

2021 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2022 at 06:48 PM by Lisa Ferrier (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2022 at 07:24 PM by Simon Thomas (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

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 enrolment of 34 pupils in 2021 (18 female/16 male; 0% English as an additional language; 0 % disability; and 0% 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.

We began in 2021 with a staff profile which included a Principal (with a teaching load of.6), two teacher class (both 1.0), one specialist teacher (0.2 - German and Music), a business manager (0.5) and a part-time tutor. The school also received fortnightly visits from the shared MARC (Mobile Area Resource Centre) teacher. In term two, the Principal went on Long Service Leave and then resigned at the end of that term. An acting Principal was appointed and then later was appointed as the substantive Principal to begin in term three. These changes affected the very stable teaching staff. Three teachers were then sharing the one full-time teaching role as recruitment for a full-time teacher was unsuccessful. The school provides an extensive and balanced curriculum that included 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 completed their four yearly review in term four.

We continued to be affected by Coronavirus with periods of remote and flexible learning occurring. Our school continued to respond to remote learning by early preparation and flexibility in our approach. As our most of all families were familiar with our approaches and the technology used, this enabled transitions between home and school learning with the least amount of stress. Our new families were given extra support to help with technology and regular communication. Learning was delivered through a range of platforms such as WebEx and Seesaw, Each week, students would receive work packets or at the beginning of remote learning to support home learning tasks and for those students who had limited internet. Feedback from families showed a high level of appreciation in our readiness and communication. Our school continued to loan out the school's devices to families requiring additional equipment to allow all siblings access to technology. 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). The newsletter and Facebook kept a regular update on how everyone was getting on at home. The school also held shared activities (through WebEx) for all families, these included sporting challenges, dress up days, science tasks, art activities and whole school assemblies led by our captains. Challenges throughout this time were maintaining whole school community well-being, engagement in remote learning and adjusting to periods of change quickly.

The school is actively supported by the School Council and Parents' Club. Both the School Council and Parents' club observed governance expectations, raised money, conducted social events, and completed grounds and buildings

maintenance and enhancement throughout the year. Parent involvement in school events was again limited in 2021 because of coronavirus restrictions.

The school is an important part of the local community and have had limited opportunities to be actively involved in working with the senior citizens, musical performances and other community events. We maintain a strong involvements with the Cavendish Kindergarten though have had limited success with visits due to restrictions. We are looking forward to more opportunities to be together for events in 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 programs.

Framework for Improving Student Outcomes (FISO)

In 2021, our Key Improvements Strategies focused on Evidence-based high-Impact teaching strategies and Evaluating impact on Learning, with an emphasis on supporting our students in connecting to school and catching-up/extension in their learning. The school also undertook preparing for the review in term four. with extensive work on FISO through the PRSE process.

Despite the challenge of periods of remote and flexible learning, staff were able to complete all the necessary preparations for the review. The major area of work for 2020 of completing a full curriculum audit was finally completed in 2021. We continued to make progress on building student and staff capability in the area of feedback. Different types of feedback were used, common language was modelled and explicitly taught. Classroom observations was put on hold and a Swivel camera has been purchased in 2022 for this purpose of self-reflection. Areas to complete in 2022 will be the assessment audit and returning to PLC as a whole staff.

Achievement

Students at Cavendish Primary School responded well to remote and flexible learning phases. They were engaged and supported through a range of platforms and approaches. Teachers continued to deliver a range of well differentiated learning tasks/units for students and at all levels. Consistent planners were developed for students and families to follow. Some students thrived on the periods of remote and flexible learning/ then returning to class, while some students found it challenging and did not meet the expected level of progress. Students who were identified as needing extra support to catch-up or extension from 2020 and 2021 were apart of the TLI program. Students who met the vulnerable criteria were offered on-site learning to help achieve their academic/personal targets and to assist the families by easing the pressure of home learning. Students requiring on-site learning were offered the same learning programs as students learning remotely.

By having smaller class sizes for English and Mathematics four days a week, this has helped students with both their personal growth and in their academic growth as well. The teacher judgements of students achievement in English and Mathematics has again been higher than similar schools and the state average. The limited number of students in Year 3 and 5 have made our Naplan data hard to compare to similar schools or the state average on a yearly basis. Our four year average results are higher in Numeracy for both Year 3 and 5 and only in Reading for Year 3.

