

2021 Annual Report to The School Community



School Name: Courtenay Gardens Primary School (5371)



- 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 28 April 2022 at 09:16 AM by Marc De Ley (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 28 April 2022 at 09:26 AM by Melissa Honey (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

Courtenay Gardens Primary School is located in South-East Victoria, in the suburb of Cranbourne North, with an enrolment of 810 students. The school vision is to provide educational opportunities for our students, enabling them to identify their passions, experience success and have the confidence to pursue future learning. The school mission is to provide an outstanding holistic educational experience for all of our students. The values of the school are: Respect, Honesty, Responsibility and Resilience. These values are embraced in all aspects of school life.

School facilities include 36 classrooms, a school gym, performing arts centre, specialist areas including a science lab, oval, playground and 2 basketball courts. Specialist subjects offered are art, LOTE- Indonesian, STEM, science, music and physical education. The staffing profile is 1 principal, 3 assistant principals, 4 learning specialists, 1 acting leading teacher, 49 teaching staff (FTE, with 0 Aboriginal and Torres Strait Islander staff), 14 education support staff and a business manager. There is substantial additional support for students with specialist teachers for literacy intervention and for students with English as an Additional Language. Approximately 50% of students have a background in speaking English as an additional language. Overseas students can access the full school curriculum. The school SFOE is in the medium range.

Framework for Improving Student Outcomes (FISO)

In 2021, the school underwent its 4 year cycle (2017-2020) school review. The school review process set the goals and key improvement strategies for the next 4 year cycle. The 2021 Annual Implementation Plan focused on the FISO dimensions of Building Practice Excellence, Empowering Students and Building School Pride, and Health and Wellbeing. This included:

- Develop a whole school instructional model that is consistently implemented throughout the school.
- Build and develop effective Professional Learning Communities through a culture of collaboration.
- Define, develop and implement a consistent whole school Inquiry Learning approach.
- Develop and implement agreed whole school practices to ensure the health and wellbeing of all students.

Learning Specialists were allocated to a sub-school to mentor, support and coach teachers. Teacher knowledge and capacity to deliver comprehensive curriculum programs in literacy and numeracy were developed. The professional learning program focused on developing teacher curriculum knowledge, improving moderation and assessment, and effective strategies to support low-achievers and students with EAL. An acting Leading Teacher for wellbeing was appointed to support students and families needing wellbeing intervention and support. There was a significant focus on supporting teachers to provide a high quality remote and flexible learning program during the extended lockdown periods in 2021. The Tutor Learning Program initiative was implemented across the school to support identified students who had made less than expected learning growth in 2020. Tutors worked with small groups of students to support learning in reading and numeracy.

Achievement

In 2021, the school continued to focus on its strategic plan goal of maximizing student learning growth for all students in literacy and numeracy. Performance against 12 month targets indicated:

- An increase in performance for Reading, students in year 5 achieving in the top 2 bands for NAPLAN.
- A decrease in performance for Writing and Numeracy, students in year 5 in the top 2 bands for NAPLAN.
- An increase in the percentage of students achieving at or above the age expected level for both English and Mathematics, Prep to Grade 6, based on teacher judgement against the Victorian Curriculum.

Students were engaged in remote and flexible learning programs during the extended lockdown periods. This included the use of Google Classroom and Microsoft Teams as digital learning platforms. Teachers utilised these platforms to teach the curriculum, provide instruction and feedback, and assess student performance. Extra support was provided

through the remote platforms for students requiring English as a second language support and literacy intervention. Also, high achievers were also provided specific learning tasks. The Tutor Learning Program continued to be delivered throughout the remote learning period.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

Courtenay Gardens Primary school is proud to have a positive climate for learning, in which students are engaged, motivated and have a strong sense of connectedness to the school. This year there was a focus on the FISO dimensions of Empowering Students and Building School Pride and Intellectual Engagement and Self-Awareness. The Attitudes to School survey indicated, percentage of positive endorsement (students year 4-6):

- Differentiated Learning challenge: 83%
- Self-regulation and Goal Setting: 86%
- Motivation and Interest: 79%
- Student voice and Agency: 62%

Please note the Attitudes to School Student Survey reflect student attitudes including the 2021 school lockdown period. The school progressed in delivering an inquiry learning pedagogy- discovery learning for Prep/Grade 1 and project based inquiry for Grades 2-6. Inquiry learning was supported by external consultants conducting professional learning for teachers across the year. The school developed a deeper understanding of student voice and agency, and significantly expanded opportunities for school leadership. Future directions include student goal setting in inquiry learning, embedding the inquiry learning pedagogy consistently across the school, and engaging students to develop student voice and leadership through authentic opportunities. The school followed-up unapproved student absence with parents by phone on the day of the absence. Prolonged absences were further followed-up by a letter and phone calls from the class teacher and assistant principal. The school works closely with families to manage return to school processes for chronic absences.

