

2025 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 24 March 2026 at 03:42 PM by Susan Wepster (Principal)

- As executive officer of the school council, I attest that this 2025 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 06 May 2026 at 11:22 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

School Context

Cardinia Primary School is situated in the rural township of Cardinia and has been providing education to local families since 1911. In 2025, the school had an enrolment of approximately 192 students. Many students attended from outside the designated neighbourhood boundary.

Our class structure included two Foundation classes, three composite Year 1/2 classes, three composite Year 3/4 classes, and three composite Year 5/6 classes.

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

At Cardinia Primary School, our values guide our actions and behaviours every day:

- The school values in 2025 were:
 - **Working Together** – Collaborating effectively with others to achieve shared goals
 - **Respect** – Treating all members of the community with kindness and consideration
 - **Resilience** – Persisting through challenges and adapting positively to change
 - **Caring** – Demonstrating empathy, support, and concern for others
 - **Personal Best** – Striving to achieve one's full potential and celebrating growth

Staffing

In 2025, Cardinia Primary School continued to be supported by a committed and collaborative team, including a Principal, Assistant Principal, classroom teachers, and Education Support staff. The school employed approximately 14 equivalent full-time teachers and 8 equivalent full-time Education Support staff, along with administrative support personnel.

Staff work collaboratively in Professional Learning Communities (PLCs), focusing on continuous improvement and aligning their work with the goals outlined in the School Strategic Plan.

Supporting All Students

Cardinia Primary School values inclusivity and is committed to supporting the diverse needs of all learners. The school provides targeted support for students with additional needs, including those funded through disability support programs.

Teaching and learning programs are structured to support student growth across all areas, incorporating evidence-based approaches in literacy and numeracy. The curriculum is

complemented by specialist programs in Performing Arts, Visual Arts, Science, and Auslan, providing students with a broad and engaging educational experience.

Student Leadership and Voice

Student voice is an important part of school life at Cardinia Primary School. Students are encouraged to contribute to decision-making and take on leadership opportunities.

Roles such as School Captains, Junior School Council representatives and House Captains enable students to develop leadership skills and actively participate in school events, including assemblies. Student leaders are also provided opportunities to share their perspectives and achievements within the wider school community.

Our Community Spirit

Cardinia Primary School is proud of its strong sense of community and its long-standing reputation as a caring and supportive environment. The school continues to uphold its identity as a “Caring Family School,” where relationships are valued and every student is known. This welcoming and connected atmosphere remains a key factor in families choosing Cardinia Primary School.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, teaching and learning priorities focused on improving literacy and numeracy outcomes, building teacher capacity, and embedding consistent curriculum practices. Key initiatives included:

Key improvement priorities included:

- Developing whole-school documentation that clearly defines high-quality teaching and learning in literacy and numeracy.
- Strengthening staff capacity to analyse and use data effectively to inform teaching and support individual student growth.
- Building teacher expertise in explicitly teaching metacognitive strategies and promoting student self-regulation.
- Establishing a consistent and streamlined approach to curriculum planning and documentation across all year levels.
- Embedding a shared instructional model grounded in High Impact Teaching Strategies (HITS), particularly in literacy and numeracy.
- Enhancing instructional leadership to support a collaborative culture where teachers work together to refine practice.

- Improving the quality and consistency of feedback provided to students to support ongoing learning and achievement.

Throughout the year, staff engaged in professional learning to deepen their understanding of the Victorian Curriculum, particularly of the recently released DET Phonics Plus Program. Teachers worked collaboratively to design and implement differentiated unit plans that catered to the diverse learning needs of all students.

There was also a strong emphasis on formative assessment practices, enabling teachers to monitor student progress more effectively and respond with targeted teaching strategies. This included refining questioning techniques to better assess student understanding and inform next steps in learning.

