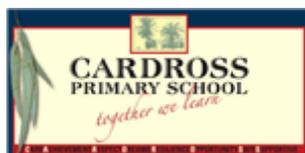


2019 Annual Report to The School Community



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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 29 April 2020 at 11:23 AM by Simon Trembath (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 April 2020 at 12:53 PM by Emma Watt (School Council President)

About Our School

School context

Cardross Primary School is a Foundation – Grade Six primary school located in Cardross, 550 kilometers north-west of Melbourne. It lies on the outskirts of Mildura, a major regional centre in North Western Victoria. In 2019, our school vision was revised to reflect the contemporary climate of education for our students. Cardross PS's vision is:

Cardross Primary School strives to be a safe and secure learning environment where staff and students learn with, and from, each other. A place where the acquisition of skills, knowledge and competencies are fused together to create deep and authentic learning experiences. Where ALL teachers have a deep understanding of ALL students through sharing responsibility and accountability for every student's academic, social and emotional growth. This learning environment is underpinned by our school values and the belief that all students can grow and achieve high standards.

Cardross Primary School is underpinned by our values which are:

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.

In 2019, the school's enrolment was 94 students, divided into 5 classes; Foundation / Grade One; Grade Two, Grade Three, Grade Four / Five & Grade 6. The school's SFEO is 0.4737. The staffing profile was made up of 1 principal, 1 learning specialist, 6 teachers (5.4 FTE), 1 reading recovery / literacy support teacher (0.4 FTE), 2 education support staff (1.11 FTE), and a business manager. The school also is part of the MARC mobile library program (0.2 FTE).

Framework for Improving Student Outcomes (FISO)

In 2019, the School' Annual Implementation Plan (AIP) focused on implementation of Key Improvement Strategies (KIS) related to the Framework for Improving Student Outcomes (FISO) dimensions of Curriculum Planning and Assessment; and Vision Values and Culture. These included:

- Building a whole school peer observation and coaching program.
- A focus on embedding NPDL thinking processes across the school.
- Embedding of consistent writing and reading methodology from F-6

To support the implementation of this KIS the following actions took place:

- Learning Specialist worked at a professional practice coach with all staff
- Whole staff PLCs were prioritised to focus on NPDL thinking processes / assessment and coherent literacy pedagogical models
- Staff began to take part in peer observation cycles with a focus on AIP key improvement strategies

The 2019 Staff Opinion Survey shows clear evidence of the impact of these actions. Collective efficacy, collective focus on student learning and Collective Responsibility all returned positive responses above 90%. Learning Specialist coaching cycles and learning walks provided additional evidence for the monitoring of this plan. These factors, coupled with our 2019 Panorama Report clearly shows the positive climate that currently exists in the teaching and learning culture of Cardross PS.

Achievement

In 2019, Cardross Primary School continued to work on its School Strategic Plans goals. These goals included:

- To improve literacy and numeracy outcomes for all students.
- To empower students to be active agents in their own learning
- To deepen student engagement, collaboration and motivation within the school's learning community

Students from Foundation through to Grade 6 have continue to show pleasing growth in literacy. In 2019 the percentage of students in Semester 2 at or above the age expected level (teacher judgement) was:

- Reading and Viewing – 87%
- Speaking and Listening – 91%
- Writing - 80%

These three data sets were either equal to or greater than similar school based on the Panorama Report from 2019. We have also seen pleasing trends from our NAPLAN data with increasing percentages of students in Grade 3 and Grade 5 in the top two bands for reading. This trend was also reflected in our growth from Grade 3 to Grade 5, with no students experiencing low growth in reading. It was also fantastic to in writing that our percentage of students in the top two bands was greater that similar schools. The school met their 12-month targets in two of the three areas of Literacy and Numeracy improvement, partially meeting the third target which focused on teacher professional synthesis of student achievement in Literacy and Numeracy.

In 2019, we continued to provide a range of supports across the school for students. Increased Educational Support time was utilised to support students with identified additional needs. High needs students with significant literacy delays were prioritised to work with our Literacy Support teacher on a regular basis. The school's ongoing Case management approach also ensured that identified students were efficiently linked in with Student Support Services to ensure that teachers were able to gain a deep understanding of what these students required.

Students who were funded and supported through the Program for Students with a Disability continued to make pleasing progress. Individual Education Plans ensured that the progress of achievement of these students was closely monitored.

Engagement

Cardross Primary School aims to provide opportunities for students to experience a deep sense of connection to their school and broader community. The school uses the 6 deep learning competencies from the New Pedagogies for Deep Learning (NPDL) Global Project to amplify this connection. The competencies of Character, Collaboration, Creativity, Critical Thinking, Communication and Citizenship are woven through the school culture from lesson design to school awards.

This year the School KIS related to the FISO dimension Vision, Values and Culture. The work focused on the utilisation of NPDL thinking process to help develop and support student agency within teaching and learning across all levels of the school. The school continued to implement its School Leaders program; selecting students from years 3-6 to take on leadership roles within the school. Staff worked on developing a range of opportunities for students to engage in authentic learning tasks with meaningful chances for student voice.

The school had a focus on improving student voice and agency as indicated in the 2019 AIP. The Survey Factor, Student Voice and Agency, displayed an overall positive endorsement of 83%, exceeding the target of 74% or greater. The Cognitive Learning Domain target was partially meet with 3 out of the 4 survey factors recording positive endorsements of 90% or greater.

