

2024 Annual Report to the School Community

School Name: Cardinia Primary School (3689)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 17 March 2025 at 07:18 PM by Susan Wepster (Principal)

- As executive officer of the school council, I attest that this 2024 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 08 May 2025 at 09:34 AM by Susan Wepster (Principal)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Cardinia Primary School is located in the small, rural township of Cardinia and has been educating local children since 1911. In 2024, there were 194 students enrolled, with most living outside the school's designated enrolment boundary, as approved by the Department of Education and Training. The school began the year with two classes of Foundation students, three classes of combined 1/2 students, three classes of combined 3/4 students, and two classes of combined 5/6 students. Half way through the year one of our 3/4 teachers left the school. Classes were very small, and we opted to combine the three classes into two classes of 3/4 students for the remainder of the year.

Vision Statement

At Cardinia Primary School, we are committed to creating a safe, supportive, and inclusive environment for all students, staff, and the wider community. We understand that working together with parents, carers, and the community is vital in supporting our students' learning, engagement, and well-being. We share the responsibility of creating a welcoming and secure school environment for all.

Our Values

- **Resilience** – We encourage students to keep trying, stay positive, and learn from mistakes. We embrace challenges and bounce back when things don't go as planned.
- **Respect** – We value everyone's needs and rights, embracing differences, listening to each other, and following the rules. We also take care of our school and resources.
- **Working Together** – We believe we can achieve more as a team, helping one another and making sure no one is left out. We are a strong part of our community.
- **Personal Best** – We always strive to do our best, even when it's tough. We accept help when needed and learn from our mistakes. We focus on personal achievements and growth.
- **Caring** – We show kindness, fairness, and consideration for others. We care for ourselves and each other, creating a big family-like atmosphere at our school.

Staffing

In 2024, Cardinia Primary School had a dedicated team, including a Principal, Assistant Principal, and a mix of experienced, proficient, and graduate teachers. The school employed 14.5 EFT teachers and 6.6 EFT Education Support staff to help support students. There were also 2 office-based Education Support staff. Teachers worked in Professional Learning Communities (PLCs) to develop and monitor key initiatives aligned with the school's Strategic Plan.

Supporting All Students

Cardinia Primary School is proud to support a diverse range of students, including those with disabilities and additional needs. In 2023, 16 students were funded under the Program for Students with Disabilities (PSD) and one student funded under the Disability Inclusion Program. The school's teaching programs included the Fountas & Pinnell Teaching and Learning Continuum for reading, writing, phonics, and word study, as well as the Cardinia Mathematics

program. Specialist subjects offered were Performing Arts, Visual Arts, Science, and Auslan (LOTE).

Student Leadership and Voice

We encourage students to have a say in their school experience. Student leaders play an active role in the Junior School Council and in organising the weekly School Assembly. House Captains are also involved in leading and representing the school. Student leaders have the opportunity to share their views, achievements, and aspirations at School Council meetings.

Our Community Spirit

Cardinia Primary School prides itself on its rural school ethos, maintaining its motto of a "Caring Family School." This close-knit community spirit is one of the key reasons families choose to enrol their children here.

Progress towards strategic goals, student outcomes and student engagement

Learning

To help us meet the goals in our Strategic Plan, we focused on several key areas for improvement throughout the year.

- Creating documents that outline high-quality teaching and learning in literacy and numeracy for the whole school.
- Building our teachers' skills in using data and different assessment methods to support each student's learning.
- Developing teachers' ability to teach metacognitive skills and self regulated learning.
- Developing a consistent approach to curriculum planning and documentation across the school.
- Embedding an agreed teaching model, using High Impact Teaching Strategies (HITS) for literacy and numeracy.
- Strengthening our leadership skills to create a culture of collaboration, where teachers work together to improve teaching and learning.
- Helping teachers give students effective feedback that focuses on learning and improvement.

During the year, our staff worked hard to understand writing in the Victorian Curriculum, particularly how key skills develop over time. We also created detailed unit plans to cater for all levels of student learning. Teachers deepened their understanding of formative assessment (ongoing checks of student progress) and learned practical strategies to better assess and understand student learning. This included improving how we ask questions to get a better understanding of what our students know.

