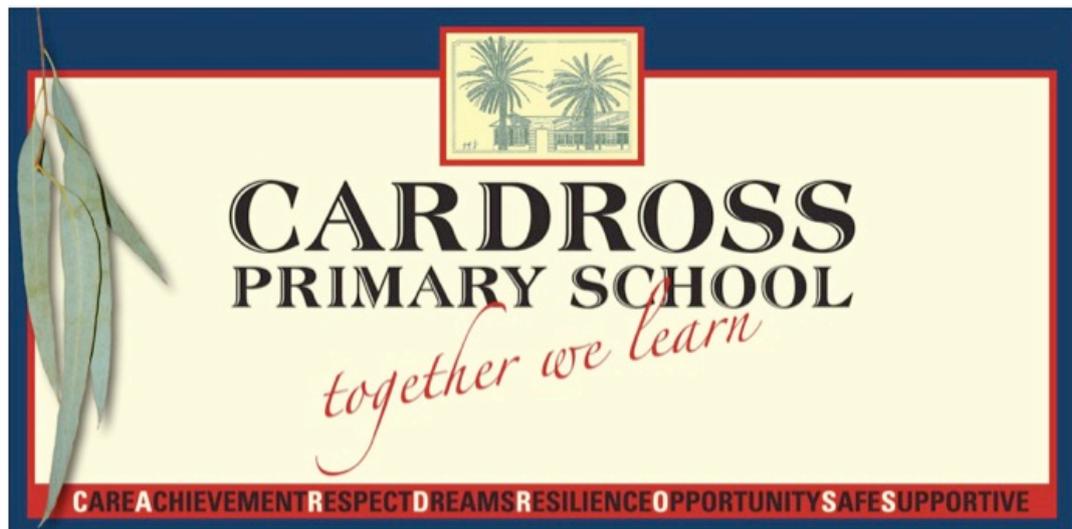


2016 Annual Report to the School Community



School Name: Cardross Primary School

School Number: 4263



Name of School Principal:	Chris Grimmer _____
Name of School Council President:	_____ _____
Date of Endorsement:	22 nd March 2017 _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Cardross Primary is a rural school with a 2016 enrolment of 99 students, 8.3 equivalent full time staff, including 1 Principal, 5.0 Teachers and 2.3 Education Support staff. A high value is placed on parent participation to develop and implement programs that encourage a positive, caring atmosphere.

Staff work together in teaching teams to constantly revise, develop and implement a comprehensive curriculum with particular attention to detailed, individual instruction, evaluation and assessment. The school is particularly committed to advancing students skills in numeracy and literacy. Ongoing investment in technology, including 1:1 netbooks and iPads enhances these areas. Our '1:1' program currently extends from Year 4-6 and all students utilise the student portal, 'Compass', to not only enhance their learning, but to maintain an ongoing record of their learning that parents can access at any time.

The school offers a diverse curriculum which covers all components of the AusVELs curriculum framework. Our staff know that continuous learning and a best practice approach to teaching is the key to achieving the best learning outcomes for children. As a result we are involved in weekly professional learning sessions as a team and are in the middle of our work on an exciting three year project which focusses on 'New Pedagogies for Deep Learning'.

Our school's strategic plan places a high priority on the areas of literacy, numeracy, with a major emphasis on creating a culture of deep learning through New Pedagogies and leveraging the power of digital learning. A continuous focus on improving the quality of our teaching and learning and the strong partnerships that we have developed with our school community will continue to create a vibrant, positive learning environment for our children.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning – building practice excellence & curriculum planning and assessment:

- Embed a whole school approach to the use of data and evidence to monitor the learning growth of every student.
- Implement a school-wide learning strategy using the New Pedagogies collaborative inquiry framework.
- Build teacher capability as powerful activators of learning through collaborative teams, shared professional learning, mentoring, coaching and strong accountability.
- Build a fusion of proven pedagogical practices and emerging innovative practices.

Throughout 2016 Staff worked as a team to plan, reflect and review lessons according to the collaborative inquiry approach. Their planning showed evidence of both surface and deep learning task design with an overarching reference to the deep learning competencies – 6Cs. Teacher Performance & Development plans also demonstrated evidence of deep learning planning/implementation. A consistent, documented approach to data collection is also in place at Cardross PS which ensures that all students are taught at their point of need.

Positive climate for learning – setting expectations and promoting inclusion:

- Develop a common understanding of the characteristics of a respectful and productive learning environment.

During 2016 staff, students and a group of parents have started work on developing a set of descriptors for what a respectful & productive learning environment looks like at Cardross PS.

Achievement

Cardross Primary is achieving results similar to other schools on adjusted school performance, in all areas.

Key strategies to support improvement:

- Continued to plan deep learning tasks using the collaborative inquiry approach.
- Weekly professional learning focusing on deep learning lesson design has been undertaken.
- Accessed professional learning (through NPDG global team) to deepen knowledge & practice of the deep learning competencies.
- Provided PL to staff to support planning and assessment.
- Ensure NPDG is included in weekly PL sessions throughout each term.
- Complete the NPDG teacher self-assessment annually to inform the school's professional learning program and teacher performance and development plans.
- Build teacher capacity to assist with lesson design, implementation, reflection and future planning.
- Ensure all teachers receive feedback on a fortnightly basis.
- Implement intervention programs and support for students achieving below expected levels.



