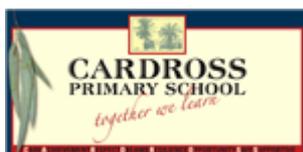


# 2018 Annual Report to The School Community



School Name: Cardross Primary School (4263)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2018 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 06 March 2019 at 05:02 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 2018 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.

Attested on 01 April 2019 at 09:37 AM by Emma Watt (School Council President)

## About Our School

### School context

Cardross Primary is a rural school with a 2018 enrolment of 95 students, 8.3 equivalent full time staff, including 1 Principal, 5.0 Teachers and 2.3 Education Support staff. Staff work together in 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.

Our school vision is to provide a friendly, caring and dynamic learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation. Continuous improvement of teaching skills is underpinned by a strong performance and development culture.

The school's underlying values and philosophy are summed up within the name CARDROSS.

Care – A caring environment for students, families and staff.

Achievement – A school environment that ensures all children can achieve the best outcomes possible.

Respect – Mutual respect from students, staff and parents underpins our educational program.

Dreams – Anything is possible – follow your dreams.

Resilience – Children are supported to develop strategies to cope with difficulties and an ability to bounce back.

Opportunity – A broad challenging educational program provides children with the opportunity to shine.

Safe – Children have the ability and right to learn in a safe and caring environment.

Supportive – Children are supported by all members of our school community to undertake new learning.

### Framework for Improving Student Outcomes (FISO)

FISO initiative - Building practice excellence

Key Improvement Strategy 1 - Build a fusion of proven pedagogical practices and emerging innovative practices, with a focus on literacy.

\* Staff received professional support, participated in regular school-based collaborative PLC activity, PLC activity with project partner schools and received regular support from the school-based project leader and school leadership. These actions enabled staff to strengthen and focus their teaching practice through explicit, consistent daily instruction resulting in improved learning outcomes. The school's elevation to a 2018 Influence Performance status in literacy and numeracy was viewed as a reflection of the success of the new approach to teaching and learning.

**FISO initiative - Health and Wellbeing**

Key Improvement Strategy 1 - Review current school strategies and programs designed to enhance student wellbeing and document and implement a consistent and relevant plan to meet student needs.

\* During our 2018 School Review it was stated by the panel that our school's wellbeing outcomes had shown continuous improvement and we had demonstrated to the panel the building of a positive wellbeing culture and its impact on teaching and learning across all levels of the school. The school self-identified an ongoing challenge around the student safety aspects of bullying. Students in focus groups, as with parents and staff in focus groups, conveyed a very positive wellbeing environment within the school and collectively made reference to 'outside' the school environment as where challenges to personal and social wellbeing existed. The panel examined the school's wellbeing culture and concluded through observation and data examination that the school was a safe place and the school was proactive in developing, implementing, reflecting on and pursuing positive wellbeing initiatives and practices.

The school's elevation of its agreed values as a focus for 'good citizenship' has been identified as a key driver of the school's engagement and wellbeing practices and processes. The name CARDROSS has been applied to identify the school's values – Care, Achievement, Respect, Dreams, Resilience, Opportunity, Safe and Supportive – and guides learning, engagement and wellbeing in all aspects of school life. Students interviewed were able to explain each value and the discussions they had as a class group or as individuals with teachers around the significance and relevance of each value. The senior students had undertaken a shared project to define the scope, meaning and significance of each value for all students, staff and families and a wall display highlighted the student comments for each as a discussion 'touchpoint'. Our school's high positive Attitudes to School Survey outcomes are reflective of the values and their relevance to learning.

**Achievement**

In 2018 Cardross Primary achieved reading results that were higher, and numeracy results that were similar to 'Similar' schools with alike student backgrounds and characteristics. 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. In 2018 our growth data was outstanding, with 100% of students gaining medium or high growth in NAPLAN Reading, 92% in NAPLAN Numeracy, 100% in NAPLAN Writing, 77% in NAPLAN Spelling and 92% in NAPLAN Grammar & Punctuation.

Key strategies to support improvement:

- \* Build a rich, relevant, challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep learning and thinking.
- \* Build a whole school professional learning plan, inclusive of induction, mentoring, observation and coaching that supports the school's improvement strategies and is based on accumulated and point in time student learning data.

**Engagement**

In 2018 Cardross Primary achieved engagement results that were similar to 'Similar' schools with alike student backgrounds and characteristics.

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.
- \* Use Compass to track student absence and follow up unapproved absences after 1 days absence.

**Wellbeing**

Student wellbeing data relating to school connectedness, taken from the 'Attitudes to School' survey was higher than similar Victorian schools. Also, the percentage of students who endorsed the school's management of bullying was higher than similar schools. Both these results for 2018 were extremely pleasing for the school community.

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.

### **Financial performance and position**

At the end of 2018 our school had a bank balance of \$105,065. This was due to several factors, including the money raised by the school of around \$10,000, 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 2019 we have identified a cohort of students who require greater support to achieve the academic, social and emotional gains that we are striving for. By carrying over some of our student resource money from 2018 we can resource all programs fully in 2019 and hopefully achieve the results we are aiming for.

We also received commonwealth grants to the total of \$9,413, most of which was funding for the Sporting School's Program, as well as payments from LaTrobe University for student teacher supervision. Once again our school finished the year in a sound financial position.

# 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 95 students were enrolled at this school in 2018, 35 female and 60 male.

np percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	91.8	85.1	78.3	91.6

### 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	97.4	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	83.2	90.1	82.6	95.3	Similar
Mathematics	86.3	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	100.0	76.5	62.0	89.2	Higher
Year 3	Numeracy (latest year)	92.9	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	100.0	64.9	48.8	80.0	Higher
Year 5	Numeracy (latest year)	61.5	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	69.6	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	65.9	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	65.3	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	53.1	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	0.0	23.1	76.9
Numeracy	7.7	76.9	15.4
Writing	0.0	61.5	38.5
Spelling	23.1	23.1	53.8
Grammar and Punctuation	7.7	23.1	69.2

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	11.9	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	14.2	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	95	94	96	95	96	91	92

## WELLBEING

### 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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	99.4	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	87.9	81.7	73.8	88.7	Similar

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	97.8	81.2	72.2	90.3	Higher
<b>Percent endorsement (2 year average)</b>	84.2	81.8	73.7	89.7	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$937,958
Government Provided DET Grants	\$138,201
Government Grants Commonwealth	\$9,413
Government Grants State	\$0
Revenue Other	\$36,088
Locally Raised Funds	\$76,087
<b>Total Operating Revenue</b>	<b>\$1,197,747</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$45,249
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$45,249</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$814,427
Adjustments	\$0
Books & Publications	\$3,697
Communication Costs	\$3,017
Consumables	\$18,157
Miscellaneous Expense <sup>3</sup>	\$80,949
Professional Development	\$7,828
Property and Equipment Services	\$70,458
Salaries & Allowances <sup>4</sup>	\$95,684
Trading & Fundraising	\$11,761
Travel & Subsistence	\$1,999
Utilities	\$15,387
<b>Total Operating Expenditure</b>	<b>\$1,123,363</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$74,383</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$93,259
Official Account	\$11,805
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$105,065</b>

Financial Commitments	Actual
Operating Reserve	\$10,000
Other Recurrent Expenditure	\$0
Provision Accounts	\$935
Funds Received in Advance	\$4,324
School Based Programs	\$89,806
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$105,065</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 04 Mar 2019 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.*

# 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').