

2019 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 2019 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 26 March 2020 at 01:29 PM by Anthony Hill (Principal)

The 2019 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 02 April 2020 at 01:55 PM by Michael Todd (School Council President)

About Our School

School context

Cavendish Primary School had an initial enrolment of 39 pupils in 2019 (21 female/18 male; 0% English as an additional language; and 11% Aboriginal and Torres Strait Islander).

Over 50% of the students travelled to school on the two bus routes on a regular or semi-regular basis.

The enrolment was 38 pupils by the end of the year following the departure of a family (two children) to live in Melbourne and a former pupil re-enrolling after a short time away living in a neighbouring township.

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 has strong coding resources, particularly with Dash and Sphero devices. The school also provides wide opportunities for sport - Picnic Sports day, athletics, cross-country, Jump Rope, swimming, Sporting Schools program, morning Huff 'n' Puff, Blast Cup cricket and internal matches. Music continues to be an important program in the school, with 2019 showcasing whole-school performances (Hamilton Eisteddfod, Grange residential Home, Senior Citizens, etc) and an incursion by Musica Viva for a performance on water-based percussion. A grant was received from the government at the end of the year to purchase two new marimbas and two xylophones. A highlight of the year was the whole-school drama performance at the local community hall – "A Night at the Movies". Also the school's entered the speech and drama section of the Eisteddfod with 21 children..

Art and Science are also key programs, with two staff responsible for the instruction of the whole school in each of these subject areas. This allows them to build their skills to best advantage the children and the program.

Five Year 5/6 students attended the biennial Somers camp program. All Year 4/6 students attended GRIP Leadership training in Mt Gambier. The Year 6 children joined with local small school senior students to attend the BioCats program in Geelong. A team of senior students competed in the inaugural 'Readers' Cup' against other MARC schools.

The teaching staff members are highly experienced (all top of the scale by classification) 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. A major focus in 2019 was the development of explicit instruction in daily classroom learning. The school completed the second full year of work on the Strategic Plan (completed late in 2017). This provided a clear vision for the 2019 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 2019 was one principal class (1.0), two teacher class (both 1.0), one specialist teacher (0.2 - German and Music), a business manager (0.5) and an aide (0.36). The school also received fortnightly visits from the shared MARC (Mobile Area Resource Centre) teacher.

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. Parent involvement in school events is significant and is strongly encouraged. This is evident through the high participation levels at welcome breakfasts, sports events, working bees, fun events for the children, information evenings and interviews. During the Education Week open morning, a count of 67 adults was recorded.

The overall socio-economic profile of the school based on Student Family Occupation data for 2019 was 0.5000 (low-mid). This follows the recent years of: 2018 = 0.5915, 2017 = 0.6218, and 2016 = 0.5625.

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. Unfortunately there were no 4-year old enrolments at the Cavendish Kindergarten in 2019, which meant no Prep enrolments for the school in 2020. There are enrolments at the Kindergarten in 2020 and 2021.

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 our literacy and intervention programs.

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 2019 was visible through the work on on-going reference to the FISO calculator to monitor progress, with staff tracking this on the online template.

The school's focus areas included 'Excellence in teaching and learning - Building practice excellence'. A major area of work for 2019 was the building of staff knowledge in explicit instruction and building this in classroom pedagogy. The school worked on reviewing and refining its Agreed Instructional Models for Reading, Writing and Mathematics, all of which included a statement on explicit instruction. Staff training continued its emphasis on Writing. This included termly PLC sessions on moderation, data analysis and VCOP work. This work will remain on-going throughout the life of the current Strategic Plan (2018-2021).

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'. Respectful Relationships and You Can Do It! resources continued to be used for welfare/social engagement lessons.

The termly Citizenship Surveys continued, with clear connections to the monthly Behaviour Blitzes.

Achievement

Cavendish Primary School's academic results for 2019 reflect steady levels of growth, as measured from the previous year's Vic Curriculum F-10 figures. The small number of children in some year levels can make interpretation problematic, especially the NAPLAN results, with very 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 has been assisted by our maintenance of small class sizes for English and Mathematics instruction four days each week and the use of an aide for some additional intervention work with targeted students. 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 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 when reviewing the benefit to students. Students requiring additional support received MultiLit, MiniLit and intervention with spelling and reading. All funded students, OoHC and Koorie students had ILPs.

The overall rating for English and Mathematics (teacher judgement), when compared to other Victorian government primary schools for students 'at' or 'above' expected standards, was just 'below' for English (88.6% to a State median of 89.7%) and 'above' for Maths (93.0% to a State median of 90.3%).

2019 NAPLAN data for top three bands in Years 3 and 5 (5 students in each year level, however only three of the Year 3 students completed the NAPLAN) compared to State Median data.

Year 3 Reading = Insufficient data for Performance Summary report (required at least five students) however NAPLAN data showed 100% (State median = 76.5%)

Year 3 Numeracy = Insufficient data for Performance Summary report however NAPLAN data showed 100% (State median = 67.7%)

Year 5 NAPLAN data for top three bands was skewed by the inclusion of an exempt child's data (funded student) in the results. Adjusted figures (percentages for the four students who actually sat the NAPLAN tests) are included for a more accurate comparison.

Year 5 Reading = 40% (State median = 67.6%) Adjusted score = 50% (2 of 4 students)

Year 5 Numeracy = 60% (State median = 59.3%) Adjusted score = 75% (3 of four students)

The four-year average figures for Cavendish PS: Year 3 - Numeracy 81.3% (to State 67.1%) and Reading 68.8% (to State 73.0%). Year 5: Numeracy 70.8% (to State 56.3%) and Reading 58.3% (to State 64.1%). These four-year figures allow us to see a reasonable sized cohort for useful comparison to State figures. Numeracy is clearly above while Reading is below.

