2022 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).
- 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 of the previous calendar year 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 10 March 2023 at 02:39 PM by Sally Webb (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2023 at 05:55 PM by Darren Smith (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *'Victorian Curriculum'*?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

At Cranbourne Carlisle Primary School our vision is to build the capacity of all students to achieve excellence through quality, vant and engaging experiences that generate a passion for learning. Cranbourne Carlisle Primary School's mission is to provide an cation that builds the skills, knowledge and understandings that allow all children to thrive. Our objective is to create a stimulating, usive learning environment where every child feels they belong by acknowledging, supporting and celebrating their uniqueness and rsity.

Cranbourne Carlisle Primary School's values are Respect, Resilience, Curiosity, Collaboration

We aim to build, develop and extend resilience and positive self-image, with a focus on respecting ourselves, others and the world. To inspire a passion for learning through building curiosity and collaboration in a supportive learning environment that challenges thinking and inspires excellence.

Our school motto of 'Many Cultures, One Community' is something that is lived through our daily classroom practice; our inclusion and respect for our diverse community and celebrated through our Cultural Connections initiative, which has been recognised by DET as best practice in student leadership for multiculturalism and cultural diversity.

Cranbourne Carlisle Primary School is one of 22 Public Private Partnership (PPP) schools across Victoria. our school is located in Cranbourne North, a culturally diverse suburb within the City of Casey, one of the state's fastest growing regions.

Our school is a well-resourced learning community which caters for children from Foundation to Year 6. More than 62% of our children have English as an Additional Language (EAL), with 45% EAL funded and 3.3% recognised as refugees. The Student Family Occupation Education (SFOE) index of 0.4967 indicates a medium number of children come from disadvantaged backgrounds. In 2022, we had a student enrolment of 520 students, a Principal, 2 Assistant Principals, 1 Leading Teacher (Wellbeing), 2 Learning Specialists (Curriculum & EAL), 26 classroom teachers, 3 MEAs, 4 specialist teachers : Art, LOTE (Mandarin), P.E, Music and S.T.E.M., 4 intervention teachers and 15 education support staff who cover the office and classroom programs. Through equity funding the school employs 2 Speech Pathologists and a Psychologist to work with students and to support teachers to develop appropriate interventions for students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In Term 3, 2021 we undertook our school review and developed our new school strategic plan (SSP) to guide our priorities for the next four years. With signficant changes in school leadership, curriculum and pedagogy over the life of the previous SSP we were unable to reach many of the goals set. We are now well placed to work towards gaols and targets that reflect our current student needs wit equal priority being given to academic, social and emotional learning.

2021 saw the State Government funding of The Tutor Learning Initiative, this allowed Cranbourne Carlisle to employ seven staff (5.3 full time equivalent) to implement the LLI across years 2-6 with Reading Intervention and Phonics / Oral Language in year 1, extension reading and VHAP for years 5 and 6. We formed a Learning Enhancement Team (LET) whi undertook regular data monitoring along with an assessment cycle. Team Members engaged in Cycles of Inquiry to deepen professional knowledge of learning. The LET met once a week to discuss student progress and outcomes of the cycles of inquiry. During 2021 the school speech therapists, were included in these meetings to support the work of the team and provide additional professional support. During 2021 the LET aligned the Fountas and Pinnell grading to Progression Points Reading Correlation Chart End of year 2021 LET Data showed LET worked with 152 students, 48 meeting expected level benchmark and graduating from the program across the year, 82.75% of the students made more than 12 months growth with the average growth being 14.6 months. In 2022 the team was reduced in size (3.0 full time equivalent). School wide data indicated strongly there was a need for a year 1 and 2 focus. The team implemented a Tiered Approach to intervention.

Team members continued to focus on data driven planning and regular analysis of the reading data wall to inform teaching and plan for the next steps. Students were placed into programs based on their assessment results and EAL background. Students were able to move between programs after each cycle of teaching. Cycles of Inquiry continue with team members aligning the practices of the LET with whole school programs eg Parent Engagement and Synthetic Phonics. The LET has introduced whole team planning to build consistency between the team and delivery of programs within the team.

