

2022 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 of the previous calendar year 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 28 March 2023 at 03:07 PM by Jane Budd (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2023 at 03:07 PM by Louie Stefanovski (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 history of strong academic performance. Students 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. "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 their absolute full potential. 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. We expect our community to live by our school values: RESPECT INTEGRITY SELF-RESILIENCE EXCELLENCE and vision: 'Growth through Learning'.

Located in the midst of established housing developments in Hoppers Crossing, Cambridge Primary School opened in 1992 with an enrolment of 243 children. Within two years this number had more than doubled, reflecting the movement of many young families into the area. Over the past 2 years, many new schools have opened in the Wyndham Network ultimately, causing a decline in enrolments at Cambridge Primary School. The school currently has a population of approximately 819 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 so crowded. As a school, we will continue to monitor enrolments so that our current students and students within our Designated Neighbourhood Area (DNA) have access to the best educational facility.

We have 66.77 EFT staff at Cambridge Primary School which includes teachers, leaders, education support officers and OSHC staff. Teachers are focused on preparing our students for the challenges and opportunities of a changing world. Our RISE 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 for 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 Cambridge Primary School received positive results in our year 5 NAPLAN, due to this being the first year our year 5 cohort has sat the assessment there is no growth data to unpack. Across all areas our year 5 data has been above similar, network and state schools percentage. All areas have been consistent with previous years, with the exception of spelling which saw a decrease within the top bands and increase of middle bands.

The Year 3 NAPLAN data shows movement within the bands in comparison to previous years, especially between our top and middle bands. Year 3 Reading, Numeracy and Grammar and Punctuation were above similar and network schools and within 1-3 percent of state school results. Writing and Spelling have been identified as priority areas as they are below or equal to similar, network and state school results.

As we delve deeper into teacher practice through the use of Professional Learning Community, we continue to concentrate heavily on formative assessment and moderation using the Victorian Curriculum. We have already noted a growth in the collection and use of formative assessment, putting faces to data and moderation. With teachers placing value in and holding conversations around data, we are starting to notice a decrease in the variability between Teacher Judgement and NAPLAN/Standardised testing, especially in numeracy.

Our attention will continue to be on developing strategies to ensure the improvement in literacy and numeracy outcomes and pedagogies so that the school consistently reaches, and surpasses, state benchmarks and that more and more students are making high learning gains. To do this, we will develop greater consistency of PLC expectations and practices. The leadership team will support the embedding of Evidence based High Impact Teaching Strategies through the delivery of highly effective PLC cycles, classroom observations. Student centred coaching will provide mentoring to new and graduate teachers as a priority, and then all other teachers. A strategically mapped out professional learning calendar ensures all PL aligns with the schools' goals and priorities.

Wellbeing

In our AIP we have focussed on building teacher capacity across curriculum and wellbeing areas creating clear links between student learning and wellbeing, whilst aligning with FISO 2.0 and our revised instructional model.

Our students have access to supports for wellbeing or bullying concerns via a QR code whilst at school or at home. As a school we continue to be above state and similar school by holding a proactive approach, with a tiered and clear response methodology. All staff and students have a shared understanding of bullying behaviours, this information and language is shared with our parent community through consistent and visible communications.

Through the implementation of the MHWC role, we have built capacity of staff across emotional literacy and the mental health wellbeing continuum. This was achieved through mentoring, whole school professional learning and social groups. The implementations of this foci was supported by our school Chaplin and wellbeing team who provided 1:1 point of need interventions. To build teacher/student relationship our MHWC mentored and identified staff with specific supports. These students were prioritised through a rigorous process undertaken by the wellbeing team.

Engagement

Attendance data shifted dramatically across three sections of absences for our students in 2022. Whilst students maintained absences within 2% of previous years of 10-19.5 days, absences of 0-9.5 days dropped to only 26% of our students, whilst 19% had 20-29 days of absence (an increase of 8%) and 25% had more than 30 days of absence (an increase of 14%). Reasons for non-attendance in 2022 were recorded for at least half of our student body (422 students across Prep -year 6) over 4500 days as Family Holiday. Another 372 students recorded absences under Pandemic that covered 2135 days.

