2022 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 (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 of the previous calendar year 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 15 March 2023 at 05:19 PM by Susan Wepster (Principal)

- This 2022 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 23 March 2023 at 10:29 AM by Sarah Moore (School Council President)

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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').

About Our School

School context

Cardinia Primary School is in the small rural township of Cardinia. The school has been educating local children since 1911. The school had 246 students enrolled in 2022. Most of these students live outside the school's designated enrolment boundary (as approved by the Department of Education and Training). In 2022 there were 2 classes of Foundation students, 3 classes of composite 1/2 students, three classes of composite 3/4 students, and three classes of composite 5/6 students.

Vision Statement

Cardinia Primary School is committed to providing a safe, supportive, and inclusive environment for all students, staff, and members of our community. Our school recognises the importance of the partnership between our school, parents/carers and the community to support student learning, engagement and well-being. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Cardinia Primary School's values are:

RESILIENCE – We keep trying and never give up. We think positively. We accept challenges. We know that mistakes are part of learning. We bounce back from things that hurt and disappoint us.

RESPECT – We respect the needs and rights of everyone. We accept and embrace difference. We listen to each other and our teachers. We follow the rules. We look after our school and treat school resources with care.

WORKING TOGETHER – We can achieve more together than we can on our own. We learn from each other. We work as a team. We make sure no one is left out. We are part of the community.

PERSONAL BEST – We always put in our very best effort. We have a go, even when things are hard. We accept help and support from others. We try to learn from our mistakes. We focus on our own achievements.

CARING – We care about others and consider their feelings. We are fair and kind. We include everyone. We look after ourselves and take care of each other. We are a big family.

The staffing profile at Cardinia Primary School in 2022 included a Principal, an Assistant Principal, and a balance of highly accomplished, proficient, and graduate teachers. 17.2 EFT teachers and 7.2 EFT Education Support (ES) staff were employed at various time fractions to support the funded students across the school, while there were 2 equivalent 1.8 time fraction Education Support staff in the office.

Teaching staff were divided into Professional Learning Communities (PLCs). Each PLC was responsible for developing and monitoring key initiatives of the school in line with our Strategic Plan. Cardinia Primary School caters for a diverse range of students, having a long history of assisting students with disabilities and additional needs. In 2022 a total of 12 students were funded under the Program for Students with Disabilities (PSD) program. The school had other students diagnosed with autism who did not receive any funding. Teaching programs implemented in 2022 included the Fountas & Pinnell Teaching and Learning Continuum for Reading, Writing, and Phonics and Word Study, Reading Recovery and the Cardinia Mathematics program. Specialist teaching areas included Performing Arts, Visual Arts, Science and Auslan (LOTE). Student voice continued to be encouraged across the school with student leaders taking an active role in the Junior School Council and in the running of the weekly School Assembly. Student leaders were invited to School Council to express their views, aspirations and to share their achievements. Cardinia Primary School is conscious of maintaining its rural school ethos and valuing its motto of a 'Caring Family School', both of which are highly attractive to families wishing to enrol their children at the school. Many of the events firmly cemented in the school's yearly calendar were enthusiastically welcomed back post COVID by our school community. Some of the highlights were our Whole School Picnic in Term 1, our Art and Science Show, our Mother's, Father's and Special Persons Days, our Whole School Camp and our annual Christmas Concert in Term 4.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 Cardinia Primary School underwent our regular 4-yearly review. The review was led by a reviewer from Monash University employed on behalf of the Department of Education and Training. The highlight of the review was the recognition of the improvement we have made in Reading at our school over the last four years. We used the Fountas & Pinnell Teaching and Learning Continuum for Reading and Phonics and Word Study. Our

staff have developed a common understanding of the continuum which has led to increases in outcomes in Reading in both teacher judgement and NAPLAN results. In Year 5 Reading in 2022 we were above both the state and similar schools. An area for concern is that our Mathematics NAPLAN performance has not yet equalled our Reading performance. While Year 5 we were above the state and like schools in Numeracy, in Year 3 we were below. This will become a focus for 2023.

Wellbeing

Student wellbeing has always been a priority for Cardinia Primary School. During 2022 it became even more important as returning to normal schooling after COVID-19 disruptions proved challenging for many families. We continued to implement our Respectful Relationships, Resilience and "Zones of Regulation" programs as a means of helping students to recognise their feelings and regulate their behaviour. Our Wellbeing Coordinator/Chaplain worked closely with families to provide support. Links were made with external services to ensure that families received the support they needed; these connections continued to be monitored by our wellbeing officer. Our student survey showed that some of our Year 4-6 students did not feel a sense of connectedness on their return to full time on-site schooling, prompting us to closely investigate and monitor this area. This will continue to be an area for focus into 2023. Transition to school and to Secondary School were prioritised during Term 4. Our Wellbeing Coordinator tailored transitions for students so that those who required extra support were given all they needed to ensure that the start to 2023 would be a smooth one for every student.