Victorian Early Years Learning and Development Framework



AusVELS



Victorian Curriculum



A Combination of these



Engagement

Student attendance rates and 'Attitudes to School' feedback is similar to other schools on adjusted school performance. Over a four year period the Attitudes to School student feedback is higher than other schools.

Key strategies to support improvement:

- Ensure teachers plan learning tasks which privilege both surface and deep learning.
- Embed use of planning and documenting scope and sequence charts for all AusVELS domains.
- Plan using the 6 deep learning competencies based on the collaborative inquiry approach.
- Ensure all teachers receive feedback to improve consistency in planning and lesson design.

Wellbeing

Student wellbeing data taken from the 'Attitudes to School' survey was similar to other Victorian schools and higher over the four year period.

Key strategies to continue this high level of student wellbeing:

- Continue to develop and embed an approach based on Restorative practices.
- Continue to implement school procedures to ensure consistent student wellbeing practices
- All staff to continue to forge great relationships with students and their families by maintaining regular contact, either by phone, in person or via the 'Compass Reporting Portal'.
- Continue to work closely with the SSS staff to support any children who may require extra assistance with their learning or overall wellbeing.
- Continue our strong focus on zero tolerance to bullying, either in person or online.
- Continue our Sporting Schools Program to promote health and wellbeing from Prep-6.
- Continue to run the 'Fresh Fruit Friday' program using school raised funds to continue our promotion of healthy eating and healthy lifestyles within the school community.
- Continue to provide alternative activities for students with special needs in the playground to ensure they continue to feel connected to peers and the school.

For more detailed information regarding our school please visit our website at
www.cardrossps.vic.edu.au



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 98 students were enrolled at this school in 2016, 43 female and 55 male. There were 4% of EAL (English as an Additional Language) students and 6% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>37%</td> <td>42%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>53%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>68%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>42%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>47%</td> <td>47%</td> <td>5%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	37%	42%	21%	Numeracy	32%	53%	16%	Writing	11%	68%	21%	Spelling	26%	42%	32%	Grammar and Punctuation	47%	47%	5%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	37%	42%	21%																							
Numeracy	32%	53%	16%																							
Writing	11%	68%	21%																							
Spelling	26%	42%	32%																							
Grammar and Punctuation	47%	47%	5%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	91 %	93 %	92 %	90 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	91 %	93 %	92 %	90 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

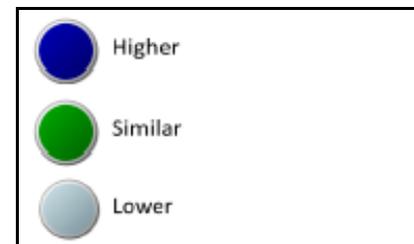
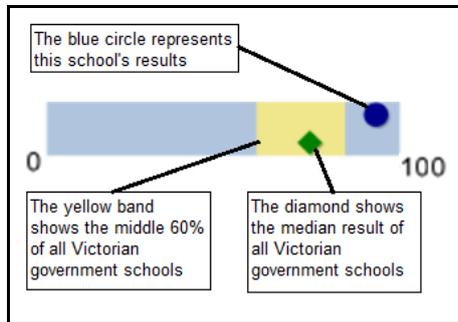
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

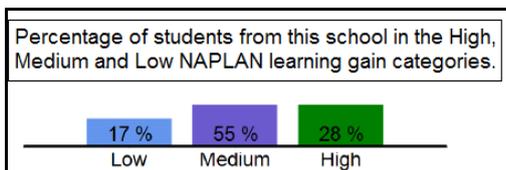
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$893,778
Government Provided DET Grants	\$192,524
Government Grants Commonwealth	\$8,435
Revenue Other	\$18,376
Locally Raised Funds	\$71,023
Total Operating Revenue	\$1,184,135

Expenditure	
Student Resource Package	\$802,974
Books & Publications	\$383
Communication Costs	\$3,677
Consumables	\$23,812
Miscellaneous Expense	\$42,099
Professional Development	\$4,944
Property and Equipment Services	\$61,578
Salaries & Allowances	\$89,366
Trading & Fundraising	\$12,598
Travel & Subsistence	\$2,795
Utilities	\$13,860
Total Operating Expenditure	\$1,058,086

Net Operating Surplus/-Deficit	\$126,049
Asset Acquisitions	\$120

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$111,995
Official Account	\$23,976
Total Funds Available	\$135,971

Financial Commitments	
Operating Reserve	\$10,000
School Based Programs	\$123,511
Provision Accounts	\$2,459
Total Financial Commitments	\$135,971

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

At the end of 2016 our school had a surplus of \$126,049. This was due to several factors, including the money raised by the school of around \$18,000, the funds we received as part of the College Lease program in Sunraysia and the fact that we did not use all of our student resource package allocation. Forward planning has enabled us to employ an extra teacher for 2017 to support a specific cohort of students academically, socially and emotionally. By carrying over some of our student resource money from 2016 we can resource all programs fully in 2017.



We also received commonwealth grants to the total of \$8,435, most of which was funding for the Sporting School's Program (\$5,465) and the remaining money was payment from LaTrobe University for student teacher supervision. Once again our school finished the year in a sound financial position.