As a result of these efforts, we saw the following:

- Teacher judgement indicates that 80.9% of our students are working at or above age expected level in English.
- When reading our school report, you will notice that there is no data available for students working at or above age expected level in Mathematics. This is because we began using the new Victorian Curriculum for Maths in 2024. Reporting against this curriculum did not allow us to have the data this for report. We expect to see growth in this area in 2025.
- In NAPLAN, we were above similar schools for Reading in both Year 3 and Year 5.
- In NAPLAN, we were above similar schools and the state for Numeracy in Year 3. However, for Numeracy in Year 5 we were below both similar schools and the state. This is something we are currently digging deeper to explore so that we can remedy this in 2025.
- Staff survey results maintained a high level of endorsement, above state average. However, our parent satisfaction, according to our survey, has decreased. It should be noted that we had an extremely low number of parents complete the survey in 2024.

These results show that we are moving in a positive direction, and we are on track to meet the goals we've set for 2025. We're excited about the progress we've made and will continue to work hard to support the success of all our students.

Wellbeing

At Cardinia Primary School, student wellbeing is a top priority. In 2024, we continued with our Respectful Relationships, Resilience, and "Zones of Regulation" programs, which help students recognise their emotions and manage their behaviour.

Through funding for Mental Health in Primary Schools (MHIPS) we have been able to work closely with staff to ensure that each staff member builds an understanding of how best to support students through the many aspects of schooling. Our MHIPS person and our wellbeing coordinator worked closely together to ensure that the programs we use were implemented with fidelity throughout the school.

In Term 4, we focused on supporting students through transitions, both to Primary School and to Secondary School. Our Wellbeing Coordinator worked with our Foundation and Year 6 teachers to customise transition plans for students who needed extra help, ensuring a smooth and positive start to 2025 for all students.

Our Wellbeing Coordinator worked closely with families to offer support and connect them with external services when needed. These connections were regularly monitored to ensure families received ongoing assistance.

Engagement

At Cardinia Primary School, we worked hard to keep students engaged in 2024. One of the ways we measure engagement is through school attendance, and we make sure to keep track of it closely. We use XUNO software to monitor attendance, so teachers and school leaders can quickly see if a student is absent and take action if they miss school without explanation. Our school's attendance rate remained fairly constant, being 88.8% in 2023 and 88.3% in 2024.

Throughout the year, our school values were actively promoted in every classroom. These values are a key part of conversations about both academic progress and students' social and emotional growth. We continued to support each student in reaching their personal best in all areas of their learning. Each student was paired with a buddy, and we organised activities each term for students to spend time with their buddies. It's common to see older students helping and playing with younger students during recess.

Every Friday morning, students gathered in our Science room for breakfast, which was prepared and served by our parents. The Breakfast Club has been a wonderful way to help both parents and children feel more connected to the school. Our parents also offer a weekly Meal Deal that students look forward to. It's always a fun surprise to see what the next Meal Deal will be!

Throughout the year, we continued to organise events where the whole school community could come together. These activities allowed students to engage with real-world experiences and helped strengthen the connection between the school and the community.

Other highlights from the school year

At Cardinia Primary School, we have many events that have become traditions and are an important part of our school year. In 2024, these events were enjoyed by our school community once again.

In Term 1, we held our Whole School Picnic at Cowes beach on Phillip Island, where around 400 people gathered to enjoy the day. Families participated in the traditional beach walk, a fun sandcastle competition, and a delicious BBQ lunch provided by our School Council. It was a wonderful opportunity for our current families to catch up with each other and for new families to make new connections.

Throughout the year, we also had our Art and Science Show, and special days for Mothers, Fathers, and Special Persons. These events allowed families to visit the school and see the incredible achievements of our students.

We had our Whole School Sleepover, which is a fun way for our children to get ready for future school camps. Our Whole School Camp was another great opportunity for students to develop independence as they went away in a multi-age group for exciting outdoor and indoor activities. It was heartwarming to see older children looking out for the younger ones, creating a true family-like atmosphere.

Finally, our Christmas Concert was a big success, with our basketball court filled with excited families celebrating the school year and our Year 6 graduation. It was a joyful event where students performed and received awards for all their hard work throughout the year.