Cranbourne Carlisle Primary School acknowledges and celebrates the many cultures within our community through our Cultural Connections Days. The year always begins with Harmony Day where culture is embraced through dance, music, traditional dress and story telling. Our Cultural Connections Days are a culmination of focussed learning, understanding and acceptance that

develops through considered curriculum planning, learning opportunities and community engagement across the term. The interactive, cultural immersion of our Cultural Connections Days are planned for many months with students (especially those from the culture being celebrated), parents and community members engaging in the planning and providing cultural advice. During these celebration days, the school opens its doors to the wider community to share the celebrations. In 2022 we moved form a model of highlighting one cultural event each term to acknowledging significant events for the cultures within our school as they arise such as: Chinese New Year, Eid, Diwali, Africa Day, Easter, and Christmas.

Wellbeing

In 2021 the school introduced an educational model to support a school wide approach to the explicit teaching of wellbeing, with this being refined and extended across 2022. Our Creating a Carlisle Community (CCC) program runs for two weeks at the start of each year and one full week at the start of each new term with a school developed resource (which is continually growing) providing evidence based strategies, learning experiences and tools to ensure a consistent and thorough program of wellbeing learning at each year level. The program is designed to support children to build capacity in and understand: protective behaviours, Respectful Relationships, self advocacy, student voice & agency, self regulation, goal setting, belonging to community, resilience, respect, collaboration & curiosity. The school utilises tools including: Zones of Regulation, Circle time and the community follows a restorative approach to supporting student behaviour and conflict resolution. We have a dedicated wellbeing space at the school and all students participate in weekly Respectful Relationships sessions throughout the year. Our newsletter includes a wellbeing section which promotes strategies for home including: yoga, meditation and calm breathing as well as providing resources and information to families. Our student leadership team includes Wellbeing leaders who work with dedicated wellbeing staff to plan lunchtime activities and whole school opportunities throughout the year. The school has also introduced two wellbeing dogs with one undertaking therapy dog training to complement the CCC program.

Engagement

The Student Voice and Agency Team is made up of a representative from each class from years 1 to 6 with children elected by their peers. They attend weekly meetings where they share thoughts and ideas to help make our school a better place. The year 6 students of the team help to lead and facilitate the meetings and mentor the younger students. Each term, we focus on a school based and a community-based project for our students to undertake, based on their interests. Also, each meeting has time dedicated to learning important leadership skills and what it means to be a leader in our school and in our community. Our student leadership model includes a Principal Advisory Team who meet fortnightly with the principal to discuss matters relating to student wellbeing and learning. This group of students was instrumental in driving the change of our school uniform. The students also provided advice and suggestions for playground developments and new concrete markings to extend the play surfaces.
During 2022 we ran a school wide campaign to change our uniform and logo. Student and parent feedback and advice led to a number of new clothing items being introduced as well as changes to existing items to accommodate comfort, personal choice, cultural respect and flexibility. The new logo was decided through a competition where students, staff and families submitted suggestions that they felt represented our school. The voting process included open afternoons where families were invited to classrooms to see their child's work and then vote to shortlist the logos.
Over the year our teachers explored the value of project based learning to further engage students with learning through hands on, authentic experiences. Our units of inquiry were planned around student engagement with many students producing work that enhanced the school grounds. Our year 6 students developed an indigenous garden and each student contributed to the painting of the planter box, leaving a legacy for the school community.
Our attendance data indicated that 30% of our students had more than 30 days absent over the year. This was attributed to our high number of families who have migrated to live in Australia and have been unable to travel to family still overseas. Many of our families took extended holidays but continued to engage with online learning nad communication with class teachers during this time.

Other highlights from the school year

In 2022 we saw the largest uptake of students attending camps in the history of the school. This was attributed to the work of our multi-cultural aides supporting the cultural needs for students whilst away from home. Personal phone calls were made to families outlining accommodations for food, prayers and gender segregation. We also made the decision to combine year levels rather than running one camp for one year, increasing the opportunity for mentoring and support available to students and provided further comfort for parents as siblings were often able to travel together.
We enjoyed hosting a number of school wide events including family picnics, outdoor performances, assemblies and parent volunteers in classrooms. We were able to provide students with excursions, for many of our younger children this was their first time on a bus and they would have been happy driving around the block several times it was so exciting for them! we were able to run our swimming program and due to extra funding and money carried over from COVID, we were able to provide this free of charge.
We held our first whole school athletics day which was well attended by friends and families, with all students achieving personal best awards on the day.

