

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2024 at 12:05 PM by Sally Purnell (Principal)

- This 2023 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 29 April 2024 at 04:32 PM by Tim Huf (School Council President)

# How to read the Annual Report

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## 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.

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## 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

### 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').

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### Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

#### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

#### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Cavendish Primary School is a small rural school located in South West Victoria in the Shire of Southern Grampians. Hamilton is the nearest major town and is 22km away. Cavendish Primary School had a 2023 enrolment of 36 students from a mix of farming and town families. Our motto is "A Rural Tradition of Excellence".

The school staffing structure has one principal class/teacher, 2 full-time class teachers, a part-time music teacher, learning tutor and Wellbeing teacher. In 2023 we employed 3 teachers on short term contracts to cover a teacher/principal on extended leave. We have a part-time Business Manager. The school receives 8 visits per term from the shared MARC (Mobile Area Resource Centre) teacher. The school's socio-economic profile based on families occupation and education is considered in the low-medium band which represents a medium to high level of education and socio-economic advantage.

Our vision is to provide an inclusive and engaging environment that promotes a strong culture of learning, personal growth and wellbeing of students and creates a supportive and welcoming setting for all community members. Students are encouraged to develop their talents, interests and ambitions. We believe every individual has the right and ability to learn and should be given every assistance to reach their full potential. We promote the professional growth of all staff and nurture strong partnerships between staff, parents, students and community. The school is actively involved in working with Senior Citizens, Fleece and Flower Show, Lion's Club, Landcare and the Cavendish Redgum Festival.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023, our Key Improvement Strategy at Cavendish PS was to 'Support both those who need scaffolding and those who have thrived to continue their learning, especially in numeracy'. We continued to utilise the Tutor Learning Initiative (TIL) with the aim of reducing learning gaps in identified students. Staff completed professional development in key areas and implemented a program of explicit mathematics instruction. Small class sizes allowed for individualised programs and learning goals targeting children in areas of need.

By the years end, teacher judgements rated Cavendish students from Prep - 6 in English at 95.3% at or above age expected level and in Numeracy at 95.4% at or above age expected level. Both these ratings place Cavendish PS above similar schools and above the state average of 87.2% and 86.4% respectively. Due to NAPLAN changes and small numbers to no students in Year 3 and 5 we are unable to compare NAPLAN data. The Victorian Curriculum and Assessment Authority curriculum (VCAA) guidelines, whole school planning, use of agreed learning models, regular curriculum meetings are some of the strategies used to ensure optimal learning is provided at Cavendish PS.

### Wellbeing

The Key Improvement Strategy for Wellbeing was to 'Effectively mobilise available resources to support student wellbeing and mental health, especially the most vulnerable'. In 2023 we employed a Wellbeing Teacher to conduct weekly classes on Resilience, Rights and Respectful Relationships (RRRR), other resources also complemented this program. All staff completed a 'Smiling Minds' PD to gain insight and deeper understanding of the wellbeing needs and strategies relevant to children. Weekly awards for and health and desirable values and work, monthly behaviour blitzes targeting positive values were conducted to promote student wellbeing.

The Attitudes to School Survey (AtoSS) completed in Term 2, showed 75.7% of Yr4-6 students felt connected to school, slightly below the state average of 77%. With the management of bullying we had 73.8% of Year 4-6 students not worried about bullying compared to the state average of 75.1%. Student meetings, increased Junior School Council events, whole school activities, sports, excursions and increased student voice heard throughout the year meant student feedback at the end of the year indicated a stronger positivity than at the start.

### Engagement

In 2023 we began using an online communication app called UEducateUs. This allowed clear and timely communication between parents and teachers and tracking of student data including absences. Information about absent times and reasons absences encouraged parents to be mindful of their frequency. The top two reasons for being absent were medical/illness or a family holiday. Term 2 recorded the highest number of absences.

In 2023, Cavendish PS had 17.7 average number of absence days compared to the 20.5 state average. This was lower than the previous year which recorded 24.7 absence days. The Year Prep and Year 6 had the greatest attendance rate at 92%. The 2023 Parent Survey Results indicated 100% of parent satisfaction levels however only 50% of the families returned their survey, The state average for parent satisfaction was 82.8%. The School Staff Survey has 93% of staff with a positive response to school climate compared to a state average of 78.1%.

