

# 2019 Annual Report to The School Community



**School Name: Cranbourne Carlisle Primary School (5510)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 28 August 2020 at 04:18 PM by Nicole Walker (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 02 September 2020 at 09:23 AM by Tanya Caruana (School Council President)

## About Our School

### School context

Our School vision at Cranbourne Carlisle Primary School is to inspire a passion for learning through building curiosity and collaboration in a challenging and supportive environment that inspires excellence, encourages resilience and a positive self-image, with a focus on respecting ourselves, others and our world. 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 core values of the school are proudly articulated through the school expectations of Respect, Resilience, Collaboration and Curiosity. Our 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 citizens. Cranbourne Carlisle Primary School opened in 2010, we are a government primary school which was built under the Public Private Partnership model – Axiom Education Victoria Consortium. The school is located in Cranbourne North, a culturally diverse provincial suburb of approximately 40,000 people within the City of Casey. The school is approximately 50 km south-east of the Melbourne Central Business District. Our school is a well-resourced dynamic, vibrant and thriving learning community which caters for children from Prep to Year 6. 59.8% of our children have English as an Additional language (EAL) and 12.8 % have refugee experiences. The Student Family Occupation Education (SFO) index of 0.5162 indicates that approximately 40% of our children have disadvantaged backgrounds. In 2019, the enrolment was 508 children spread across 24 classrooms. We have a Principal, Assistant Principal, 24 classroom teachers, 5 enrichment teachers that cover Art, LOTE, P.E, Music and S.T.E.M., 4 intervention teachers and 15 education support staff that cover the office, OSHC and the PSD program. 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)

The school continued to implement the FISO improvement model in the school's improvement priorities and initiatives. There was a focus on 'building practice excellence' and 'curriculum planning and assessment'. The school continued working on developing effective Professional Learning Communities. Professional Learning was prioritised to develop Coaching Skills for Educational leaders. Learning specialists were appointed to whole school roles in Mathematics and English to provide professional learning across the school. Learning Specialists worked throughout the year with all teachers to increase professional knowledge and practice. Exemplary practice was modelled and coached. Learning Specialists also focused on implementing High Impact Teaching Strategies in classroom practice with a major focus on reading to embed Fountas and Pinnell as an evidence based literacy approach across the school. The effective use of Fountas and Pinnell to accurately teach, differentiate and assess children's reading capacity and comprehension was strengthened. Professional experts, Dylan Willams and Trent Ray were engaged to provide Professional Learning in curriculum days in the areas of critical and creative thinking and formative assessment. A whole school Instructional model was developed and consistent language and shared understanding established. All teacher Professional Practice days were aligned with the Annual Implementation Plan.

### Achievement

In 2019, the focus continued to be on lifting the literacy and numeracy outcomes of our children. There was a continued emphasis on building teacher knowledge and expertise to design targeted learning opportunities through the successful implementation of the high impact teaching strategies. We continued to embed the Fountas and Pinnell's system of strategic action as an instructional framework for reading instruction with a focus on Interactive Read Alouds and also continued to strengthen our whole school structured genre approach to writing. Our NAPLAN results in reading particularly in Year 5 were encouraging, reflecting the work that had taken place during the last few years. We exceeded our Annual Implementation Plan improvement goals for reading:

22% of students in grade 5 were in the top two bands.

75% of students in year 5 made high or medium growth

the percentage of students in the bottom two bands decreased to 18%

Work focused on building teacher capacity to collect, use and reflect on student assessment data to improve and monitor student learning. As well as developing teacher knowledge, understanding and skills in applying our agreed instructional models in order to lift student outcomes, for example the System of Strategic actions in reading from Fountas and Pinnell was reflected in the school achieving their improvement targets.

## Engagement

Building a strong sense of engagement and commitment to learning in our children is a high priority. The school values of Respect, Resilience, Collaboration and Curiosity have become embedded with the community with strong community ownership. These values underpin the language of learning and behavioural expectations across the school. "Cultural Connectionz Days" continued throughout 2019 which were developed and managed by the students and parents. This authentic opportunity for student voice and agency was highly motivating and engaging for all of the school community. A 'voice and choice' program was implemented and increasing levels of student engagement, independence and voice resulted from this program. Creative and critical thinking skills were explicitly interwoven throughout all areas of the curriculum.

## Wellbeing

The Well-being School Improvement Team continued to implement the School Climate Control document which outlines our approach to all aspects of student well-being. This document and the continued implementation of the Zones of regulation supported consistent language and practice across the school which had a positive impact on the school community. Respectful Relationships was embedded across the school and we were selected as a lead school for 2020. A Well-being teacher was appointed. Student voice and agency was a focus with a 'voice and choice' program implemented. Cultural community days were held to celebrate our diverse community. Breakfast Club continued to be a cornerstone of our approach to engaging the community and promoting student well-being. Parents report in the 2019 Parent Opinion Survey reports an endorsement of a 'Sense of confidence at 81.2% and a sense of connectedness at 81%. Resilience was rated at 81.3%. High expectations for success was rated at 94.2%. Our school takes a proactive approach to engagement and well-being with an emphasis on students being regulators of their own behaviour, taking responsibility for setting personal goals and using their initiative as a means of developing learning confidence.

