

2021 Annual Report to The School Community



School Name: Cairnlea Park Primary School (1434)



- 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 2021 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 22 March 2022 at 09:26 AM by Mark Mills (Principal)

- This 2021 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 22 March 2022 at 01:21 PM by Sandy Gregg (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

Cairnlea Park Primary School is situated in the suburb of Cairnlea and had a 2021 student population of 862. Student enrolments have been fairly consistent over the last 5 years. The school currently runs with 38 single grade classes. We pride ourselves on being a well organised and managed school that is strategic in its thinking, planning and implementation of curriculum programs.

Our school aims to develop enthusiastic and lifelong learners, striving to reach their full potential in an atmosphere of cooperation and respect.

Cairnlea Park Primary School's objective is to ensure that all students leave our school with the skills that will enable them to become independent lifelong learners.

Our mission is to provide educational excellence through stimulating learning programs in an affirming, secure and structured learning environment. Our motto "Our Best Always" and school values underpin our philosophy, and these values are embedded in our teaching and learning programs.

Cairnlea Park Primary School's values are:

Be Kind

Be Safe

Be Responsible

Be Your Best

At Cairnlea Park Primary school, we are kind to others, ourselves and the environment around us. We treat everyone with tolerance, acceptance and understanding. We act safely and show care for others and are responsible for the management of our own behaviour and learning. We are encouraged to be confident, positive, persistent and resilient, and to strive for our personal best.

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 and school non-negotiables. We ensure that there is a guaranteed and viable curriculum across the school to meet the needs of students in every classroom. We strive for a consistent and coherent whole-school approach to our teaching and learning programs.

The school places great emphasis on 21st century learning with an ever-expanding use of ICT. We have a 1:1 iPad program that operates in years 4, 5 and 6. Banks of iPads are being used throughout the Foundation to Year 3 areas. Interactive white boards or Smart TV's are installed in every classroom, with Apple TVs being linked across the school. Cairnlea Park is a team consisting of a Principal, 2 Assistant Principals, 3.8 Leading teachers, 4 Learning Specialists, 39 full time teaching staff, 12 part time teaching staff and 24 Education Support staff.

Framework for Improving Student Outcomes (FISO)

Cairnlea Park Primary School has implemented the FISO priorities, with the focus on Excellence in Teaching and Learning, and a Positive Climate for Learning. Our goals were to improve student learning outcomes in reading, writing and numeracy across all year levels, to improve the student connectedness and learning confidence of students and reduce the level of absenteeism.

We have built on current teaching and learning practices through the development of an agreed school-wide pedagogy based on the Cairnlea Park Instructional Model.

We have a whole school Teaching and Learning Framework that includes evidence based strategies. The school has developed a common terminology based on the school's instructional model to describe best practice throughout the school. All staff are using, the CPPS Instructional 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 continue to build the knowledge and capability of our emerging leaders. We developed opportunities for leadership through, PLC Leaders. These roles have been supported with extensive professional development, mentoring and coaching.

Achievement

In 2021 Cairnlea Park Primary School achieved some very pleasing results despite the continual difficulties due to COVID and remote learning.

Teacher Judgment Data – at or above expected standards

English, Prep to Grade 6, 89.3% - this is 3.1% above the State average and 8.8% above the Similar Schools average.

Mathematics, Prep to Grade 6, 88.4% - this is 3.5% above the State average and 10.5% above the Similar Schools average.

NAPLAN Data - % of students in top 3 bands.

Year 3 Reading 85.9% - this is 9% above the State average and 13.4% above the Similar Schools average

Year 5 Reading 69.2% - this is 5.7% above the Similar Schools average and 1.2% below State average

Year 3 Numeracy 73.4% - this is 5.8% above the State average and 14.6% above Similar Schools

Year 5 Numeracy 62% - this is 0.4% above the State average and 8.3% above Similar Schools

Learning Gain

High learning gain for year 3 (2019) to year 5 (2021) in Writing, Spelling, Grammar and Punctuation are all well above Similar Schools.

