

2018 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 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 12 March 2019 at 11:11 PM by Honey Stirling
(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 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 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 28 August 2019 at 03:27 PM by Tim Parker (School
Council President)

About Our School

School context

The vision for Cambridge Primary School is one in which all students are empowered and achieve personal and collective success. As an exemplary school, we will embody excellence and high expectations in all aspects of our learning community. We will ensure that the diversity of every child is nurtured and celebrated. At Cambridge Primary School, we foster a supportive and inclusive learning environment, building on the strengths within our unique community.

We expect our school community to live by the following expectations and values: Honesty, Respect, Caring, Positivity, Love of Learning, Responsibility and Resilience. We believe students can learn given time and the right conditions. A caring and nurturing environment has been established based on our values. Lifelong learning is seen as an important part of our culture. All staff are committed to their own professional growth and the school places a huge emphasis on our performance and development culture through the setting of high expectations and goals, 1-1 coaching, whole school professional learning and building strong collaborative professional learning communities right across the school. We are committed to maintaining a high quality of education in partnership with students, parents, teachers and the wider community.

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. This growth has continued and Cambridge Primary School currently has a population of approximately 1003 students. The school is proud of its commitment to great educational outcomes and the welfare and safety of its students and community. With an ever growing population, the school is literally bursting at the seams. With expansion comes a reduction in play spaces for the students as portables begin to take over the school. As a school, we will need to monitor enrolments so that our current students and students within our Designated Neighbourhood Area (DNA) have access to the best educational facility.

Cambridge Primary School acknowledges that students need a breadth of experiences to develop all aspects of their personality, talents and skills. The students are very lucky to have such amazing opportunities for academic and personal growth through the extensive extra-curricular programs which allow students to get involved in music, sport, chess, leadership, as well as participate in the camps and excursions program.

Building teacher capacity so that teachers are able to meet the learning needs of each individual has been a challenge, particularly with so many new staff and young (inexperienced) staff. In some cohorts, student entry points can stretch from anything from prep through to year 10. For our teachers, developing their knowledge and skills so that they have the capability to extend and grow these students has proven to be challenging but will continue to be a focus moving forward.

Experiencing a diverse range of relevant and meaningful programs aimed at catering for the needs of each individual the school has a high priority in 1:1 learning involving a BYOD (iPad) program. Students use this technology regularly within the classroom, and collaborative planning by teachers is heavily reliant on these technologies. The school currently does not have the infrastructure to ensure students have ongoing and uninterrupted access to the global world. Budgets will need to be adjusted to ensure the school has the capabilities to cater for our continued growth.

Framework for Improving Student Outcomes (FISO)

Curriculum planning and assessment. - Document and implement a guaranteed and viable curriculum to enhance student learning in reading and writing.

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

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

Achievement

In 2018 Cambridge Primary School's Grade 3 and Grade 5 NAPLAN results in numeracy and reading were above expected levels. Reading continues to be an area where the school has performed well over the past four years and is on a consistent improvement. More students are showing high learning gain than those showing low learning gain in writing, spelling, grammar and punctuation. More students are showing low learning gain compared to high learning gain in reading and numeracy. These are areas we are targeting in our 2019 Annual Implementation Plan. Our coaching program, Peer observations, PLCs and our whole school professional learning strategy will support our area of focus moving forward.

At Cambridge Primary School, we will continue to have a relentless focus on improving student learning outcomes in Literacy and Numeracy. We will ensure that differentiation in Literacy and Numeracy is evident in teacher's planning documents and work programs. Leaders will continue to develop and embed a guaranteed and viable curriculum and collaborative curriculum planning. In 2019, Cambridge Primary School will be involved in DET PLC initiative, this will support our future direction in developing highly effective and research informed PLCs. Moving forward the school will focus much of its attention on understanding, developing and implementing a whole school pedagogical model based on high impact teaching strategies. Our focus will also be around building leaders and teachers data literacy capabilities so that an effective and ongoing cycle of improvement is attained. A new focus for 2019 and beyond will be strengthening student voice and agency in their learning and developing a culture of high expectations.

A professional learning calendar will support in building teacher capacity and will ensure professional learning is targeted and purposeful. A Literacy consultant will also support and drive our Literacy targets. An assistant principal of Literacy and Numeracy in 2019 and beyond will ensure key people are focused on the targeted work and leading teachers will drive much of this work across the school. The school will develop a consistent approach to teaching and learning, including the development of scope and sequence documents, an evidence based coaching program, peer observations and whole school planning documents. The Learning Specialist (differentiation) will be instrumental in improving teacher's capacity to differentiate the curriculum effectively so that every student's entry point and zone of proximal development is identified and meticulously planned for.

All students on the program for students with disabilities have made satisfactory progress and reached the goals in their individual learning plans.

Engagement

The school ensures that the physical spaces are conducive to a productive, safe and supportive learning and playing environment. The expansive, well maintained grounds boast a range of playing surfaces, well-equipped adventure playgrounds, an amphitheatre, rotunda and numerous shaded areas. Currently the school buildings consist of permanent and relocatable single-level classrooms, two gymnasiums and a community room that is used to facilitate the school's Out of School Hours Care program.

Cambridge Primary School is a warm and inclusive school community. Parents, carers and the wider community are encouraged to engage in a range of school based activities. The school currently boasts a range of community events such as, annual Colour Run, BBQs, carols night, breakfast club and school concert to name a few. These provide multiple opportunities for the school to forge positive relationships and develop a culture of community engagement.