Throughout 2019, Cardross Primary School continued to working closely with students and families to ensure that all stakeholders were active involved in student's educational journey. A strong sense of community and a foundation built upon meaningful relationships has helped to ensure positive and productive outcome for all. The school has continued to engage in ongoing reporting, using Compass as the platform for this communication to occur. Frequent feedback and student work samples allow parents to remain closely connected to their child's educational progress. This platform also provides the opportunity for parents to contact teachers should they have any concerns. Compass has also allowed the school to continue to send automated messages to parents in the event of unexplained absences. This led to a decrease in the number of unapproved absences for students.

Wellbeing

The health and wellbeing of our school community continues to remain an ongoing focus for Cardross Primary School. This ongoing commitment is reflected in our positive Attitudes to School survey results. In 2019, the Respect for Diversity survey factor received a overall positive response rate of 97%. Managing bullying received a overall positive response rate of 90% while the Advocate at school survey factor received 97% positive endorsement..

The 2019 Parent Opinion Survey indicated fantastic results for Cardross Primary School. 100% of participants responded positively to the general satisfaction framework factor. There was also a 100% positive response rate to the statement 'my child feels safe at school.' As a school we continue to provide opportunities for our parent / carers to remain closely connected our school community.

The 2019 staff opinion survey, 90% of staff were positive about the climate of the school. The Shielding / Buffering school climate factor received a 100% positive response rate for the second consecutive year.

The health and wellbeing of our school community continues to be a priority in 2020. This year Cardross Primary School has become a Respectful Relationships partner school. We feel that our inclusion in this initiative will only continue to develop our school community and strengthen health and wellbeing outcomes for all.

Financial performance and position

Cardross Primary School once again finished the year in a sound financial position. The Financial Performance and Position report shows an end of year surplus of \$83,712. This was due to several factors, including the money raised by the school, 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.

Currently, the school is undertaking a Capital Works project through the Victorian School Building Authority (VSBA). Carrying over some of our student resource money from 2019 will allow us to fully resource all programs within the school as well as creating engaging, inviting and contemporary learning spaces for students and staff. We also received Commonwealth grants totaling \$4,400 which was used to fund the Sporting School's Program.

Equity expenditure was used Increase mentoring time to ensure new staff were fully supported coaching cycles. The equity expenditure also allowed the school to have the Learning specialist released from classroom to implement mentoring and peer observation sessions. It also allowed for the increase in peer observation, with all staff and the Principal involved in observing practice and providing feedback to create high levels of clarity around the school's instructional model.

For more detailed information regarding our school please visit our website at
<http://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 96 students were enrolled at this school in 2019, 31 female and 65 male.</p> <p>ND were EAL (English as an Additional Language) students and ND 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>	

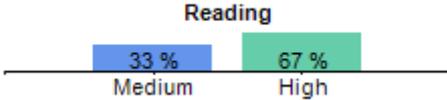
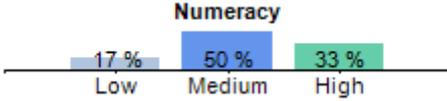
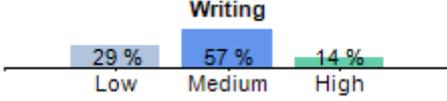
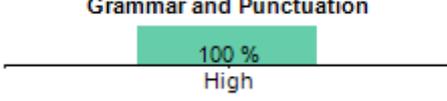
Performance Summary

Achievement	Student Outcomes	Similar 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>Above </p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above	● Similar ● Below
Achievement	Student Outcomes	Similar 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>Above ●</p> <p>Above ●</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>Above ●</p> <p>Above ●</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>97 %</td> <td>94 %</td> <td>92 %</td> <td>97 %</td> <td>95 %</td> <td>94 %</td> <td>85 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	97 %	94 %	92 %	97 %	95 %	94 %	85 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
97 %	94 %	92 %	97 %	95 %	94 %	85 %										

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: ◆ Similar School Comparison Key: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Above ●</p>
<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>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$944,469	High Yield Investment Account	\$124,822
Government Provided DET Grants	\$237,587	Official Account	\$26,415
Government Grants Commonwealth	\$4,400	Total Funds Available	\$151,238
Revenue Other	\$13,707		
Locally Raised Funds	\$74,409		
Total Operating Revenue	\$1,274,572		
Equity¹			
Equity (Social Disadvantage)	\$51,230		
Equity Total	\$51,230		
Expenditure		Financial Commitments	
Student Resource Package ²	\$861,537	Operating Reserve	\$43,670
Books & Publications	\$2,086	Provision Accounts	\$935
Communication Costs	\$2,867	School Based Programs	\$114,997
Consumables	\$22,941	Total Financial Commitments	\$159,601
Miscellaneous Expense ³	\$65,845		
Professional Development	\$2,054		
Property and Equipment Services	\$76,785		
Salaries & Allowances ⁴	\$76,908		
Trading & Fundraising	\$11,395		
Travel & Subsistence	\$3,948		
Utilities	\$16,953		
Total Operating Expenditure	\$1,143,319		
Net Operating Surplus/-Deficit	\$131,252		
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 26 February 2020 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
- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').