## Financial performance and position

Cranbourne Carlisle Primary School has continued to allocate resources in line with the Strategic plan to enable the achievement of the schools goals and priorities. The provision of Equity funding in 2019 has provided the school with options in regard to staffing and resources to enhance student learning. We continue to direct money into Literacy Intervention support staff who use the Levelled literacy intervention program to upskill readers in years one to four. We were also able to fund a Speech pathologist who has implemented a rigorous phonological awareness and phonics program across Foundation and grade1. An English as an Additional Language teacher was appointed to support the

development of English where this is not a first language. Equity funding has heavily supported resourcing curriculum areas in particular reading, where we continue to have a well-resourced program. Other school funds have enabled the school to continue the one to one Surface Pro allocation through years five and six and maximise device allocations to other grade levels. We have also continued to focus on active play spaces for the children with the installation of a sensory playground. Further plans are in place for 2020 including more playground improvements and a large covered and decked area for the grade 5/6 area that will serve as an outdoor learning space. Overall, the school remains in a strong financial position with a robust Net operating surplus. A well planned annual income and expenditure budget ensured the school's resources supported educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were informed of the school's financial position by the Finance Committee's monthly report and the distribution of the Finance reports to facilitate the monitoring of the school's finances. The nominated operating reserve required by DET was held as a financial commitment.




**For more detailed information regarding our school please visit our website at**  
<http://www.cranbournecarlisleps.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: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 496 students were enrolled at this school in 2019, 251 female and 245 male.</p> <p>60 percent were EAL (English as an Additional Language) students and 0 percent 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>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><b>School Staff Survey</b></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

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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 Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>            Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Above </p> <p>Below </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>Below </p> <p>Below </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: ◆

**Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain</b> 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>52%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>42%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>52%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>53%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>47%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	52%	23%	Numeracy	39%	42%	19%	Writing	35%	52%	13%	Spelling	22%	53%	25%	Grammar and Punctuation	28%	47%	25%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></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>91 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	92 %	92 %	90 %	92 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	92 %	92 %	90 %	92 %	93 %										

### 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,355,614	High Yield Investment Account	\$1,644,022
Government Provided DET Grants	\$525,689	Official Account	\$12,618
Government Grants Commonwealth	\$100,571	<b>Total Funds Available</b>	<b>\$1,656,640</b>
Revenue Other	\$36,796		
Locally Raised Funds	\$257,432		
<b>Total Operating Revenue</b>	<b>\$6,276,102</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$476,026		
<b>Equity Total</b>	<b>\$476,026</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,528,790	Operating Reserve	\$145,638
Books & Publications	\$58,440	Other Recurrent Expenditure	\$2,250
Communication Costs	\$16,203	School Based Programs	\$1,213,192
Consumables	\$84,433	Repayable to the Department	\$20,261
Miscellaneous Expense <sup>3</sup>	\$509,172	Capital - Buildings/Grounds < 12 months	\$335,000
Professional Development	\$45,853	Maintenance - Buildings/Grounds < 12 months	\$10,000
Property and Equipment Services	\$84,967	<b>Total Financial Commitments</b>	<b>\$1,726,341</b>
Salaries & Allowances <sup>4</sup>	\$10,790		
Trading & Fundraising	\$16,288		
Utilities	\$48,233		
Adjustments	\$1,088		
<b>Total Operating Expenditure</b>	<b>\$5,404,257</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$871,845</b>		
<b>Asset Acquisitions</b>	<b>(\$1,088)</b>		

- (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 26 February 2020 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)

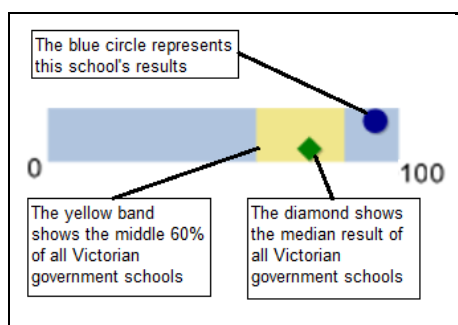
### Engagement

- 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).

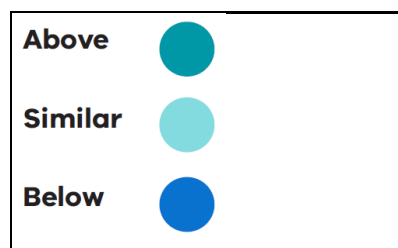


## What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').