As a school our wellbeing team supported teachers to seek understanding around student absences throughout the year. Monthly and termly attendance letters were shared with families about the importance of attending school every day. Attendance plans were created for those with extreme absences, mandatory reporting was activated to the region for those with more than 5 days of unexplained absences and referral to external supports for families who recognised they required additional assistance. It was recognised that significant anxiety continued around COVID, and many students were family contacts well before becoming COVID positive themselves. Then when families were able to travel towards the middle and end of the school year, we had students leave for many weeks to be reunited with extended family interstate and overseas. Regular communication with our community was shared via our newsletter and Compass, advising of parent/carers updates and input regarding absences.

Financial performance

The school finished in a positive financial position with a surplus. Of the surplus the school has an operating reserve of \$245,133.69

Equity funding of \$138,184.00 was received and has been utilised in strengthening the literacy and numeracy supports for disadvantaged and vulnerable students. These include: teachers employed to teach intensive programs in small focus groups, speech pathology and resourcing for programs.

The school has set aside funds to complete multiple upgrades within the school:

- Upgrade to our 3-6 playground.
- Upgrade to school facilities & grounds.

The school used the Mental Health in Primary Schools funding to employ a MHWC.

3 x learning specialists were rolled for a further 12 months.

2 x tutor teacher was employed to deliver the tutor learning program to over 300 students.

For more detailed information regarding our school please visit our website at
<https://cambridgeps.vic.edu.au/>

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 2.0 (FISO 2.0).

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 819 students were enrolled at this school in 2022, 422 female and 397 male.

47 percent of students had English as an additional language and 2 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).

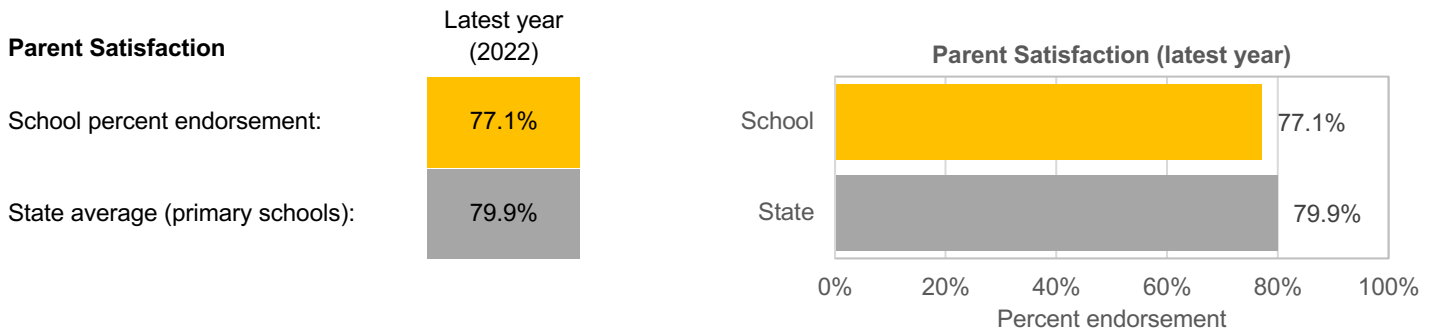
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