As a result of this work, the school achieved the following outcomes:

- Teacher judgements indicate that 82.2% of students are performing at or above the expected level in English.
- Teacher judgements indicate that 81.7% of students are performing at or above the expected level in Maths.
- In Numeracy NAPLAN, Year 3 and Year 5 results were above both similar schools. Year 5 relative growth from Year 3 to Year 5 in Numeracy was at 90%, which was 20% more than similar schools. Last year Numeracy results were below benchmarks, and this was identified as a need for targeted improvement. This targeted work has had great results.
- Staff opinion survey results remained strong, with levels of endorsement above the state average.
- Parent satisfaction increased from 56% to 79% but we still have a very low response rate.

These outcomes demonstrate steady progress toward our improvement goals. We will continue to build on this work to ensure the success and growth of every student throughout 2026 and beyond.

Wellbeing

Wellbeing

At Cardinia Primary School, student wellbeing remained a central priority, underpinning both learning and engagement. In 2025, we continued to implement whole-school approaches that support students to develop positive relationships, emotional awareness, and effective self-regulation skills. Programs such as Respectful Relationships and *Zones of Regulation* continue to play an important role in helping students understand and manage their emotions and behaviours.

Through the Mental Health in Primary Schools (MHiPS) initiative, we have strengthened staff capacity to support student wellbeing. Ongoing professional learning has enabled all staff to build a deeper understanding of how to respond to the diverse social and emotional needs of students. Our MHiPS leader and Wellbeing Coordinator have worked in close partnership to ensure a consistent and high-quality approach to wellbeing practices across the school.

A key focus during Term 4 was supporting students through important transition points. Targeted transition programs were implemented for students entering Foundation and those moving to

secondary school. Individualised transition plans were developed for students requiring additional support, ensuring a confident and positive start to 2026.

Our Wellbeing Coordinator continued to work closely with families, providing guidance and linking them with appropriate external services when required. These partnerships were carefully monitored to ensure ongoing support and positive outcomes for students and their families.

Guided by our values we are committed to fostering a safe, inclusive, and supportive environment where every student feels valued and empowered to succeed.

Engagement

At Cardinia Primary School, maintaining high levels of student engagement continued to be a key focus in 2025. Student attendance remains an important measure of engagement, and we closely monitored attendance data to ensure all students were supported to attend school regularly. Using XUNO, staff are able to track absences in real time and follow up promptly where required. Our overall attendance rate has remained relatively stable over time, highlighting the importance of continued focus in this area.

Our values of Respect, Resilience, Working Together, Personal Best and Caring are embedded in everyday school life and are consistently reinforced across all classrooms. These values support both academic learning and the development of students' social and emotional skills. Students are encouraged to take responsibility for their learning, demonstrate positive behaviours, and strive for their personal best.

The buddy program continues to be a valued part of our school culture. Students were paired across year levels and participate in regular activities together throughout the year. These connections promote a strong sense of belonging and leadership, with older students supporting and mentoring younger peers both in the classroom and during play times.

Our Breakfast Club remains a much-loved weekly event, providing students with the opportunity to start their day in a positive and social environment. Supported by our parent community, this initiative strengthens connections between families and the school. The weekly Meal Deal also continues to be a highlight for students, adding an element of excitement and community engagement.

Throughout the year, a range of whole-school events and activities were organised to further enhance student engagement. These opportunities allowed students to connect their learning to real-world experiences while strengthening relationships within the school and broader community.

Through these initiatives, we continued to foster a positive, inclusive, and engaging school environment where all students feel connected, supported, and motivated to learn.

Other highlights from the school year

At Cardinia Primary School, a number of valued traditions continue to play an important role in strengthening our school culture and community connections. In 2025, these events once again brought students, families, and staff together in meaningful and memorable ways.

In Term 1, our Whole School Picnic was held at Cowes Beach on Phillip Island, where a large number of families gathered to enjoy a day of connection and fun. Activities such as the traditional beach walk, sandcastle building, and a community BBQ provided opportunities for families to socialise, welcome new members, and build strong relationships within the school community.

