

2018 Annual Report to The School Community



School Name: Cavendish Primary School (0116)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 18 March 2019 at 02:26 PM by Anthony Hill
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 April 2019 at 09:40 AM by Michael Todd (School
Council President)

About Our School

School context

Cavendish Primary School had an initial enrolment of 41 pupils in 2018, with over 60% travelling to school on buses. The enrolment rose to 47 pupils by the end of the year. 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. A significant investment was made in coding resources, particularly dash and Sphero devices. 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 an incursion by Jon Madin for percussion work with all age groups. 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 2018, with all full time teaching staff completing the DET/Bastow PLC training in term 4.

The school completed the first full year of work on the Strategic Plan (completed late in 2017). This provided a clear vision for the 2018 AIP, with the focus on 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 staffing structure for 2018 was one principal class (1.0), two teacher class (both full time), one specialist teacher (0.2 - German and Music), a business manager (0.5) 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 the costs of the two camps undertaken (P/2 and 3/6), which enabled 100% student attendance. 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 was 'low-mid' and this was repeated in 2018.

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 2019. 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, and to build links with the community.

Framework for Improving Student Outcomes (FISO)

The school's commitment to FISO during 2018 was visible through the work on on-going reference to the FISO calculator to monitor progress.

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 completed the DET/Bastow PLC training and presented their project work at a combined schools session. The structure from this program will continue to be followed in 2019 (and included in the AIP). This work will remain on-going throughout the life of the current Strategic Plan.

Another FISO focus was 'Building Communities'. The work on liaising with staff, families and students continued, and was monitored through survey results. This showed very positive results and high levels of satisfaction. The final 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 2018 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. This was particularly important during 2018, as several new enrolments required additional support with learning, social issues and attendance.

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. (87.9 for English against the State figure of 90.1%; and 89.4% for Maths compared to 91.1% 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 sixteen 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.

2018 NAPLAN data for English demonstrated 'similar' student performance in Years 3 and 5 (5 students in each year level) compared to State Median data. Year 3 and 5 data was 'higher' to State figures in Numeracy.

The four-year average for Year 3 remains in the 'higher' school comparison bracket for Numeracy (82.6% to 65.7%) and 'similar' for Reading (73.9% to 71.4%).

The four-year average Year 5 is: Numeracy (78.3% to State 54.8%) and Reading (69.6% to State 61.2%).

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 60% medium/high in Reading, 100% medium/high in Numeracy, 100% Writing, 100% Grammar/Punctuation and 80% Spelling.

This data reflects the continued 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 - using ClearTrack. 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. Also significant in the latter part of 2018, was the use of the PLC process to target a small section of learning and to focus intently on it for a period. This demonstrated the power of explicit teaching to a targeted goal, with a focus on Writing.

The school's three year focus on Writing saw significant NAPLAN improvement during 2018. This was also observed in the regular whole-school assessments of Cold Writes using the Australian Criterion Scale. This focus has improved Writing as a subject across the school, going some way to embedding stronger practices. On the down side, our NAPLAN Reading results slipped compared to 2017 data. This shall become a focus for 2019.

Engagement

Our absence data for 2018 (and the four-year average) places Cavendish PS figures at below the State. Our average absences days per student for 2018 was 12.5 compared to the State Median of 15.1. Four-year average data for Cavendish is 11.1 compared to State Median of 15.2. The average attendance percentages showed very little difference in range between Year levels, with a low of 92% to a high of 95%.

The parent satisfaction survey data remained very high, with 99.1%. The response rate, being the second year of on-line completion, was lower compared to previous years of paper returns.

The staff survey has a school endorsement of 98% (agree or strongly agree responses) on school climate, compared to a state median of 77.7%.

Wellbeing

The student opinion survey measured the 'connectedness to school' of the Year 4/5/6 students at a 'higher' level to the State in 2018 – with a Cavendish score of 98.9% compared to State 81.1%. The two-year endorsement was 95.2 (compared to state of 81.7%).

The parent survey figure for the school's management of Bullying was 100% (state 81.2) and a two-year average of 98.2% (state 81.8).

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 107 positive comments compared to 11 negative. The school has a social worker visit most weeks to address issues with selected students. The school maintains its commitment to Restorative Practices and the You Can Do It! program, with weekly lessons in all classes. The school has continued to work on the Respectful Relationships initiative and to use the resources from the program.

Financial performance and position

Cavendish Primary School Council ensured that all school funds were expended for proper purposes and were supportive of the school's Strategic Plan's, and Annual Implementation Plan's, goals and targets. The school committed to using school-based funds, including Equity money (\$34,626), to provide additional support (ES staff) with a focus on MultiLit and MiniLit intervention. This program provided assistance to 21 students requiring additional support in reading and spelling. The costs were partly offset by locally raised funds and donations from two local service clubs (\$3,000). However, the net operating deficit (\$14,978) indicates it was not covered completely. As the school ended the year with \$45,738 in its investment account, this decision was made with the financial security of this back-up. The school has planned for full exterior painting to occur in January 2019, which required planning for appropriate funds to be carried over to cover this in the new year's budget.

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.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 41 students were enrolled at this school in 2018, 24 female and 17 male.

0 percent of students had English as an additional language and np 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: Low - 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	99.1	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	98.0	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	87.9	90.1	82.6	95.3	Similar
Mathematics	89.4	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	75.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	100.0	72.5	53.6	87.5	Higher
Year 5	Reading (latest year)	60.0	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	80.0	55.6	37.0	75.0	Higher

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	73.9	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	82.6	65.7	51.2	80.0	Higher
Year 5	Reading (4 year average)	69.6	61.2	47.0	75.5	Lower
Year 5	Numeracy (4 year average)	78.3	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	40.0	20.0	40.0
Numeracy	0.0	20.0	80.0
Writing	0.0	80.0	20.0
Spelling	20.0	60.0	20.0
Grammar and Punctuation	0.0	20.0	80.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.5	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	11.1	15.2	13.2	17.8	Higher

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	94	93	95	94	95	92

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	98.9	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	95.2	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	100.0	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	98.2	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$431,555
Government Provided DET Grants	\$97,936
Government Grants Commonwealth	\$0
Government Grants State	\$11,300
Revenue Other	\$11,019
Locally Raised Funds	\$44,108
Total Operating Revenue	\$595,917

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,626
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,626

Expenditure	Actual
Student Resource Package ²	\$463,938
Adjustments	\$0
Books & Publications	\$5,055
Communication Costs	\$1,352
Consumables	\$9,888
Miscellaneous Expense ³	\$26,707
Professional Development	\$1,209
Property and Equipment Services	\$41,389
Salaries & Allowances ⁴	\$21,034
Trading & Fundraising	\$6,423
Travel & Subsistence	\$0
Utilities	\$3,943
Total Operating Expenditure	\$580,939
Net Operating Surplus/-Deficit	\$14,978
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$75,894
Official Account	\$8,719
Other Accounts	\$45,738
Total Funds Available	\$130,351

Financial Commitments	Actual
Operating Reserve	\$18,274
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$611
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,000
Repayable to the Department	\$38,450
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$8,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$106,335

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

- student attendance and engagement at school, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').