2022 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 of the previous calendar year 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 April 2023 at 08:19 AM by Lisa Ferrier (Principal)

- This 2022 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 20 April 2023 at 03:51 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 ad welcoming setting for all community members.

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 the 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 36 students with 20 females and 16 males, with over 60% travelling to school on the two bus routes. The overall socio-economic profile (based on Student Family Occupation Information) band value was medium, with the SFO index 0.4559 and the SFOE index was 0.4103. There were 0% students with English as an additional language, 0% students with a disability, 0% FTE Aboriginal and Torres Strait Islanders students.

The school staffing structure for 2022 was one principal class (1.0) with a teaching load of 0.6, two full-time class teachers, one specialist teacher (0.1 - Performing Arts), one tutor (8 hours per week), one part-time classroom teacher (0 .2 - French and junior classroom) and a Business Manager (0.6). The school also received 8 visits per term from the shared MARC (Mobile Area Resource Centre) teacher. We also had one of our ongoing full-time teachers take Sabbatical Leave for 2022. The classroom structure consisted of three small classes (F/1, 3/4, 5/6) for the mornings and then into two classes (F/1 and 3/4/5/6) for the afternoon sessions. The teaching staff members were experienced and committed to achieving high standards for all students. They regularly engage in professional learning, are reflective in their teaching and implemented all programs effectively. The PLC process was renewed with support from the PLC Manager with school visits.

The school is an important part of the local community. The school has been able to become actively involved in working with Senior Citizens, Fleece and Flower shows, Red Gum Festival and musical performances after a lengthy break due to Covid. The school hosted transition sessions with the local Kindergarten and they had many opportunities to attend our events such as Book Week and Sporting activities. The school received financial support from the local Lion's Club and Community Service group, which contributed to the provision of support for our programs.

Cavendish Primary 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, completed grounds and building maintenance throughout the year. Both bodies made significant contributions to the costs of the senior camp and junior big day out, which enabled 100% student attendance. Parent involvement again returned with parents assisting in the classroom, excursions and in the school garden. This involvement was evident through the high turn-out, and organisation of the welcome breakfast, sports events, colour run, and interviews.

The school remains an important element in this small rural community. It continues to develop its academic and social/emotional programs and to build links with the community.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Key Improvement Strategy for Learning for 2022 was to 'Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy'. Cavendish Primary School's academic results for 2022 reflect steady growth for all students, as measured from the year's previous Victorian Curriculum F-10 progression points. As with all small schools, the small number of children in some years, plus a year without any NAPLAN testing can make interpretation of data challenging.

The overall rating for English and Mathematics (teacher judgments) placed our data at a 'similar' or 'above' ranking for all strands except for Reading and Viewing which was 'below' at 82% when compared to other Victorian government schools of similar characteristics at 86%. These consistent results show the development of an agreed pedagogical approach when teaching numeracy and literacy by the staff.

The school staff work together as a team on the progress of all students and their individual learning gains. The staff clearly identify students that require additional support, intervention and extension through summative and formative assessment. The school has continued to receive funding though the Tutor Learning Initiative (TLI) to employ a highly experienced teacher for eight hours per week. The tutor supported identified students in achieving individual learning growth. The work of the school to provide small group sizes has at times been a significant financial cost but well-worth it from the benefit to students. The largest class size was fourteen students in 2022.

2022 NAPLAN data for Writing for Year 3 and 5 showed that the learning gains for the top two bands were 'above' or 'similar to' that of schools with the same characteristics. Overall, the Year 5 data placed our school as 'similar' in Reading, Writing and Numeracy in achieving the percentage of students in the top two bands. The Year 3 data showed that most of the students were achieving only in the middle two bands for all areas. This data reflects the continued work on undertaken by the staff in previous years of improving writing results through the Inquiry Cycle, VCOP, Cold Write assessments and students focusing on individual learning goals to improve their writing.

Wellbeing

The Key Improvement Strategy for Wellbeing was to 'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'. The student opinion survey measured many areas, the area of 'sense of connectedness' was at 84% for our Year 4, 5 and 6 students and this was above the state average of 78%. All results were above similar schools, network schools and state results except for transition to secondary schools which was below. Transition to secondary schools was very interrupted in previous years due to Covid and the results are reflective of this.

The school has been fortunate to have a social worker visit the school on a fortnightly basis to address issues with selected students. The social worker then provided feedback to staff and regularly communicated with the students' families as well.

