

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 15 March 2024 at 09:37 AM by Lesley Besanko (Principal)

- This 2023 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 25 March 2024 at 05:01 PM by Fiona Lambert (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Cairnlea Park Primary School is situated in the suburb of Cairnlea and had a 2023 student population of 791. Student enrolments have been fairly consistent over the last 5 years. The school currently runs with 35 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 2, 3, 4, 5 and 6. Shared iPad (one between two students) are being used in the Foundation and Grade 1 areas. Interactive white boards or Smart TVs 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 Leading teachers, 3 Learning Specialists, 36 full time teaching staff, 13 part time teaching staff and 24 Education Support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 Cairnlea Park Primary School achieved some very pleasing results.

Teacher Judgment Data – at or above expected standards:

English, Prep to Grade 6, 90.6% - this is 3.4% above the State average and 8.5% above the Similar Schools average.

Mathematics, Prep to Grade 6, 91.6% - this is 5.2% above the State average and 11.4% above the Similar Schools average.

There was no high learning gain for year 3 (2021) to year 5 (2023) in Writing, Spelling, Grammar, and Punctuation to report due to the NAPLAN test being revised in 2023 and the 2022 results are not comparable to the new methodology.

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 and a comprehensive oral language and concepts program for junior students.

In 2023, the school continued to work on its strategic plan goal of improving achievement levels and learning growth across the curriculum, with a particular focus on numeracy. Throughout the year, the numeracy learning specialist teachers worked with staff to develop a consistent and best practice, whole school approach to the teaching of numeracy. We will continue this focus on professional learning aimed at building teacher capacity to further improve our students' learning.

The school has 39 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.

Wellbeing

In 2023 the 'Sense of Connectedness' was 81% endorsement. This is taken from the Gr4 to 6 Attitudes to School Survey. This continues to be above the average for State and Similar schools.

Our 4-year average for sense of connectedness (82.7%) continues to be significantly above State school averages (78.5%).

We continued to provide Allied Health Services and support, including Occupational Therapists & Speech Pathologist. We also work with NDIS providers to support students at the school.

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.

We have developed relationships with various universities to deliver new wellbeing initiatives "I am Mindful" program and "PLAY" program. We have also supported students' wellbeing with social and emotional wellbeing groups targeting specific cohorts needs. Our challenge is to continually improve student engagement and wellbeing. Throughout 2023 we continued to seek feedback from the students through DE 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.

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 2023 was 20.2 absent days. Our 4-year average is 17.9 days, which is below similar and state schools. We have seen a notable increase in extended family holidays travelling overseas due to the COVID restrictions being lifted for international travel. 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 and Educational Support Officers. 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 2023 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.

In 2023, to further promote student engagement, we prioritised the continuation of 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 were lucky to run a new initiatives from I Am Mindful (I.A.M) which is a prevention focused and evidence-based school program designed to help young people and their support system learn lifesaving evidence-based mental health coping strategies. I.A.M is supported by The University of Melbourne and The Melbourne Clinic Psychiatric Hospital. We have also implemented in conjunction with University of South Australia a "PLAY" program which saw Grade 5 and 6 students undertake lunchtime structured games for younger students. The Grade 4 and 6 students also had the opportunity to attend Camp.

We strive to provide strong links to the community through programs such as Cyber Safety, Wellbeing Week, Harmony Day, Multicultural Day, Grade Learning Exhibitions, Parent Information sessions. We continued our annual Family Fun Day, Performing Arts Concert, ANZAC Commemorative Ceremony, Mothers and Father's Day stall and our end of year Christmas concerts. The school has a strong commitment to providing a safe and supportive environment embedding our school wide "B4 U Act" positive behaviour program to strengthen our work in this area.

Financial performance

Cairnlea Park continued to see a decrease in its equity funding in 2023. The equity funding, we received was used to fund teaching and support staff as part of the Student Resource Package. Continued funding was received for the Tutor learning Initiative to support students whose learning has been disrupted because of the COVID-19 pandemic.

The school also continues to use funding to support programs that employ a school-based speech therapist and literacy and numeracy coaches. 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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 791 students were enrolled at this school in 2023, 383 female and 408 male.

61 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).