Engagement

Student average number of absence days data for 2021 increased from 2020. Common reasons for non-attendance include illness, family reasons and extended family holidays. Our average days of absence for 2021 was 13.6 days with a 4 year average of 11.5 days per year. These rates are below the similar schools and state average but are on the increase from previous years.

The parent and staff satisfaction survey data continued to remain high. The parent survey was at 98% for parent satisfaction and the staff school climate was 96.7% for 2021.

During remote learning, daily messages, check-ins and activities were planned to increase student involvement and interaction with each other. Teachers checked in on students and families who were struggling with either technology

or attendance to provide support. Tutoring continued via WebEx or with the students who were on-site to keep the consistency of the program going. Special activities and catch-ups were planned with a well-being focus through WebEx or Seesaw. When students returned to school, significant time was spent on returning to class expectations and building learning stamina.

Wellbeing

Health and well-being supports were prioritised by Cavendish Primary School during 2021. We were able to support students and their families through the challenges of the pandemic in a range of differentiated ways, dependent on the individual families. Some of these supports included regular phone contact, borrowing school devices, provision of onsite learning for vulnerable families and those families working in essential fields. Maintaining the sense of connectedness to school was essential at all times. This has shown through the 97% endorsement by the Years 4-6 survey results. When at school, we maintained regular monthly 'blitzes' of positive behaviour, outdoor whole school assemblies and events to promote student relationships to each other and that we are in a community together. Another aspect that needed consideration was the well-being of staff, which was faced with numerous challenges of constant changes to planning, delivery of remote lessons plus on-site supervision of students and maintaining their own personal well-being during a pandemic.

Finance 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 (\$20,418), to maintain small class sizes. The future patterns of enrolments will always be a concern in our financial management for the future. There was a net operating surplus \$13,935, this amount was different to the initial budget forecast due to staff changes during the year. The shelter-in-place project has been completed and will be finalized by the architect. The stadium refurbishment grant (to be completed under the management of the Victorian Schools Building Authority) is still in the stages of tenders and yet to be finalized.

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 34 students were enrolled at this school in 2021, 18 female and 16 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).

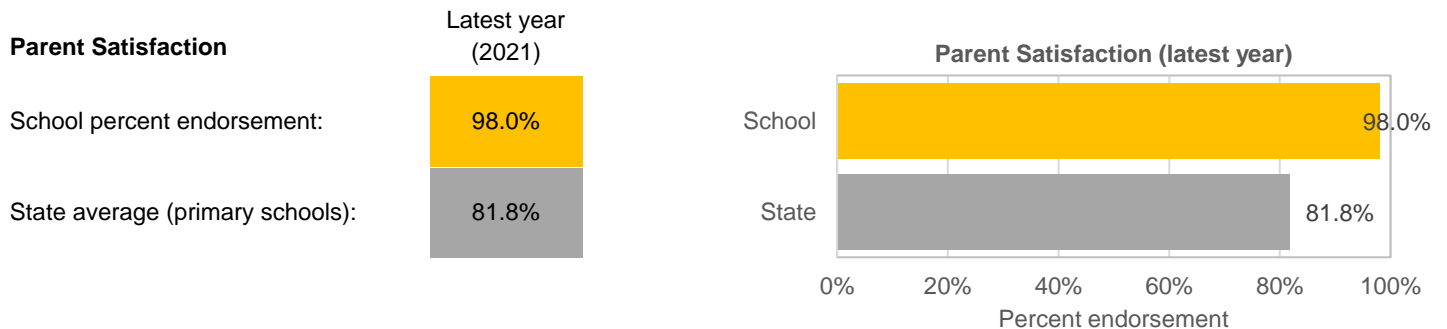
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