Early in 2022, the staff received professional learning in the 'Resilience, Rights and Respectful Relationship's' learning materials which have been designed for teachers in primary and secondary schools to develop students' social, emotional and positive relationship skills. A planner was then created for work to begin on a topic each from the program. Using the Mental Health funding the school purchased for each student wellbeing journals. This was used for daily reflection and there were activities for each student to complete to assist in improving their well-being.

As a school, the staff created four learning behaviours that we felt that needed to be promoted and encouraged. We then choose four 'We Can' statements from our school vision and values. They were: Be positive, Be Problem Solvers, Challenge Ourselves and Work Together. These statements were unpacked in the classes and students began to use the language and identify the four learning behaviours. Weekly awards were given to students who demonstrated these values and at the final presentation night special awards were given to students who consistently displayed these behaviours all year.

Engagement

Student average number of absence days data for 2022 increased from 2021. Common reasons for non-attendance include illness, medical appointments, family reasons and extended holidays. Our average absences days per student for 2022 was 24.7 days compared to 13.6 days in 2021. This is a very large increase compared to the previous year's data. This will be an area of future work to inform families of the importance of attending school. Absences were followed up by staff and parents gave approved reasons for their absences. There has been increase in families taking holidays during term time rather than in school holidays. There was also a state-wide increase of days absent for primary schools but Cavendish Primary School was still above the average of days absent from school. The online parent survey data only received a very small number of responses in 2022. The was 90.5% general satisfaction of parents with the school, compared to the state average of 79.9%. In 2022, 91% of the staff were positive about the school climate compared to the state average of 73.4%.

The return of face-to-face school events for families and students has helped reconnect everyone to the school with volunteers, parent helpers and shared events occurring again. The school has continued to use Seesaw as an online communication app between home and school. This allowed families and staff to see student learning and give positive feedback. Online newsletters are weekly and allow students many positive opportunities to showcase class work and other school activities to help build connectedness to school.

Financial performance

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 ($15,980), 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 $29,535. 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. Additional areas of compliance have now been identified and funding is yet to be sourced. The areas that need completion and compliance before any works can begin are the water pressure issue for fire services and disability access areas. Some areas of maintenance that were completed during 2022 were: replacement of carpet in the music room, painting and maintenance in the Year 3 and 4 room.

For more detailed information regarding our school please visit our website at
https://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 2.0 (FISO 2.0).

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   36 students were enrolled at this school in 2022,   20 female and   16 male.

0 percent of students had English as an additional language and 0 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).
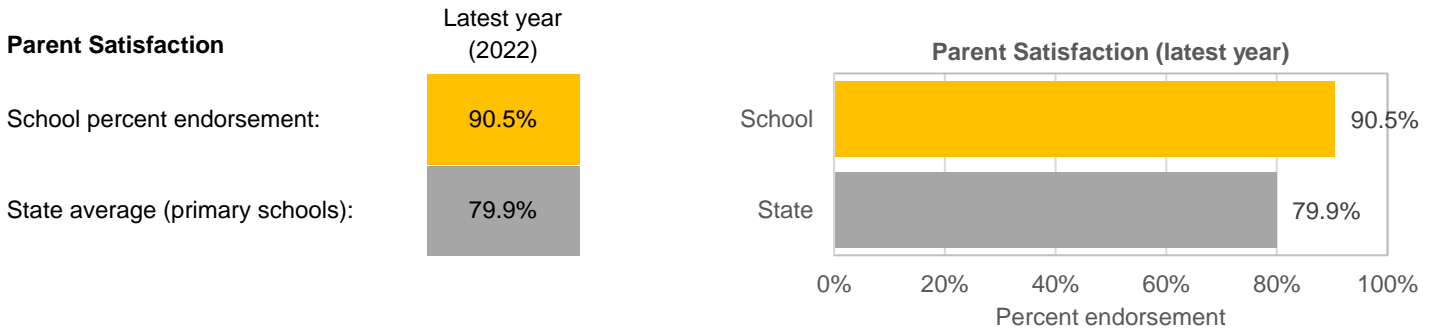
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.
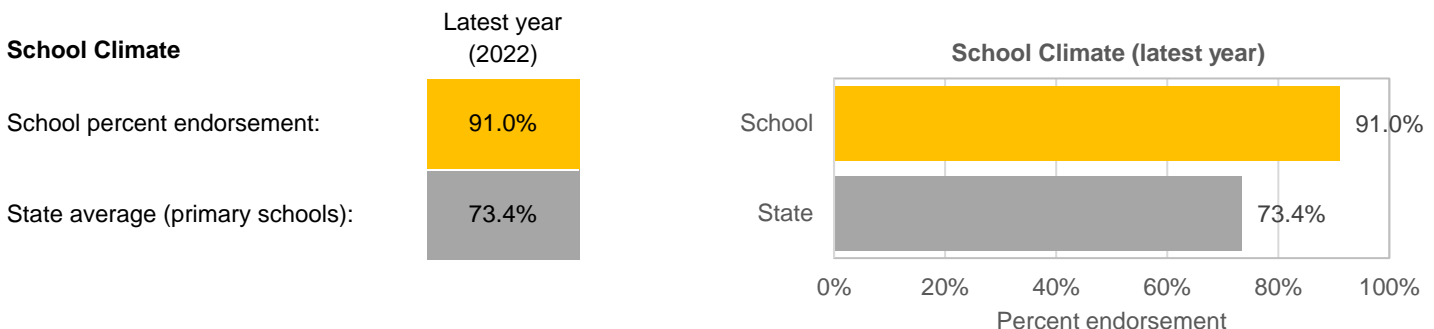
Parent Satisfaction	Latest year (2022)
School percent endorsement:	90.5%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