Wellbeing

The 2021 Attitudes to School Survey data reflect positive endorsement by students (year 4-6) as follows:

- Effective Classroom Behaviour: 76%
- Stimulated Learning: 78%
- Resilience: 71%
- Sense of Confidence: 73%

Please note the Attitudes to School Student Survey reflect student attitudes including the 2021 school lockdown period. During the lockdown period, teachers communicated regularly with parents to ensure students were engaged in the learning and supported through the remote learning period. Wellbeing checks and follow-ups were conducted by the school for priority students. The school also supported at risk students by having them attend onsite during the lockdown periods.

The school has continued to liaise with outside agencies to support our priority cohorts. With the inclusion of Child Safe Standards in all schools and the highlight on this at our staff meetings, it is evident that our staff are very aware of the agencies and safety measures to support our students. Ongoing professional development has been provided throughout the year with regards to Cyber Safety, School Values, DET policies and initiatives in this area and student welfare.

Professional development has been provided to staff on the school values of Respect, Responsibility, Resilience and Honesty. Staff have ensured they provide time in their weekly classroom planning to include lessons around the school values to embed understandings around these. Future directions include the participation in the School-Wide Positive Behaviours Approach, implementing Restorative Practices and the Respectful Relationships curriculum.

Finance performance and position

Courtenay Gardens Primary School maintained a sound financial position throughout 2021. The 2021-24 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus. The school received significant equity funding. Equity funding was used to support student learning programs, provision of resources and substantial additional staffing such as Education Support staff, EAL teachers and specialist areas such as speech pathology. The surplus is marked for expenditure including a major capital project determined by school council, to provide a shade covering to the playground equipment area. A Food Garden project was commenced in 2021 due for completion in 2022. Other expenditure to occur includes upgrades to the school oval and a junior playground area. The Parents' Association raised \$20 000 through fundraising activities with this allocated to developing a sensory play area.

For more detailed information regarding our school please visit our website at www.cgps.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 807 students were enrolled at this school in 2021, 403 female and 404 male.

53 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).

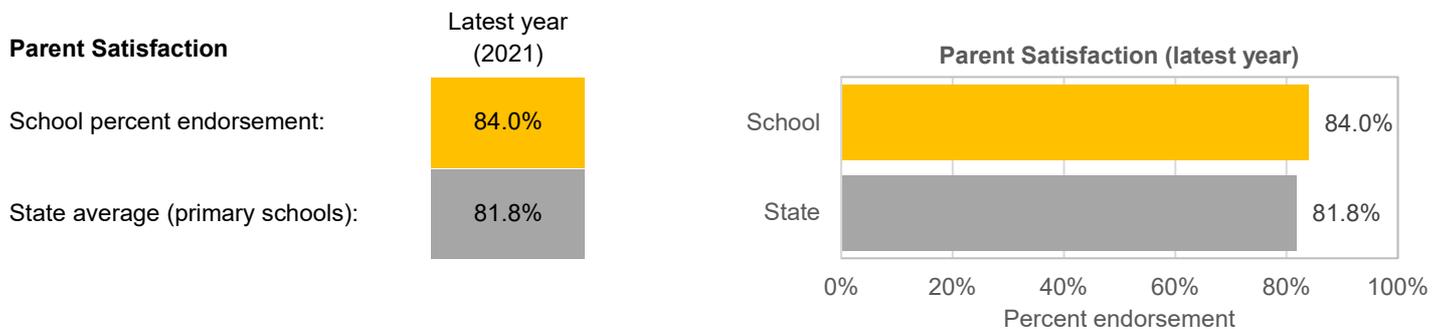
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

