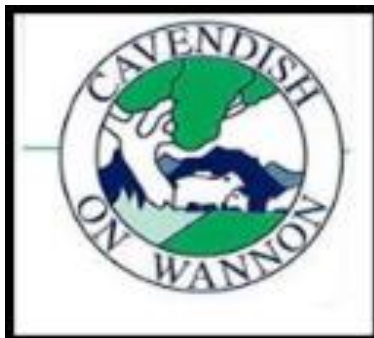


2020 Annual Report to The School Community



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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 11 March 2021 at 05:18 PM by Anthony Hill (Principal)

The 2020 Annual Report to the school community:

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

Attested on 29 March 2021 at 06:53 PM by Michael Todd (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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

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

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

VISION

To provide an inclusive and engaging environment that promotes a strong culture of learning, personal growth and well-being of students and creates a supportive and welcoming setting for all community members.

Cavendish Primary School aims to aspire to its motto: 'A rural tradition of excellence'.

VALUES

All individuals are valued and treated with respect in a secure environment where students are able to fully develop their talents, interests and ambitions.

We value our positive teaching and stimulating learning environment where students are challenged to extend and develop their academic, social, moral, and physical attributes

Every individual has the right and ability to learn and should be given every assistance to reach their full potential.

We value effort and positive contributions from students, staff and parents

We promote the professional growth of all staff and nurture leadership roles for all staff, parents and students

We value the culture and traditions of our rurality along with the inherent practice of pastoral care

We value the role of the school as an integral part of our rural community

We value our close relationship with parents /guardians and acknowledge the importance of partnership with parents/guardians in the education and development of each student.

Cavendish Primary School had an initial enrolment of 33 pupils in 2020 (16 female/17 male; 0% English as an additional language; 2.9% disability; and 9% 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 average distance from school per child is 12km.

The enrolment was 36 pupils by the end of the year.

The school provides 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.

Coronavirus certainly impacted the 2020 school year. Many planned events were cancelled and the students experienced two extended periods of remote learning. Our school's response to remote learning demonstrated early preparation and flexibility in approach. We anticipated the move to remote learning and commenced preparations before any formal announcements were made. This included preparation of packages of work books, which were sent home with all students on 20th March (second last week of Term 1). Staff also commenced trials of video conferencing with selected families at this stage to sort out difficulties and to ascertain how best it could be used. The school sent home two detailed letters outlining our preparations. Feedback from families showed a high level of appreciation in our readiness. Our school set up an Internet connection for a family and distributed 85% of the school's devices to families requiring additional equipment to allow all siblings access to technology.

At the start of Term 2 our remote learning was able to start from the first day. The first eight days indicated the need for more detailed timetables to be provided and exposed the limitations of WebEx for learning. Many of our families struggled with adequate Internet capacity to deal with video conferencing. Therefore the daily WebEx meetings were used to reinforce the mixture of book work and an increasing reliance on Seesaw. The staff upgraded their Seesaw accounts to obtain additional features, including the post-back option. Staff presented a number of daily videos on Seesaw to support the timetable and to demonstrate explicit instruction to accompany tasks. This included subjects beyond English and Maths.

Every two weeks a new set of paper-based materials was provided. Families would drop off the completed work in the outdoor bag lockers and staff provided new books, work sheets, glue sticks, pencils, exercise books, art materials, skipping ropes, reading books, whiteboards, protractors, etc. This allowed staff to keep a close eye on the completion rates of individual students, as well as their Seesaw posts and WebEx interactions.

Additional phone calls, Seesaw videos and WebEx meetings were set up with some students to reinforce lessons and to provide additional support (both educationally and emotionally).

A remote learning display was maintained at school, with work samples and photos from the children's home learning. The newsletter and Facebook kept a running commentary on how everyone was getting on at home. The school also held shared activities for all families. These included sporting challenges and science tasks. All teaching staff completed video conference training and to understand the more advanced features of Seesaw.

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 2020 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 2020 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 was significantly curtailed in 2020 because of coronavirus restrictions.

The overall socio-economic profile of the school based on Student Family Occupation & Employment data for 2020 was 0.4310 (medium).

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 Cavendish Kindergarten had four-year old enrolments in 2020 (after none in 2019), and four enrolled at the school. There are larger numbers of four-year-old enrolments at the Kindergarten in 2021 and 2022.

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 ICT 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 2020 was visible through the work on on-going reference to the FISO calculator to monitor progress, with staff tracking this on the online template, even with corona limitations on staff meetings, etc.

