2020 Annual Report to The School Community

School Name: Cambridge Primary School (5312)

- 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 2020 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 10 May 2021 at 10:49 PM by Honey Stirling (Principal)

The 2020 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 12 May 2021 at 10:30 AM by Louie Stefanovski (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Cambridge has a long history of strong academic performance. Student's are empowered and achieve personal and collective success at Cambridge Primary School. As an exemplary school, we embody excellence and high expectations in all aspects of our learning community. Our newly formed vision statement encompasses the culture and direction of the school. "We strive to equip and empower lifelong learners that contribute collaboratively to build a positive inclusive and successful school and community."

A proud tradition, strong community values, teachers who are passionate about educational success and committed to knowing their learners, and a supportive and involved School Council and parent community means all students at Cambridge Primary School are supported to achieve to their absolute full potential. We expect our community to live by our newly developed school wide community RISE values: RESPECT INTEGRITY SELF-RESILIENCE EXCELLENCE.

It is imperative to stimulate all aspects of a child's developing and inquisitive mind. Our teachers work extremely hard to develop a curriculum that is rich and varied, ensuring all children experience a breadth of experiences to ignite interest and ensure engagement.

Teachers are focused on preparing our students for the challenges and opportunities of a changing world. Our values outline our commitment to each student's personal growth throughout their educational journey at Cambridge Primary School. Teachers provide a wide array of opportunities and genuine care and attention to every child's learning both in and out of the classroom.

Students learn in vibrant, well-resourced learning environments that promote deep, critical thinking throughout their learning. Staff are involved in on-going professional learning that enables them to practice at the cutting edge of educational thought. We are a learning community that embraces innovation, creativity and the best learning and thinking strategies for our students. We seek to provide the best research based education, developing the whole child.

Located in the midst of established housing developments in Hoppers Crossing, Cambridge Primary School opened in 1992 with an enrollment of 243 children. Within two years this number had more than doubled, reflecting the movement of many young families into the area. This growth has continued and Cambridge Primary School currently has a population of approximately 905 students. The school is proud of its commitment to great educational outcomes and the welfare and safety of its students and community. As our numbers begin to decrease due to the opening of new schools, slowly our facilities and outdoor spaces are not feeling so crowed.

Framework for Improving Student Outcomes (FISO)

Curriculum planning and assessment:
A strong focus over 4 years to document and implement a guaranteed and viable curriculum to enhance student learning in reading and writing.

Evidence based high impact teaching strategies:
To develop and consistently implement an agreed instructional model that is informed by evidence-based high impact teaching strategies. (EHITS).

Evaluating impact on learning:
To build leadership and teacher capacity to identify and plan for student learning needs and evaluate the impact of teaching practices through professional learning communities.

Intellectual engagement and self-awareness:
To develop student learning opportunities and goals that are challenging, engaging and promote curiosity. Develop a

culture of high expectations for all students.

Parents and carers as partners:
To strengthen partnerships with parents and the community that enhance students learning at the school and at home.

Achievement

Students responded well to the learning grids provided to students throughout remote learning. The learning grid curriculum focus areas included reading, writing, mathematics, humanities, art, PE, LOTE, STEM, digital technologies, PArts and wellbeing. The learning grids were student/parent friendly, the learning tasks were designed with student independence in mind and the work commitments were more realistic for the DET recommended time frames. Specialist programs integrated their programs to provide a more engaging program for students. Small focus groups were conducted through video conferencing and these appeared to be successful in terms of delivering differentiated content to specific students. Differentiated learning grids were provided to students 'at risk' or vulnerable. Most teachers commented that the majority of their students were engaging via WebEx and submitting work. Teachers made phone contact with families of those students who were not engaging in online learning. Support was provided by teachers to work closely with disengaged students. Online platforms were utilised to deliver curriculum content, assessment and as mentioned, differentiation. At the time we used 3 different online platforms and following a parent survey, we decided to introduce a single platform for the whole school in 2021. In order to continue to provide an exemplary education for our students we believed that PLCs needed to continue to be conducted online. Our term 3 PL calendar was adjusted to factor in remote learning. The professional learning was modified and implemented through weekly PLCs. During a PLC day, teachers were able to work in a PL focused PLC and then break off into groups to develop the week ahead learning grids, videos and collate resources. This was done as a collective rather than individually. Overall, it was difficult to implement our KIS effectively however, I believe in regards to PLCs we have continued to work strong in this area. As much as possible, we have continued to deliver high quality professional learning through PLCs. Literacy and numeracy targets and goals will need to be adjusted to ensure we meet our 4 year target however, lesson structures were still delivered, where possible, using our instructional model.