School newsletters, clear communication, motivated staff, a collaboration with Drama Victoria, open days, sporting events, whole school performances and excursions all combined to provide an engaging and welcoming environment at Cavendish PS

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## 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 (\$8,487) to maintain small class sizes. The future patterns of enrolments will always be a concern to our financial management heading into the future.

There was a net operating surplus of \$114,613. The stadium refurbishment grant ( to be completed under the Victorian Schools Building Authority) is still at a stand still. The VSBA is endeavouring to secure funding to address compliance requirements before any works can begin. The two pressing areas for compliance are the water pressure for fire services and disability access. Some areas of maintenance that were completed during 2023 were; a new shade sail, internal painting, new blinds in office, replacement of external locks, new door for Yr 5/6 room, playground mulch top up and other general maintenance items.

The overall financial position of the school remains healthy and will hopefully fund further improvements to teaching, learning and facilities into the future.

# 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 2023, 18 female and 18 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).

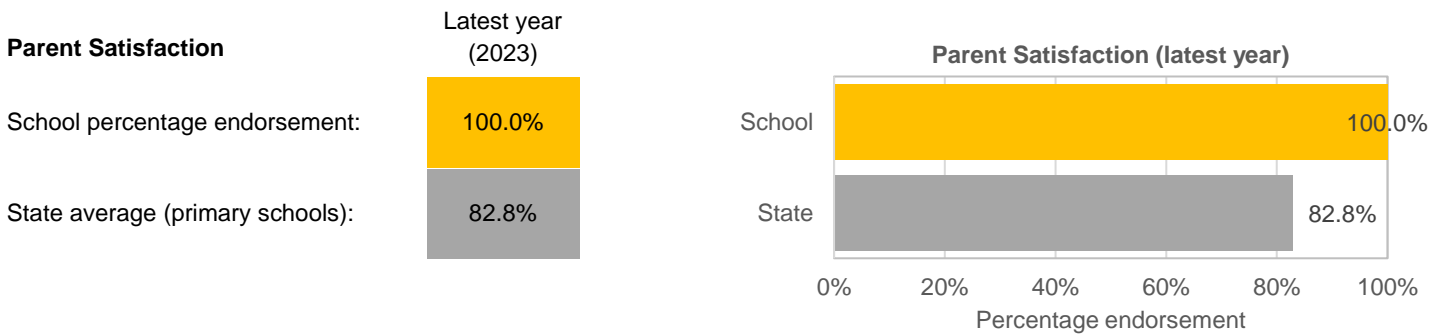
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

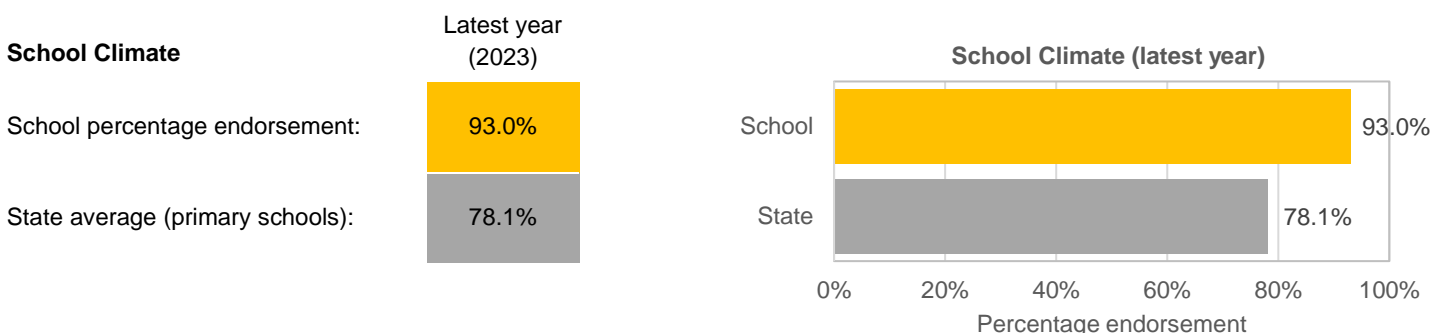


### School Staff Survey

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.