Engagement

The challenges of creating high levels of engagement for every student are foremost in the minds of all staff members at Cardinia Primary School. School attendance remains a measure of Engagement, student attendance is closely monitored and 2022 saw the school using the XUNO software to allow the class teachers and leadership of the school to have instant feedback on student absence, and to be able to take immediate action on unexplained absences. The attendance rates for our school in 2022 were higher than both the state, and similar schools to ours.

Our school values continue to be displayed in all learning areas of the school, and have remained a focus for staff and students alike. The values form the basis of discussions about academic achievement and social and emotional development. The school has continued to focus on all students achieving their personal best in all areas of their schooling. Whole School activities which allow the community to be involved have continued to be a focus for our school. These events have allowed the students to be engaged with real world situations and have enhanced the community engagement with the school. All students in the school had a buddy and activities were organised each term to allow students to get together with their buddies.

Other highlights from the school year

As mentioned in the overview, many of the events firmly cemented in the school's yearly calendar were enthusiastically welcomed back post COVID by our school community. Our Whole School Picnic in Term 1 saw approximately 400 people spend the day at Cowes beach on Phillip Island. The traditions of the beach walk, the sandcastle competition and a delicious BBQ lunch provided by our School Council, provided the ideal situation for our families to reconnect with each other. Our Art and Science Show and our Mother's, Father's and Special Persons Days gave our families opportunities to visit our school and see children's achievements. Our Whole School Camp once again gave our children the opportunity to develop their independence by going away as a multi-age group for fun and skill development in an indoor/outdoor setting. It was wonderful to watch our older children caring for our younger children in a real family-like environment. After two years of virtual Christmas Concerts our annual Christmas Concert was back in true Cardinia style in 2022. Our basketball court was full of enthusiastic families celebrating the year of school with their children as they watched all our students performing and receiving awards for the year's work.

Financial performance

Cardinia Primary School continues to work within our allocated budget and finished 2022 within the budget. A small surplus has been allocated to our Tutoring program and various maintenance and upgrades of school buildings and school programs to support the achievement of educational outcomes for students in 2023. The school received a Shade Sail Grant as part of the DET response to COVID, encouraging students to spend more time outside. We built a new Shade area in front of Foundation Room which is used for eating and outdoor activities. The school received funds from Equity funding ($110,429), Government grants ($8,700), Locally raised funds ($133,353) and the Chaplaincy program ($20,280).

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 246 students were enrolled at this school in 2022, 107 female and 139 male.

NDP percent of students had English as an additional language and 2 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).
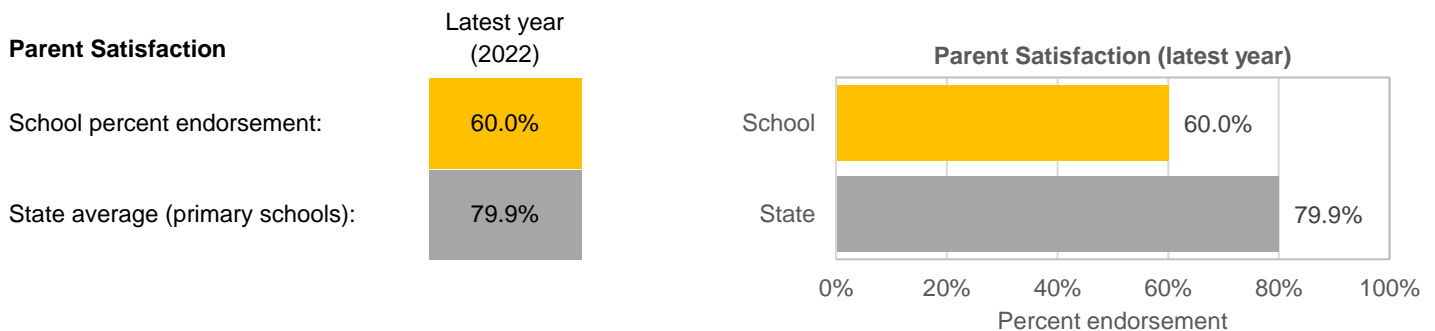
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
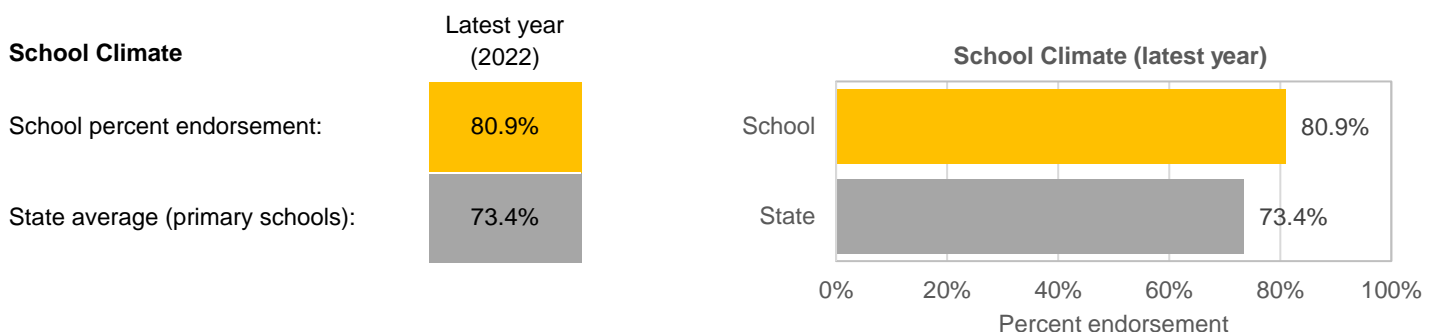
Parent Satisfaction	Latest year (2022)
School percent endorsement:	60.0%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