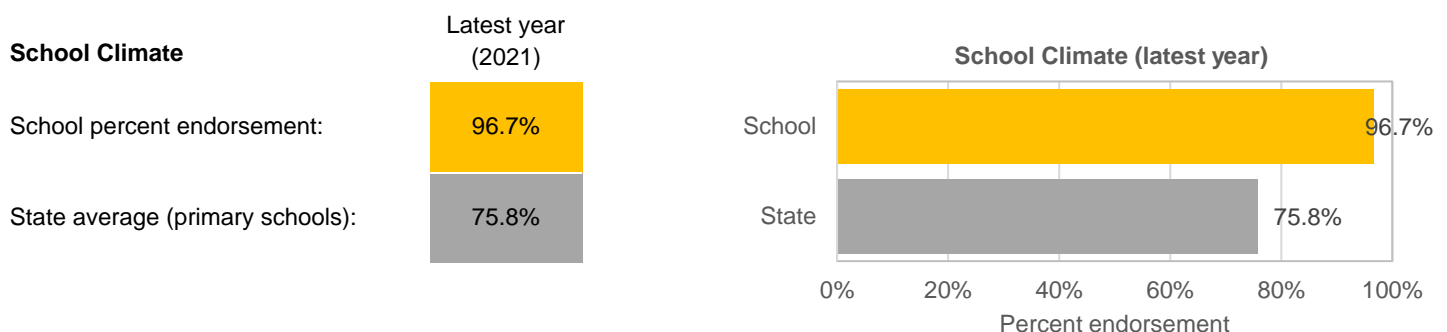


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

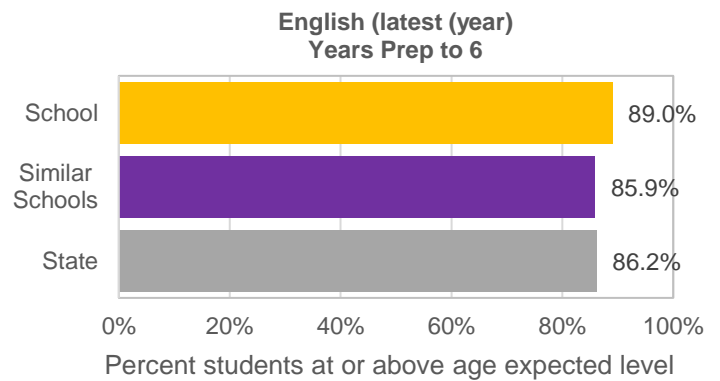
89.0%

Similar Schools average:

85.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

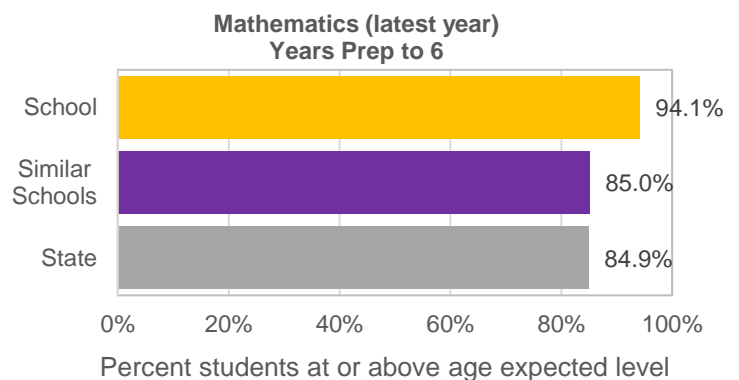
94.1%

Similar Schools average:

85.0%

State average:

84.9%



ACHIEVEMENT (continued)

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

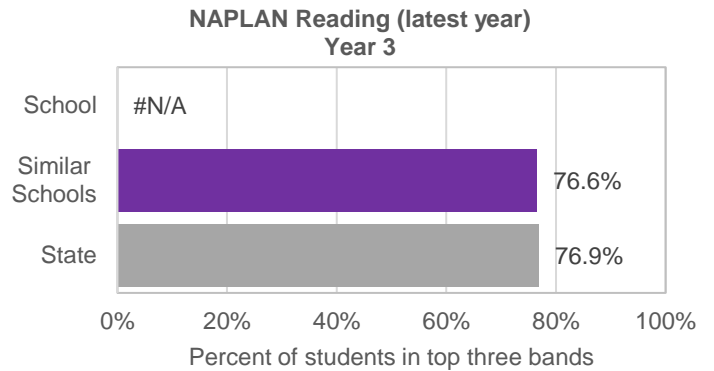
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

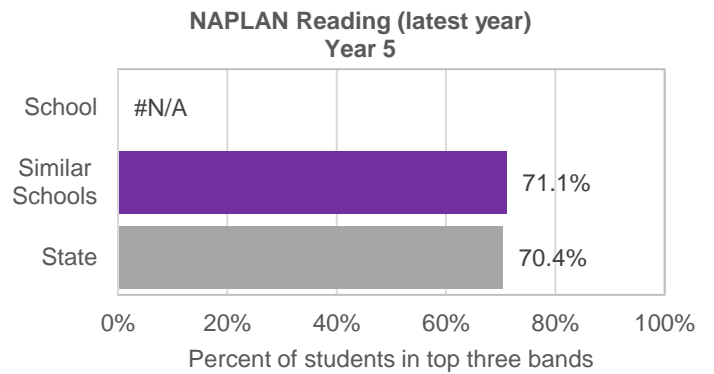
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	87.5%
Similar Schools average:	76.6%	74.4%
State average:	76.9%	76.5%