Financial performance

Our school is well positioned financially which allows us to continue to develop the grounds to support environmentally engaging natural play spaces for our children. We received funding for a sensory garden which will be developed through 2023. School Council has committed $820,000 towards school ground improvement in 2023 which will inlcude the development of outdoor learning spaces incorporating the under-utilised wetlands area within our grounds. During 2022 we added play spaces which included two new sandpits, vegetable garden beds, a junior play space and extensive plantings of mature trees and shrubs.
Our surplus finances allowed us to continue to employ Education Support staff in classrooms above our allocated funding, acknowledging the importance of providing educational, emotional and social support at the point of need.
Our equity funding allowed us to employ our multi-cultural aides as well as speech pathologists and a psychologist.
Through significant changes to financial processes, we were able to reduce the cost of voluntary parent contributions. We have invested time in stocktaking our consumable resources to ensure we utlise what we have on-site before ordering bulk stationary items for classroom use. This work continued throughout 2022 and informed our budget allocations and ordering for the start of the 2023 school year.

For more detailed information regarding our school please visit our website at
https://cranbournecarlisleps.vic.edu.au/

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 520 students were enrolled at this school in 2022, 276 female and 244 male.

63 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

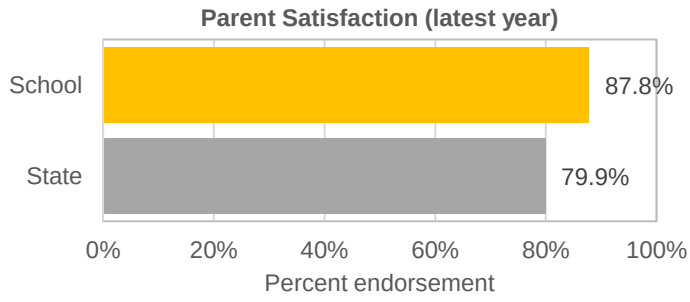
This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	87.8%
State average (primary schools):	79.9%



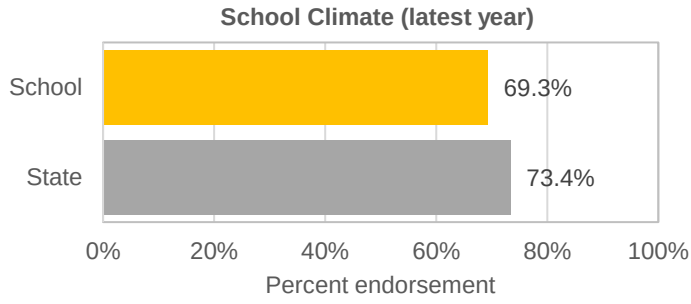
School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2022)
School percent endorsement:	69.3%
State average (primary schools):	73.4%



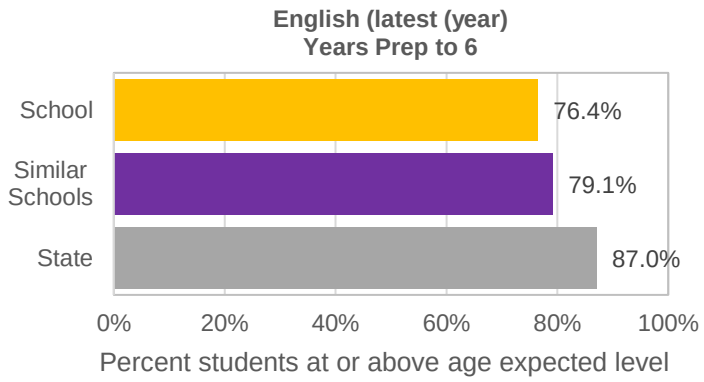
LEARNING

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

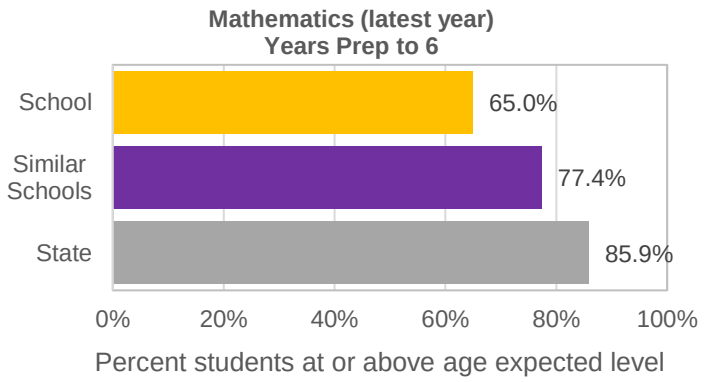
Teacher Judgement of student achievement