School	60.0%
State	79.9%

Percent endorsement

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2022)
School percent endorsement:	80.9%
State average (primary schools):	73.4%

School Climate (latest year)

School	80.9%
State	73.4%

Percent endorsement

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

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

English
Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:	82.9%
Similar Schools average:	82.3%
State average:	87.0%

English (latest (year)
Years Prep to 6

School	82.9%
Similar Schools	82.3%
State	87.0%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
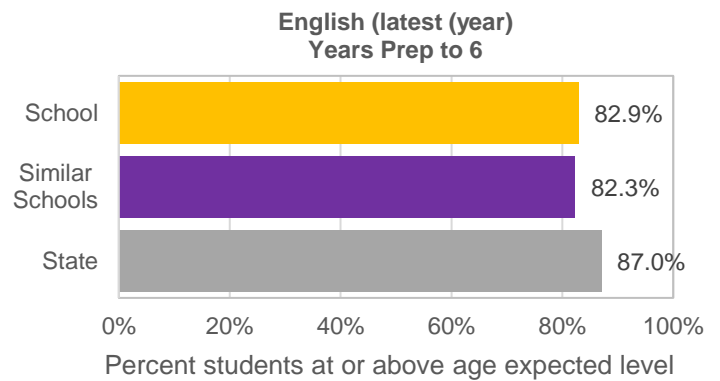
Mathematics
Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:	82.8%
Similar Schools average:	82.2%
State average:	85.9%

Mathematics (latest year)
Years Prep to 6

School	82.8%
Similar Schools	82.2%
State	85.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
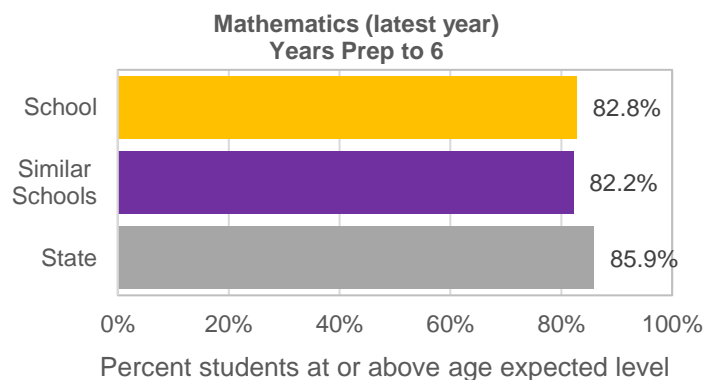
LEARNING (continued)