Our 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 learning specialists, external consultants and a comprehensive oral language and concepts program for junior students. Cairnlea Park is committed to building teacher capacity through intensive professional learning in order to further improve our students' learning outcomes. Students transitioned well to Remote & Flexible Learning. Cairnlea Park Primary School provided technology (iPads) to students to ensure they were able to access all Remote & Flexible learning tasks. Staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating and communicating with students. Prep - Grade 2 used the Seesaw platform and Grades 3-6 used Google Classrooms to undertake their daily programs. Parent teacher communication during this time increased significantly across the school through the use of Compass.

The school has 40 students on the Program for Students with Disabilities, each having an individual learning plan developed to meet their needs. All PSD students demonstrated satisfactory progress in achieving their individual learning goals.

Engagement

At Cairnlea Park we strive for continual improvement in student engagement. We recognise the need to strengthen student's connectedness to school, and the ongoing work in student engagement to support and drive our vision. Attendance average results for 2021 have decreased to 12.3 absent days. This is well down from our 4-year average of 15.7 days. One notable factor for the improvement is that we usually have a high percentage of extended family holidays travelling overseas. Due to the COVID lockdowns last year these holidays effectively disappeared from our reason for absence data.

We continue to identify students who are frequently late to school and work with families to find ways to support students to be at school on time. This is monitored by our Student Engagement Coordinator.

At Cairnlea Park we endeavour to maximise student learning opportunities and performance by ensuring that, children attend school regularly, We closely monitor attendance and notify parents of their child's attendance on a same-day basis. This has seen an improvement in our unexplained absence data.

Throughout 2021 we continued to provide intervention and extension opportunities based on point of need for each student. These programs included the Tutor Learning Initiative (TLI), EAL, VAPA high performance program, Numeracy intervention and extension programs.

To support student engagement during the transition back to onsite learning, our school implemented a whole school focus on student wellbeing and mental health. This was closely monitored by our Student Engagement Team.

The school runs programs such as the before school Early Bird Readers and various daily lunchtime clubs run through our gym, library and ICT room to assist in engaging all students.

We strive to provide strong links to the community through programs such as Life Education, Wellbeing Week, Harmony Day, Multicultural Day, Grade Learning Exhibitions, Parent Information sessions, Unfortunately, due to

COVID and long periods of remote learning we were unable to run our Family Fun Day, Performing Arts Concert, ANZAC Commemorative Ceremony, Mothers and Father's Day breakfast and our end of year Christmas concerts. We hope to re-introduce these in 2022. The school has a strong commitment to providing a safe and supportive environment embedding our school wide "B4 U Act" positive behavior program to strengthen our work in this area.

Wellbeing

In 2021 the 'Sense of Connectedness' was 85.6% endorsement. This is taken from the Gr4 to 6 Attitudes to School Survey. This continues to be well above the average for State and Similar schools. Our 4-year average for sense of connectedness (85.8%) continues to be significantly above similar and State school averages (80.4%).

During Flexible & Remote Learning all vulnerable and at risk students (including all PSD funded) were provided an invitation to attend on-site learning during this period. This program was staffed by teachers and Education support officers who provided a differentiated and individualised program. We continued to provide Allied Health Services and support, including Psychology, OT & Speech, utilizing online platforms throughout COVID.

The schools B4U Act behaviour matrix provides a consistent approach across the school, with the school values underpinning social interactions, expectations and behaviour. Students demonstrating our school values in an exceptional manner are recognised through student achievement awards or invited to attend one of the principal's special morning teas. Our challenge is to continually improve student engagement and wellbeing.

Throughout 2021 we continued to seek feedback from the students through DET and school-based surveys, on how they see the school and what we could do to improve. We also valued student input through participation in student leadership programs and Junior School Council.