Throughout the year, events such as the Art and Science Show, along with celebrations for Mothers, Fathers, and Special Persons, provided opportunities for families to engage with the school and celebrate student learning. These occasions highlighted the creativity, curiosity, and achievements of our students.

The Whole School Sleepover continued to be a popular event, helping students build confidence and prepare for future camp experiences. This was complemented by the Whole School Camp, where students participated in a range of outdoor and indoor activities within multi-age groups. These experiences supported independence, resilience, and teamwork, with older students demonstrating leadership and care for younger peers.

The year concluded with our Christmas Concert, a highlight of the school calendar. Families gathered to celebrate the achievements of students, enjoy performances, and recognise the contributions of our Year 6 graduates. The event reflected the strong sense of community and pride that defines our school.

These events, underpinned by our values, continue to foster a connected, inclusive, and supportive school environment for all members of our community.

Financial performance

We received several sources of funding this year, including:

- Equity Funding of \$59,907 (This was approximately half of what we received last year)
- Government Grants of \$5,800 (SSV)
- 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.
- The school saw increased costs with the maintenance of the three large Fire Tanks, but were able to obtain Emergency Management Plan funding from the Department of just \$5,365.
- Local Fundraising \$21,661 financing new tables (including storage tubs) for our Grade 5 and 6 students ordered and awaiting delivery.

We finished last year with a deficit which we will need to repay going forward.

**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 193 students were enrolled at this school in 2025, 69 female and 123 male. 5% had English as an additional language and NDP 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	79.2%	
	Similar schools	81.7%	
	State	82.0%	

School Staff Survey

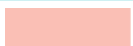
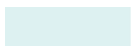
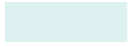
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	81.6%	
	Similar schools	77.3%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	82.2%	
	Similar schools	80.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	81.7%	
	Similar schools	80.4%	
	State	84.2%	

NAPLAN

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

2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	54.8%		60.2%
	Similar schools	61.7%		62.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	65.2%		66.7%
	Similar schools	69.5%		68.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	65.6%		57.3%
	Similar schools	59.4%		61.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	65.2%		49.4%
	Similar schools	64.5%		59.7%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	57.9%	
	Similar schools	70.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	90.0%	
	Similar schools	70.0%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	87.8%		64.2%
	Similar schools	74.3%		74.0%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	92.3%		65.0%
	Similar schools	76.1%		75.0%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	24.9	24.2
	Similar schools	22.8	22.9
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	90.9%	
Year 1	School	91.1%	
Year 2	School	86.0%	
Year 3	School	87.0%	
Year 4	School	85.0%	
Year 5	School	84.7%	
Year 6	School	86.6%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,745,911
Government Provided DET Grants	\$276,045
Government Grants Commonwealth	\$5,993
Government Grants State	\$0
Revenue Other	\$32,872
Locally Raised Funds	\$129,268
Capital Grants	\$0
Total Operating Revenue	\$3,190,090

Equity	Actual
Equity (Social Disadvantage)	\$117,470
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$117,470

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$2,949,573
Adjustments	\$0
Books & Publications	\$1,605
Camps/Excursions/Activities	\$80,809
Communication Costs	\$5,262
Consumables	\$31,168
Miscellaneous Expenses ²	\$17,220
Agency Staff	\$0
Professional Development	\$8,688
Equipment/Maintenance/Hire	\$55,566
Property Services	\$70,290
Salaries & Allowances ³	\$52,105
Support Services	\$38,793

Expenditure	Actual
Trading & Fundraising	\$24,177
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,777
Total Operating Expenditure	\$3,363,032
Net Operating Surplus/-Deficit	(\$172,943)
Asset Acquisitions	\$6,249

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$125,326
Official Account	\$29,351
Other Accounts	\$0
Total Funds Available	\$154,676

Financial Commitments	Actual
Operating Reserve	\$68,910
Other Recurrent Expenditure	\$141
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$57,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,000
Repayable to the Department	\$183,457
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$339,508

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.