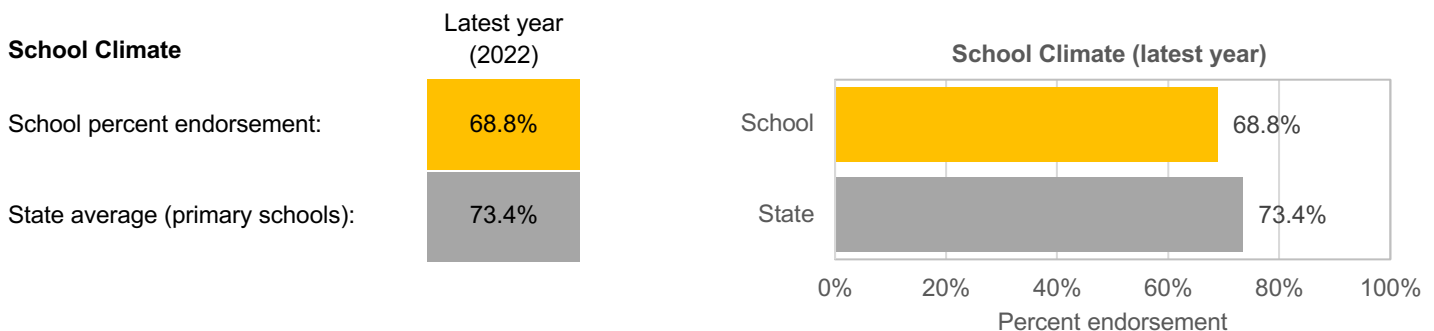


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

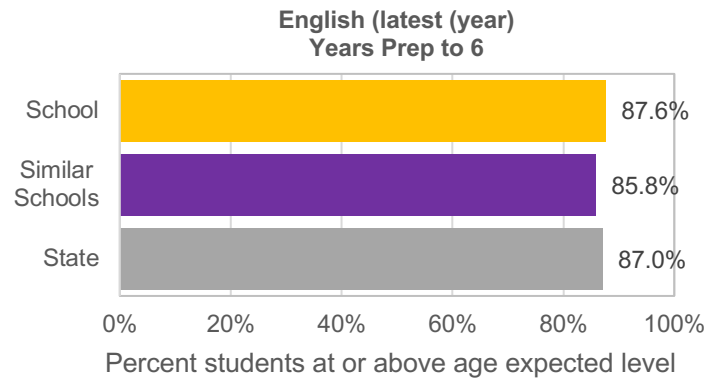
87.6%

Similar Schools average:

85.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

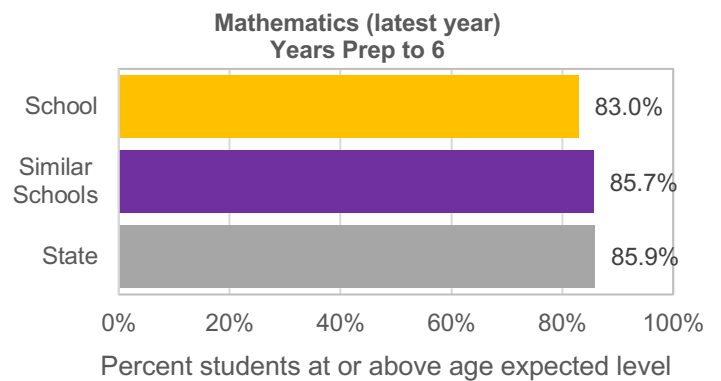
83.0%

Similar Schools average:

85.7%

State average:

85.9%



LEARNING (continued)

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.

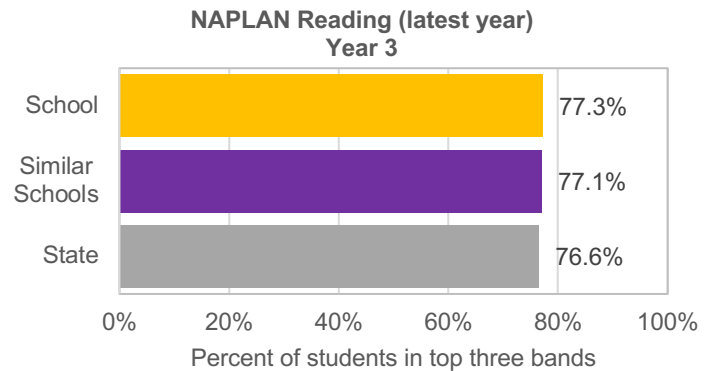
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