Engagement

It was crucial that we identify our 'at risk' and vulnerable students early. As a leadership team and working closely with classroom teachers, we established a list of students that would require immediate support.
We designed a monitoring plan which we initially started with all students and then reduced the contact to identified individual students only.
Regular phone contact home each week with the students and families was a priority and proved to be very effective.
Ensuring all students had access to their learning via an online platform or in paper form was also a priority. We provided devices for students who did not have access to a device within the first 2 weeks. Phone support was provided to families to learn how to log in to online platforms to access work.
Regular phone calls to families in the first 4 weeks was essential in gaining an understanding of how things were running at home and so immediate adjustments could be made.
The Student Engagement and Wellbeing assistant principal continued to provide support to families to access our school speech pathologist and SSSO contacts.
Regular meetings with SSSO were conducted throughout remote learning.
ILPs SSGs were scheduled and conducted via WebEx.
We made adjustments to how onsite students were being monitored to ensure they continued to receive an outstanding education and access to teacher feedback.
Teachers identified students who were not engaging in remote learning and for many onsite learning was offered to support struggling families. Alternatively, modified learning grids were provided, online face to face support with teachers and regular contact with the families was necessary to ensure no student was left behind.
SSGs provided a medium for families to focus their attention with specific learning. Integration Aid attended webex learning meetings to support students.
The majority of our students were engaging in remote learning but expressed their desire to return to onsite learning. They missed their friends and teachers. Teachers created more frequent opportunities for students to interact in a fun

way online.

Staff and parent surveys proved valuable. They allowed us to monitor workload and put in the necessary supports as required.

Teachers conducted student surveys and made personal adjustments based on this feedback.The majority of our students were engaging in remote learning but expressed their desire to return to onsite learning. They missed their friends and teachers. Teachers created more frequent opportunities for students to interact in a fun way online.

The data shows that we had an attendance rate ranging from 90% 94% from years prep to year 6 in 2020.

Wellbeing

Our priority was the wellbeing of our staff, students and families, particularly those experiencing difficulties. We worked closely with the community (school and families) to provide as much support as possible.

Community engagement was also a priority for us. We developed a range of activities throughout remote learning to engage our learners, staff and families. These were promoted through all communication mediums. Some examples are: Cambridge Has Got Talent Show, Lego Competition, weekly themed assemblies, monthly activities (book week, science week, daffodil day, cupcake making day etc). All families were encouraged to join into the activities and post pictures on our FB page. Our school newsletter continued to be distributed throughout remote learning to ensure continuity and familiarity. We conducted weekly online staff meetings. These proved valuable in terms of bringing all teams together to connect, catch up, debrief. Our staff meetings had a strong focus on staff wellbeing. Staff wellbeing is a priority. We developed a range of ways to stay connected with staff and let them know they were important and valued. We organised a community drive by and provided all staff with a small thank you gift multiple times. Gifts were left in pigeon holes, virtual e-cards were sent to encourage and support staff.