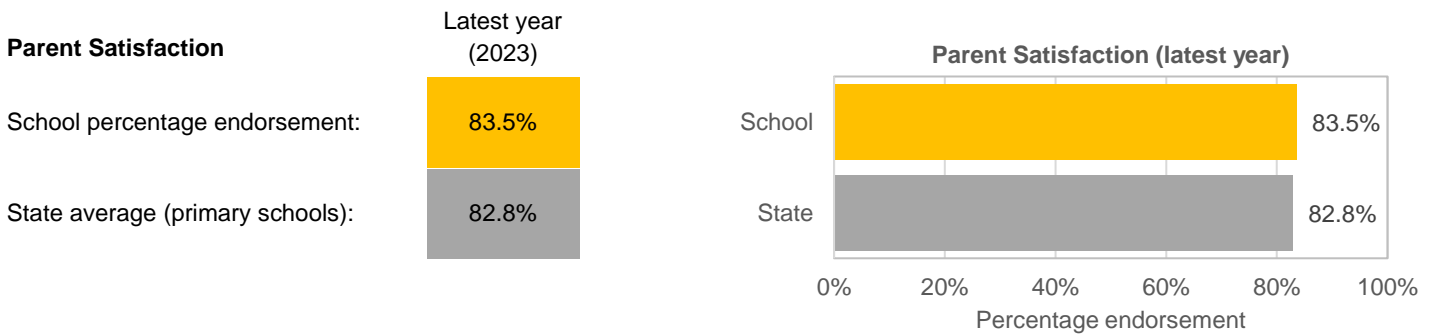
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

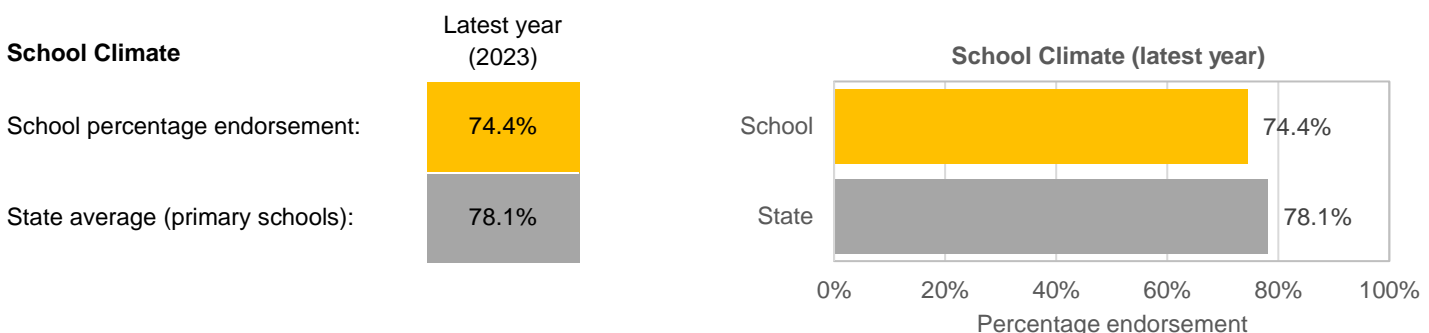


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

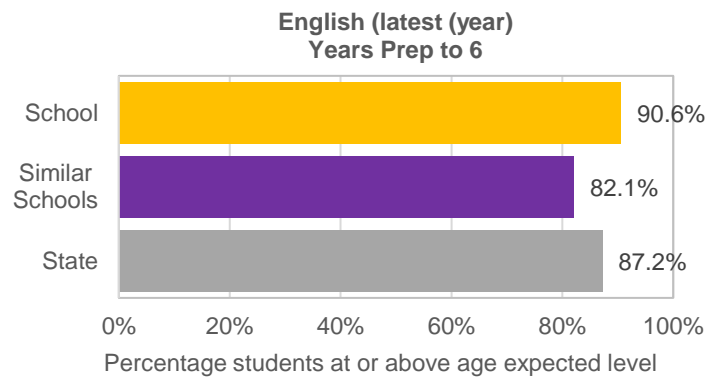
90.6%

Similar Schools average:

82.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

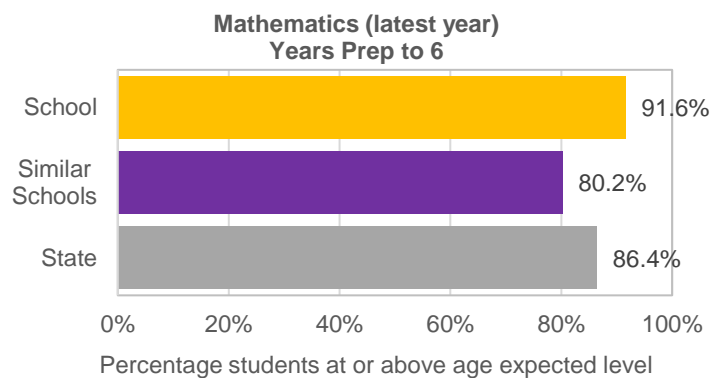
91.6%

Similar Schools average:

80.2%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.1%

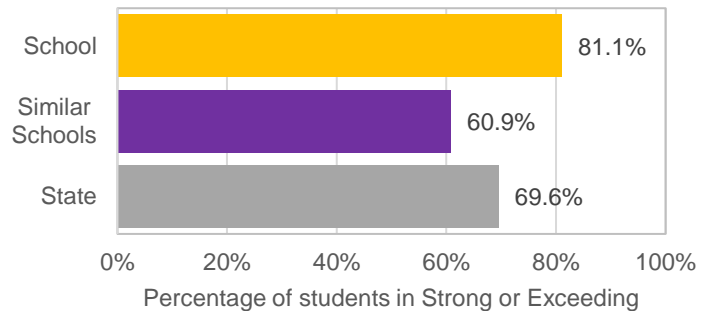
Similar Schools average:

60.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.3%

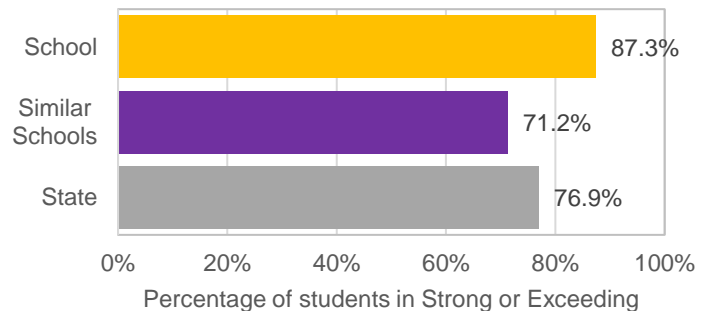
Similar Schools average:

71.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.8%

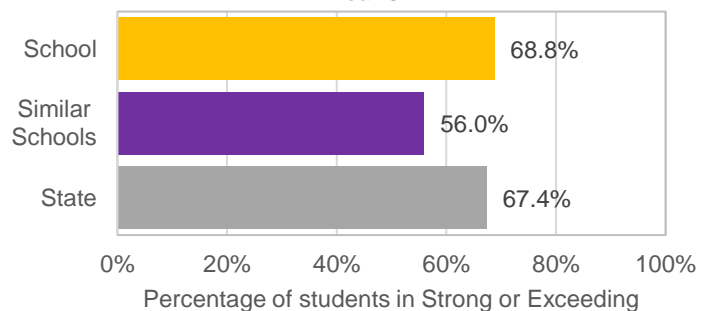
Similar Schools average:

56.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.3%

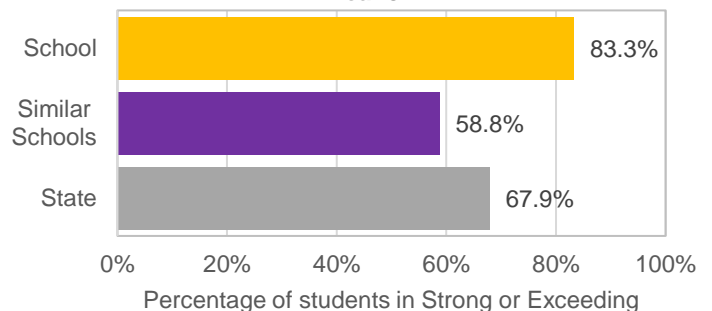
Similar Schools average:

58.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

78.0%

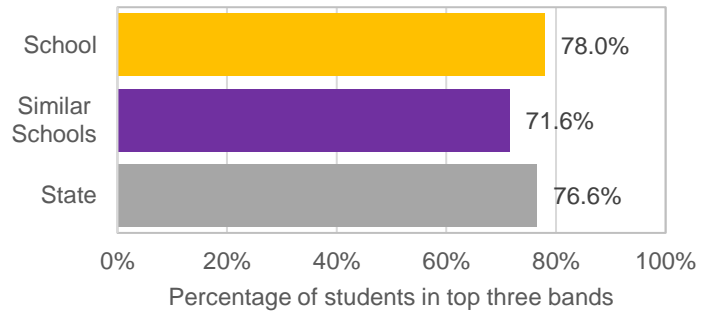
Similar Schools average:

71.6%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

79.3%

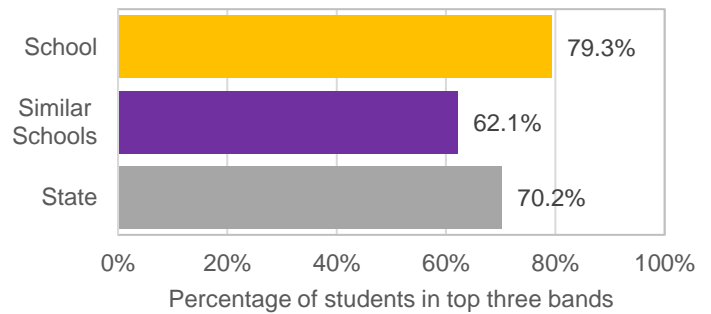
Similar Schools average:

62.1%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

56.6%

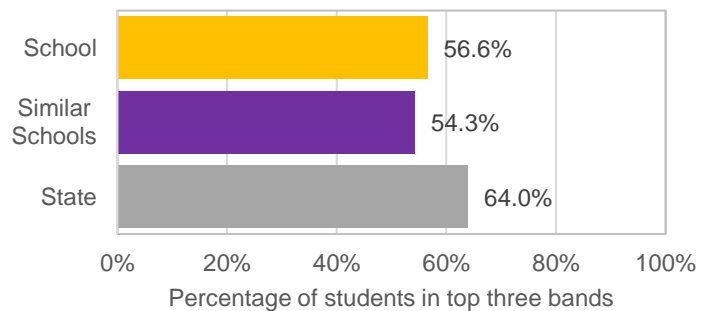
Similar Schools average:

54.3%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

74.7%

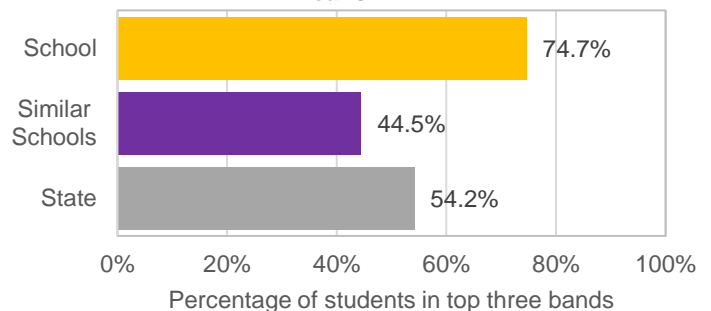
Similar Schools average:

44.5%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

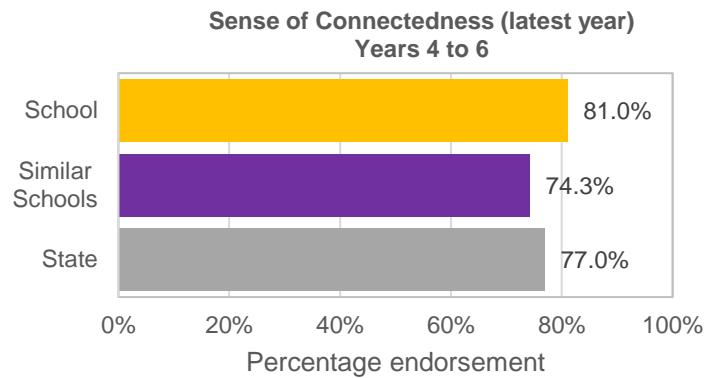
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 81.0% | 82.7% |
| Similar Schools average: | 74.3% | 77.5% |
| State average: | 77.0% | 78.5% |