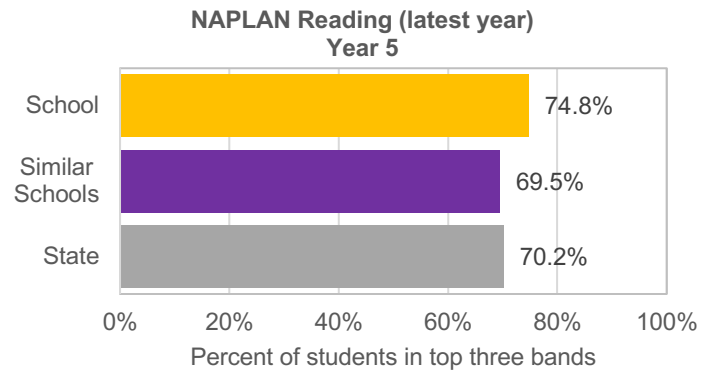
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.3%	81.7%
Similar Schools average:	77.1%	76.7%
State average:	76.6%	76.6%



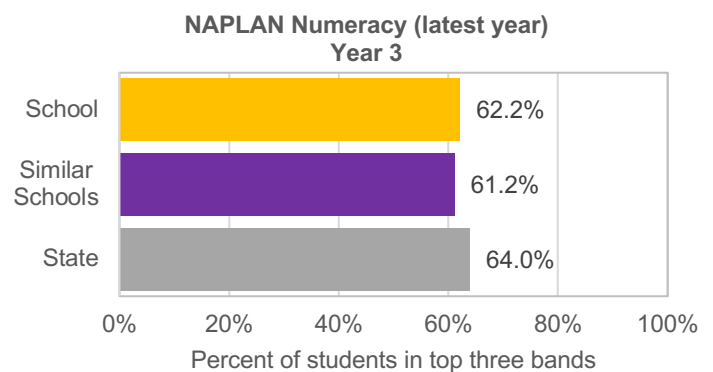
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.8%	71.9%
Similar Schools average:	69.5%	67.5%
State average:	70.2%	69.5%



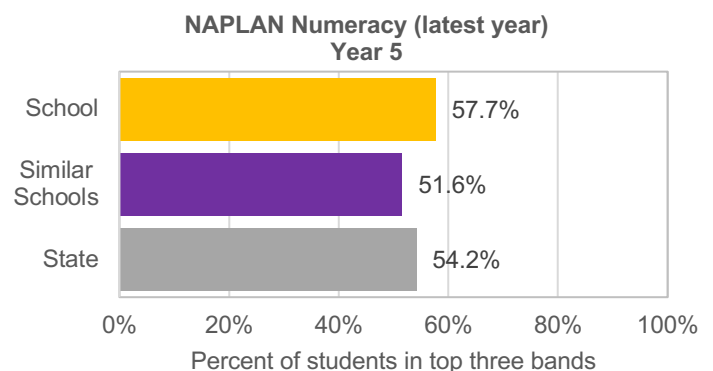
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.2%	72.7%
Similar Schools average:	61.2%	63.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.7%	62.9%
Similar Schools average:	51.6%	56.7%
State average:	54.2%	58.8%



WELLBEING

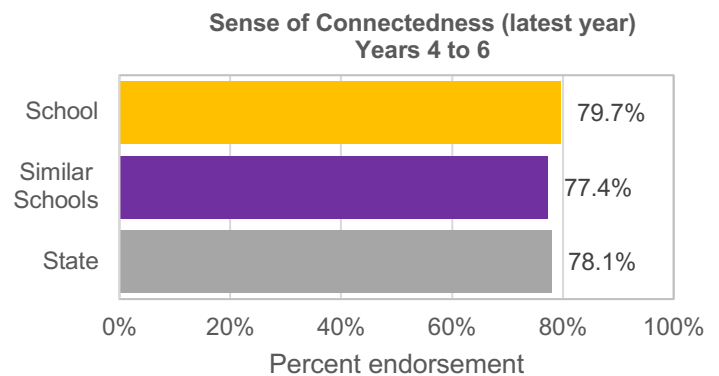
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.7%	84.3%
Similar Schools average:	77.4%	79.1%
State average:	78.1%	79.5%