The school's focus areas included 'Evaluating impact on learning'. A major area of work planned for 2020 was centred around a full curriculum audit, revision of the assessment schedule and to use the PLC process to analyze data and link it to class planning and instruction. This work was limited owing to coronavirus restrictions on staff gatherings for a significant part of the year however a majority of tasks planned were completed by December. The components focusing on goal-setting and provision of feedback were not attempted and a decision was made to hold these topics over until 2021.

Another FISO focus was 'Setting expectations and promoting inclusion'. This work was not completed owing to coronavirus.

Achievement

Cavendish Primary School’s academic results for 2020 reflect steady levels of growth, as measured from the previous year’s Vic Curriculum F-10 figures. The limited number of children in some year levels can make interpretation problematic, 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 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 identified as requiring additional support received MultiLit, MiniLit and intervention with spelling and reading, although the periods of remote learning significantly impacted the continuity of this program. All funded students, OoHC and Koorie students had ILPs.

The ratings for English and Mathematics areas (teacher judgement), when compared to other Victorian government primary schools, were:

Overall - Mathematics: 88.9% (State 85.2%)
 Overall - English 81.5% (State 86.3%)

 Mathematics - measurement & geometry 86% (State 85%)
 Mathematics - number & algebra 86% (State 85%)
 Mathematics - statistics & probability 94% (State 85%)
 English - reading 78% (State 86%)
 English - speaking & listening 94% (State 91%)
 English - writing 72% (State 81%)

There is no 2020 NAPLAN data owing to coronavirus.

Our 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 and a focus on explicit instruction in lessons, plus all classes focus on the use of Learning Intentions and Success Criteria. This has 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. All achievement areas will be closely monitored and analyzed in 2021 in preparation for the school review in Term 4.

Engagement

Student absence data for 2020 (and the four-year average) places Cavendish PS at better than the State figures. Our average absence days per student for 2020 was 10.7. 20% of students at Cavendish PS had 20 or more absence days in 2020, compared to a State figure of 27%. Four-year average data for Cavendish is 11.4 compared to State Median of 15.3. Issues with higher than average absences have been raised with the families concerned.

The parent survey was not undertaken in 2020. It was felt that recent year's have shown consistently high scores in this area and wasn't a priority for our school's data collection.

The staff survey had a school endorsement of 96.3% (agree or strongly agree responses) on school climate, compared to a state median of 77.8%.

Wellbeing

The student opinion survey measured the 'connectedness to school' of the Year 4/6 students at a 'higher' level to the State in 2020 – with a Cavendish score of 94.7% compared to State 79.2%.

The Student Attitude to School survey showed 95.6% endorsement on the management of bullying (compared to 78.0% for State figures). The three-year average for the school is 98% Teacher concern (student/teacher relationships) was 98% (compared to a state figure of 72%). This was gratifying after such a disrupted year of teaching and extended periods of remote learning.

The school has maintained a 'Buddies' program and monthly 'blitzes' to target student connectedness. The citizenship surveys each semester to provide an outlet for students to comment on the positive and negative behaviours they observe weren't able to take place in 2020 because of coronavirus but will recommence in 2021. 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, alongside 'You can Do It!', in weekly lessons.

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 (\$20,670), to maintain small class sizes. Only limited fundraising occurred in 2020 because of the coronavirus, however a highlight was the local Hotel's organisation of an ice-cream drive which resulted in over \$2,000 being donated to the school. Total locally raised funds amounted to \$16,442.

There was a net operating surplus of \$37,005. As the school ended the year with \$199,744 in its high yield investment bank account (plus \$10,157 in official account), the school's 2021 staffing decisions were made with relative financial security. The future pattern of predicted enrolments and the reduction in Equity funds in recent years is a trend that school council is aware of in terms of future planning.

The school received notification of two major projects to be fully funded and to occur in early 2021. These are a \$174,000 Shelter in Place upgrade and a \$445,000 stadium refurbishment (this received as a result of a grant application). Both projects will be completed under the management of the Victorian Schools' Building Authority, and as such the funds won't feature in the school's financial statements.

For more detailed information regarding our school please visit our website at

<http://cavendishps.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 33 students were enrolled at this school in 2020, 16 female and 17 male.