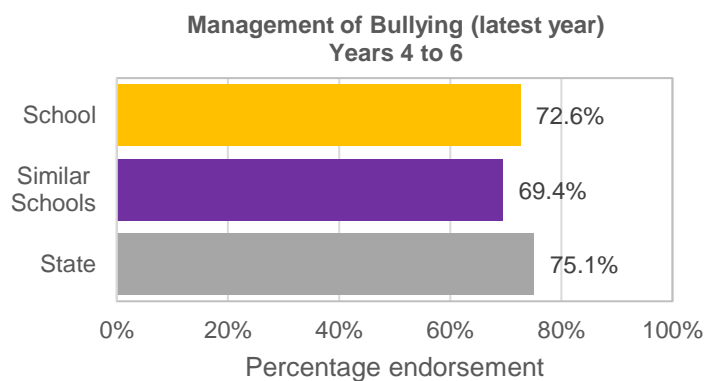


Student Attitudes to School – Management of Bullying

The percentage 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 (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 72.6% | 74.9% |
| Similar Schools average: | 69.4% | 72.9% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

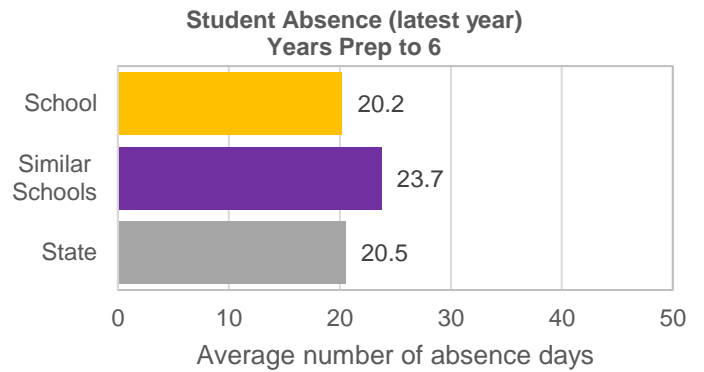
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

| | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 20.2 | 17.9 |
| Similar Schools average: | 23.7 | 21.1 |
| State average: | 20.5 | 18.1 |



Attendance Rate (latest year)

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

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2023): | 90% | 89% | 89% | 91% | 89% | 90% | 91% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

| Revenue | Actual |
|--------------------------------|---------------------|
| Student Resource Package | \$8,906,897 |
| Government Provided DET Grants | \$933,148 |
| Government Grants Commonwealth | \$12,634 |
| Government Grants State | \$0 |
| Revenue Other | \$41,610 |
| Locally Raised Funds | \$372,201 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$10,266,490 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$400,358 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$400,358 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$8,495,920 |
| Adjustments | \$0 |
| Books & Publications | \$19,322 |
| Camps/Excursions/Activities | \$170,488 |
| Communication Costs | \$15,327 |
| Consumables | \$204,818 |
| Miscellaneous Expense ³ | \$38,883 |
| Professional Development | \$13,326 |
| Equipment/Maintenance/Hire | \$207,232 |
| Property Services | \$81,471 |
| Salaries & Allowances ⁴ | \$108,262 |
| Support Services | \$511,464 |
| Trading & Fundraising | \$46,794 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$66,659 |
| Total Operating Expenditure | \$9,979,963 |
| Net Operating Surplus/-Deficit | \$286,527 |
| Asset Acquisitions | \$18,360 |

- (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 17 Feb 2024 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 2023

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$643,265 |
| Official Account | \$46,391 |
| Other Accounts | \$0 |
| Total Funds Available | \$689,655 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$237,676 |
| Other Recurrent Expenditure | (\$176) |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$78,773 |
| School Based Programs | \$72,344 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$4,901 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$48,065 |
| Capital - Buildings/Grounds < 12 months | \$150,000 |
| 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 | \$591,583 |

All funds received from the Department of Education, 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.