School	90.5%
State	79.9%

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	Latest year (2022)
School percent endorsement:	91.0%
State average (primary schools):	73.4%

School Climate (latest year)

School	91.0%
State	73.4%

LEARNING

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
(2022)

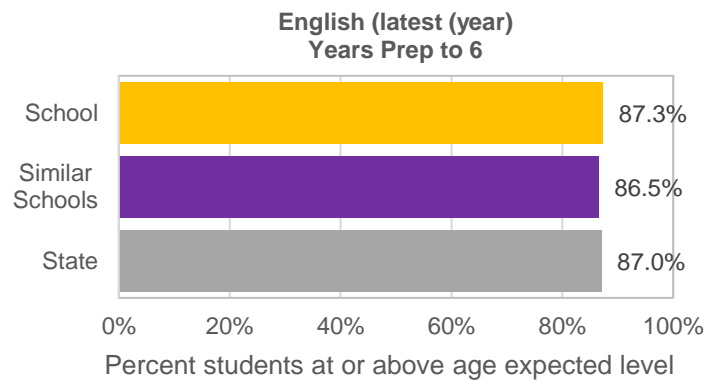|	
School percent of students at or above age expected standards:	87.3%
Similar Schools average:	86.5%
State average:	87.0%

**English (latest (year)
Years Prep to 6**

School — 87.3%
Similar Schools — 86.5%
State — 87.0%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

**Mathematics
Years Prep to 6**

Latest year
(2022)

School percent of students at or above age expected standards:	93.1%
Similar Schools average:	85.4%
State average:	85.9%

**Mathematics (latest year)
Years Prep to 6**

School — 93.1%
Similar Schools — 85.4%
State — 85.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
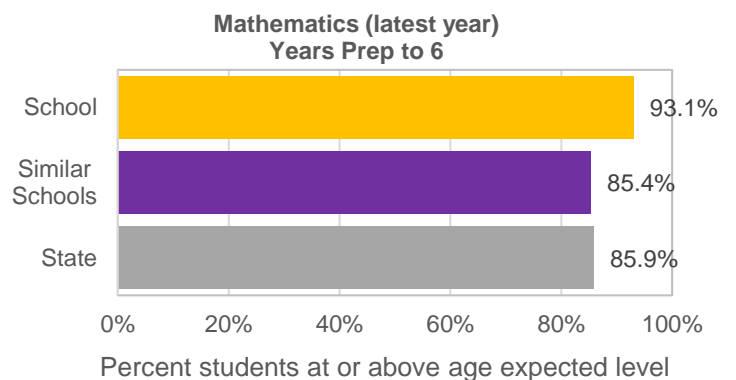
LEARNING (continued)

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 2019, 2021 and 2022 data.
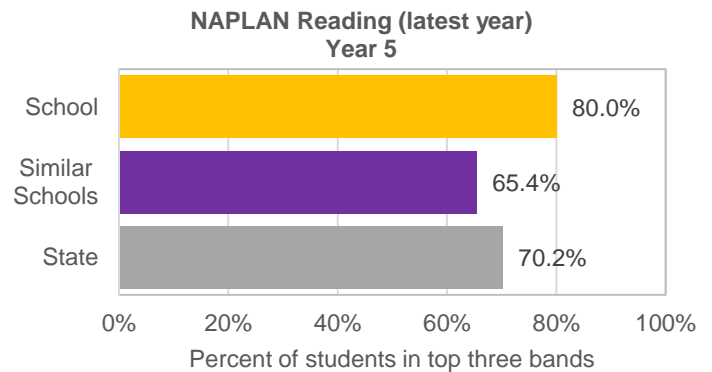
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	72.7%	80.0%
Similar Schools average:	75.8%	76.5%
State average:	76.6%	76.6%

