

# 2016 Annual Report to the School Community



School Name: Cairnlea Park Primary School

School Number: 1434



Name of School Principal:	Mark Mills _____
Name of School Council President:	Vesna Mijatovic _____
Date of Endorsement:	20/03/2017 _____



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.



## About Our School

### School Context

Cairnlea Park Primary School is situated in the suburb of Cairnlea and has a 2016 student population of 867 students. We pride ourselves on being a well organised and managed school that is strategic in its thinking, planning and 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, kindness and excellence. These values are reflected in our 4 school rules: Be Kind, Be Safe, Be Responsible and Be Your Best.

The school places great emphasis on 21st century learning with an ever expanding use of ICT. A 1:1 iPad program operates in years 4, 5 and 6. iPads are being used throughout the F-Year 2 areas. Interactive white boards or Smart TV's are installed in every classroom, with Apple TVs being linked across the school.

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 the CPPS Instructional Model. This gives us a consistent and coherent whole-school approach for our teaching and learning programs. We ensure that there is a guaranteed and viable curriculum across the school to meet the needs of students in every classroom.

Cairnlea Park has a leadership team consisting of a principal, 2 assistant principals, 5 leading teachers, 54 teaching staff and 12.7 Education Support staff.

### Framework for Improving Student Outcomes (FISO)

Cairnlea Park Primary School has begun implementing the FISO priorities, our focus has been on Excellence in Teaching and Learning and Professional Leadership. We built on current teaching and learning practices through the development of an agreed school-wide pedagogy based on our Cairnlea Park Instructional Model.

We have implemented a whole school teaching and learning framework that includes our evidence based strategies. The school has developed a common terminology based on the school's instructional model to describe best practice throughout the school. Staff have completed their training and are using the CPPS model in planning and classroom practice. All areas of the school display and unpack learning intentions and success criteria at the beginning of each lesson.

We have established a high performance culture and built leadership capacity within our school. We have reviewed our organisational structures, developed distributed leadership capacity, strengthened our succession planning and built the knowledge and capability of our emerging leaders. We developed opportunities for leadership through team leader positions, year level coordinator positions and curriculum leader positions. These roles have been supported with extensive professional development.

### Achievement

Cairnlea Park Primary School has demonstrated consistent 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 and Mathematics Online Interviews (P- 2), 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 the implementation of the Cairnlea Park Instructional Model and utilising school based 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 focused school improvement journey will continue in 2017 with the development of our new Strategic Plan. The school has 17 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.



### 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

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 like similar schools and are monitored by the Student Engagement Coordinator. The school continues to develop programs such as Lunchtime and Coding Clubs, before school Fitness.

The B4U Act behaviour matrix is a consistent approach to discipline across the school, with the school values underpinning social interactions, expectations and behaviour. Students demonstrating our school values in an exceptional manner are invited to attend one of the principal’s special morning teas. Our challenge is to continually improve student engagement and wellbeing. We strive to achieve this by encouraging and valuing student input through leadership programs and Junior School Council.

At Cairnlea Park we endeavour to maximise student learning opportunities and performance by ensuring that children attend school regularly, are punctual and value their learning time at school. This is achieved through the implementation of the “It’s not OK to be away” programs, as well as publicising the Department’s “Every Day Counts” policy, providing recognition of students with high attendance at assemblies and with certificates. All student absences and late arrivals are recorded in both the morning and the afternoon by teachers, are aggregated on our CASES database. Student attendance and absence figures also appear on student half year and end of year reports.

#### Wellbeing

Cairnlea Park Primary School continually works to develop and maintain links in our school and wider community. We have fostered long-term connections with local preschools therefore strengthening our kinder to prep transition programs even further. Our transition to prep program operates throughout terms 3 and 4 to ensure our incoming preps and their families are well acquainted with the school.

Our Year 5 and 6 students participate in transition activities with local secondary colleges. 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.

We also ensure that there is a continuous and differentiated curriculum across our school that meets the needs of all our students.

For more detailed information regarding our school please visit our website at [www.cairnleaparkps.vic.edu.au](http://www.cairnleaparkps.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><a href="#">Enrolment Profile</a></p> <p>A total of 867 students were enrolled at this school in 2016, 405 female and 462 male. There were 56% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></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><a href="#">School Staff Survey</a></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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><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> Similar</p> <p> Similar</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 Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>50%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>48%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>52%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>43%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>51%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	50%	36%	Numeracy	11%	48%	41%	Writing	17%	52%	31%	Spelling	32%	43%	25%	Grammar and Punctuation	23%	51%	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>91 %</td> <td>89 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	89 %	92 %	92 %	92 %	93 %	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										
91 %	89 %	92 %	92 %	92 %	93 %	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> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

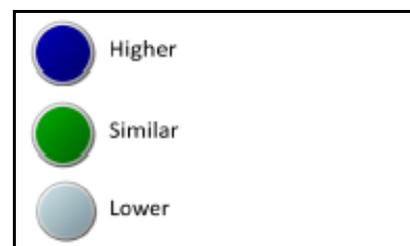
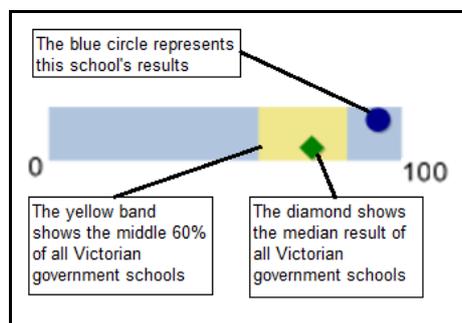
## What are student outcomes?

*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.

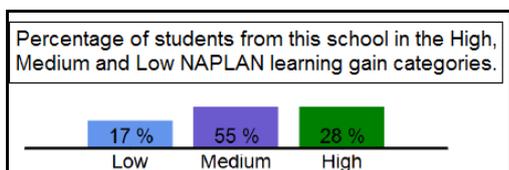
You can see these results for the latest year, as well as the average of the last four years (where available).

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

The school continues to remain in a healthy 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 school facilities and the addition of new resources to occur as well. The 2016 deficit in revenue was due to reserve funds being used on school improvement projects such as the redevelopment of the library, new front fence and the installation of an electronic sign promoting school events. The surplus in funds available have been carefully planned to ensure innovative programs, together with strong core curriculum, continue to meet the learning needs of our students.

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

Revenue	Actual
Student Resource Package	\$6,788,433
Government Provided DET Grants	\$888,554
Government Grants Commonwealth	\$20,297
Revenue Other	\$21,869
Locally Raised Funds	\$287,406
<b>Total Operating Revenue</b>	<b>\$8,006,558</b>

Expenditure	
Student Resource Package	\$6,577,947
Books & Publications	\$19,000
Communication Costs	\$12,189
Consumables	\$124,934
Miscellaneous Expense	\$589,026
Professional Development	\$43,625
Property and Equipment Services	\$621,114
Trading & Fundraising	\$40,390
Travel & Subsistence	\$9,896
Utilities	\$40,735
<b>Total Operating Expenditure</b>	<b>\$8,078,856</b>

<b>Net Operating Surplus/-Deficit</b>	<b>(\$72,298)</b>
<b>Asset Acquisitions</b>	<b>\$32,899</b>

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

Funds Available	Actual
High Yield Investment Account	\$454,714
Official Account	\$3,593
<b>Total Funds Available</b>	<b>\$458,307</b>

Financial Commitments	
Operating Reserve	\$205,131
Asset/Equipment Replacement < 12 months	\$100,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$100,000
School Based Programs	\$53,176
<b>Total Financial Commitments</b>	<b>\$458,307</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.

*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.*