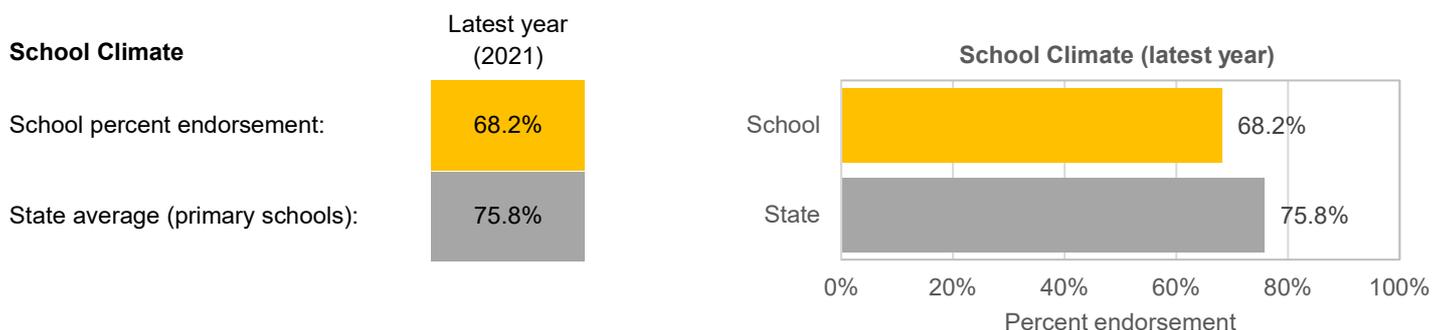


School Staff Survey

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:

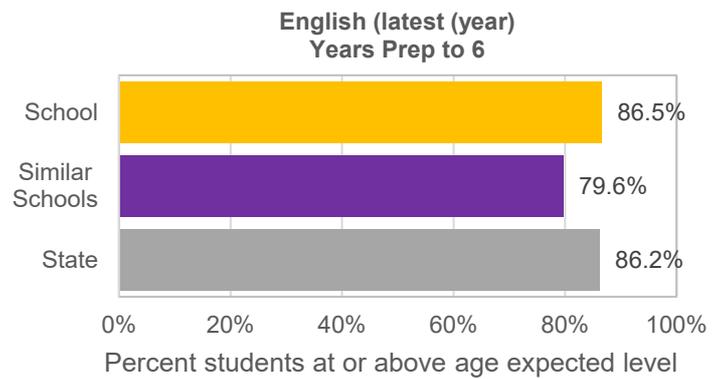
86.5%

Similar Schools average:

79.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

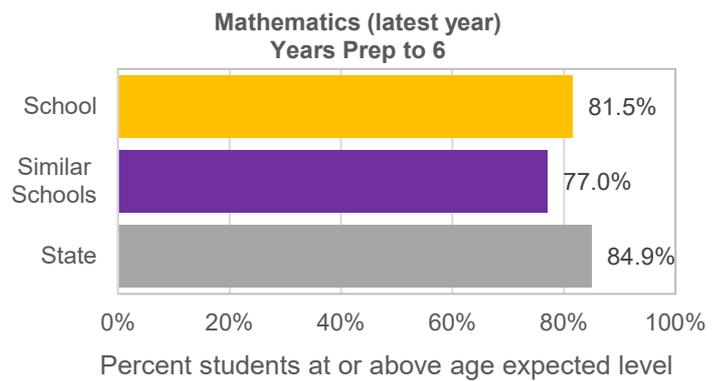
81.5%

Similar Schools average:

77.0%

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.

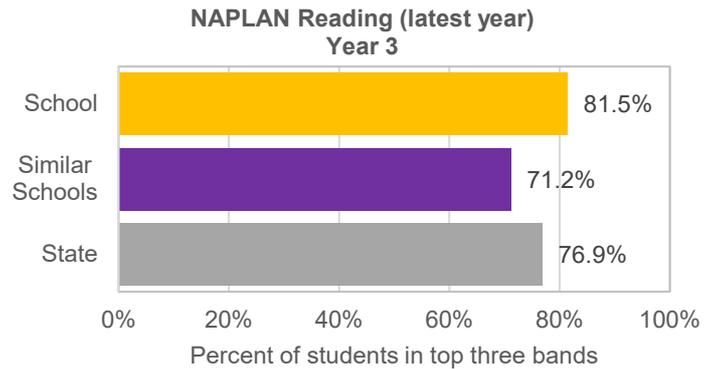
NAPLAN

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.

