:

- 96.2% in Reading and Viewing
- 100% in Writing
- 93.7% in Speaking and Listening

Teacher assessment of children's progress indicates that by the end of Year 1:

- 84.4% of children are achieving at or above the expected level in Reading and Viewing
- 83.1% of children are achieving at or above the expected level in Writing.
- 98.7% of children are achieving at or above the expected level in Speaking and Listening

NAPLAN data between 2012 and 2016 for Year 3 shows

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

NAPLAN data between 2012 and 2016 for Year 5 shows:

- Improved outcomes are being achieved in of Numeracy and Writing
- There has been no significant change in School Mean in Reading, Spelling, or Grammar and Punctuation
- The percentage of children below the NMS increased in all areas, with the exception of Writing
- No children were assessed as being below the national minimum standard in Writing and there was a significant increase in the percentage of children who were assessed in the top two bands.
- Trend analysis between 2012 and 2016 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. This is supported by a whole school commitment to Professional Learning Community protocols.

An agreed teaching and learning model will be consistently implemented across the school. To support this, staff have attended a two-day whole school workshop on Marzano's "The Art and Science of Teaching". The Achievement School Improvement Team will continue to imbed these practices through regular staff workshops unpacking the 9 Marzano Design Questions.

Writing will be a particular focus during 2016 with the development of learning goals and whole school moderation practices, supported by school produced exemplars. The school will trial the CAFÉ reading model to support children's development in comprehension, accuracy, fluency and expression in their reading. 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.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these



## 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 2016 were similar to absences recorded for 2015. Average attendance rates by year level for 2016 were as follows:

Yr F	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
90%	92%	91.5%	93%	93%	94%	92%

Class teachers follow up unexplained absences with parents and refer to the Primary Welfare Officer when absences are frequent or ongoing. 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 2017, 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 personalising 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

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.

Cranbourne Carlisle is 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.

In 2016, Cranbourne Carlisle joined the Refugee Education Support Program (RESP), which is assisting the school to identify and implement strategies to support children of refugee backgrounds and their families. Part of this work will include the training of all staff in the principles and practices of RESP, along with the introduction of an after school 'Learning Club' for children and their families to attend.

During 2016, Cranbourne Carlisle Primary School began offering breakfast to the school community on two mornings per week, through the Breakfast Club Program, made possible by Foodbank Victoria, which supplies most food items. This has been very well attended, with at least 25 children regularly accessing the program with many more attending less frequently.

Throughout 2017, staff will continue to build a safe, orderly and stimulating learning community that supports and enhances the social and emotional wellbeing of every child.

For more detailed information regarding our school please visit our website at [www.ccps.vic.edu.au](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.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 479 students were enrolled at this school in 2016, 239 female and 240 male. There were 52% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</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 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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> 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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: grey; font-size: 24px;">●</span> Lower</p> <p><span style="color: grey; font-size: 24px;">●</span> Lower</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: grey; font-size: 24px;">●</span> Lower</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"> <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>30%</td> <td>58%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>64%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>60%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>47%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>42%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	58%	12%	Numeracy	29%	64%	7%	Writing	16%	60%	23%	Spelling	37%	47%	16%	Grammar and Punctuation	33%	42%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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: ◆

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 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	92 %	93 %	94 %	94 %	92 %	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	92 %	93 %	94 %	94 %	92 %										



## 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p><span style="background-color: lightgrey; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p> <p><span style="background-color: green; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p><span style="background-color: green; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Similar</p> <p><span style="background-color: green; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Similar</p>

# How to read the Performance Summary

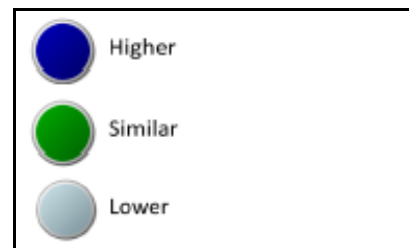
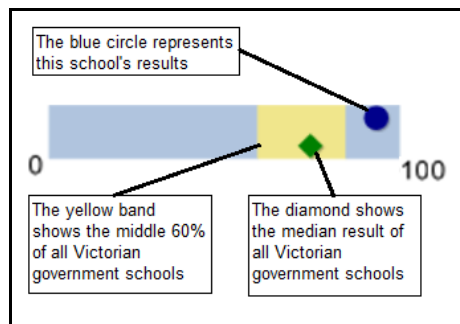
## What are student outcomes?

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, P-12 and specialist schools, 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.

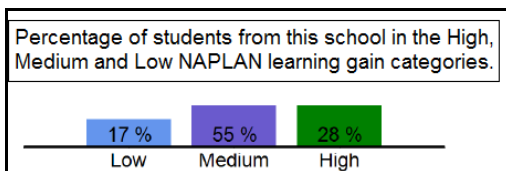
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## 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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,482,317
Government Provided DET Grants	\$1,088,361
Government Grants Commonwealth	\$85,698
Government Grants State	\$8,000
Revenue Other	\$28,369
Locally Raised Funds	\$310,447
<b>Total Operating Revenue</b>	<b>\$5,003,191</b>

Expenditure	
Student Resource Package	\$3,320,897
Books & Publications	\$6,327
Communication Costs	\$17,248
Consumables	\$49,771
Miscellaneous Expense	\$106,200
Professional Development	\$10,134
Property and Equipment Services	\$151,509
Salaries & Allowances	\$170,108
Trading & Fundraising	\$15,194
Utilities	\$34,612

**Total Operating Expenditure** **\$3,882,001**

**Net Operating Surplus/-Deficit** **\$1,121,190**

**Asset Acquisitions** **\$13,176**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$1,859,453
Official Account	\$54,846
<b>Total Funds Available</b>	<b>\$1,914,300</b>

Financial Commitments	
Operating Reserve	\$93,447
Asset/Equipment Replacement < 12 months	\$183,896
Capital - Buildings/Grounds incl SMS<12 months	\$493,260
Revenue Received in Advance	\$45,756
School Based Programs	\$423,250
Other recurrent expenditure	\$274,238
Asset/Equipment Replacement > 12 months	\$10,000
Capital - Buildings/Grounds incl SMS>12 months	\$390,452
<b>Total Financial Commitments</b>	<b>\$1,914,300</b>

Student Resource Package Expenditure figures are as of 06 March 2017 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.

In 2016, Cranbourne Carlisle continued to invest significantly in technology. In line with DET specifications and a three-year Asset Replacement Plan, 60 laptops, 60 Surface Pro's and 30 iPad minis were purchased to support digital literacy in classrooms. New software applications and age appropriate apps were purchased to enhance the technology acquisition as was 'Sentral' a student information system. School level payroll proved a significant expense in 2016. 2017, will see a continued investment in Literacy, Numeracy and technology purchases. An extension to the building space for our growing Outside School Hours Care program will take place in 2017, as will a new "Pirate Ship" playground. Equity funding will continue to be directed toward intervention programs in 2017.