Financial performance

Cardinia Primary School has worked hard to stay within our budget for 2024, finishing the year with a small surplus. This extra funding was set aside to upgrade our drinking fountains, as well as to support programs that help our students succeed.

We received several sources of funding this year, including:

- **Equity funding:** \$110,934
- **Government grants:** \$6,100
- Unfortunately, we did not receive any grant for chaplaincy this year. The school funded our chaplain without the funding we had received in previous years.

We were fortunate to receive funded painting works of the cover over the basketball court and in 2025 we will receive new slides as part of these recent improvements.

Our local fundraising efforts brought in \$22,200.

**For more detailed information regarding our school please visit our website at
<https://www.cardiniaps.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 196 students were enrolled at this school in 2024, 77 female and 118 male.

2 percent of students had English as an additional language and 3 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).

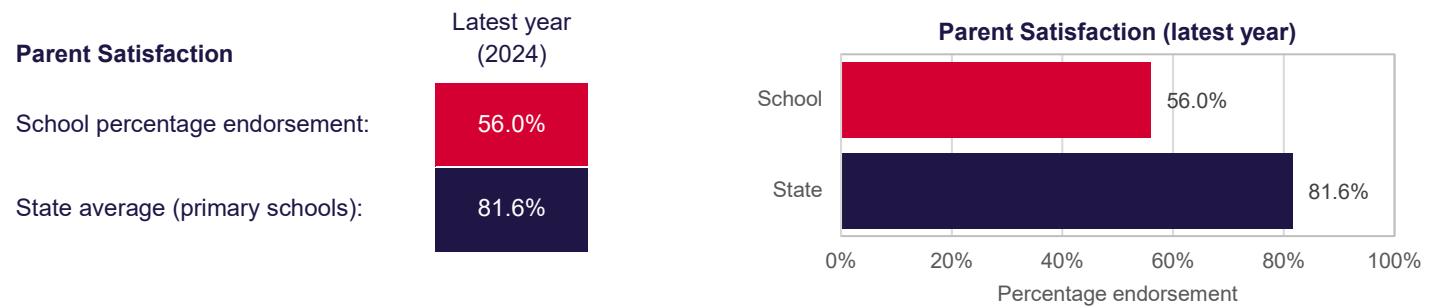
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage,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

This school’s SFOE band value is: **Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

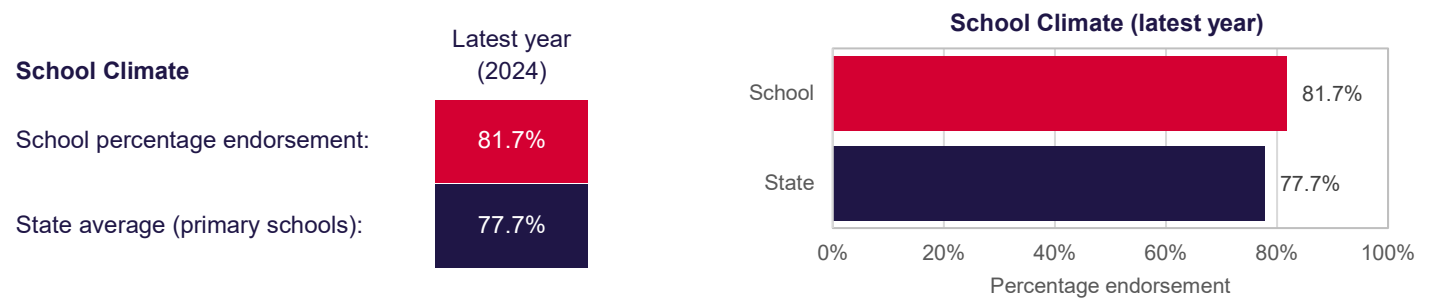


School Staff Survey

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.

