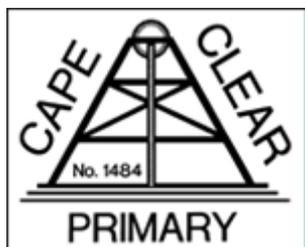


# 2019 Annual Report to The School Community



**School Name: Cape Clear Primary School (1484)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 23 April 2020 at 11:50 AM by Lachlan Day (Principal)

The 2019 Annual Report to the school community:

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

Attested on 01 June 2020 at 12:24 PM by Tanya Sloan (School Council President)

## About Our School

### School context

Cape Clear Primary School is a small school in a the rural area of Cape Clear. Cape Clear Primary School has had a fluctuating enrolment over the last five to ten years however its enrolments appear to be on the rise with an increase over three years from twelve students to confirmed enrolments at the end of 2019 of 30 students ready to begin the 2020 school year.

At Cape Clear Primary School we aim to provide the best possible education for every student, by providing opportunities that encompass:

- Core skills in Literacy and Numeracy (our primary focus)
- Developing strong '21st Century Skills' - Creativity, Collaboration, Communication and Critical thinking skills
- Being experts in the use of ICT (used throughout all curriculum areas, with a 1 to 1 iPad Program being rolled out in 2020)
- Providing a vibrant Specialists Curriculum including Digital Technologies, Japanese, Visual and Performing Arts, Science and Physical Education.
- A strong focus on social and emotional intelligences.

Underpinning these subject areas is our commitment to delivering a personalised, point of need curriculum for all students. We acknowledge that all students have different abilities regardless of age and background, and that we can cater best for all students if we have a deep understanding of their needs and abilities and design teaching and learning experiences accordingly. We want students to have a deep understand of the content they are being taught and thus provide many varying opportunities for students to create, reason, apply and articulate their learning. We promote our core values of Respect, Responsibility, Commitment, Confidence with students daily and strive as a community to live by these values in our everyday lives.

### Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes provides the context for Cape Clear to ensure all students progress and reach their learning milestones. The current Cape Clear Primary School Strategic Plan (2018-2022) identifies priorities of the FISO initiatives and priority areas.

Our Strategic Plan and Annual Implementation Plan priorities are:

- Improve individual student learning outcomes in literacy and numeracy

#### Key Improvement Strategies

Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are met

Develop whole school scope and sequence documents that promote high quality planning and teaching and learning and

Build teacher capability to use a range of assessment strategies and to analyse the data to inform teaching and learning.

- Foster a learning community which supports and nurtures the development of the whole child

#### Key Improvement Strategies

Use an inquiry learning approach to promote student voice and involve students in decision making

Develop a learning community that builds positive relationships which strengthen connections and develops the character of the child

- Improve student engagement in learning by increasing community participation in implementing the school's vision

#### Key Improvement Strategies

Actively engage the parent community as positive partners in learning

In the 2019 year, significant work was achieved in the area of establishing an agreed Instructional Model. The learning continuum outlined in the 'I Can Statements' reflected the ongoing and regular formative assessments as part of the

regular improvement cycle. The Compass software is the vehicle for recording teacher judgements for student achievement and assessment for, as and of learning is used in daily practices in the application Seesaw. Building Practice Excellence and Setting expectations and Promoting Inclusion require further precision and refinement throughout 2020 to ensure new staff are effectively inducted into the school, and a high level of rigour and precision remains in those areas as the school continues to grow.

### Achievement

Achievement at Cape Clear Primary School in 2019 demonstrated by the data available indicates levels below the range identified by 60% of Victorian Government schools for Literacy and Numeracy. No data is available for NAPLAN for 2019 due to our small student cohorts. Absence from school can impact on students' learning. The average number of absence days in 2019 increased to 34.9 days per child, with the four year average being 18.5 days. Student attitudes to school connectedness remained within the middle percentage of Victorian Government Schools at 77.5% with a three year average of 83.9%. Management of Bullying also sat within the average range at 79.2% with a three year average of 88.3%.

### Engagement

Cape Clear Primary School's absence rate in the school sat below the State Median and high rates of attendance continue to be a major focus for improvement in 2020. Absence from school can impact on students' learning. The average number of absence days in 2019 increased to 34.9 days per child, with the four year average being 18.5 days.