Finance performance and position

The school continues to remain in a healthy financial position, which allows for the development and implementation of new initiatives that enhance student learning. This position allows for the ongoing maintenance of Cairnlea Park's school facilities and the addition of new resources. The Cairnlea Park Primary School Finance Sub-committee continues to provide rigorous financial oversight of locally raised funds ensuring that provision for facilities and programs are resourced for continual improvement. Additional funding was received from the State/Commonwealth government, this includes 'Education State' Equity funding for the amount of \$509,659. This funding was used to support programs to employ a school-based speech therapist, literacy and numeracy coaches and an external literacy consultant. The surplus in funds available have been carefully planned to ensure the continuation of innovative programs, together with strong core curriculum can continue to meet the learning needs of our students.

For more detailed information regarding our school please visit our website at

<https://www.cairnleaparkps.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.

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 862 students were enrolled at this school in 2021, 420 female and 442 male.

57 percent of students had English as an additional language and 1 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).

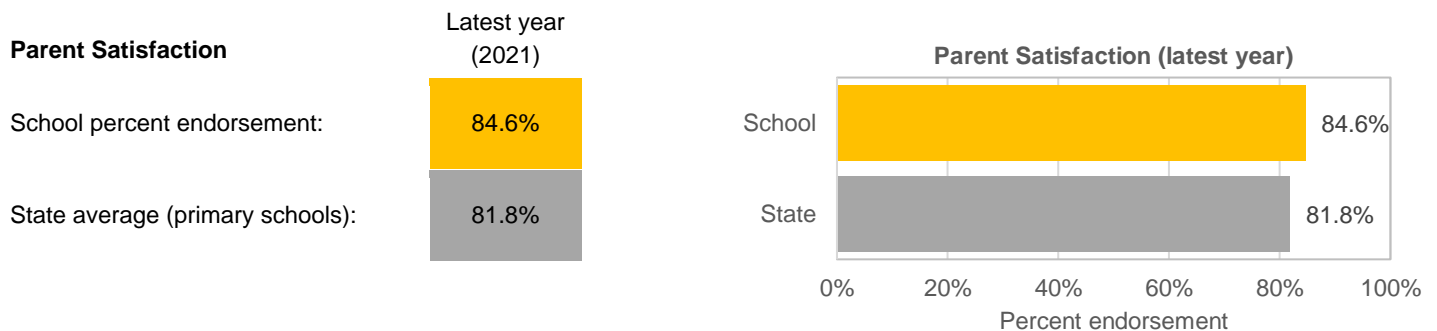
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