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 top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.
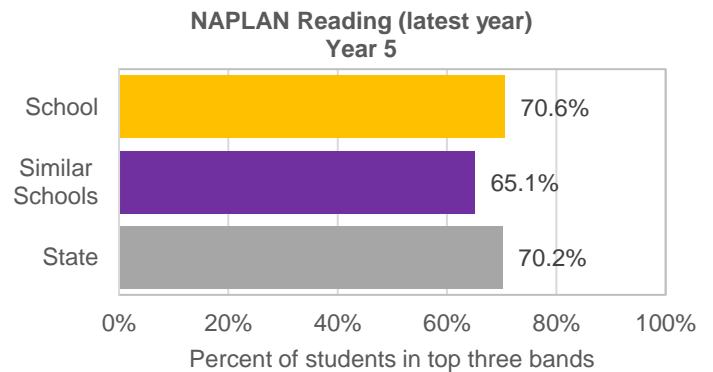
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	64.9%	61.7%
Similar Schools average:	72.1%	70.2%
State average:	76.6%	76.6%

NAPLAN Reading (latest year) Year 3

School 64.9%
Similar Schools 72.1%
State 76.6%

Percent of students in top three bands
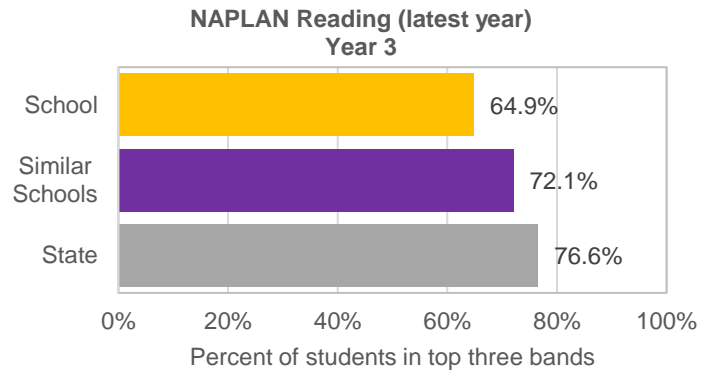
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	70.6%	64.5%
Similar Schools average:	65.1%	62.9%
State average:	70.2%	69.5%

NAPLAN Reading (latest year) Year 5

School 70.6%
Similar Schools 65.1%
State 70.2%

Percent of students in top three bands

Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	38.9%	49.1%
Similar Schools average:	56.6%	59.2%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year) Year 3

School 38.9%
Similar Schools 56.6%
State 64.0%

Percent of students in top three bands
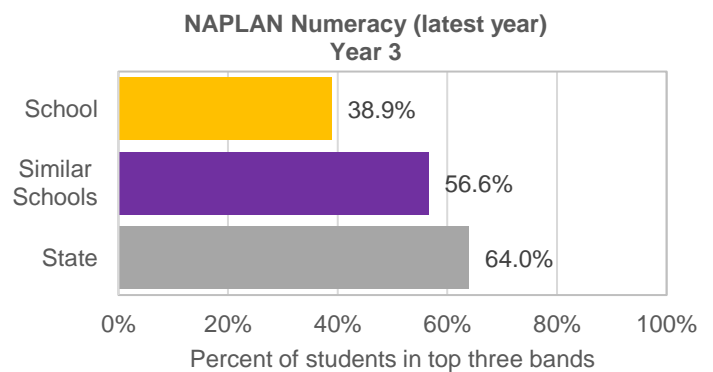
Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	54.5%	53.8%
Similar Schools average:	44.5%	49.1%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year) Year 5

School 54.5%
Similar Schools 44.5%
State 54.2%

Percent of students in top three bands
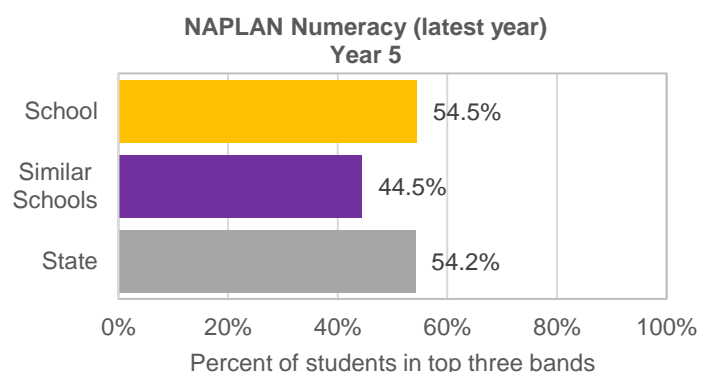
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	61.9%	69.1%
Similar Schools average:	75.1%	76.7%
State average:	78.1%	79.5%

