

2020 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 2020 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 17 March 2021 at 06:27 PM by Mark Mills (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 March 2021 at 09:55 AM by Sandy Gregg (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 2020 student population of 861 students enrolments have been fairly consistent over the last 4 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.

Cairnlea Park Primary 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 skills which will enable them to become independent lifelong learners.

Cairnlea Park Primary School's 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. iPads are being used throughout the Foundation -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, 1.8 Assistant Principals, 4.2 Leading teachers, 4 Learning Specialists, 45.2 Teaching staff and 18 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 have completed training on High Impact Teaching Strategies and 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, PLT Leaders and SIT Leaders. These roles have been supported with extensive professional development, mentoring and coaching.

Cairnlea Park Primary School completed a school review in Term 4 2020. This school review investigated the school's performance through data analysis and teaching and learning practices. The process of the review enabled us to triangulate evidence based findings, develop goals, targets and Key Improvement Strategies (KIS) for the 2020-2024 school strategic plan.

Achievement

In 2020 Cairnlea Park Primary School achieved teacher judgement, academic results in English and Mathematics that are above the similar school average and the State average.

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.

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. P-2 utilised the Seesaw platform and 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, this level of engagement has been maintained post Remote & Flexible Learning. Staff are now using these platforms to enhance teaching and learning processes.

The school has 31 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 2020 have increased from 16.6 to 17.7, due to parent perceptions of the associated high level of risk of attending school at the beginning of the COVID pandemic. We 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 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.

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 program was run in all classes daily and this created an awareness of self identification of well being levels. 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, Family Fun Day, Walkathon, Grade Learning Exhibitions, Parent Information sessions, Performing Arts Concert, ANZAC Commemorative Ceremony, Mothers and Father's Day breakfast 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 behavior program to strengthen our work in this area.

Wellbeing

In 2020 for ‘Sense of Connectedness’ the students rating was above the state average. Our 4 year average for sense of connectedness continues to be significantly above similar and State school averages.
In 2020 in line with similar schools and the state average we also displayed a fall away of the Management of Bullying however, our 4 year average remains above similar schools and the State average.

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.

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 2020 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 leadership programs and Junior School Council.

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 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 \$554, 293. This funding was used to support programs to employ a school based speech therapist, literacy and numeracy coaches and a 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.cairleaparkps.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 861 students were enrolled at this school in 2020, 418 female and 443 male.

56 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) which takes into account parents' occupations and education.

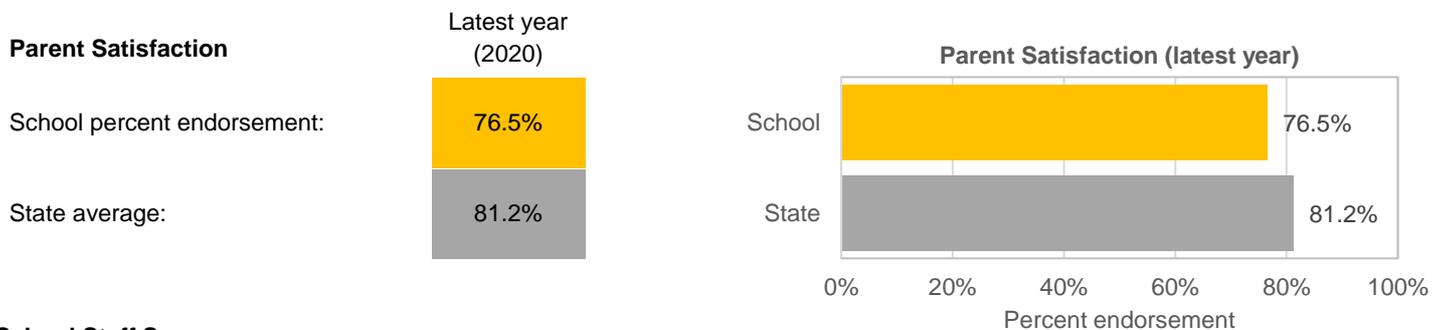
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