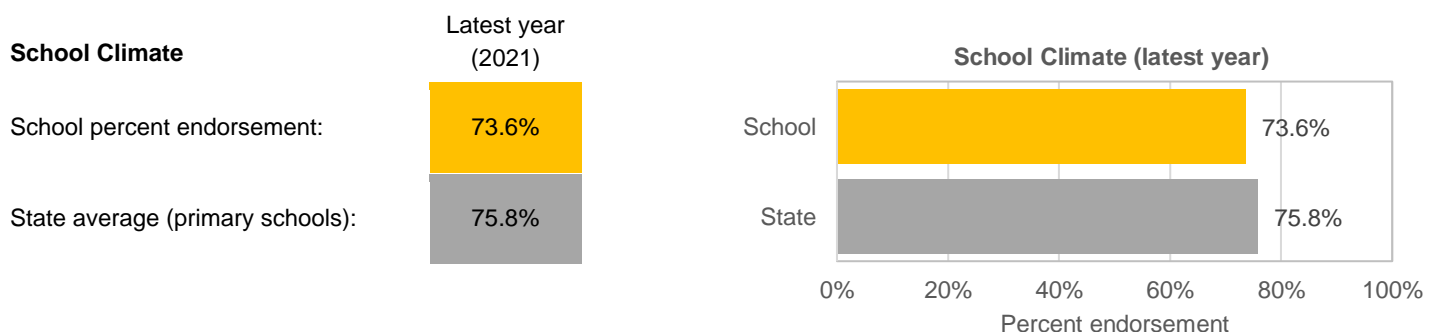


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

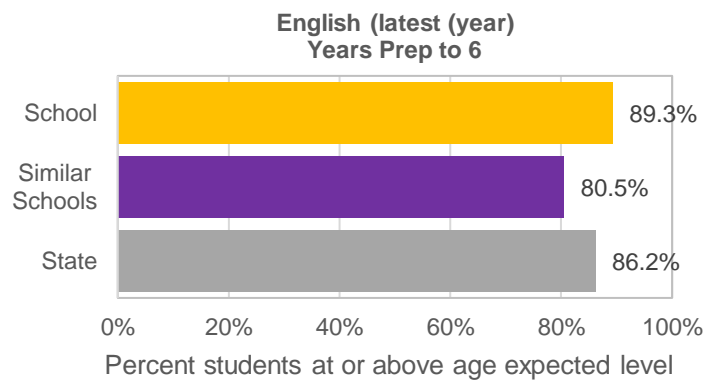
89.3%

Similar Schools average:

80.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

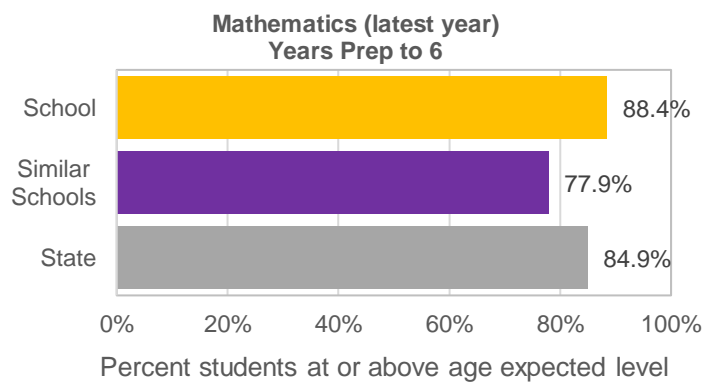
88.4%

Similar Schools average:

77.9%

State average:

84.9%



ACHIEVEMENT (continued)

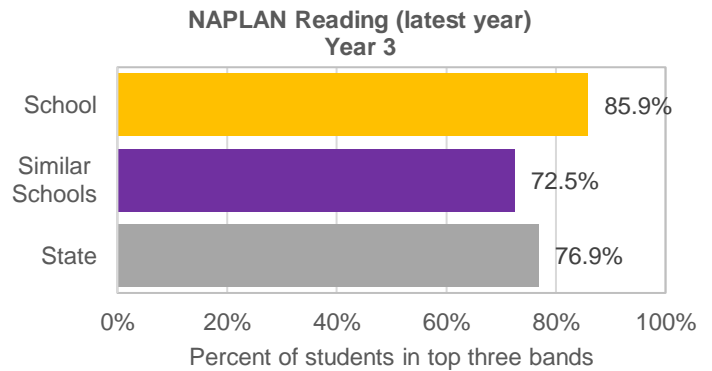
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

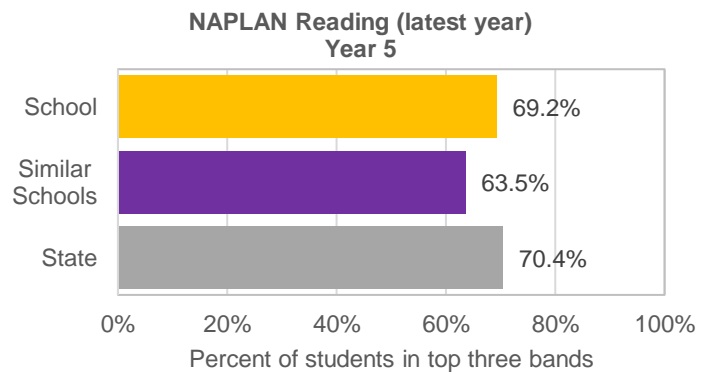
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