Sense of Connectedness (latest year)
Years 4 to 6

School 61.9%
Similar Schools 75.1%
State 78.1%

Percent endorsement
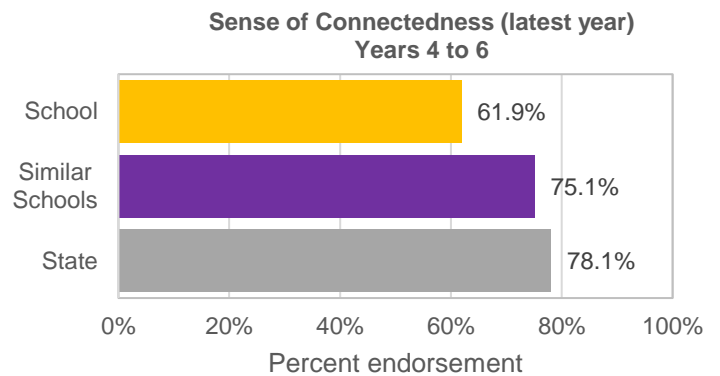
Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	62.7%	72.3%
Similar Schools average:	74.1%	76.9%
State average:	75.8%	78.3%

Management of Bullying (latest year)
Years 4 to 6

School 62.7%
Similar Schools 74.1%
State 75.8%

Percent endorsement
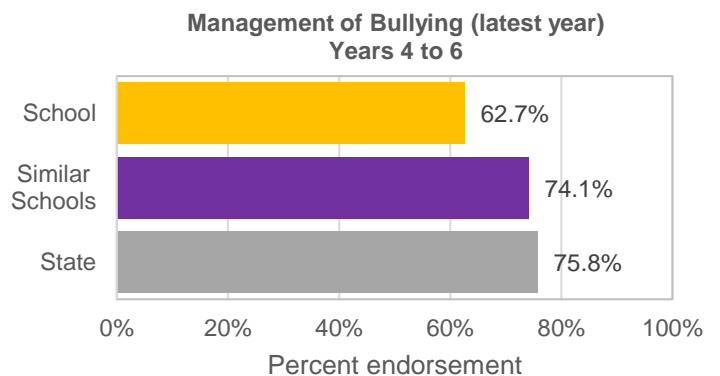
ENGAGEMENT

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.

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	26.4	16.9
Similar Schools average:	24.4	18.6
State average:	23.3	17.0

Student Absence (latest year) Years Prep to 6

School	26.4
Similar Schools	24.4
State	23.3

Average number of absence days
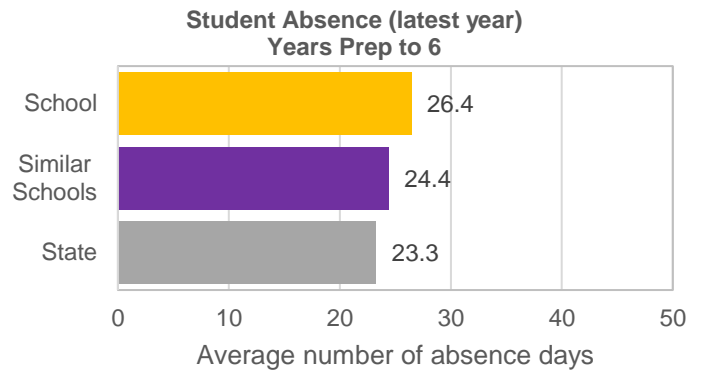
Attendance Rate (latest year)

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 (2022):	88%	89%	86%	88%	87%	85%	83%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	$2,530,212
Government Provided DET Grants	$318,115
Government Grants Commonwealth	$8,700
Government Grants State	$0
Revenue Other	$46,086
Locally Raised Funds	$133,353
Capital Grants	$25,569
Total Operating Revenue	**$3,062,035**

Equity [1]	Actual
Equity (Social Disadvantage)	$110,429
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$110,429**

Expenditure	Actual
Student Resource Package [2]	$2,475,254
Adjustments	$0
Books & Publications	$1,177
Camps/Excursions/Activities	$70,009
Communication Costs	$3,452
Consumables	$49,729
Miscellaneous Expense [3]	$11,014
Professional Development	$11,691
Equipment/Maintenance/Hire	$65,466
Property Services	$54,315
Salaries & Allowances [4]	$112,035
Support Services	$96,091
Trading & Fundraising	$28,853
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$27,920
Total Operating Expenditure	**$3,007,005**
Net Operating Surplus/-Deficit	**$29,461**
Asset Acquisitions	**$67,519**

(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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	$124,988
Official Account	$33,203
Other Accounts	$0
Total Funds Available	**$158,191**

Financial Commitments	Actual
Operating Reserve	$81,568
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$103,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$80,000
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$40,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$304,568**

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.