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

English **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	76.4%
Similar Schools average:	79.1%
State average:	87.0%



Mathematics **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	65.0%
Similar Schools average:	77.4%
State average:	85.9%



LEARNING (continued)

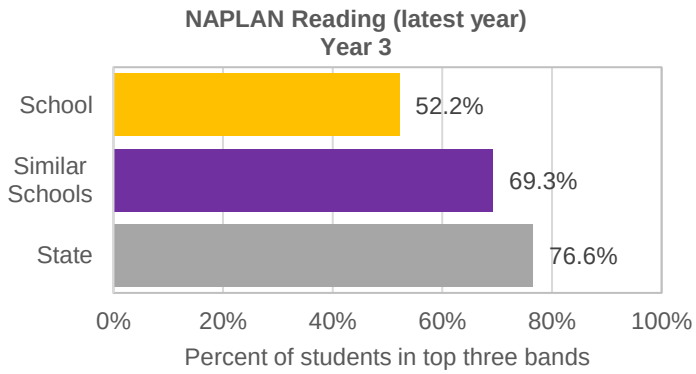
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

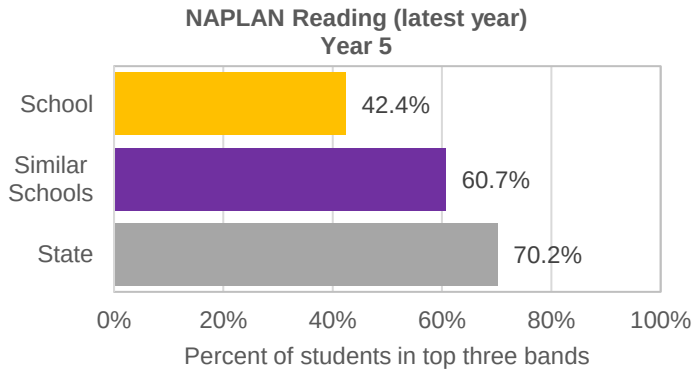
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

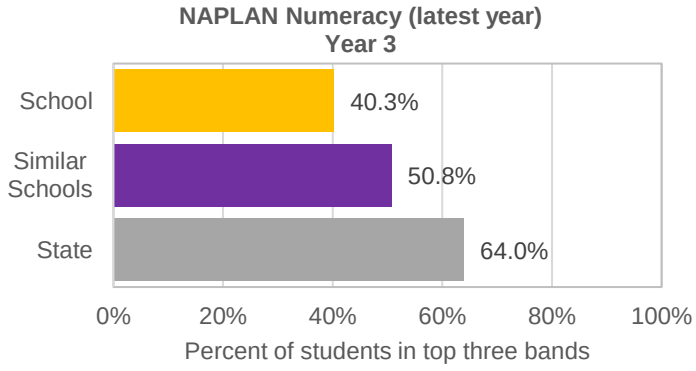
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	52.2%	65.2%
Similar Schools average:	69.3%	68.6%
State average:	76.6%	76.6%



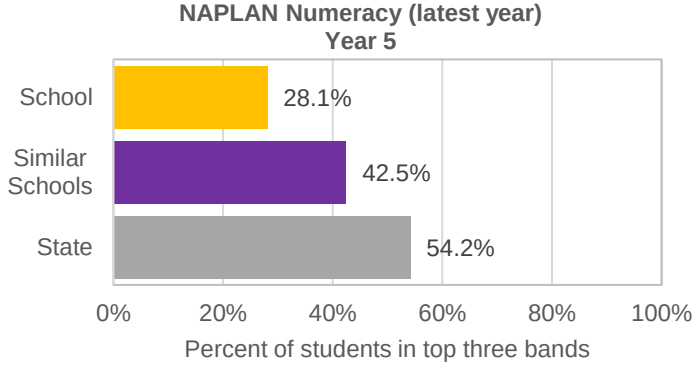
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	42.4%	51.9%
Similar Schools average:	60.7%	60.2%
State average:	70.2%	69.5%



Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	40.3%	44.5%
Similar Schools average:	50.8%	53.4%
State average:	64.0%	66.6%



Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	28.1%	34.0%
Similar Schools average:	42.5%	48.0%
State average:	54.2%	58.8%



