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

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 ‘Student enrolment numbers’ and/or 3.1 ‘Curriculum framework – languages program’ until 31 December 2013.
About Our School

Cairnlea Park Primary School is situated in the suburb of Cairnlea in the City of Brimbank. Our 2013 enrolment was 883 students. We pride ourselves on being a well organised and managed school that is strategic in its thinking, short, mid and long term planning and in the implementation of curriculum programs.

At Cairnlea Park Primary School, we believe that all students have the right to learn in a safe, secure and friendly environment that meets their academic and social needs.

We strive to develop in students the following school values, respect and acceptance, responsibility, honesty, friendliness, caring, kindness and excellence. These values are reflected in our 4 school rules: Be Kind, Be Safe, Be Responsible and Be Your Best.

We ensure that there is a guaranteed and viable curriculum across the school to meet the needs of students in every classroom.

Staff at Cairnlea Park Primary School actively work to develop their professional capacity to provide the best possible education for our students.

As a result of intensive professional learning, we have developed a consistent and coherent whole-school approach to the teaching of literacy and numeracy.

There are 3 Principal Class Officers, 5 leading teachers, 48.84 EFT teaching staff and 16.88 EFT Education Support staff.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Engagement</th>
<th>Wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cairnlea Park Primary School has demonstrated positive growth over time, with results close to and in some areas above the median for all Victorian Government Primary Schools. Key data collated from VCCA Assessment Online, English Online Interview (P-2), Mathematics Online Interview, NAPLAN, and teacher judgments indicates a gradual increase in student achievement levels. Our improved student learning results are the outcome of our ongoing school improvement, which includes utilising school based literacy, numeracy and information technology coaches, external consultants and a comprehensive oral language and concepts program for junior students. The school is committed to building teacher capacity through intensive professional learning in order to further improve our students’ learning outcomes. Our focussed school improvement journey will continue in 2014. The school has 29.6 students on the Program for Students with Disabilities, each having an individual learning plan developed to meet their needs. All PSD students demonstrated satisfactory or above progress in achieving their individual goals.</td>
<td>Cairnlea Park is on a journey of continual improvement in student engagement and wellbeing. We recognise the need to strengthen student’s connectedness to the school, and the ongoing work in student engagement continues to support and drive our vision. Attendance results are better than similar schools and are monitored by the Student Engagement Coordinator. The school continues to develop programs such as the Fitness and Games Club and the Computer group. The B4U act behaviour matrix is a consistent approach to discipline across the school, with school values underpinning social interactions, expectations and behaviour. Our challenge is to continually improve engagement and wellbeing enhanced by student input, leadership programs and Junior School Council. Our Attitudes to School Survey demonstrated continued improvement in 2013 due to the diligent work that has been performed by our staff over a number of years. This was very pleasing to see.</td>
<td>Cairnlea Park Primary School continually works to develop and maintain links in our school community and in the wider community. We have fostered long-term connections with local preschools which has strengthened our kinder to prep transition programs. Our Year 5 and 6 students participate in transition activities with local secondary colleges as well as instrumental music lessons with Victoria University Secondary College. These programs allow parents and students to better understand the secondary college setting and to feel confident and comfortable in their transition to secondary education. Our transition to prep program commences in term 3 and operates throughout terms 3 and 4 to ensure our incoming preps are well acquainted with school, with parents informed of what occurs at school. We also ensure that there is a continuous and differentiated curriculum across our school that meets the needs of all our students.</td>
</tr>
</tbody>
</table>

For more detailed information regarding our school please visit our website at http://www.cairnleaparkps.vic.edu.au
Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

<table>
<thead>
<tr>
<th>Key</th>
<th>Range of results for the middle 60% of Victorian government schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Result for this school: Median of all Victorian government schools:</td>
</tr>
</tbody>
</table>

School Profile

School Enrolments

A total of 883 students were enrolled at this school in 2013, 421 female and 462 male.

Overall socio-economic profile

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

| low | low-mid | mid | mid-high | high |

Proportion of students with English as a second language.

| low | low-mid | mid | mid-high | high |

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.

