

2020 Annual Report to The School Community



School Name: Cudgee Primary School (0105)



- 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 28 May 2021 at 09:28 AM by Fiona Selway (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 offline by School Council President and processed by Daniel Belic (SPOT Admin) on 28 May 2021 at 11:42 AM

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

Cudgee Primary School was established in 1864. It is a rural primary school situated in the Moyne Shire South West Victoria, approximately 10km east of Warrnambool.

We are fortunate enough to have a large grassed playground, undercover area, basketball, tennis, netball court and a kitchen garden to support us in delivering an engaging curriculum.

The enrollment for 2020 was 34. The enrollment trend is increasing as the population in the local area is growing.

The school is central and strongly supported in the community providing facilities and holding annual events including the Fun Run, School Concert and Musical Showcase.

Our vision is a whole school community growing together in an engaging learning environment. Our values include: Equity and Respect, Risk Taking, Leadership, Friendship and participation.

We have three full time teachers including the Principal alongside a part time Business Manager, Music Art Specialist, Librarian and Maintenance/Gardener worker. This is equivalent to FTE 3.6. None of the staff members are Aboriginal or Torres Strait Islanders. We did not have any overseas students enrolled in 2020 so therefore we did not provide any programs for overseas students.

We work closely with a other local small schools and larger Government Schools.

Framework for Improving Student Outcomes (FISO)

Cudgee Primary school delivered in our KIS to develop a pedagogical model for teaching numeracy by building teacher capacity to identify, collaboratively plan and teach on each students point of learning. We were able to meet via Webex and develop key curriculum learning sequences for numeracy across the School and cluster. We were able to work collaboratively to develop and implement a professional learning plan that utilised PLC meetings to support consistent implementation of the Cudgee pedagogical model. However due to Covid-19 restrictions we were not able to use a peer coaching model or peer observations. Staff wellbeing became a focus for 2020.

We continued to develop a framework for a pilot Small Schools Well being program in consultation with South West Learning Network, Panmure P.S and Nullawaree P.S.

We were able to utilize the improvement cycle to plan, implement, monitor and evaluate this work in Professional Learning Communities.

Achievement

During remote learning, staff consistently sought high quality engaging on-line resources to support student learning. All students were provided with the opportunity to attend daily literacy and numeracy classes via Webex with their classroom teachers. Students were able to utilise online resources for content-delivery and assessment. Staff understanding of quality online resources and programs has developed and these resources will be continued to be utilised in 2021 to enhance differentiation for students. Due to our size we were able to seek permission to return to on-site learning slightly earlier than other schools. Students who achieved lower than expected results due to remote learning have been identified and all will be provided with individualised catch up learning in 2021. We do not have any children eligible for PSD funding so we do not receive PSD funding.

Engagement

A number of our families had to commence remote learning with poor or no internet connection. This made it impossible for their children to access remote learning. Restrictions in place at the time also made it difficult for them to access paper copies. Unfortunately this led to an increase in absenteeism over the remote learning period. These families and children were contacted daily. Towards the end of remote learning all of these students were encouraged to attend school on-site, with 100% of these students accessing on-site learning for at least two days per week in the last four weeks of remote learning. Families with access to the internet continuously congratulated all staff on the teaching and learning that was taking place during a very challenging time.

Wellbeing

Health and wellbeing supports were prioritised for students, staff and families and included daily catch ups, feedback to students, organisation of Webex meetings based on peers and friendships rather than academic needs. Webex meetings for staff with Panmure and Noorat with a wellbeing focus. The development of the small school wellbeing plan was a continuous focus and we continued to meet as a community of practice fortnightly throughout 2020. This work has provided us with the support, resources and expertise to ensure we are well on the way to meeting the priority Key Improvement Strategy for 2021 Happy, active and healthy kids. Students transitioned smoothly back to on-site learning and this has been the case for the beginning of 2021. Absenteeism has decreased dramatically even though due to the current climate we have had an increase in students being away due to illness.

Financial performance and position

The annual finance report resulted in a surplus of \$103,585. This resulted from carrying over money in both the cash budget and a credit to cash transfer for \$45,994 from the credit budget.

Targeted Initiatives included swimming in schools \$948.00, Student Excellence Program \$1500.00, equity funding \$2505.00. The student excellence program money has been carried forward to 2021 and will be used for employment of staff to extend higher achievers.

The cash component money includes the cleaning uplift - Covid - 19 \$15746.07.

Most of the surplus comes from the Credit component and this will be used to try and maintain the current workforce in 2022.

For more detailed information regarding our school please visit our website at
www.cudgeeps.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.

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 34 students were enrolled at this school in 2020, 17 female and 17 male.

NDP percent of students had English as an additional language and NDP 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.