NAPLAN Reading (latest year) Year 3

	Percent
School	72.7%
Similar Schools	75.8%
State	76.6%

Percent of students in top three bands
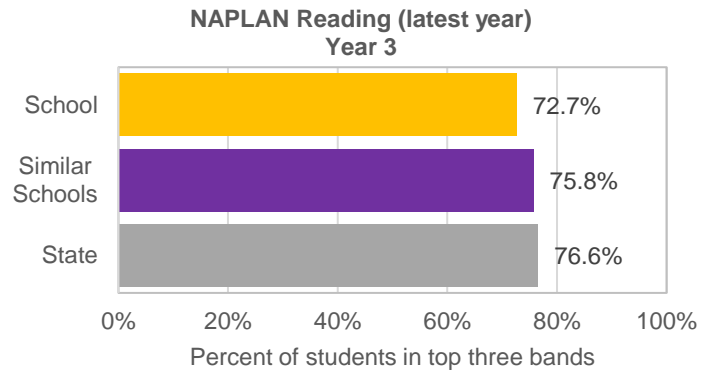
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	72.2%
Similar Schools average:	65.4%	66.2%
State average:	70.2%	69.5%

NAPLAN Reading (latest year) Year 5

	Percent
School	80.0%
Similar Schools	65.4%
State	70.2%

Percent of students in top three bands

Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	45.5%	53.3%
Similar Schools average:	58.6%	66.4%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year) Year 3

	Percent
School	45.5%
Similar Schools	58.6%
State	64.0%

Percent of students in top three bands
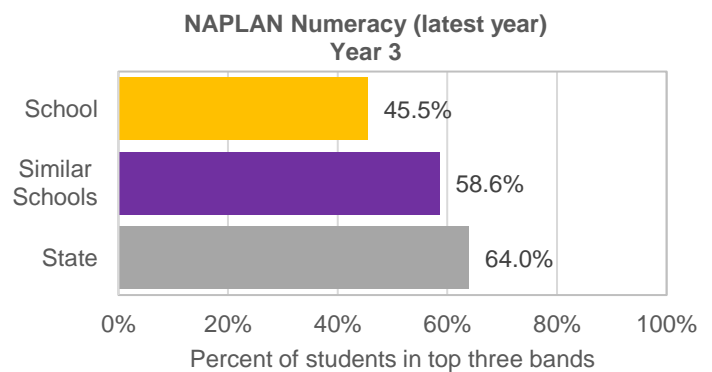
Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	61.1%
Similar Schools average:	49.3%	56.0%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year) Year 5

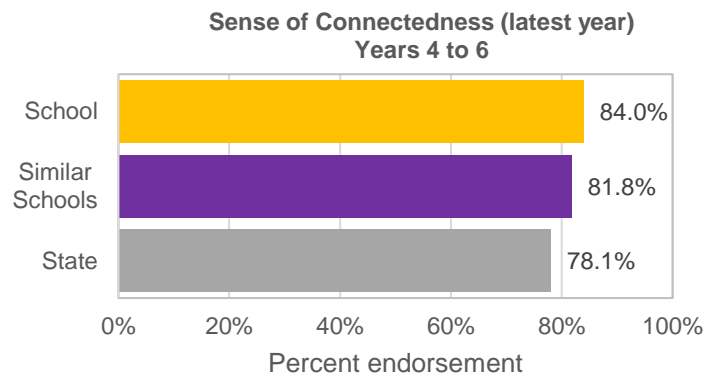|	Percent
School	50.0%
Similar Schools	49.3%
State	54.2%

Percent of students in top three bands
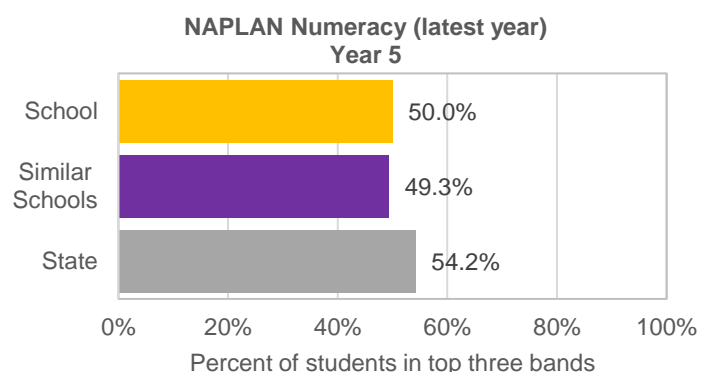
WELLBEING