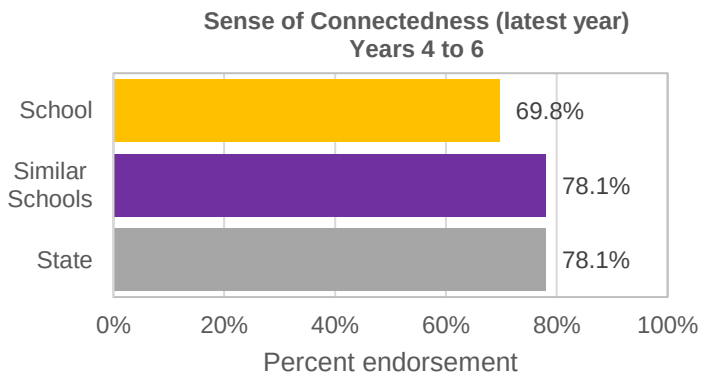
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

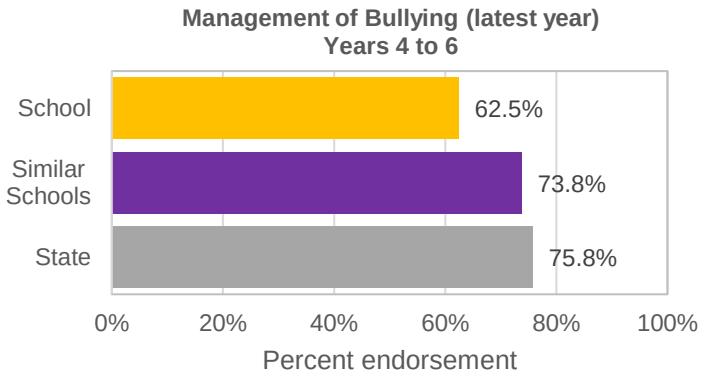
Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	69.8%	68.6%
Similar Schools average:	78.1%	80.8%
State average:	78.1%	79.5%



Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	62.5%	63.9%
Similar Schools average:	73.8%	77.8%
State average:	75.8%	78.3%



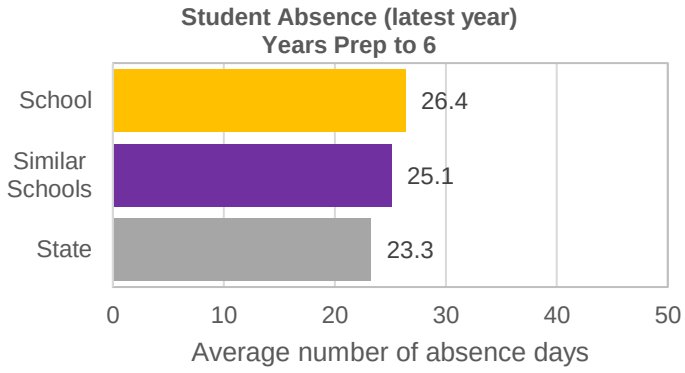
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	26.4	18.8
Similar Schools average:	25.1	19.4
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	86%	87%	86%	88%	89%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	$6,164,187
Government Provided DET Grants	$599,354
Government Grants Commonwealth	$8,700
Government Grants State	$0
Revenue Other	$106,442
Locally Raised Funds	$145,002
Capital Grants	$0
Total Operating Revenue	**$7,023,685**

Equity [1]	Actual
Equity (Social Disadvantage)	$540,121
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$540,121**

Expenditure	Actual
Student Resource Package [2]	$5,939,753
Adjustments	$0
Books & Publications	$3,577
Camps/Excursions/Activities	$136,691
Communication Costs	$10,356
Consumables	$149,662
Miscellaneous Expense [3]	$251,822
Professional Development	$39,325
Equipment/Maintenance/Hire	$118,631
Property Services	$8,867
Salaries & Allowances [4]	$23,138
Support Services	$378,971
Trading & Fundraising	$9,120
Motor Vehicle Expenses	$0
Travel & Subsistence	$1,643
Utilities	$47,794
Total Operating Expenditure	**$7,119,350**
Net Operating Surplus/-Deficit	**($95,665)**
Asset Acquisitions	**$154,998**

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

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

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

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	$1,100,962
Official Account	$64,910
Other Accounts	$0
Total Funds Available	**$1,165,872**

Financial Commitments	Actual
Operating Reserve	$195,536
Other Recurrent Expenditure	$30
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$150,800
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$820,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,166,366**

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.