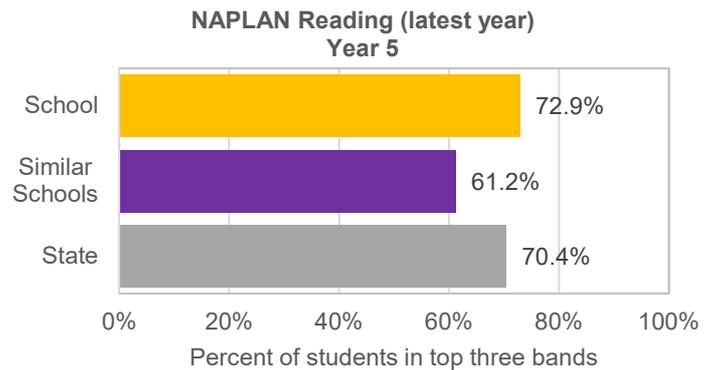
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.5%	82.3%
Similar Schools average:	71.2%	70.5%
State average:	76.9%	76.5%



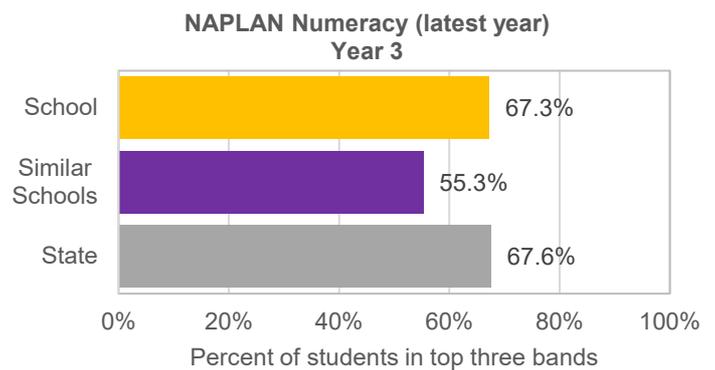
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.9%	70.2%
Similar Schools average:	61.2%	58.4%
State average:	70.4%	67.7%



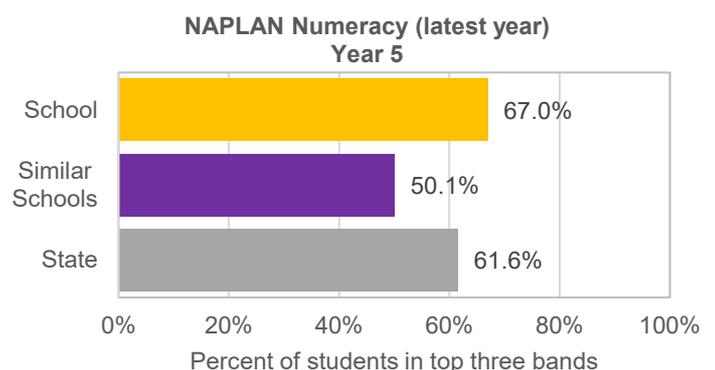
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.3%	74.3%
Similar Schools average:	55.3%	58.4%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.0%	69.8%
Similar Schools average:	50.1%	49.8%
State average:	61.6%	60.0%



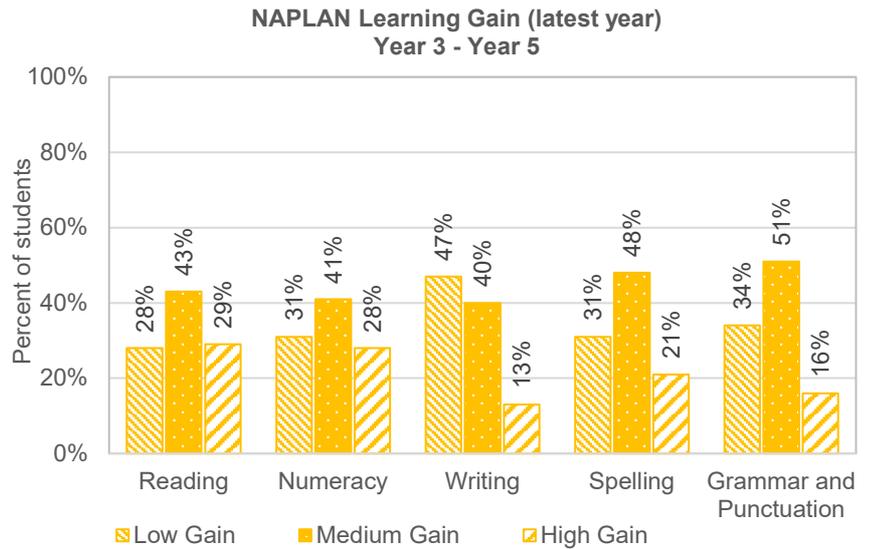
ACHIEVEMENT (continued)

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%	43%	29%	20%
Numeracy:	31%	41%	28%	23%
Writing:	47%	40%	13%	22%
Spelling:	31%	48%	21%	24%
Grammar and Punctuation:	34%	51%	16%	25%