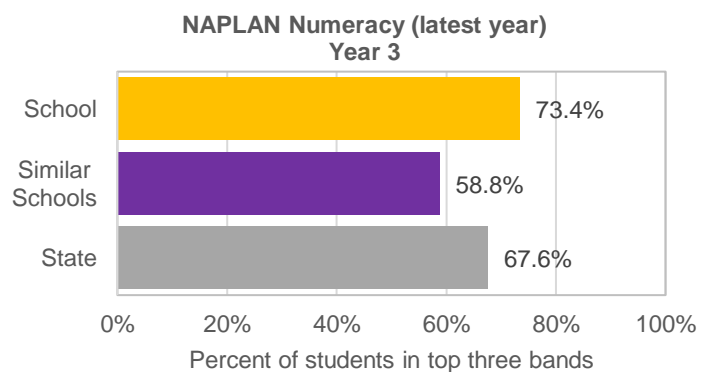
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	85.9%	81.2%
Similar Schools average:	72.5%	72.2%
State average:	76.9%	76.5%



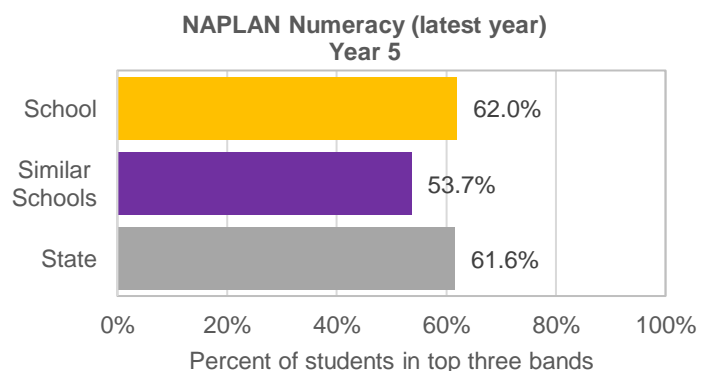
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	69.2%	69.9%
Similar Schools average:	63.5%	60.7%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	73.4%	67.1%
Similar Schools average:	58.8%	60.4%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	62.0%	66.3%
Similar Schools average:	53.7%	53.0%
State average:	61.6%	60.0%



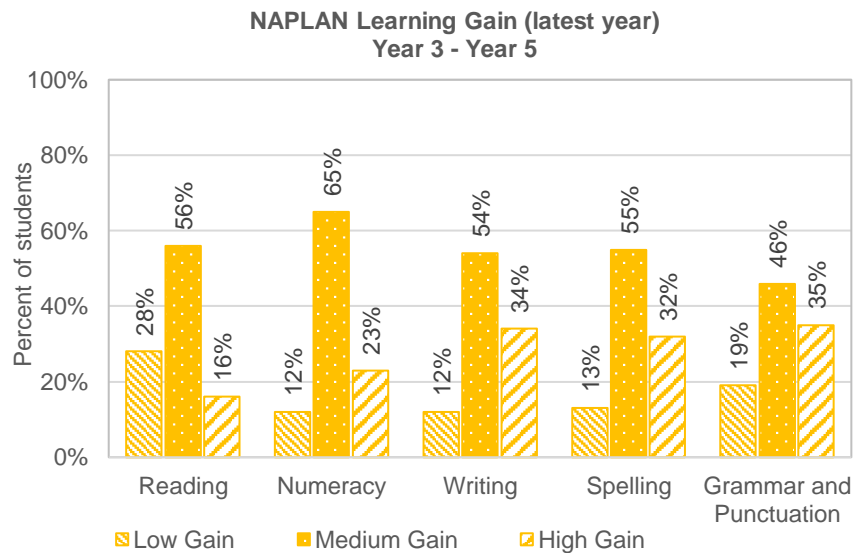
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	56%	16%	22%
Numeracy:	12%	65%	23%	25%
Writing:	12%	54%	34%	23%
Spelling:	13%	55%	32%	25%
Grammar and Punctuation:	19%	46%	35%	28%