1 7

Please note: The Staff Opinion Survey was not conducted in 2013.
## Performance Summary

### Achievement

**Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)**

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English

![Graph showing the results for English](graph)

#### Results: Mathematics

![Graph showing the results for Mathematics](graph)

### School Comparison

- **Results: English**: Similar
- **Results: Mathematics**: Similar

### NAPLAN Year 3

**Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.**

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

#### Results: Reading

![Graph showing the results for Reading](graph)

#### Results: Reading (4-year average)

![Graph showing the results for Reading (4-year average)](graph)

#### Results: Numeracy

![Graph showing the results for Numeracy](graph)

#### Results: Numeracy (4-year average)

![Graph showing the results for Numeracy (4-year average)](graph)

### NAPLAN Year 5

**Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.**

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

#### Results: Reading

![Graph showing the results for Reading](graph)

#### Results: Reading (4-year average)

![Graph showing the results for Reading (4-year average)](graph)

#### Results: Numeracy

![Graph showing the results for Numeracy](graph)

#### Results: Numeracy (4-year average)

![Graph showing the results for Numeracy (4-year average)](graph)
## Performance Summary

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN Relative Growth Year 3 - Year 5</td>
<td></td>
<td>NAPLAN Relative Growth does not require a School Comparison.</td>
</tr>
<tr>
<td>Relative gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reading
- Low: 20%
- Medium: 60%
- High: 18%

### Numeracy
- Low: 22%
- Medium: 57%
- High: 20%

### Writing
- Low: 32%
- Medium: 42%
- High: 26%

### Spelling
- Low: 24%
- Medium: 42%
- High: 34%

### Grammar and Punctuation
- Low: 26%
- Medium: 66%
- High: 18%
Cairnlea Park Primary School

Performance Summary

Engagement

Student Attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2013 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>91%</td>
</tr>
<tr>
<td>Yr1</td>
<td>92%</td>
</tr>
<tr>
<td>Yr2</td>
<td>92%</td>
</tr>
<tr>
<td>Yr3</td>
<td>92%</td>
</tr>
<tr>
<td>Yr4</td>
<td>93%</td>
</tr>
<tr>
<td>Yr5</td>
<td>93%</td>
</tr>
<tr>
<td>Yr6</td>
<td>92%</td>
</tr>
</tbody>
</table>

Student Outcomes

Results: 2013

Results: 2010 - 2013 (4-year average)

School Comparison

Similar

Key: Range of results for the middle 80% of Victorian government schools: ○ Result for this school ○ Median of all Victorian government schools: ◆
## Performance Summary

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Attitudes to School</strong>&lt;br&gt;Derived from the <em>Attitudes to School</em> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td><strong>Results: 2013</strong>&lt;br&gt;6</td>
<td>![Similar]</td>
</tr>
<tr>
<td></td>
<td><strong>Results: 2010 - 2013 (4-year average)</strong>&lt;br&gt;6</td>
<td>![Similar]</td>
</tr>
</tbody>
</table>
How to read the Performance Summary 2013

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.

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 Indigenous 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.


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 31st December, 2013**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$1,138,150</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$20,067</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$28,077</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$326,028</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$1,512,322</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Publications</td>
<td>$73,151</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$15,126</td>
</tr>
<tr>
<td>Consumables</td>
<td>$113,180</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$517,565</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$22,662</td>
</tr>
<tr>
<td>Property Maintenance</td>
<td>$670,287</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$179</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$77,700</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$10,583</td>
</tr>
<tr>
<td>Utilities</td>
<td>$55,273</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$1,555,706</strong></td>
</tr>
</tbody>
</table>

### Financial Commitments

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$215,782</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$149,764</td>
</tr>
<tr>
<td>Region/Network/Cluster Funds</td>
<td>$101,628</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&gt;12 months</td>
<td>$300,000</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$767,173</strong></td>
</tr>
</tbody>
</table>

**Net Operating Surplus/-Deficit**

(\(-\)\) $43,384

**Asset Acquisitions**

$12,795

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial Performance and Position Commentary

The school continues to remain in an exceptionally strong financial position which allows for the development and implementation of new initiatives that enhance student learning to continue. This position also allows for ongoing maintenance of facilities and the addition of new resources to occur as well. The surplus has been carefully planned to ensure innovative programs together with strong core curriculum can continue and meet the learning needs of our students. The 2013 deficit in revenue was due to reserve funds being used on school improvement projects.