2017 Annual Report to the School Community

THE EDUCATION STATE

School Name: Cavendish Primary School

School Number: 116

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

VICTORIA State Government | Education and Training

About Our School

School Context

Cavendish Primary School had an initial enrolment of 42 pupils in 2017, with over 60% travelling to school on buses. The school strives to live up to its motto, 'A Rural Tradition of Excellence' by providing an extensive and balanced curriculum that includes specialist classes in Music, LOTE (German) and the visiting MARC library. Cavendish PS uses ICT tools on a daily basis to enhance learning and to develop students' skills, with sufficient laptops and iPads to cater for whole-class activities. The school also provides wide opportunities for sport - Picnic Sports day, athletics, cross-country, swimming, Sporting Schools program, morning Huff 'n' Puff, Blast Cup cricket and regular internal matches. Music is a strong program, with eisteddfod performances and a senior camp to Marimba mania in Tasmania being highlights. Art and Science are also key programs.

The teaching staff members are highly experienced and are committed to achieving high standards for all students. They regularly engage in professional learning, are reflective in their teaching and learning processes, and implement all programs whole-heartedly and effectively. The school is sufficiently resourced and all staff strive to know and understand all the pupils. There is a strong team element in all school activities and structures. The PLC process continued as a major focus in 2017, with a commitment to undertake the formal DET PLC training in 2018.

The school undertook its four-yearly review in October. The preparation and self-analysis was a major focus for the school staff, council and community throughout the year. The outcome of the review was a clear Strategic Plan for future school development, with on-going work in improving teaching and learning. Specifics of this include building high expectations, review of assessment, planning and instructional models, maximize student engagement, and building student voice.

The school staff structure for 2017 was one principal class (1.0), three teacher class (1.0, 0.8 and 0.2), one specialist teacher (0.2), a business manager (0.4) and two aides (each 0.4).

The school is actively supported by the School Council and Parents' Club. These bodies have observed due governance, raised money, conducted social events, and completed grounds and buildings maintenance and enhancement throughout the year. Both bodies made significant contributions to Year 4-6 Tasmania Music excursion fund, which enabled 85% of children to attend. Parent involvement in school events is significant and is strongly encouraged. This is evident through the high turnout, and organisation of welcome breakfasts, sports events, working bees, fun events for the children, information evenings and interviews.

The overall socio-economic profile of the school (based on Student Family Occupation data) had risen from 'low-mid' in 2014 to 'mid' in 2015, with a 'low' position for 2016. The 2017 figure is 'low-mid'.

The school is an important part of the local community. It has again been actively involved in working with the senior citizens, Fleece and Flower Show, musical performances and other community events. The school hosted the local Kindergarten children for five transition visits, with all kinder children coming to attend Cavendish PS in 2018. The school also receives some financial support from the local Lions' Club and Community Service group, which contributes to the provision of additional support for children with learning needs.

Cavendish Primary School remains an important element in this small community. It continues to develop its academic and social/emotional programs, as evident from the comprehensive 2017 policy development, and to build links with the community.

Framework for Improving Student Outcomes (FISO)

The school's commitment to FISO during 2017 was visible through the work on producing a whole-school FISO review, using the FISO calculator for staff as well as a full student and parents review connected to FISO terminology.

The school's focus areas included 'Excellence in teaching and learning - Building practice excellence'. The school worked on reviewing and refining its Agreed Instructional Models as well as emphasis on Writing. This included termly PLC sessions on moderation, data analysis and VCOP work. All teaching staff attended school visits to two Horsham district schools to examine their approaches to Writing.

The additional FISO component was 'Positive climate for learning – empowering students and building school pride/setting expectations and promoting inclusion'. Work in this area focused on the commencement of the Respectful Relationships training and implementation of the materials into welfare lessons. The termly Citizenship Surveys continued, with clear connections to the monthly Behaviour Blitzes.

Achievement

Cavendish Primary School's academic results for 2017 reflect steady levels of growth, as measured from the previous year's Vic Curriculum F-10 figures. As with all small schools, the small number of children in some year levels can make interpretation problematic, especially the NAPLAN results, with small cohorts of students in Years 3 and 5.

Some of the school's most satisfying results have been in the engagement and development of students with emotional and welfare issues, with growth observable in academic performances.

The overall rating for English and Mathematics (teacher judgement), placed our data at a 'similar' ranking when compared to other Victorian government primary schools for students 'at' or 'above' expected standards. (85.7 for English against the State figure of 90.7%; and 88.1% for Maths compared to 92.2% for the State of children at or above the expected levels).

The school works closely on the progress of its students and individual's learning gains. The school has clearly identified these individuals as requiring additional support and provided additional intervention and support through external agencies and an addition ESS. The school's largest class for English and Maths learning was fifteen pupils. The work of the school to provide small learning group sizes has been a significant financial challenge but well-worth it from the benefit to students. Students requiring additional support had MultiLit and other intervention programs. All funded students and Koorie students had IEPs.

2017 NAPLAN data demonstrated 'similar' student performance in Years 3 and 5 compared to State Median data. Year 3 data (4 students) was 'similar' to State figures in Reading and Numeracy. The four-year average for our school remains in the 'higher' school comparison bracket for Numeracy (80% to 66.7%) and 'similar' for Reading (75% to 71.3%).
The 2017 Year 5 results for Reading and Maths were both in the 'similar' category. The four-year average is - Numeracy (81% to State 56.8%) and Reading (76.2% to State 62.2%).

The school's NAPLAN data reinforced the validity of the school-wide teacher-assessed data when comparing external and internal assessments for individual children and class groups. NAPLAN learning gains for the Year 5 cohort were 66.6% medium/high in Reading, 66.7% medium/high in Numeracy, 55.5% Writing and 66.7% Spelling.