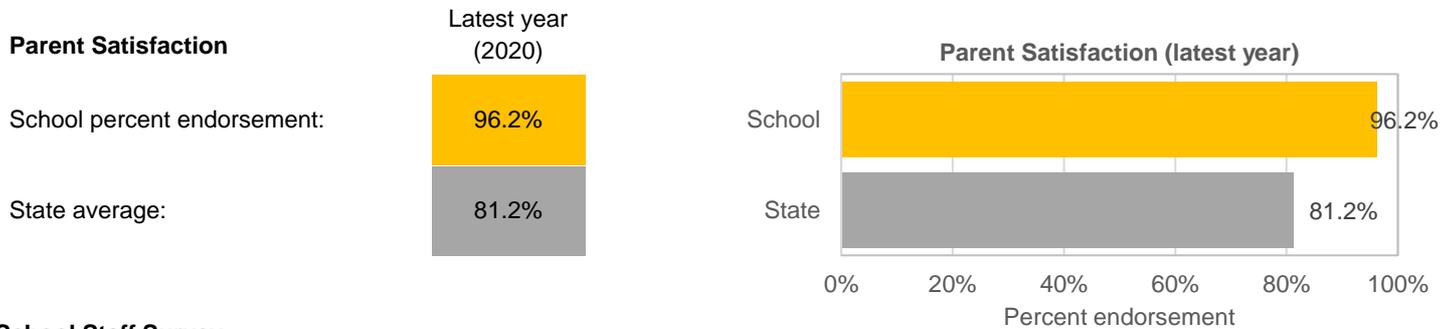
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

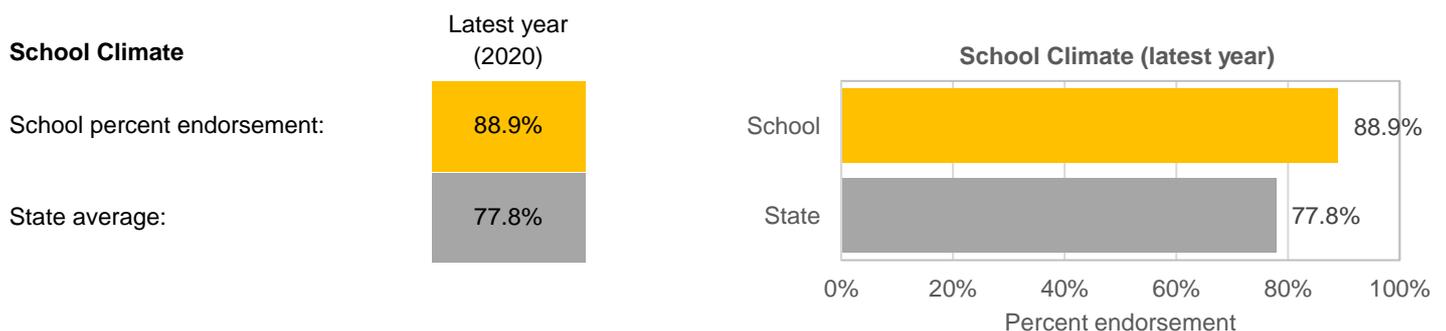


School Staff Survey

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.



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:

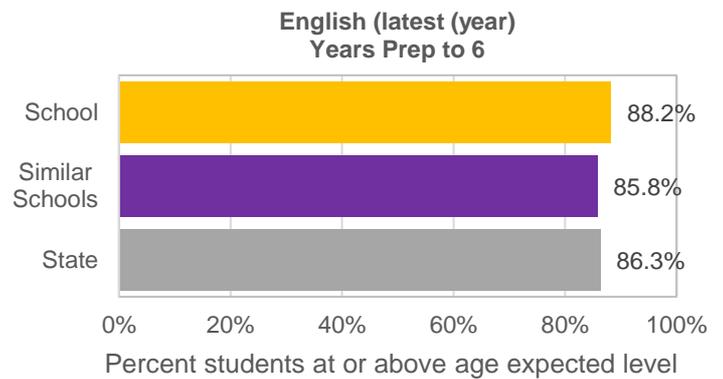
88.2%

Similar Schools average:

85.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

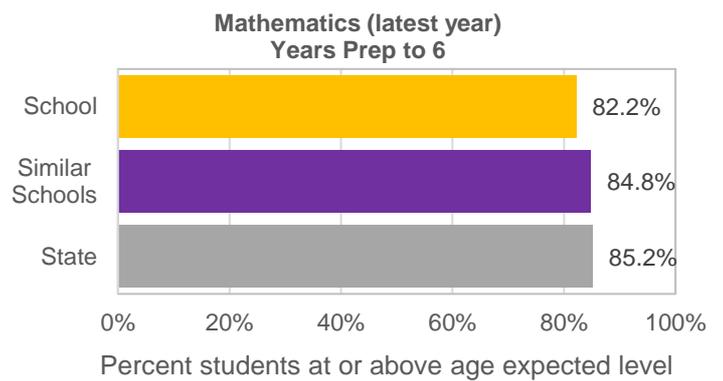
82.2%

Similar Schools average:

84.8%

State average:

85.2%



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

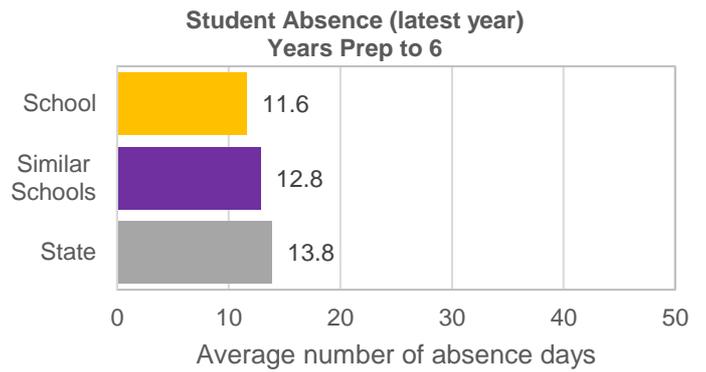
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.6	11.7
Similar Schools average:	12.8	15.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDP	88%	93%	NDP	98%	95%	94%

WELLBEING

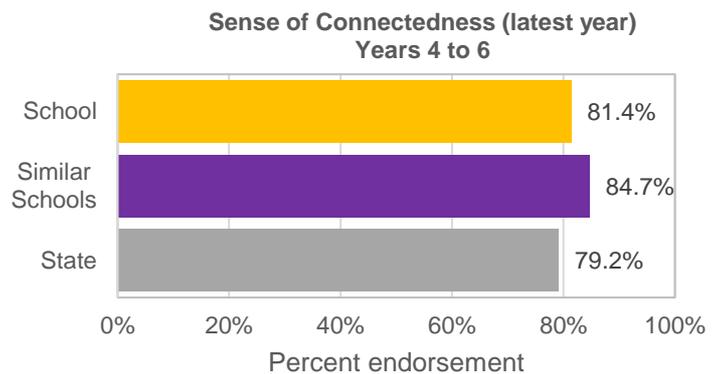
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	81.4%	79.1%
Similar Schools average:	84.7%	83.1%
State average:	79.2%	81.0%



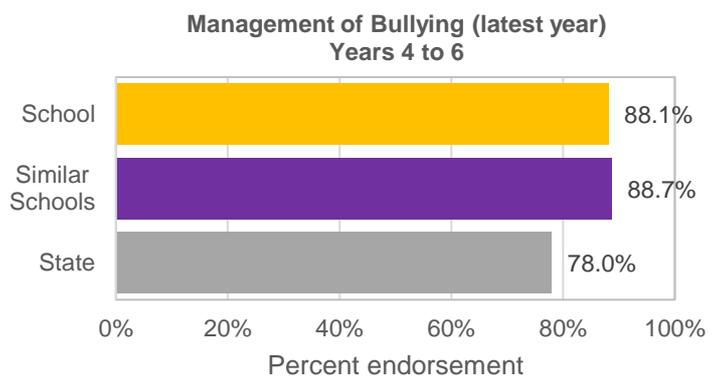
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	88.1%	83.7%
Similar Schools average:	88.7%	85.2%
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.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$510,185
Government Provided DET Grants	\$133,065
Government Grants Commonwealth	\$4,600
Government Grants State	NDA
Revenue Other	\$14,669
Locally Raised Funds	\$10,743
Capital Grants	NDA
Total Operating Revenue	\$673,263

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$420,004
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$2,981
Communication Costs	\$785
Consumables	\$8,121
Miscellaneous Expense ³	\$7,389
Professional Development	\$1,632
Equipment/Maintenance/Hire	\$9,169
Property Services	\$26,372
Salaries & Allowances ⁴	\$30,198
Support Services	\$7,713
Trading & Fundraising	\$2,869
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$3,746
Total Operating Expenditure	\$520,980
Net Operating Surplus/-Deficit	\$152,283
Asset Acquisitions	\$12,671

- (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	\$94,548
Official Account	\$9,036
Other Accounts	NDA
Total Funds Available	\$103,585

Financial Commitments	Actual
Operating Reserve	\$14,523
Other Recurrent Expenditure	\$4,722
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$63,363
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	NDA
Maintenance - Buildings/Grounds < 12 months	\$35,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$118,107

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.