Student attitudes to school connectedness remained within the middle percentage of Victorian Government Schools at 77.5% with a three year average of 83.9%. Management of Bullying also sat within the average range at 79.2% with a three year average of 88.3%. Again attendance is something we will continue to work on in 2020 with increased communication and expectations.

### Wellbeing

The National School Chaplaincy Program (NSCP) was initiated by the Federal Government in 2006 to support schools and their communities to establish school Chaplaincy services or to enhance existing Chaplaincy services. Chaplaincy assists schools and their communities to support the wellbeing of their students and can include care and guidance around ethics, values, relationships, social skills; practical classroom support; the implementation of preventative and proactive programs; referral to and connection with government and community support services; and the provision of pastoral care. The key tasks of a chaplain will vary depending on the needs of the school. Chaplaincy also provides a constant presence and ongoing care for all those within the school community.

At Cape Clear Primary School, the chaplaincy program began in 2015. The main roles of the chaplain at Cape Clear are:

- General and practical classroom support, assisting with maths, reading and writing.
- Planning, preparation and delivery of social skills sessions in line with the identified needs of students.
- One-on-one sessions with individual students to support their distinct and specific needs; and provide an opportunity for students to talk through any issues.
- Attending fundraising events, camps and excursions.
- Off-site visits to families/parents/care-givers in their homes to offer extended support.
- Assisting with the breakfast and food program within the school.
- Spending time with the school-based playgroup, 'Small Steps'.
- Professional development, including supervision, administrative work and miscellaneous activities.

ACCESS ministries are the main provider of Chaplaincy services in Victoria and CCPS have employed a chaplain through them. Chaplains work as part of the school, under the direction of the Principal, and are required to follow all

school policies and procedures. ACCESS ministries Chaplains are reviewed annually in consultation with the Principal.

Student attitudes to school connectedness remained within the middle percentage of Victorian Government Schools at 77.5% with a three year average of 83.9%. Management of Bullying also sat within the average range at 79.2% with a three year average of 88.3%. Again attendance is something we will continue to work on in 2020 with increased communication and expectations.

### **Financial performance and position**

In 2019 the school continued to have a surplus, being \$32,657. Within the school we had four funded students including a Level 5 and three Level 3. The money from the PSD was managed well with the employment of three ES Staff with time fraction considerations. This was also reflected in other areas of Staff Resourcing with two part-time staff members and a full time teaching staff member. As a school we also sought and obtained grants including the Inclusive School Playground Grant of \$195,000. We also had a successful year fundraising, including the inaugural Spring Fair. Our total fundraising for the year totalled \$12,276. In consultation with staff and the Business Manager purchasing agreements were put in place, and regular budget reflection was adhered to by all staff. The school also negotiated new contracts with suppliers, including a new lease agreement on the photocopier.

**For more detailed information regarding our school please visit our website at**  
<http://capeclearps.vic.edu.au/about-us.html>

## Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 29 students were enrolled at this school in 2019, 13 female and 16 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>            Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>71 %</td> <td>88 %</td> <td>83 %</td> <td>73 %</td> <td>87 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	71 %	88 %	83 %	73 %	87 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	71 %	88 %	83 %	73 %	87 %	93 %										

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>

## Financial Performance and Position

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

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

### Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$587,128
Government Provided DET Grants	\$140,543
Government Grants Commonwealth	\$4,900
Revenue Other	\$15,290
Locally Raised Funds	\$12,276
<b>Total Operating Revenue</b>	<b>\$760,136</b>

Funds Available	Actual
High Yield Investment Account	\$28,191
Official Account	\$4,466
<b>Total Funds Available</b>	<b>\$32,657</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$22,026
<b>Equity Total</b>	<b>\$22,026</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$477,716
Books & Publications	\$751
Communication Costs	\$1,320
Consumables	\$7,690
Miscellaneous Expense <sup>3</sup>	\$41,658
Professional Development	\$3,069
Property and Equipment Services	\$47,879
Salaries & Allowances <sup>4</sup>	\$28,390
Trading & Fundraising	\$6,805
Travel & Subsistence	\$14,767
Utilities	\$5,570
<b>Total Operating Expenditure</b>	<b>\$635,617</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$124,519</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

Financial Commitments	
Operating Reserve	\$24,475
School Based Programs	\$7,212
Funds for Committees/Shared Arrangements	\$2,504
Maintenance - Buildings/Grounds < 12 months	\$8,457
<b>Total Financial Commitments</b>	<b>\$42,648</b>

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').