Staff engaged in the 'staff resilience' PL provided by Jarrod Bateup. A staff survey was conducted to ascertain how staff were feeling during remote learning so that leaders could touch base with individual staff members. The survey data was discussed as a whole staff to unpack recommendations, share ideas across teams and put supports in place. The student engagement and wellbeing team monitored 'at risk' and vulnerable students and their families with regular contact. Classroom teachers were instrumental in providing wellbeing support for our students. Parent and student surveys were conducted throughout remote learning and adjustments were made based on the survey data.

Financial performance and position

The school finished in a positive financial position with a surplus. Of the surplus the school has an operating reserve of $85,825

Equity funding of $163,154 was received and has been utilised in strengthening our literacy support programs in years P-6 and developing the capacity of leaders in numeracy.

The school has set aside funds to complete multiple upgrades within the school:
• Upgrades to existing playgrounds and the development of new sporting play areas for years 3-6.
• Upgrade to old school gymnasium.

The school recently rolled over one learning specialist positions (Literacy) and offered 7 Positions Of Responsibility with a special payment to 7 PLC leaders.

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

SCHOOL PROFILE

Enrolment Profile

A total of 952 students were enrolled at this school in 2020, 460 female and 492 male.

46 percent of students had English as an additional language and 1 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.
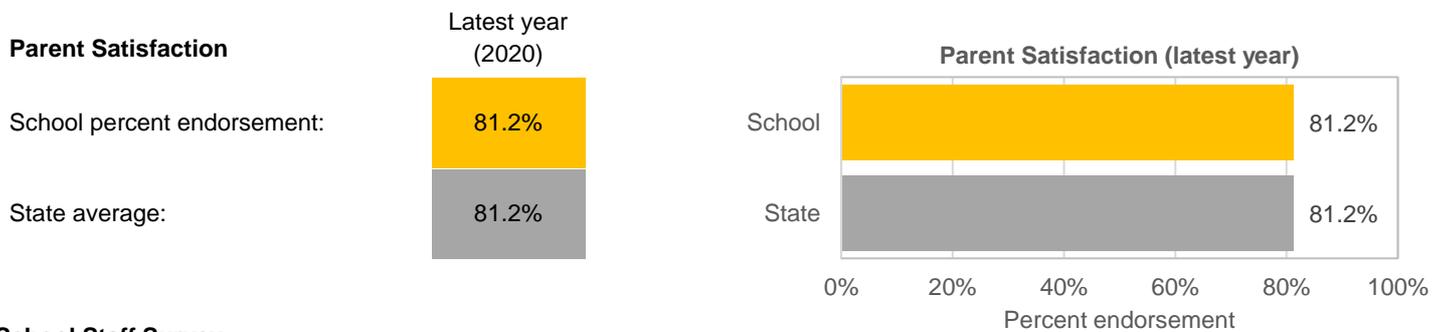
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.
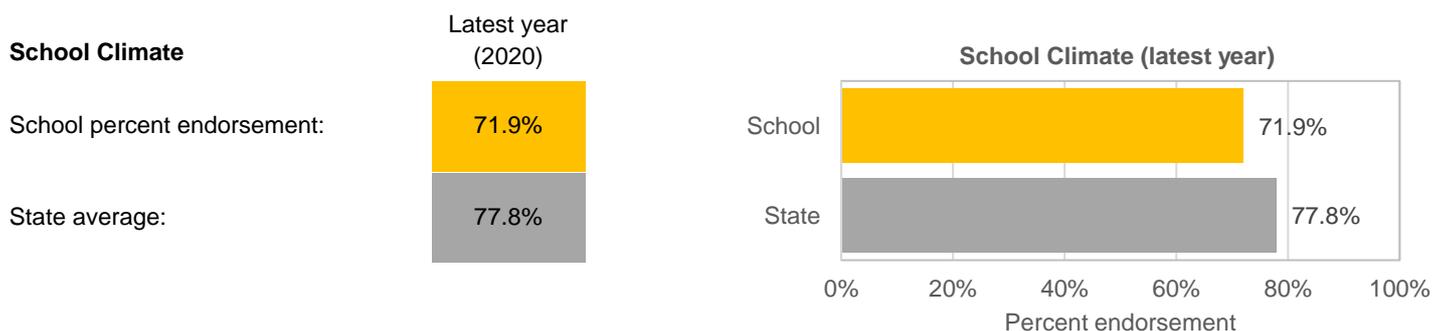
Parent Satisfaction	Latest year (2020)
School percent endorsement:	81.2%
State average:	81.2%

