

# 2018 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 15 March 2019 at 03:40 PM by Mark Mills  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 2019 at 08:28 AM by Vesna Mijatovic  
(School Council President)

## About Our School

### School context

Cairnlea Park Primary School is situated in the suburb of Cairnlea and has a 2018 student population of 869 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 importance of being kind, being safe, being responsible and being your 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. 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.

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 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, 5.2 leading teachers, 1 learning specialists, 51.4 teaching staff and 16 Education Support staff.

### Framework for Improving Student Outcomes (FISO)

Cairnlea Park Primary School is implementing the FISO priorities, our focus has been on Excellence in Teaching and Learning and a Positive Climate for learning. We have 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 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 have completed their McRel 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 continue to build the knowledge and capability of our emerging leaders. We developed opportunities for leadership through, PLT Leaders and SIT Leaders. These roles have been supported with extensive professional development, mentoring and coaching.

### Achievement

Cairnlea Park Primary School has demonstrated consistent growth with results at or above the median in most areas for all Victorian Government Primary Schools in 2018.

Key data collated from VCCA Assessment Online, English and Mathematics Online Interviews (P- 2), NAPLAN, and teacher judgments indicates a continued gradual increase in student achievement levels.

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 coaches, 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.

Our focused school improvement journey will continue in 2019 with a guaranteed and viable curriculum, the Cairnlea Park Instructional Model and teacher non-negotiables.

The school has 20 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.

### 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 results for 2018 are at 15.2 this is pleasingly below our 4 year average of 15.9. We are also similar to our like schools. We identified students who were frequently late to school and worked with families to find ways to support students to be at school on time. This is closely 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, are punctual and value their learning time at school. We closely monitor attendance and notify parents of their child's attendance on a same-day basis. This has seen a dramatic improvement in our unexplained absence data. 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.

### Wellbeing

Our Attitudes to School Survey demonstrated improvement in 2017 due to the diligent work that has been performed by our student engagement teachers along with our student leaders. In 2018 there was a slight decrease but our 2 year average for sense of connectedness is still well above the state median being in the top 20%.

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 invited to attend one of the principal's special morning teas. Our challenge is to continually improve student engagement and wellbeing. Throughout 2018 we sought feedback from the students on how they see the school and what we could do to improve. We also valued student input through participation in leadership programs and Junior School Council. In 2018 the school also audited the current wellbeing practices and developed a whole school wellbeing framework with agreed practices for student support.

### Financial 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 ongoing maintenance of school facilities and the addition of new resources. The Finance sub-committee provides rigorous financial oversight of locally raised funds ensuring that provision for facilities and programs are resourced for continual improvement. The surplus in funds available have been carefully planned to ensure 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**  
<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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 869 students were enrolled at this school in 2018, 415 female and 454 male.</p> <p>59 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</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 Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>47%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>47%</td> <td>34%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>55%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>54%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>46%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	47%	23%	Numeracy	19%	47%	34%	Writing	27%	55%	18%	Spelling	16%	54%	30%	Grammar and Punctuation	29%	46%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	93 %	92 %	93 %	93 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	93 %	92 %	93 %	93 %	92 %										

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$7,234,595	High Yield Investment Account	\$435,220
Government Provided DET Grants	\$1,000,353	Official Account	\$22,940
Government Grants Commonwealth	\$34,298	<b>Total Funds Available</b>	<b>\$458,160</b>
Revenue Other	\$23,402		
Locally Raised Funds	\$333,108		
<b>Total Operating Revenue</b>	<b>\$8,625,756</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$532,307		
<b>Equity Total</b>	<b>\$532,307</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$7,105,174	Operating Reserve	\$232,437
Books & Publications	\$5,596	Funds Received in Advance	\$30,182
Communication Costs	\$11,753	School Based Programs	\$100,000
Consumables	\$132,054	Funds for Committees/Shared Arrangements	\$1,851
Miscellaneous Expense <sup>3</sup>	\$792,548	Asset/Equipment Replacement < 12 months	\$75,000
Professional Development	\$29,450	Capital - Buildings/Grounds < 12 months	\$18,690
Property and Equipment Services	\$425,751	<b>Total Financial Commitments</b>	<b>\$458,160</b>
Trading & Fundraising	\$33,709		
Travel & Subsistence	\$2,017		
Utilities	\$55,998		
<b>Total Operating Expenditure</b>	<b>\$8,594,050</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$31,706</b>		
<b>Asset Acquisitions</b>	<b>\$138,178</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

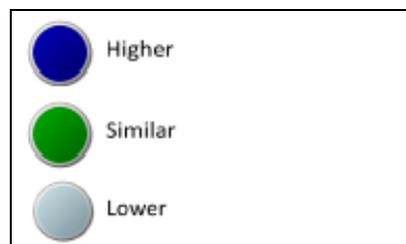


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').