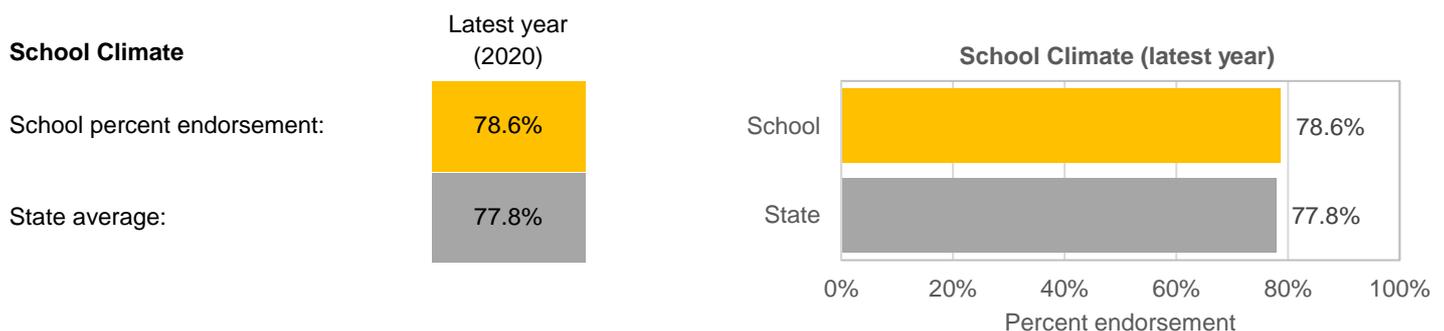


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

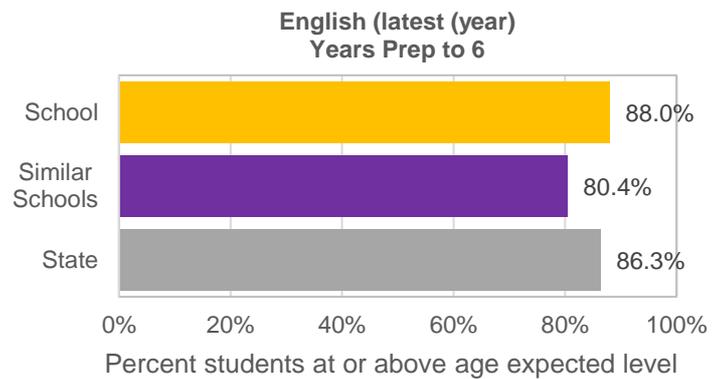
88.0%

Similar Schools average:

80.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

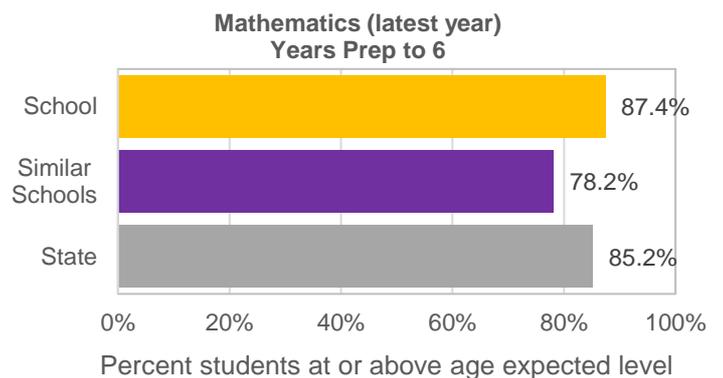
87.4%

Similar Schools average:

78.2%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

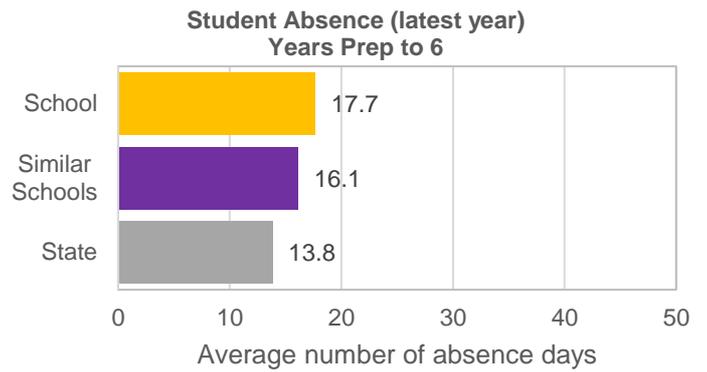
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.7	16.6
Similar Schools average:	16.1	17.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	88%	91%	91%	93%	91%	94%

WELLBEING

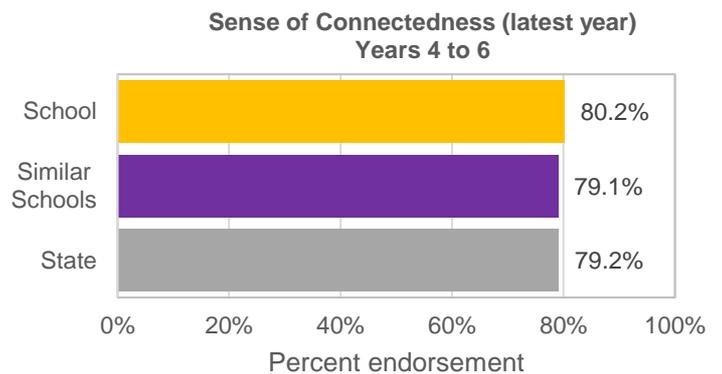
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	80.2%	87.9%
Similar Schools average:	79.1%	80.9%
State average:	79.2%	81.0%



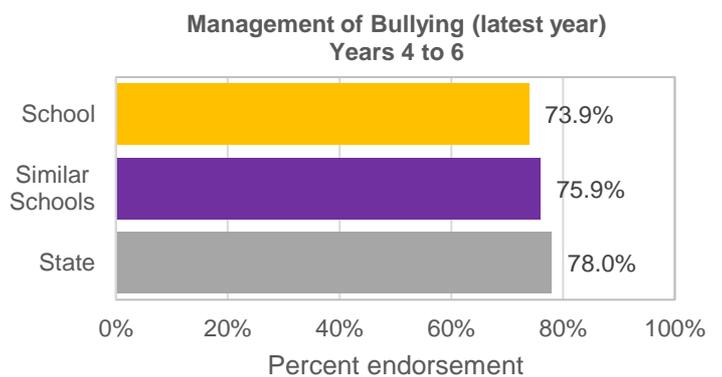
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	73.9%	82.0%
Similar Schools average:	75.9%	78.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$7,852,425
Government Provided DET Grants	\$1,288,639
Government Grants Commonwealth	\$2,784
Government Grants State	NDA
Revenue Other	\$6,914
Locally Raised Funds	\$155,153
Capital Grants	NDA
Total Operating Revenue	\$9,305,914

Equity ¹	Actual
Equity (Social Disadvantage)	\$554,293
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$554,293

Expenditure	Actual
Student Resource Package ²	\$7,643,412
Adjustments	NDA
Books & Publications	\$1,694
Camps/Excursions/Activities	\$9,068
Communication Costs	\$16,324
Consumables	\$100,686
Miscellaneous Expense ³	\$56,529
Professional Development	\$10,457
Equipment/Maintenance/Hire	\$184,529
Property Services	\$142,214
Salaries & Allowances ⁴	NDA
Support Services	\$395,939
Trading & Fundraising	\$7,206
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$45,769
Total Operating Expenditure	\$8,613,828
Net Operating Surplus/-Deficit	\$692,086
Asset Acquisitions	\$115,612

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$844,866
Official Account	\$6,663
Other Accounts	NDA
Total Funds Available	\$851,529

Financial Commitments	Actual
Operating Reserve	\$140,391
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$72,391
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$196,450
Capital - Buildings/Grounds < 12 months	\$442,297
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$851,529

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.