Parent Satisfaction (latest year)

School	81.2%
State	81.2%

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	Latest year (2020)
School percent endorsement:	71.9%
State average:	77.8%

School Climate (latest year)

School	71.9%
State	77.8%

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English
Years Prep to 6

Latest year (2020)

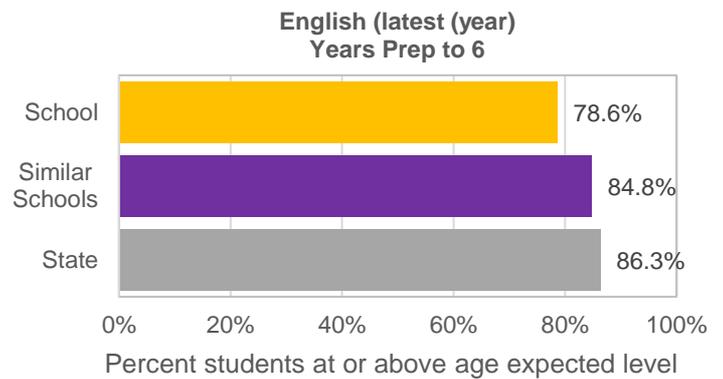School percent of students at or above age expected standards: **78.6%**

Similar Schools average: **84.8%**

State average: **86.3%**

English (latest (year)
Years Prep to 6

School	78.6%
Similar Schools	84.8%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards: **72.5%**

Similar Schools average: **84.0%**

State average: **85.2%**

Mathematics (latest year)
Years Prep to 6

School	72.5%
Similar Schools	84.0%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
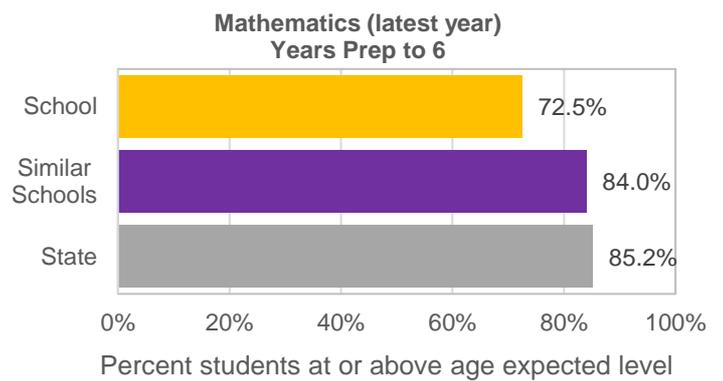
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).
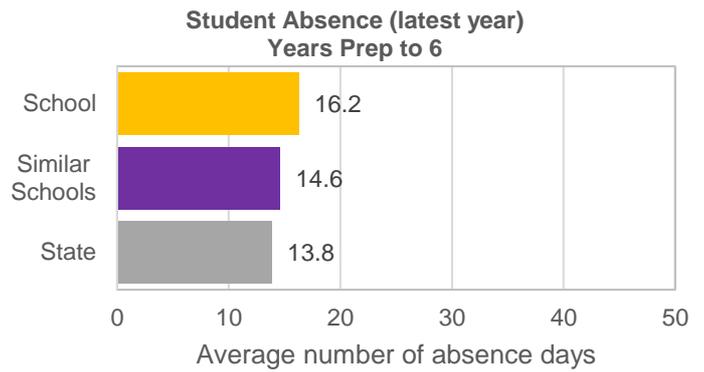
NAPLAN tests were not conducted in 2020.