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 (five children) were 100% medium/high in Reading, 50% medium/high in Numeracy, 75% Writing, 100% Grammar/Punctuation and 50% 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, Spelling Mastery, Sounds Write 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 was the staff development of Agreed Instructional Models and the development of explicit teaching in everyday classroom practice.

Data analysis over the past five years shows strong results in Mathematics and a pattern of on-going improvement in Writing. The Reading and Spelling results are areas of investigation for 2020.

Engagement

Student absence data for 2019 (and the four-year average) places Cavendish PS figures at better than the State figures. Our average absence days per student for 2019 was 10.1 (down from 12.5 in the previous year). This compares to the State Median of 16.3.

Four-year average data for Cavendish is 11.4 compared to State Median of 15.5. The average attendance percentages showed very little difference in range between the Year levels, with a low of 93% (Year 3) to a high of 97% (Years 5 and 6). Issues with higher than average absences have been raised with the families concerned.

The parent satisfaction survey data remained very high, with 98.0% endorsement (State = 85.8%).

The staff survey had a school endorsement of 96.6% (agree or strongly agree responses) on school climate, compared to a state median of 79.5%.

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 2019 – with a Cavendish score of 97% compared to State 81%.

The Student Attitude to School survey showed 97.8% endorsement on the management of bullying (compared to 81.6% for State figures). The three-year average for the school is 98.1%

The school has maintained a 'Better Buddies' program and monthly 'blitzes' to target student connectedness. It also undertakes citizenship surveys each semester to provide an outlet for students to comment on the positive and negative behaviours they observe. The most recent survey saw 112 positive comments compared to 13 negative. The school had a SSS social worker visit fortnightly 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 uses 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 goals and targets of the Strategic Plan and Annual Implementation Plan. The school committed to using school-based funds, including Equity money (\$20,344), to maintain small class sizes and to provide an additional aide. The costs were partly offset by locally raised funds and donations from two local service clubs (\$2,000). A fund-raising highlight of the year was the Parents' Club/School Council sheep drive, which raised \$16,000.

There was a net operating deficit of \$1,749. However, since the school ended the year with \$138,197 in its investment account, the school's decision to maintain its 2019 staffing levels into 2020 was made with financial security. The small decline in enrolments and the reduction in Equity funds is a trend that school council are aware of in terms of future planning.

The school had the exterior painted in January and additional sums were spent on bushfire preventative works. Sums were spent on trimming and load reduction of many of the 52 mature trees in the school grounds (as identified in the arborist's report).

The school received additional sums during the year under the 'maintenance blitz' program. Much of this money was kept in the budget until the rolling facilities audit was completed late in 2019 in readiness for the School Maintenance Program system, which became operational at the beginning of 2020.

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 39 students were enrolled at this school in 2019, 21 female and 18 male.

0 percent were EAL (English as an Additional Language) students and 11 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.



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).

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



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

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Below ●</p> <p>Above ●</p>

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Numeracy</td> <td>50%</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>25%</td> <td>50%</td> </tr> <tr> <td>Spelling</td> <td>50%</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>0%</td> <td>25%</td> <td>75%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	0%	100%	0%	Numeracy	50%	25%	25%	Writing	25%	25%	50%	Spelling	50%	50%	0%	Grammar and Punctuation	0%	25%	75%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>97 %</td> <td>97 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	95 %	93 %	94 %	97 %	97 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	95 %	93 %	94 %	97 %	97 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$450,739	High Yield Investment Account	\$138,197
Government Provided DET Grants	\$75,210	Official Account	\$4,762
Government Grants State	\$1,800	Other Accounts	\$0
Revenue Other	\$3,525	Total Funds Available	\$142,959
Locally Raised Funds	\$36,930		
Total Operating Revenue	\$568,205		
Equity¹			
Equity (Social Disadvantage)	\$20,344		
Equity Total	\$20,344		
Expenditure		Financial Commitments	
Student Resource Package ²	\$464,199	Operating Reserve	\$13,318
Books & Publications	\$1,593	Other Recurrent Expenditure	\$4,824
Communication Costs	\$1,204	Funds Received in Advance	\$1,375
Consumables	\$10,525	Funds for Committees/Shared Arrangements	\$2,000
Miscellaneous Expense ³	\$12,570	Maintenance - Buildings/Grounds < 12 months	\$29,288
Professional Development	\$1,011	Total Financial Commitments	\$50,805
Property and Equipment Services	\$53,270		
Salaries & Allowances ⁴	\$17,850		
Trading & Fundraising	\$4,490		
Utilities	\$3,242		
Total Operating Expenditure	\$569,954		
Net Operating Surplus/-Deficit	(\$1,749)		
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 26 February 2020 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)

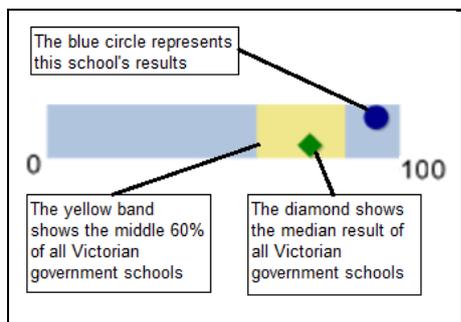
Engagement

- student attendance and engagement at school
- 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).

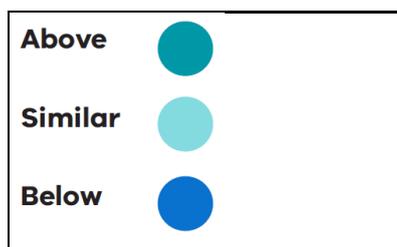


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').