## 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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

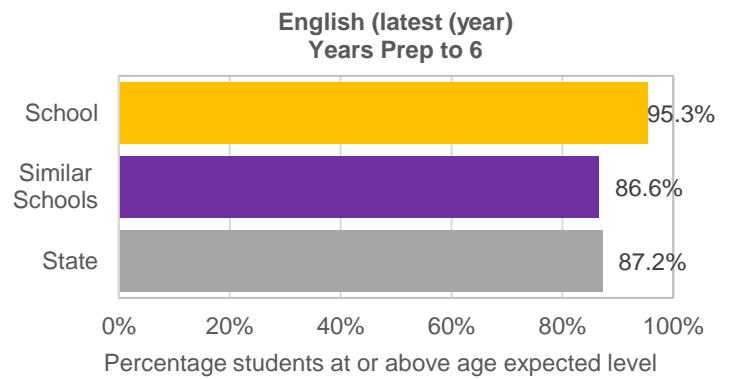
95.3%

Similar Schools average:

86.6%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

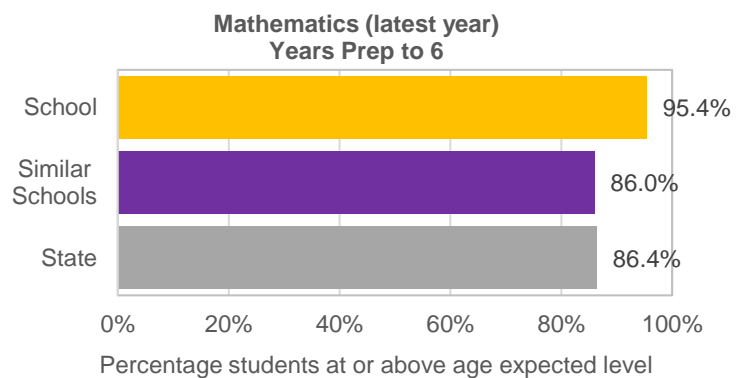
95.4%

Similar Schools average:

86.0%

State average:

86.4%



## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

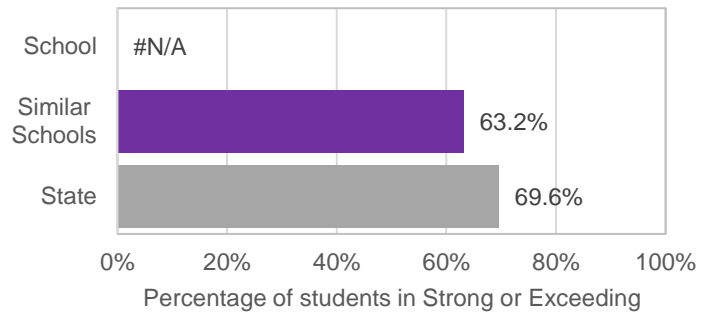
Similar Schools average:

63.2%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

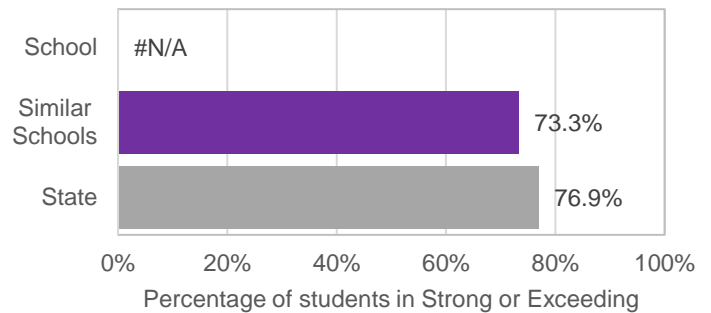
Similar Schools average:

73.3%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

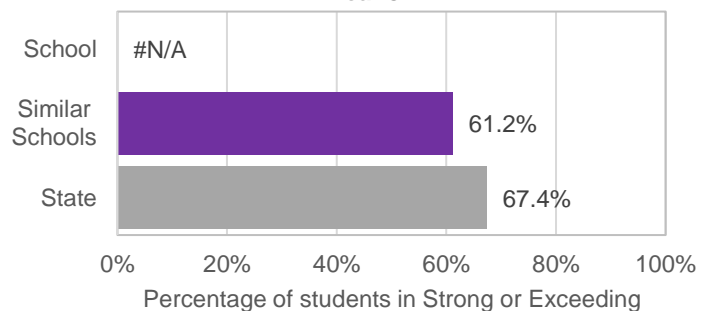
Similar Schools average:

61.2%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

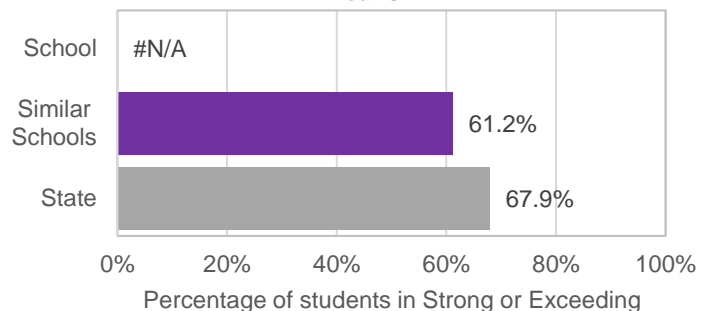
Similar Schools average:

61.2%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5





## 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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

72.7%

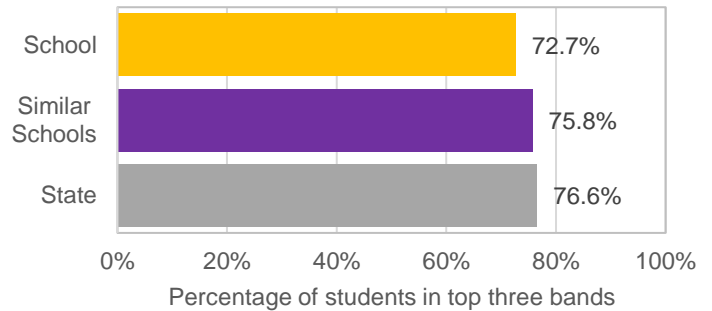
Similar Schools average:

75.8%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

80.0%

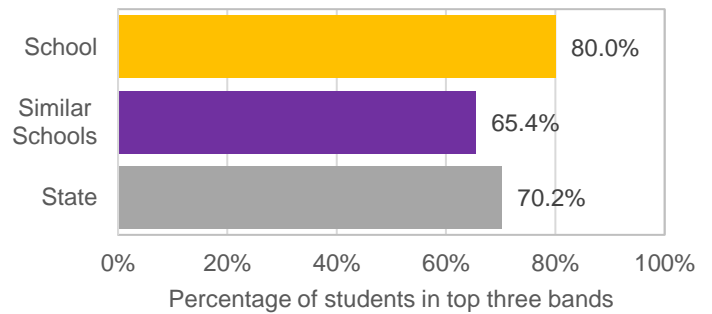
Similar Schools average:

65.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

45.5%

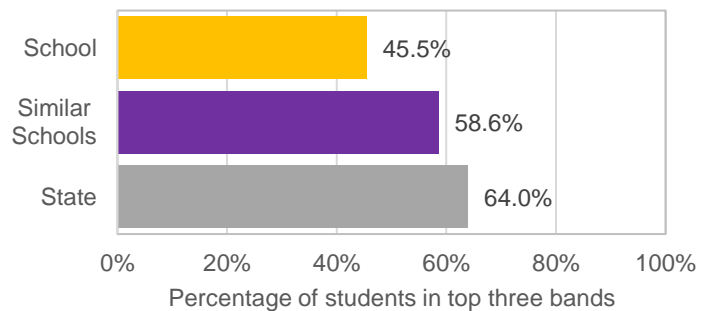
Similar Schools average:

58.6%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

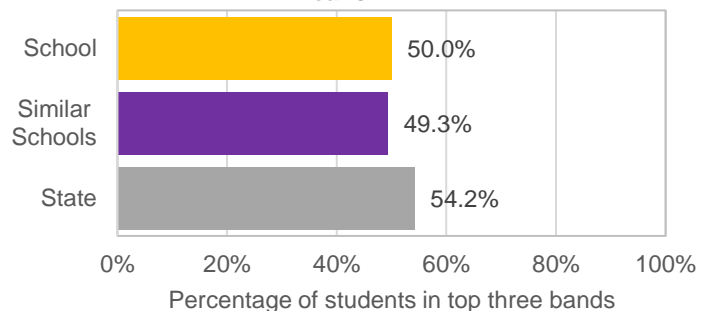
Similar Schools average:

49.3%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

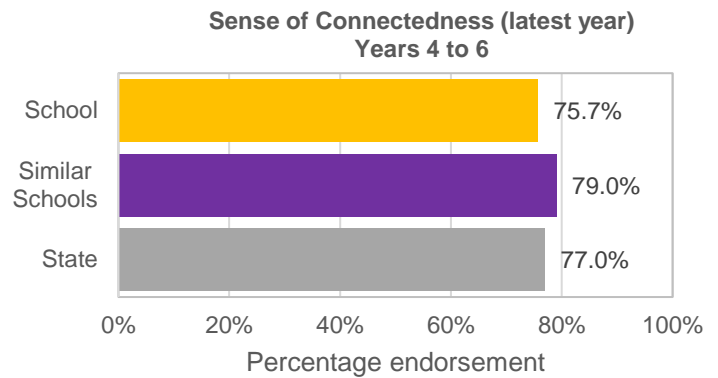
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	75.7%	88.4%
Similar Schools average:	79.0%	80.6%
State average:	77.0%	78.5%

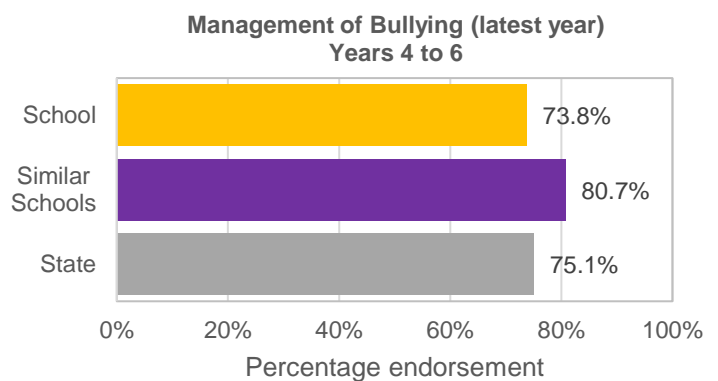


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	73.8%	86.6%
Similar Schools average:	80.7%	83.6%
State average:	75.1%	76.9%



## ENGAGEMENT

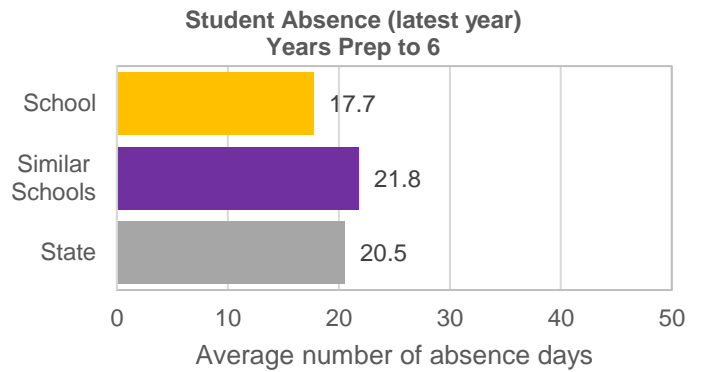
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	17.7	16.7
Similar Schools average:	21.8	18.6
State average:	20.5	18.1



### 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 (2023):	92%	89%	NDP	NDA	91%	NDP	92%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$550,211
Government Provided DET Grants	\$124,824
Government Grants Commonwealth	\$0
Government Grants State	\$18,600
Revenue Other	\$14,522
Locally Raised Funds	\$12,793
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$720,949</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$8,487
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$8,487</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$482,129
Adjustments	\$0
Books & Publications	\$1,031
Camps/Excursions/Activities	\$13,525
Communication Costs	\$1,163
Consumables	\$15,887
Miscellaneous Expense <sup>3</sup>	\$7,155
Professional Development	\$1,378
Equipment/Maintenance/Hire	\$10,558
Property Services	\$40,831
Salaries & Allowances <sup>4</sup>	\$23,293
Support Services	\$2,750
Trading & Fundraising	\$2,759
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$3,876
<b>Total Operating Expenditure</b>	<b>\$606,336</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$114,613</b>
<b>Asset Acquisitions</b>	<b>\$6,280</b>

- (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 16 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$275,157
Official Account	\$10,158
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$285,315</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$17,301
Other Recurrent Expenditure	\$1,745
Provision Accounts	\$0
Funds Received in Advance	\$716
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,750
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$21,688
Maintenance - Buildings/Grounds < 12 months	\$90,820
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$135,019</b>

*All funds received from the Department of Education, 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.*