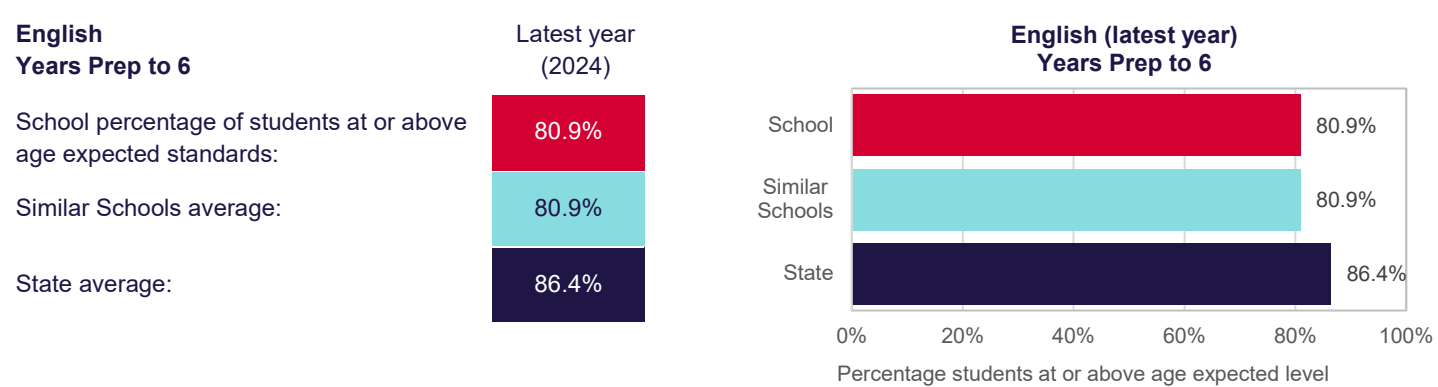


LEARNING

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 against the Victorian Curriculum

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



Mathematics
Years Prep to 6

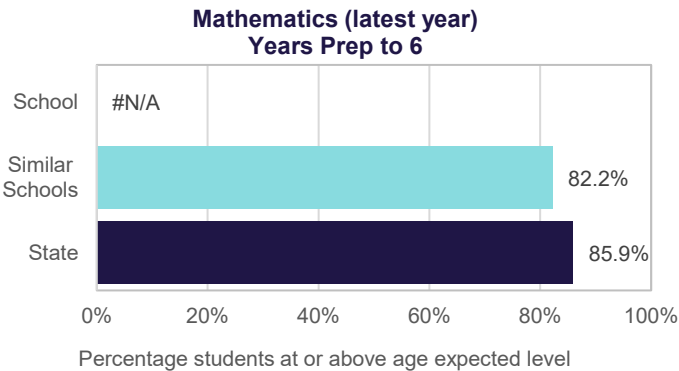
School percentage of students at or above
age expected standards:

Similar Schools average:

State average:

Latest year
(2024)

NDA
82.2%
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.

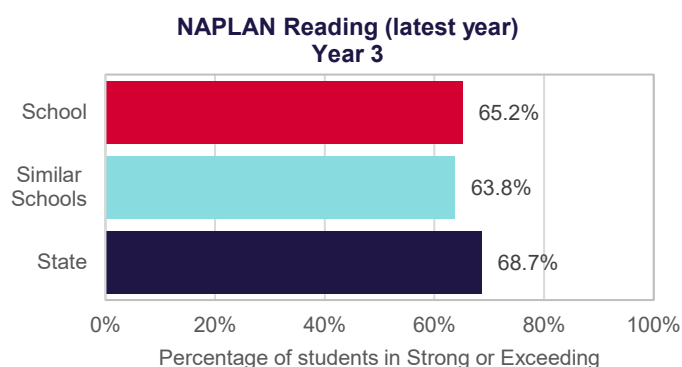
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

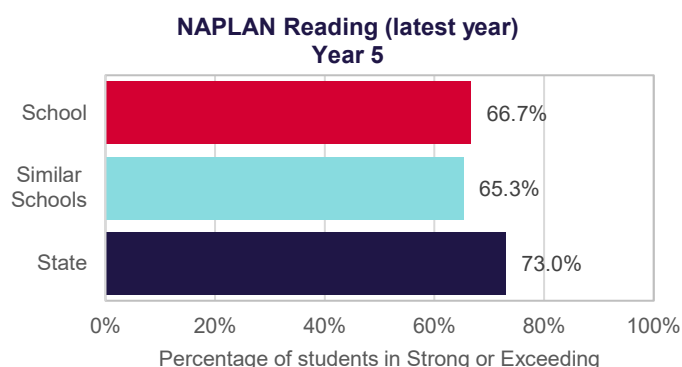
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.2%	63.2%
Similar Schools average:	63.8%	63.4%
State average:	68.7%	69.2%