This data reflects the work undertaken at Cavendish Primary School to implement and embed the use of school-wide agreed instructional models for key learning areas, VCOP/Big Write strategies, Words Their Way and High Frequency spelling, and implementation and use of data from the school's assessment schedule. Also important has been the establishment of individual student goals for each term. Alongside the use of Learning Intentions and Success Criteria, these have provided a clearer sense of purpose for the students. Students have become stronger at articulating their learning goals and future targets.

Engagement

Our absence data for 2017 (and the four-year average) places Cavendish PS figures at below the State. Our average absences days per student for 2017 was 11.9 compared to the State Median of 15.6. Four-year average data for Cavendish is 11.1 compared to State Median of 15.0. The average attendance percentages range from the lowest amongst the Preps at 92% to the highest amongst the Year 6s at 96%.

The Parents satisfaction is very high, with most areas recording 100%. The response rate, being the first year of on-line completion, was down, compared to previous years.

The Staff survey has a school endorsement of 92.3% (agree or strongly agree responses) compared to a state median of 78.4%.

Wellbeing

The student opinion survey measured the 'connectedness to school' of the Year 4/5/6 students at a 'similar' level to the State in 2017 – with a Cavendish score of 92% compared to State 82%. The management of Bullying was also at 'similar' to State.

The school has introduced a 'Better Buddies' program and monthly 'blitzes' to target student connectedness. It also undertakes citizenship surveys each term to provide an outlet for students to comment on the positive and negative behaviours they observe. The most recent survey saw 96 positive comments compared to 7 negative. The school has a social worker visit weekly to address issues with selected students. The school maintains its commitment to Restorative Practices and the You Can Do It! program. The school has commenced work on the Respectful Relationships initiative to develop this further.

For more detailed information regarding our school please visit our website at
http://cavendishps.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: ◆

School Profile

Enrolment Profile

A total of 42 students were enrolled at this school in 2017, 23 female and 19 male.

0 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 — 100 Results: Mathematics 0 — 100	Similar Similar

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 33 % 44 % 22 % Low Medium High **Numeracy** 33 % 56 % 11 % Low Medium High **Writing** 44 % 33 % 22 % Low Medium High **Spelling** 33 % 67 % Low Medium **Grammar and Punctuation** 44 % 56 % Low Medium	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
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.

Average 2017 attendance rate by year level:

Student Outcomes

Results: 2017

0 ————————————— 50

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

0 ————————————— 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	93 %	95 %	95 %	93 %	95 %	96 %

School Comparison

● Similar

● Higher

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
Students Attitudes to School - **Sense of Connectedness** Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017	Similar
Students Attitudes to School - **Management of Bullying** Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017	Similar

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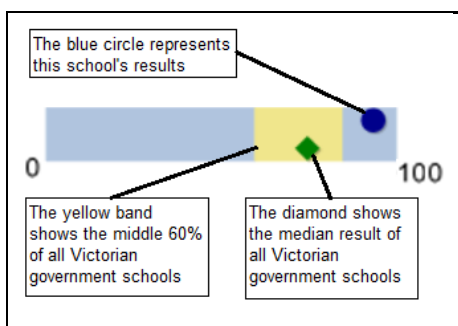
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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

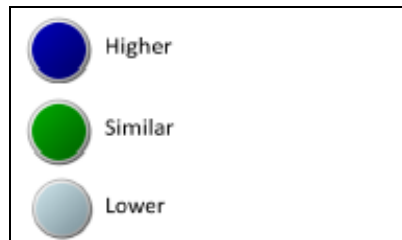Results are displayed for the latest year, as well as the average of the last four years (where available).

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'* 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').

Financial Performance and Position

Financial performance and position commentary

Cavendish Primary School Council ensured that all school funds were expended for proper purposes and were supportive of meeting the school's Strategic Plan and Annual Implementation Plan goals and targets. The school committed to using school-based funds to provide additional support (ES staff member). This program provided intervention assistance to 12 students requiring additional support in reading and spelling. The costs were partly offset by locally raised funds and a donation from a local service club. However, the net operating deficit ($15,803) indicates it was not covered completely. As the school maintained $25,738 in its investment account, this decision was made with financial security.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$432,655
Government Provided DET Grants	$55,754
Government Grants Commonwealth	$1,800
Government Grants State	($2,070)
Revenue Other	$2,511
Locally Raised Funds	$29,274
Total Operating Revenue	**$519,924**

Equity[1]	
Equity (Social Disadvantage)	$36,972
Equity Total	**$36,972**

Expenditure	
Student Resource Package[2]	$435,143
Books & Publications	$2,403
Communication Costs	$1,243
Consumables	$13,347
Miscellaneous Expense[3]	$20,526
Professional Development	$2,092
Property and Equipment Services	$30,927
Salaries & Allowances[4]	$15,874
Trading & Fundraising	$9,507
Travel & Subsistence	$98
Utilities	$4,567

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$53,449
Official Account	$2,936
Other Accounts	$25,738
Total Funds Available	**$82,123**

Financial Commitments	
Operating Reserve	$16,193
Maintenance - Buildings/Grounds incl SMS<12 months	$28,446
School Based Programs	$6,000
Repayable to DET	$2,644
Other recurrent expenditure	$2,301
Capital - Buildings/Grounds incl SMS>12 months	$8,139
Maintenance -Buildings/Grounds incl SMS>12 months	$10,000
Total Financial Commitments	**$73,723**

Total Operating Expenditure	**$535,727**
Net Operating Surplus/-Deficit	**($15,803)**
Asset Acquisitions	**$0**

(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 05 March 2018 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.