ENGAGEMENT

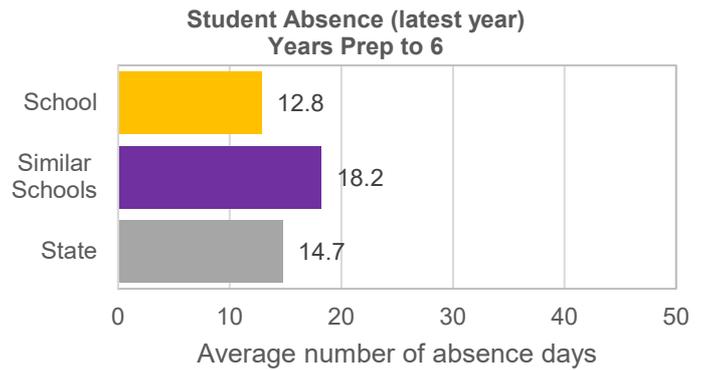
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.8	13.0
Similar Schools average:	18.2	17.5
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):	92%	94%	94%	93%	93%	94%	94%

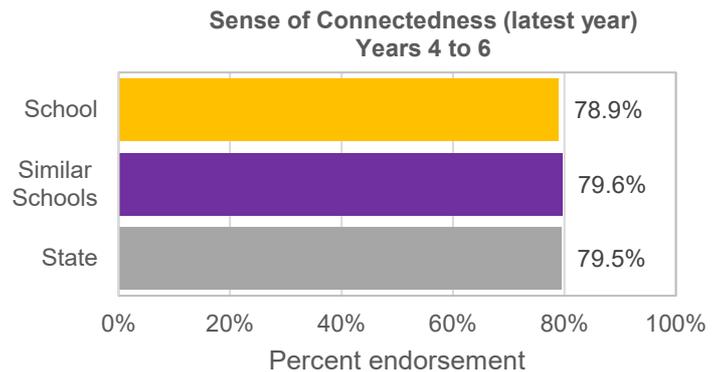
WELLBEING

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:	78.9%	88.6%
Similar Schools average:	79.6%	81.0%
State average:	79.5%	80.4%

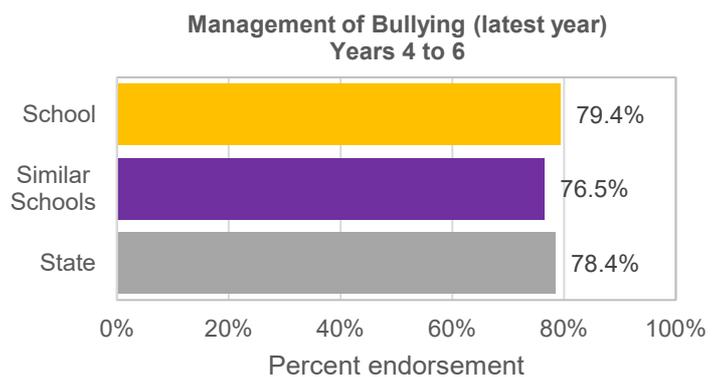


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	79.4%	89.8%
Similar Schools average:	76.5%	79.0%
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	\$9,369,102
Government Provided DET Grants	\$886,001
Government Grants Commonwealth	\$9,480
Government Grants State	\$0
Revenue Other	\$27,645
Locally Raised Funds	\$343,378
Capital Grants	\$0
Total Operating Revenue	\$10,635,607

Equity ¹	Actual
Equity (Social Disadvantage)	\$675,104
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$675,104

Expenditure	Actual
Student Resource Package ²	\$7,475,093
Adjustments	\$0
Books & Publications	\$9,797
Camps/Excursions/Activities	\$18,053
Communication Costs	\$13,029
Consumables	\$211,187
Miscellaneous Expense ³	\$15,320
Professional Development	\$23,299
Equipment/Maintenance/Hire	\$107,665
Property Services	\$186,697
Salaries & Allowances ⁴	\$6,217
Support Services	\$354,784
Trading & Fundraising	\$21,088
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,781
Total Operating Expenditure	\$8,485,010
Net Operating Surplus/-Deficit	\$2,150,597
Asset Acquisitions	\$0

- (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	\$1,652,942
Official Account	\$84,962
Other Accounts	\$0
Total Funds Available	\$1,737,904

Financial Commitments	Actual
Operating Reserve	\$141,597
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$102,970
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$700,000
Maintenance - Buildings/Grounds < 12 months	\$693,337
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,737,904

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.