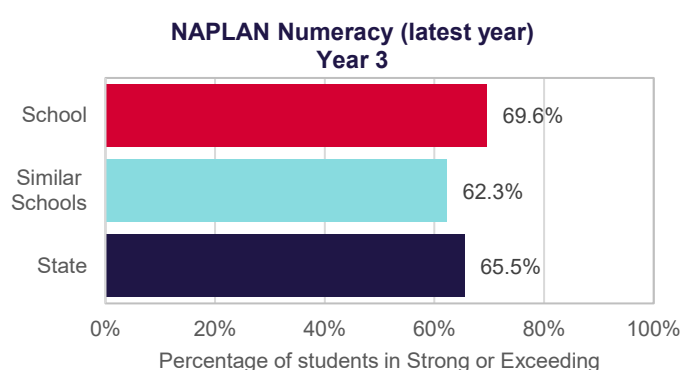
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	67.3%
Similar Schools average:	65.3%	67.8%
State average:	73.0%	75.0%



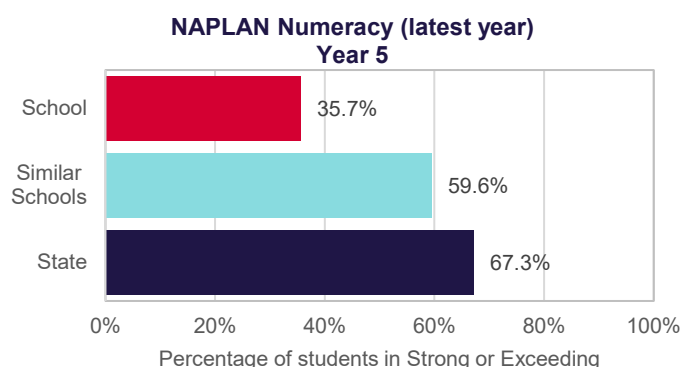
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.6%	52.6%
Similar Schools average:	62.3%	62.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	35.7%	42.6%
Similar Schools average:	59.6%	57.3%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

64.9%

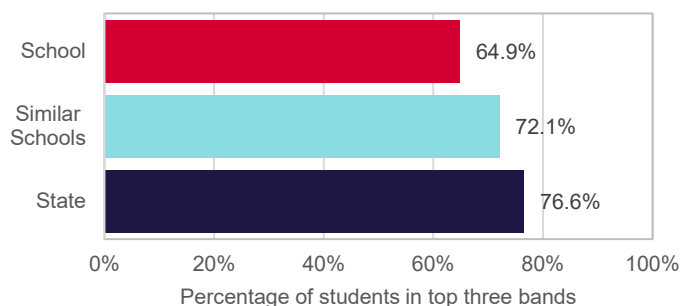
Similar Schools average:

72.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

70.6%

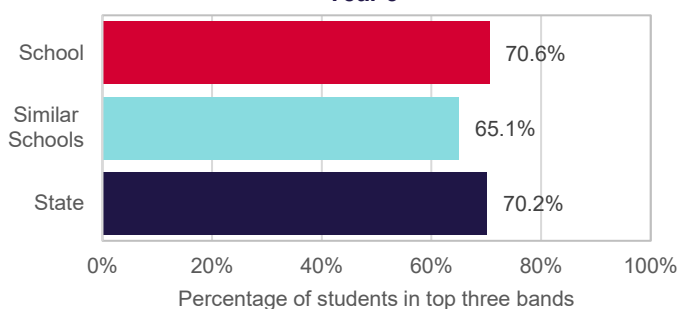
Similar Schools average:

65.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

38.9%

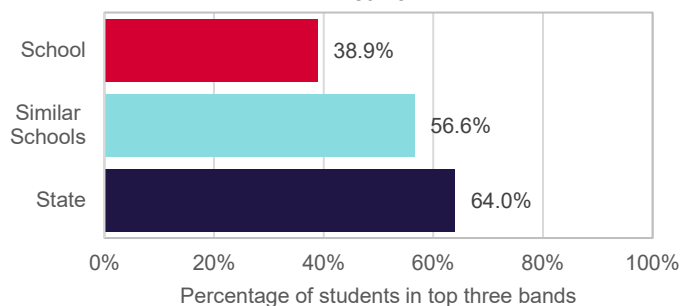
Similar Schools average:

56.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

54.5%

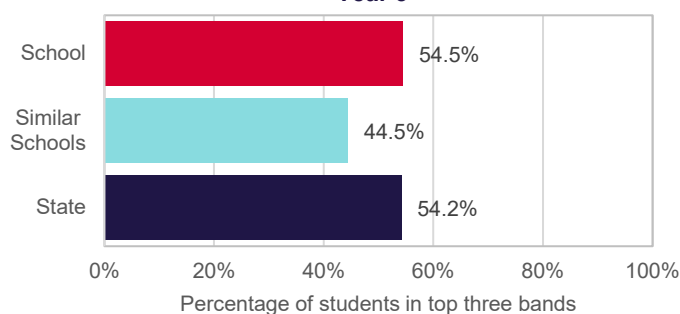
Similar Schools average:

44.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

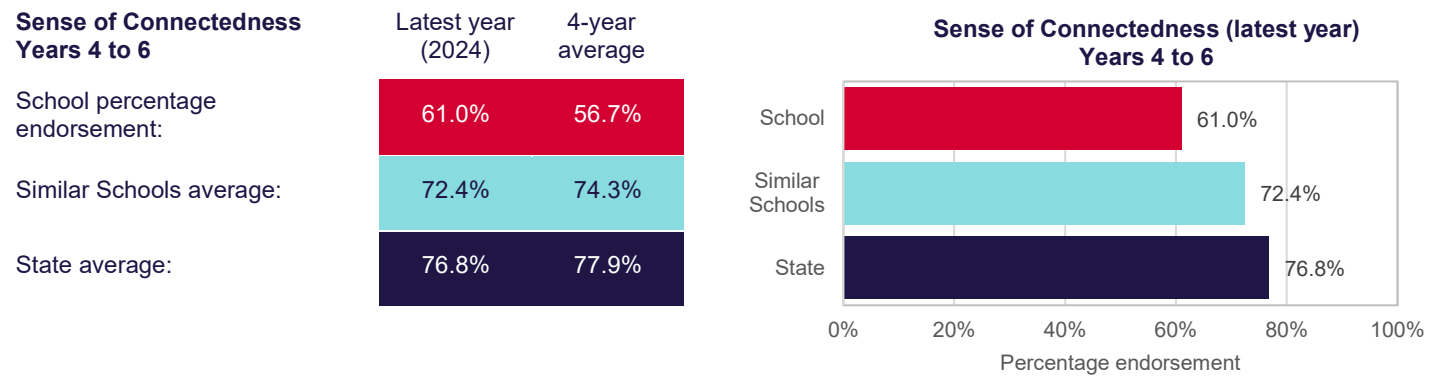


WELLBEING

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.

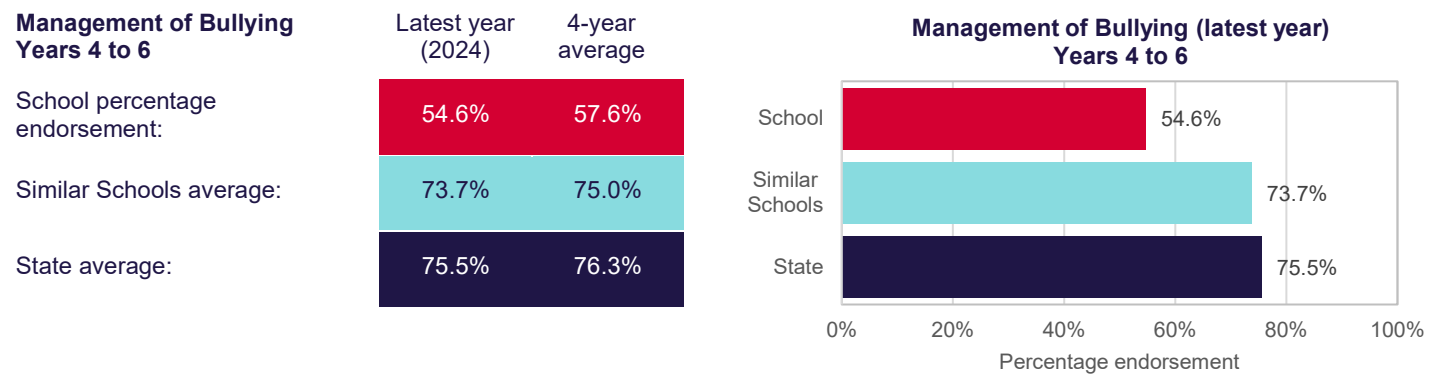
Student Attitudes to School – Sense of Connectedness