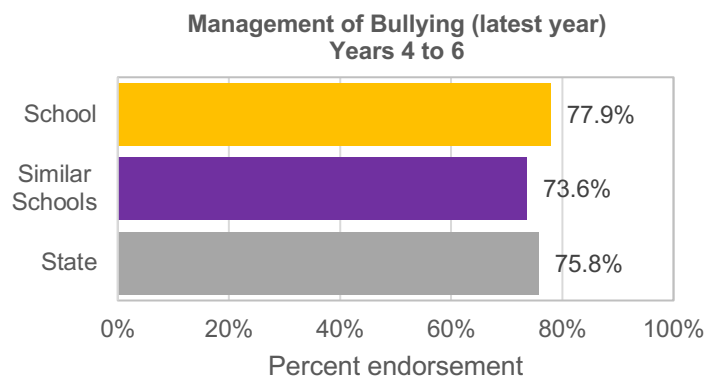


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.9%	80.6%
Similar Schools average:	73.6%	76.7%
State average:	75.8%	78.3%



ENGAGEMENT

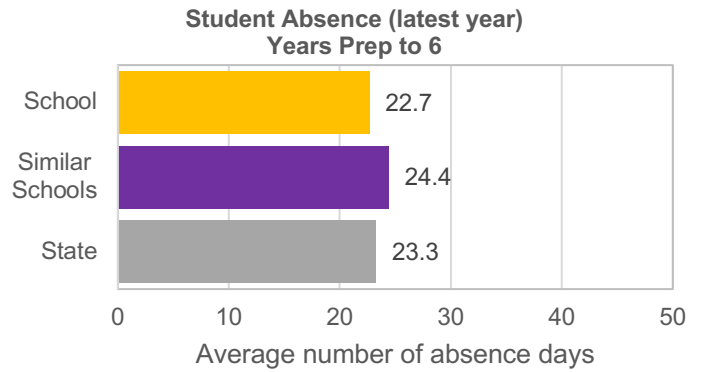
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.7	17.9
Similar Schools average:	24.4	17.8
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	87%	91%	88%	89%	89%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$7,002,050
Government Provided DET Grants	\$690,829
Government Grants Commonwealth	\$332,047
Government Grants State	\$0
Revenue Other	\$23,881
Locally Raised Funds	\$538,279
Capital Grants	\$0
Total Operating Revenue	\$8,587,086

Equity ¹	Actual
Equity (Social Disadvantage)	\$138,184
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$138,184

Expenditure	Actual
Student Resource Package ²	\$7,134,090
Adjustments	\$900
Books & Publications	\$6,353
Camps/Excursions/Activities	\$138,954
Communication Costs	\$9,403
Consumables	\$88,324
Miscellaneous Expense ³	\$45,940
Professional Development	\$8,880
Equipment/Maintenance/Hire	\$73,339
Property Services	\$241,219
Salaries & Allowances ⁴	\$559,661
Support Services	\$307,006
Trading & Fundraising	\$147,350
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$417
Utilities	\$69,877
Total Operating Expenditure	\$8,831,775
Net Operating Surplus/-Deficit	(\$244,689)
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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$859,495
Official Account	\$46,185
Other Accounts	\$1,368
Total Funds Available	\$907,048

Financial Commitments	Actual
Operating Reserve	\$245,134
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$229,507
School Based Programs	\$0
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	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$180,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$804,641

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.