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	16.2	16.2
Similar Schools average:	14.6	16.2
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	16.2
Similar Schools	14.6
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	90%	92%	92%	91%	92%	92%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	85.0%
Similar Schools average:	79.0%	80.4%
State average:	79.2%	81.0%
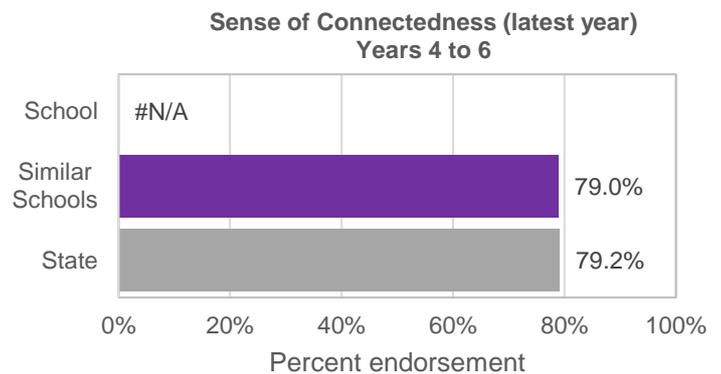
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School #N/A

Similar Schools 79.0%

State 79.2%

Percent endorsement

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.8%
Similar Schools average:	76.8%	78.6%
State average:	78.0%	80.4%
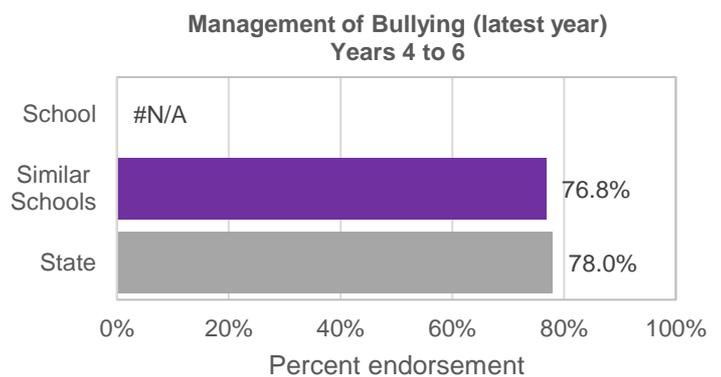
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School #N/A

Similar Schools 76.8%

State 78.0%

Percent endorsement

Financial Performance and Position

Revenue	Actual
Student Resource Package	$7,700,500
Government Provided DET Grants	$941,734
Government Grants Commonwealth	$420,985
Government Grants State	$6,250
Revenue Other	$13,337
Locally Raised Funds	$349,046
Capital Grants	NDA
Total Operating Revenue	**$9,431,852**

Equity [1]	Actual
Equity (Social Disadvantage)	$163,154
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$163,154**

Expenditure	Actual
Student Resource Package [2]	$7,784,874
Adjustments	NDA
Books & Publications	$3,318
Camps/Excursions/Activities	$42,440
Communication Costs	$39,121
Consumables	$118,579
Miscellaneous Expense [3]	$42,357
Professional Development	$4,169
Equipment/Maintenance/Hire	$114,005
Property Services	$513,989
Salaries & Allowances [4]	$447,428
Support Services	$100,857
Trading & Fundraising	$73,444
Motor Vehicle Expenses	NDA
Travel & Subsistence	$92
Utilities	$61,351
Total Operating Expenditure	**$9,346,026**
Net Operating Surplus/-Deficit	**$85,825**
Asset Acquisitions	**$900**

(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 01 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$1,141,481
Official Account	$40,506
Other Accounts	$12,007
Total Funds Available	**$1,193,994**

Financial Commitments	Actual
Operating Reserve	$193,208
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$220,025
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	$230,000
Maintenance - Buildings/Grounds < 12 months	$260,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$903,233**

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.