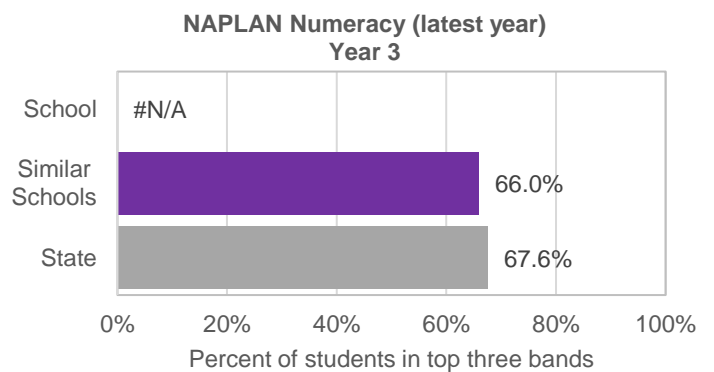
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	61.5%
Similar Schools average:	71.1%	66.2%
State average:	70.4%	67.7%



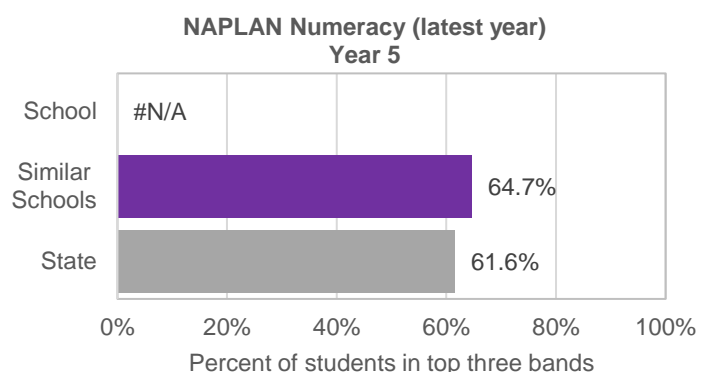
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	87.5%
Similar Schools average:	66.0%	71.2%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	76.9%
Similar Schools average:	64.7%	56.1%
State average:	61.6%	60.0%



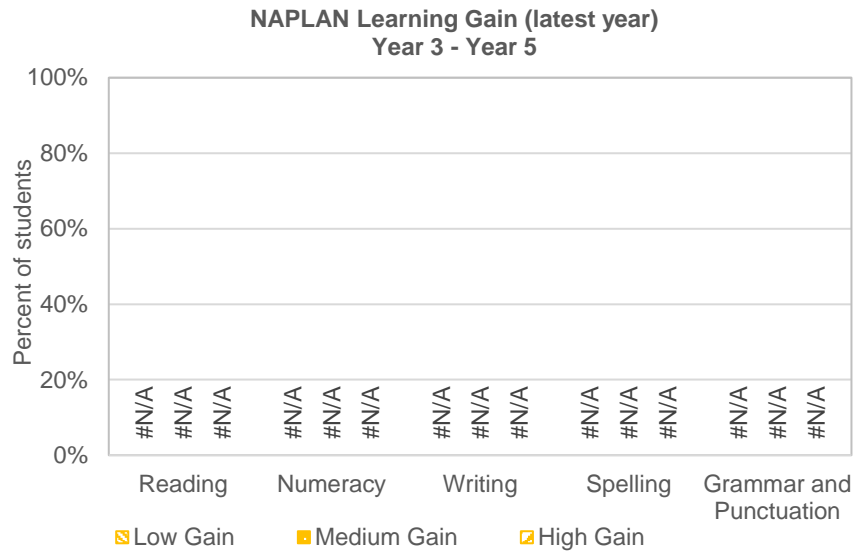
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	25%
Numeracy:	NDP	NDP	NDP	21%
Writing:	NDP	NDP	NDP	21%
Spelling:	NDP	NDP	NDP	21%
Grammar and Punctuation:	NDP	NDP	NDP	22%