The percentage 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).



Student Attitudes to School – Management of Bullying

The percentage 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).

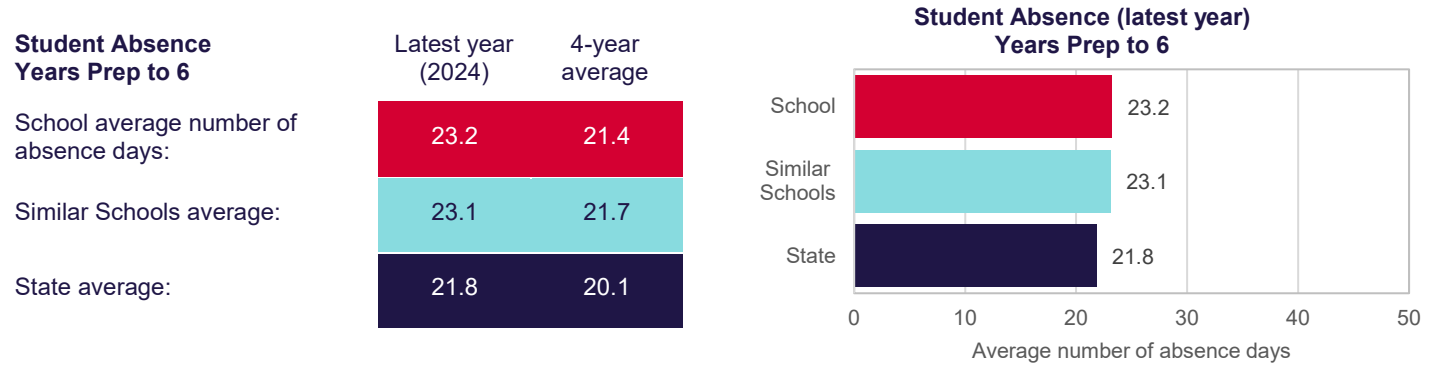


ENGAGEMENT

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.



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 (2024):	94%	87%	87%	86%	88%	89%	88%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,615,612
Government Provided DET Grants	\$252,748
Government Grants Commonwealth	\$9,986
Government Grants State	\$0
Revenue Other	\$32,533
Locally Raised Funds	\$114,017
Capital Grants	\$0
Total Operating Revenue	\$3,024,897

Equity ¹	Actual
Equity (Social Disadvantage)	\$110,934
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$110,934

Expenditure	Actual
Student Resource Package ²	\$2,650,358
Adjustments	\$0
Books & Publications	\$1,813
Camps/Excursions/Activities	\$57,516
Communication Costs	\$5,452
Consumables	\$29,221
Miscellaneous Expense ³	\$10,829
Professional Development	\$10,082
Equipment/Maintenance/Hire	\$52,401
Property Services	\$49,520
Salaries & Allowances ⁴	\$74,818
Support Services	\$60,201
Trading & Fundraising	\$33,039
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,497
Total Operating Expenditure	\$3,059,745
Net Operating Surplus/-Deficit	(\$34,848)
Asset Acquisitions	\$0

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$180,669
Official Account	\$27,974
Other Accounts	\$0
Total Funds Available	\$208,642

Financial Commitments	Actual
Operating Reserve	\$67,944
Other Recurrent Expenditure	\$647
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$10,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$92,591

All funds received from the Department of Education, 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.