Cambridge Primary School operates a program for students with disabilities (PSD). In 2018 there were 20 students on the program from prep to grade 6. There were 10 education support officers to provide support to the students on the PSD. Every PSD student has an individual learning plan outlining in detail the short and long term goals they are required to achieve throughout the year. The learning plan is developed in partnership with parents/carers and is reviewed regularly. The school has access to a variety of external agencies and personnel

to support both the students and their families. Cambridge Primary School develops individual learning plans for students on the program for students with disabilities, out of home care and those who identify as Koorie. Parents/carers are active partners in the development of these plans.

Parent teacher interviews were conducted in term 3 and provided parents with an opportunity to discuss their child's learning over the semester. Cambridge Primary School also has an active Chess Club which competes in primary school chess competitions. In 2018 students competed in the state finals and we were able to offer 'chess master class coaching' after school. Other extracurricular activities include choir, swimming, dance, bike education and student leadership – junior school council, house captains and school captains.

Our school moved to using the Compass School Management system in term 4 of 2017, which provided an additional platform to strengthen the relationship between home and school. Parents and carers are active participants in the school home partnership to improve outcomes for everyone. Parents and carers can complete a 'parent helper' course which is run late in term one to support learning within the classroom and at home. This year the school has continued to embrace the Kids Matter program.

The school began a breakfast club in 2016 which operates twice a week and is run by staff and parent volunteers. Over 120 students come for breakfast each day.

In the area of attendance Cambridge Primary School has achieved similar results compared to other schools given the background characteristics of our students and school. We have worked hard to promote the importance of attendance and contact families when students are absent. Extended family holidays and overseas travel by families continues to remain part of our community lifestyle and significantly impacts student attendance at Cambridge Primary School accounting for the highest amount of absence days. We have a monthly attendance award for the class with the highest combined attendance rate. We need to continue to focus on the importance of attendance and ensuring our families understand that 'every minute counts!' We are pleased to see we have maintained a 90% attendance in every year level again this year.

In 2019, we will develop a 3 year parent engagement strategy that will support in strengthening parent/carer participation in student learning. Outlined in the strategy will be a range of ongoing and progressive events that will encourage parents to engage more in their child's learning. Parent learning walks will be key in empowering parents to know more about what their child is learning and why.

Wellbeing

In the area of wellbeing our school is performing within the predicted levels.

Our school implements a wide range of programs to promote student wellbeing and positive behaviours. The school community ensures that students feel included, valued and cared for through purposeful and meaningful opportunities. Teachers provide multiple opportunities to engage in their learning, providing voice and choice of some topic areas in Humanities.

In 2018 Cambridge Primary School employed a new full time school welfare officer and a part time teacher. They worked with students 1-1 and ran a range of student wellbeing programs that support students in building positive relationships, anxiety strategies and managing challenging situations.

The provision of an external psychologist to the community has addressed the shortage of support available through the Department of Education and Training (DET) guidance officers for children and their families 'at risk'. The school uses 'Next Door Psychology'. The school also employs a speech therapist to assess and provide therapy for all children at risk.

Our student leaders all participate in the annual Hallogen Leadership Conference. Peer mediation and peer support programs are introduced to students in grades 5 and 6 each year. A buddies' program also operates for students in grades 5 and prep.

Transition programs for students entering prep for the following year and grade 6 students going to secondary school operate during term four.

There is also a whole-school transition program for all students during term four, allowing students to prepare for the following year.

Support and extension programs also run for students in literacy and numeracy as well as English as an Additional Language (EAL) program for identified students.

Cambridge Primary School is an e-Smart school.

Financial performance and position

The school finished in a strong financial position with a surplus. Of the surplus the school has an operating reserve of \$334,887.

Equity funding of \$124,751 was received and has been utilised in strengthening our literacy support programs in years P-2.

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

- Out of School Hours Care facilities
- School playgrounds
- Building works to support upgrades

The school has recently employed 3 learning specialists and an administration person.

For more detailed information regarding our school please visit our website at
<http://www.cambridgeps.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.

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 1034 students were enrolled at this school in 2018, 500 female and 534 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: 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)	78.7	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)	63.8	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	89.1	90.1	82.6	95.3	Similar
Mathematics	87.3	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)	82.8	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	77.2	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	75.8	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	56.8	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)	77.7	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	69.9	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	70.8	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	62.9	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	26.1	49.6	24.4
Numeracy	35.0	45.8	19.2
Writing	14.5	54.7	30.8
Spelling	26.5	43.6	29.9
Grammar and Punctuation	18.8	52.1	29.1

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)	15.0	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.1	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)	92	92	92	93	93	93	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)	86.1	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	84.2	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	
Percent endorsement (latest year)	84.2	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	80.4	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	\$7,822,061
Government Provided DET Grants	\$906,973
Government Grants Commonwealth	\$408,445
Government Grants State	\$0
Revenue Other	\$77,475
Locally Raised Funds	\$857,716
Total Operating Revenue	\$10,072,670

Equity ¹	Actual
Equity (Social Disadvantage)	\$124,751
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$124,751

Expenditure	Actual
Student Resource Package ²	\$7,172,650
Adjustments	\$0
Books & Publications	\$3,540
Communication Costs	\$12,950
Consumables	\$176,450
Miscellaneous Expense ³	\$587,111
Professional Development	\$29,754
Property and Equipment Services	\$338,806
Salaries & Allowances ⁴	\$673,509
Trading & Fundraising	\$177,646
Travel & Subsistence	\$0
Utilities	\$69,914
Total Operating Expenditure	\$9,242,330
Net Operating Surplus/-Deficit	\$830,341
Asset Acquisitions	\$84,204

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$708,060
Official Account	\$117,889
Other Accounts	\$344,733
Total Funds Available	\$1,170,682

Financial Commitments	Actual
Operating Reserve	\$334,877
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$86,474
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	\$549,331
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,170,682

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').