ENGAGEMENT

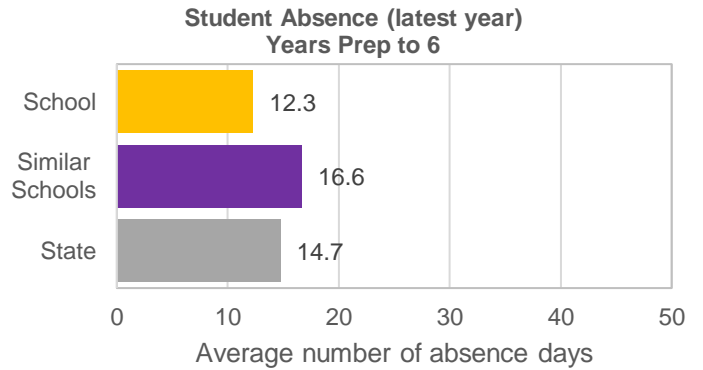
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	12.3	15.7
Similar Schools average:	16.6	16.9
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	94%	93%	94%	95%	95%	94%

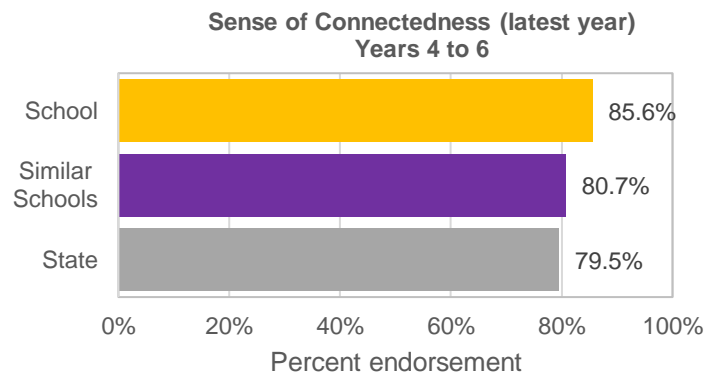
WELLBEING

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 (2021)	4-year average
School percent endorsement:	85.6%	85.8%
Similar Schools average:	80.7%	80.9%
State average:	79.5%	80.4%

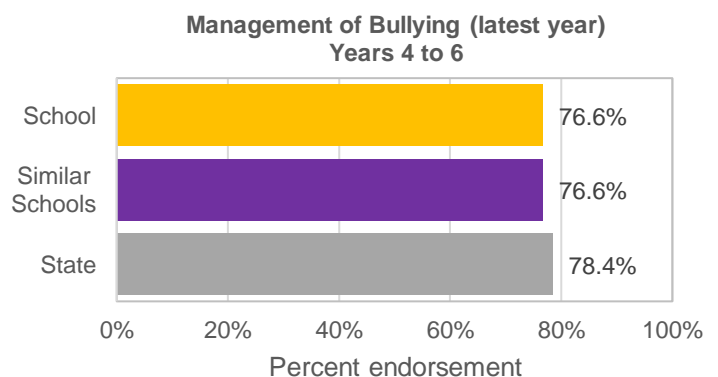


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	76.6%	79.3%
Similar Schools average:	76.6%	78.2%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$8,464,974
Government Provided DET Grants	\$1,250,763
Government Grants Commonwealth	\$18,668
Government Grants State	\$0
Revenue Other	\$3,812
Locally Raised Funds	\$125,898
Capital Grants	\$0
Total Operating Revenue	\$9,864,114

Equity ¹	Actual
Equity (Social Disadvantage)	\$509,659
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$509,659

Expenditure	Actual
Student Resource Package ²	\$8,053,503
Adjustments	\$0
Books & Publications	\$209
Camps/Excursions/Activities	\$39,120
Communication Costs	\$15,055
Consumables	\$114,519
Miscellaneous Expense ³	\$64,299
Professional Development	\$17,131
Equipment/Maintenance/Hire	\$306,081
Property Services	\$142,193
Salaries & Allowances ⁴	\$0
Support Services	\$485,606
Trading & Fundraising	\$19,673
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$43,496
Total Operating Expenditure	\$9,300,884
Net Operating Surplus/-Deficit	\$563,230
Asset Acquisitions	\$127,159

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$892,666
Official Account	\$24,115
Other Accounts	\$0
Total Funds Available	\$916,781

Financial Commitments	Actual
Operating Reserve	\$187,816
Other Recurrent Expenditure	\$3,091
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$37,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$157,108
Capital - Buildings/Grounds < 12 months	\$528,175
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$913,691

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.