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 (2022)	4-year average
School percent endorsement:	84.0%	93.3%
Similar Schools average:	81.8%	80.8%
State average:	78.1%	79.5%

Sense of Connectedness (latest year) Years 4 to 6

School 84.0%
Similar Schools 81.8%
State 78.1%

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 (2022)	4-year average
School percent endorsement:	86.7%	92.1%
Similar Schools average:	84.5%	84.0%
State average:	75.8%	78.3%

Management of Bullying (latest year) Years 4 to 6

School 86.7%
Similar Schools 84.5%
State 75.8%
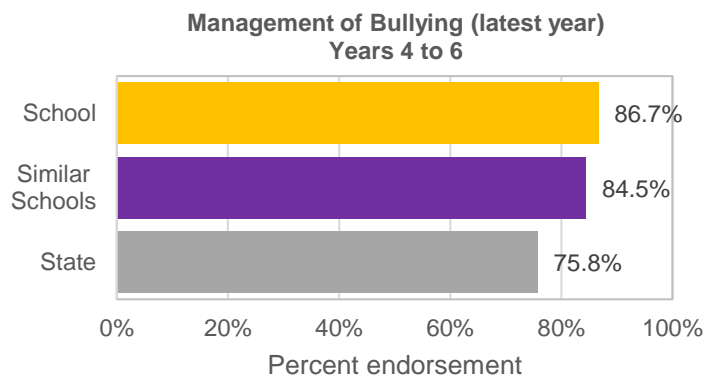
ENGAGEMENT

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.

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	24.7	14.5
Similar Schools average:	24.4	17.3
State average:	23.3	17.0

Student Absence (latest year) Years Prep to 6

School	24.7
Similar Schools	24.4
State	23.3

Average number of absence days
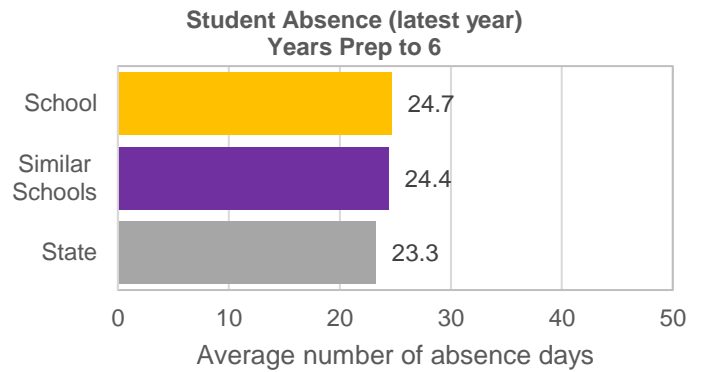
Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	84%	NDA	88%	NDP	90%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	$488,171
Government Provided DET Grants	$98,491
Government Grants Commonwealth	$0
Government Grants State	$3,600
Revenue Other	$8,038
Locally Raised Funds	$29,440
Capital Grants	$0
Total Operating Revenue	**$627,740**

Equity [1]	Actual
Equity (Social Disadvantage)	$15,980
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$15,980**

Expenditure	Actual
Student Resource Package [2]	$471,213
Adjustments	$0
Books & Publications	$1,864
Camps/Excursions/Activities	$13,421
Communication Costs	$810
Consumables	$11,507
Miscellaneous Expense [3]	$6,479
Professional Development	$2,740
Equipment/Maintenance/Hire	$15,649
Property Services	$40,670
Salaries & Allowances [4]	$20,934
Support Services	$0
Trading & Fundraising	$4,709
Motor Vehicle Expenses	$0
Travel & Subsistence	$3,031
Utilities	$5,179
Total Operating Expenditure	**$598,205**
Net Operating Surplus/-Deficit	**$29,535**
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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	$238,067
Official Account	$10,998
Other Accounts	$0
Total Funds Available	**$249,066**

Financial Commitments	Actual
Operating Reserve	$16,664
Other Recurrent Expenditure	$7,182
Provision Accounts	$0
Funds Received in Advance	$173
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$4,700
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$9,500
Capital - Buildings/Grounds < 12 months	$13,243
Maintenance - Buildings/Grounds < 12 months	$79,504
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$130,966**

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.