0 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

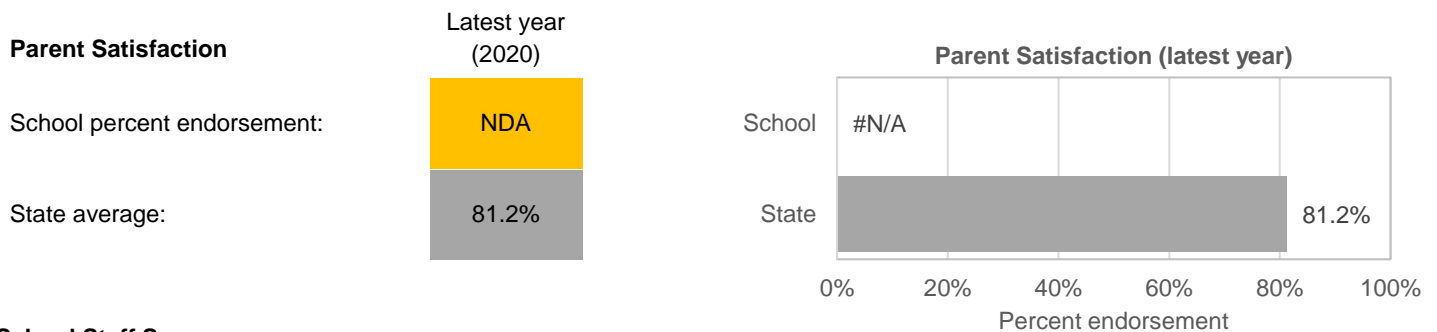
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

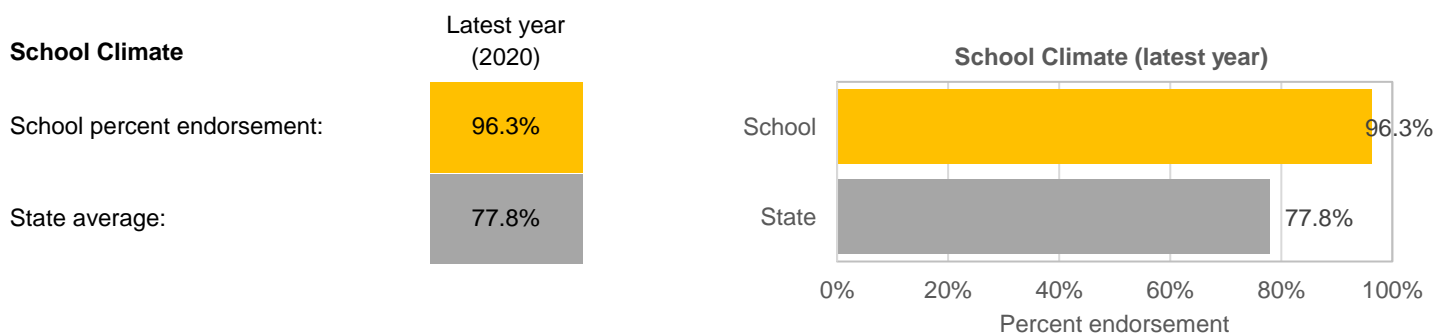


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

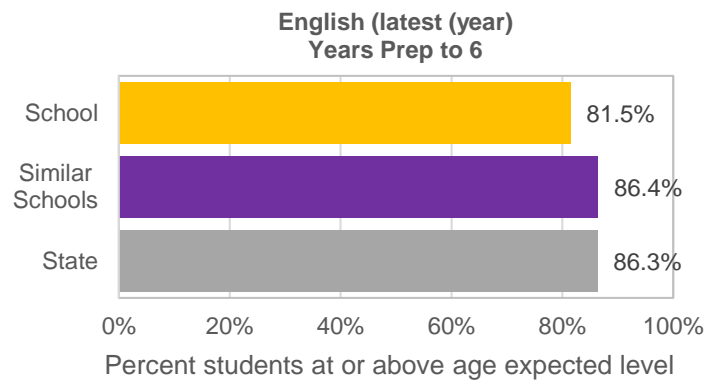
81.5%

Similar Schools average:

86.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

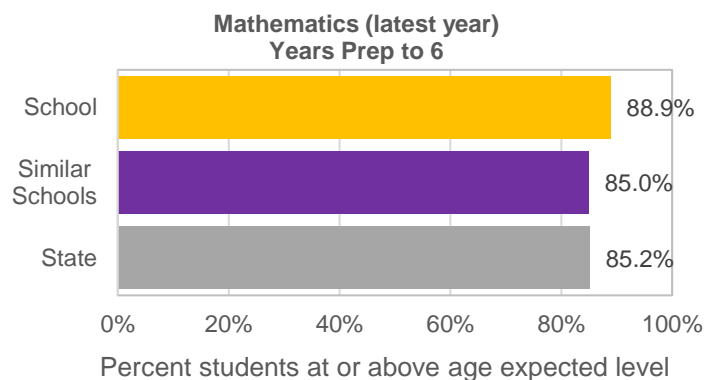
88.9%

Similar Schools average:

85.0%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

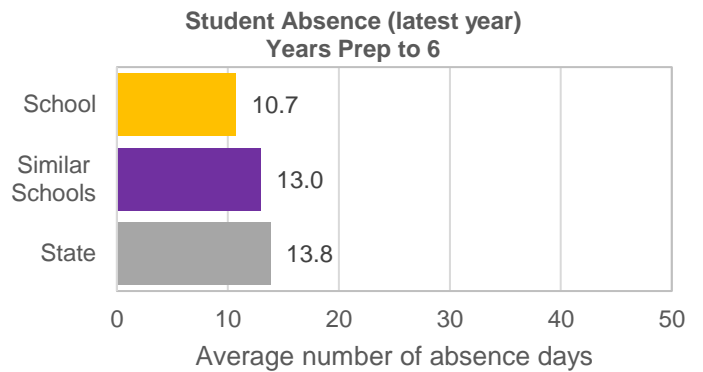
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.7	11.4
Similar Schools average:	13.0	14.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDA	96%	NDP	97%	90%	89%	95%

WELLBEING

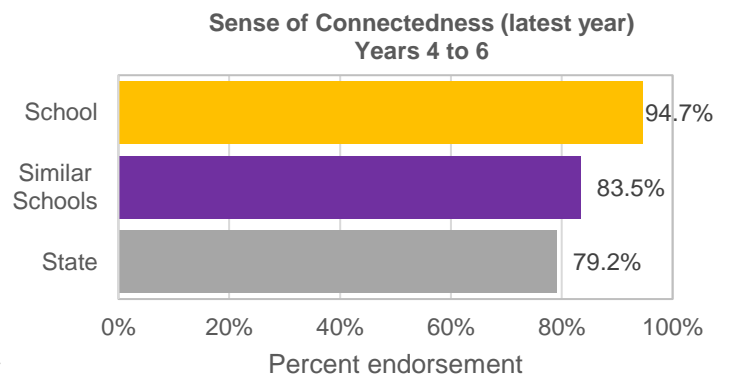
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	94.7%	95.5%
Similar Schools average:	83.5%	82.6%
State average:	79.2%	81.0%



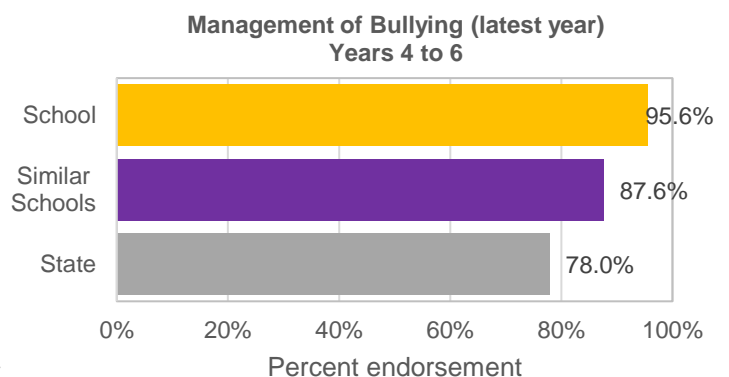
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	95.6%	97.5%
Similar Schools average:	87.6%	85.0%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$448,149
Government Provided DET Grants	\$129,914
Government Grants Commonwealth	NDA
Government Grants State	\$2,450
Revenue Other	\$1,964
Locally Raised Funds	\$16,442
Capital Grants	NDA
Total Operating Revenue	\$598,918

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,670
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$20,670

Expenditure	Actual
Student Resource Package ²	\$480,012
Adjustments	NDA
Books & Publications	\$2,004
Camps/Excursions/Activities	\$4,556
Communication Costs	\$1,296
Consumables	\$10,138
Miscellaneous Expense ³	\$3,370
Professional Development	\$1,063
Equipment/Maintenance/Hire	\$11,243
Property Services	\$30,467
Salaries & Allowances ⁴	\$9,037
Support Services	NDA
Trading & Fundraising	\$2,748
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$5,979
Total Operating Expenditure	\$561,913
Net Operating Surplus/-Deficit	\$37,005
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$199,744
Official Account	\$10,157
Other Accounts	NDA
Total Funds Available	\$209,901

Financial Commitments	Actual
Operating Reserve	\$12,678
Other Recurrent Expenditure	\$2,502
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$14,057
Repayable to the Department	\$61,135
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$57,257
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$147,630

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.