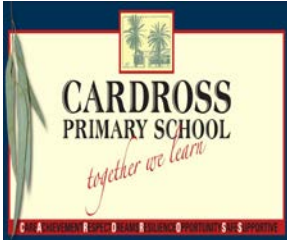


2017 Annual Report to the School Community



School Name: Cardross Primary School

School Number: 4263



- 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 Regulation 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 2017 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

Signed 16 April 2018 at 05:20 PM by Christopher Grimmer (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

Signed 23 April 2018 at 07:25 AM by Russell Scrooby (School Council President)



About Our School

School Context

Cardross Primary is a rural school with a 2017 enrolment of 105 students, 9.3 equivalent full time staff, including 1 Principal, 6.0 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, literacy and the 6 deep learning competencies – Character, Citizenship, Communication, Creativity, Collaboration and Critical Thinking. Ongoing investment in technology, particularly iPads, enhances these areas as staff look to leverage digital tools wherever possible. 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 Victorian Curriculum. 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 have just completed a 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 and the 6Cs, 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 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.

Excellence in teaching and learning – curriculum planning and assessment

- Build a fusion of proven pedagogical practices and emerging innovative practices.
- Embed a whole school approach to the use of data and evidence to monitor the learning growth of every student.

As a school we chose 'Excellence in teaching and learning' as an initiative because it clearly underpins everything we strive for in regards improving students' academic outcomes. The New Pedagogies for Deep Learning Project is the vehicle we used to drive this learning throughout the school. This commitment to collaborative professional learning is valued by staff (as evidenced in the staff survey data) and will continue to underpin our continuous learning journey. Our SSP targets are specifically targeted towards the NPDL outcomes so that all staff play a role in achieving them.

In conjunction with our ongoing work to embed a deep learning culture across the school we have focussed on a new writing philosophy across the school. Our writing data has not been at a level that we feel represents our school cohort accurately and so as a result we have started work on the implementation of VCOP writing from P-6. We believe that the growth data around VCOP writing and its positive influence on writing standards across all genres makes it a very appealing initiative.

Achievement

Cardross Primary is achieving results similar to other schools on adjusted school performance in most areas, with our 2017 Grade 3 cohort performing lower than similar schools in reading and our Grade 5 cohort performing higher than similar schools in reading. Our school data is always very dynamic, varying greatly from year to year as each cohort moves through the school. As a school we focus much more heavily on the growth data than the raw data.

Key strategies to support improvement:

- Review pedagogy and planning to provide teaching and learning programs which are engaging and leverage digital elements in powerful ways.
- Develop and document an agreed teaching and learning model informed by the NPDL project.
- Continue to plan deep learning tasks using the collaborative inquiry approach.
- Ongoing professional learning focusing on deep learning lesson design will be undertaken.
- Access professional learning (through NPDL global team) to deepen knowledge & practice of the deep learning competencies.
- Provide PL to staff to support planning and assessment.
- Complete the NPDL teacher self-assessment to inform the school's professional learning program and teacher performance and development plans



- NPD Lead Teacher will be released to work with other classroom teachers on a needs basis, with priority given to new, less experienced staff to assist with their deep learning lesson design & implementation.
- NPD planning (deep learning) will be done as a team on a weekly basis to ensure a consistent approach is adopted across the school.
- All staff receive individual mentoring on a needs basis.
- Utilise Equity funding to employ additional teaching staff to support students socially and emotionally to ensure learning can take place. Also provide time for NPD lead to work with staff to implement deep learning lessons and allow staff time to plan in pairs to enhance lesson design.
- All staff take part in VCOP writing professional learning
- All classes from P-6 implement the VCOP writing strategy in their rooms as part of the 2 hr literacy block.

Engagement

Student attendance rates for 2017 and over the last four year period are similar to 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 Victorian Curriculum areas.
- 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 relating to school connectedness, taken from the 'Attitudes to School' survey was similar to other Victorian schools. However, the management of bullying result for 2017 was lower than similar schools. We feel strongly that more work needs to be done to educate both the student and parent population around the term 'bullying' as it is so often misused and confused with poor behaviour choices or unacceptable incidents.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 105 students were enrolled at this school in 2017, 50 female and 55 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 4 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Lower</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> Higher</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>71%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>57%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>29%</td> <td>43%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	57%	14%	Numeracy	14%	71%	14%	Writing	14%	57%	29%	Spelling	29%	57%	14%	Grammar and Punctuation	29%	29%	43%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	57%	14%																							
Numeracy	14%	71%	14%																							
Writing	14%	57%	29%																							
Spelling	29%	57%	14%																							
Grammar and Punctuation	29%	29%	43%																							



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>91 %</td> <td>95 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	95 %	93 %	92 %	92 %	90 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	95 %	93 %	92 %	92 %	90 %	91 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

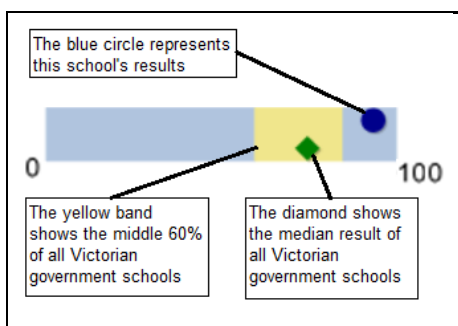
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

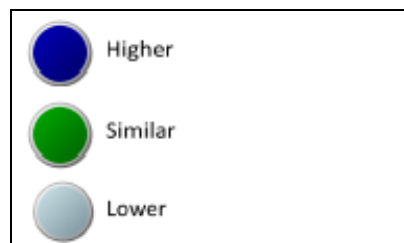


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

At the end of 2017 our school had a bank balance of \$151,088. This was due to several factors, including the money raised by the school of around \$11,000, 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. In 2018 our enrolment will decrease due to the large number of Grade 6 students who move onto secondary college. By carrying over some of our student resource money from 2017 we can resource all programs fully in 2018. We can also cover the cost of new classroom furniture and painting in the junior classrooms.

We also received commonwealth grants to the total of \$10,218, most of which was funding for the Sporting School's Program (\$9,600) as well as payments from LaTrobe University for student teacher supervision. Once again our school finished the year in a sound financial position.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$928,487	High Yield Investment Account	\$128,814
Government Provided DET Grants	\$219,427	Official Account	\$22,274
Government Grants Commonwealth	\$10,218	Total Funds Available	\$151,088
Revenue Other	\$14,938		
Locally Raised Funds	\$83,489		
Total Operating Revenue	\$1,256,559		
Equity¹			
Equity (Social Disadvantage)	\$55,091		
Equity Total	\$55,091		
Expenditure		Financial Commitments	
Student Resource Package ²	\$854,982	Operating Reserve	\$10,000
Books & Publications	\$1,421	Asset/Equipment Replacement < 12 months	\$16,095
Communication Costs	\$3,567	School Based Programs	\$124,993
Consumables	\$30,120	Total Financial Commitments	\$151,088
Miscellaneous Expense ³	\$72,721		
Professional Development	\$4,256		
Property and Equipment Services	\$96,318		
Salaries & Allowances ⁴	\$72,803		
Trading & Fundraising	\$11,266		
Travel & Subsistence	\$5,022		
Utilities	\$13,870		
Total Operating Expenditure	\$1,166,347		
Net Operating Surplus/-Deficit	\$90,212		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.