ENGAGEMENT

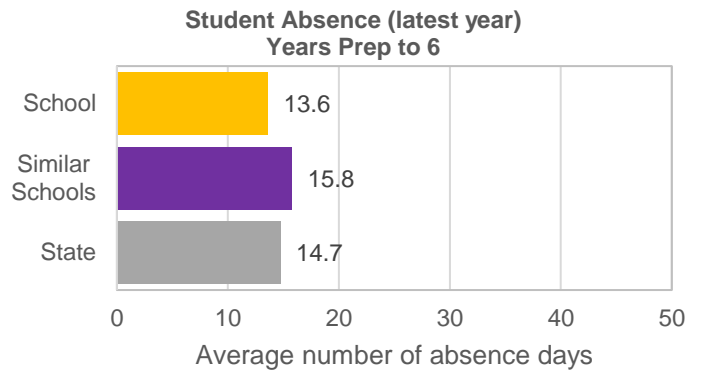
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.6	11.5
Similar Schools average:	15.8	15.1
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	88%	NDA	93%	NDP	96%	90%	94%

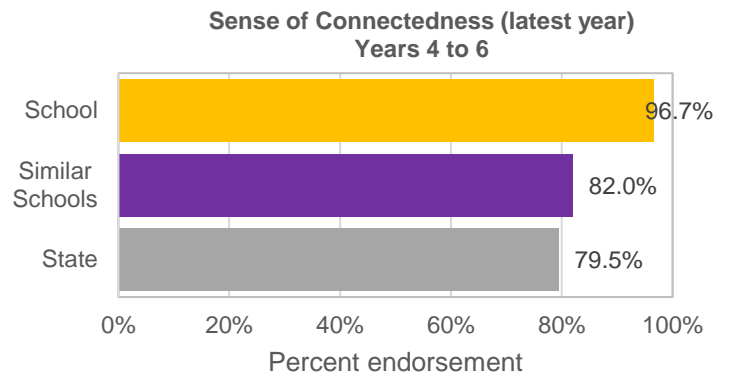
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	96.7%	97.0%
Similar Schools average:	82.0%	82.3%
State average:	79.5%	80.4%

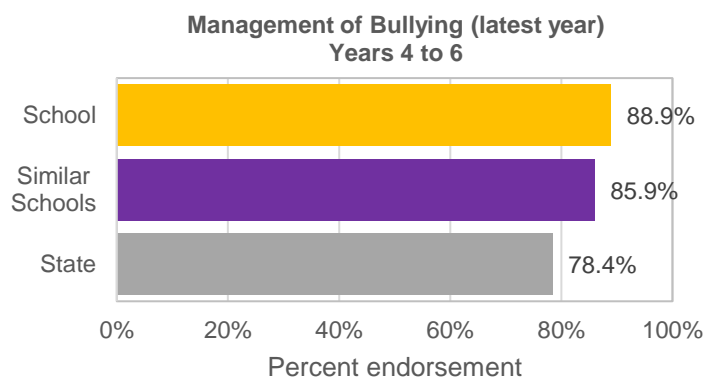


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	88.9%	95.5%
Similar Schools average:	85.9%	85.4%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$444,793
Government Provided DET Grants	\$111,574
Government Grants Commonwealth	\$0
Government Grants State	\$5,400
Revenue Other	\$2,930
Locally Raised Funds	\$15,803
Capital Grants	\$0
Total Operating Revenue	\$580,500

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,418
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$20,418

Expenditure	Actual
Student Resource Package ²	\$453,550
Adjustments	\$0
Books & Publications	\$1,060
Camps/Excursions/Activities	\$13,910
Communication Costs	\$1,041
Consumables	\$8,976
Miscellaneous Expense ³	\$17,786
Professional Development	\$1,162
Equipment/Maintenance/Hire	\$9,939
Property Services	\$39,281
Salaries & Allowances ⁴	\$13,112
Support Services	\$0
Trading & Fundraising	\$1,673
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,075
Total Operating Expenditure	\$566,565
Net Operating Surplus/-Deficit	\$13,935
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$227,773
Official Account	\$2,630
Other Accounts	\$0
Total Funds Available	\$230,402

Financial Commitments	Actual
Operating Reserve	\$16,446
Other Recurrent Expenditure	\$1,235
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$16,351
Repayable to the Department	\$8,757
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$25,000
Maintenance - Buildings/Grounds < 12 months	\$72,123
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$139,912

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.