

2023 Annual Report to the School Community

School Name: Cardross Primary School (4263)



- 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 03 May 2024 at 01:04 PM by Simon Trembath (Principal)

- This 2023 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 15 May 2024 at 11:43 AM by Vincent Madden (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).

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Cardross Primary School is a Foundation – Grade Six primary school located in Cardross, 550 kilometers north-west of Melbourne. It lies on the outskirts of Mildura, a major regional centre in North Western Victoria. Our school vision reflects the contemporary climate of education for our students. Cardross PS's vision is: Cardross Primary School strives to be a safe and secure learning environment where staff and students learn with, and from, each other. A place where the acquisition of skills, knowledge and competencies are fused together to create deep and authentic learning experiences. Where ALL teachers have a deep understanding of ALL students through sharing responsibility and accountability for every student's academic, social and emotional growth. This learning environment is underpinned by our school values and the belief that all students can grow and achieve high standards.

Cardross Primary School is underpinned by our values which are: Care – A caring environment for students, families and staff. Achievement – A school environment that ensures all children can achieve the best outcomes possible. Respect – Mutual respect from students, staff and parents underpins our educational program. Dreams – Anything is possible – follow your dreams. Resilience – Children are supported to develop strategies to cope with difficulties and an ability to bounce back. Opportunity – A broad challenging educational program provides children with the opportunity to shine. Safe – Children have the ability and right to learn in a safe and caring environment. Supportive – Children are supported by all members of our school community to undertake new learning.

In 2023, the school's enrolment was 110 students, divided into 5 classes; Foundation / Grade One; Grade One/Two, Grade Three/Four, Grade Four/Five & Grade Five/Six. The school's SFEO band is MEDIUM.

The staffing profile was made up of 1 principal, 6 teachers (5.8 FTE), 1 Tutor Learning Initiative teacher (0.4 FTE), 2 education support staff (1.6 FTE), and a Business Manager. The school also is part of the MARC mobile library program (0.2 FTE).

In 2023, the Parent Opinion Survey showed 'General School Satisfaction' with positive endorsement of 100% (State average of 83%). The percentage of positive endorsement from staff was 95% (State Average 78%).

Progress towards strategic goals, student outcomes and student engagement

Learning

- Throughout 2023, we have continued to remain on track with the Learning KIS and associated actions of this AIP. We continued to work with our Network Student Voice and Learner Agency CoP, which was led by Shane Crawford and the team from Corwin. This involved professional learning opportunities across the year which centred around moving our visible learning forward within our school communities and the implementation of student engagement continuums to use across our school. Key actions that have contributed towards the achievement of our AIP targets have included:
 - Second School Capability Assessment Conducted by Corwin Australia. This assessment showed growth in all four of key elements of visible learning
 - Hire of additional specialist staff to allow for PLC teams to be released together during the day
 - Making our PLC practices sustainable through clear agendas and minutes
 - All staff undertook the Corwin asynchronous course 'Developing Visible Learners' over 8 weeks
 - Senior PLC Team undertook an inquiry into developing increased levels of student voice in Mathematics
 - Staff have continued to participate in Local Network Literacy and Numeracy Leader CoP
 - A second Corwin asynchronous course 'How Students Learn' focusing on high quality planning for surface, deep and transfer learning
 - Whole Staff Curriculum Day (Internal - led by Principal and Learning Specialist) - high quality planning and conversations for surface, deep and transfer learning experiences
 - Whole Staff Curriculum Day with Corwin Australia: Reimagining Student Engagement
 - Numeracy Leader has participated in Victorian Academy of Teaching course - Local Literacy Leaders
 - Senior Team have continued to embed increased levels of learner voice in Mathematics, with students demonstrating increased levels of clarity around their progress in Mathematics.
 - PLC teams have undertaken two PLC coaching days with Greg Sperling from Outcomes Education, as part of the Dept. PLC program

In NAPLAN 2023:

- 93% (State 77%) of students achieve either 'Exceeding' or 'Strong' in Grade 5 Reading.

- 80% (State 68%) of students achieve either 'Exceeding' or 'Strong' in Grade 5 Numeracy.
- 71% (State 70%) of students achieve either 'Exceeding' or 'Strong' in Grade 3 Reading.
- 67% (State 67%) of students achieve either 'Exceeding' or 'Strong' in Grade 3 Numeracy.

Wellbeing

Throughout 2023, we have continued to remain on track with the Wellbeing KIS and associated actions of this AIP. Our primary focus was ensure the effective mobilisation of available resources to ensure that we were providing a tiered and responsive approach to student learning, disability inclusion and wellbeing. Key actions that have contributed towards the achievement of our AIP targets have included:

- Coordination of the SIT to develop a tiered approach to disability inclusion and student wellbeing
- Review NCCD data sets to ensure effective allocation of supports for students
- Appointment of Student Wellbeing and Inclusion Leader
- SIT team met and reviewed the key actions that have been implemented during the second half of the cycle
- Continue to review and update IEP documents each term. These documents were placed on our Google Share Drive
- Continue to engage in regular SSG meetings for identified students
- Principal engaged in preliminary learning around the Visible Wellbeing Framework (Prof. Lea Waters) in Term 4
- Increased ES staffing levels to providing increased in-class supports for NCCD identified students
- Development and initial implementation of School Multi Tiered Support Systems (MTSS) Framework with staff
- Student Wellbeing and Inclusion Leader undertook Disability Inclusion Profile Meetings with identified students
- Student Wellbeing and Inclusion Leader undertaking both in-class and out-of-class student supports (1:1 or small focus groups)
- Music Therapy took place in our Junior Department for all students.

AtoSS Data (2023):

- Sense of Connection 89% positive endorsement (State 77%)
- Voice and Agency 80% positive endorsement (State 66%)
- Peer Relationships 84% positive endorsement (State 84%)

Engagement

Throughout 2023, we have continued to remain on track with the engagement KIS and associated actions of this AIP. Our primary focus was the reduction of student absences across the school. Key actions that have contributed towards the achievement of our AIP targets have included:

- student attendance has continued to be a regular agenda item during SIT meetings
- regularly reviewed attendance data with SIT and whole staff.
- leadership has continued to promote positive attendance behaviour through communication channels (newsletter, Compass etc)
- Student Wellbeing Leader continued to work with families of students with a history of chronic absenteeism
- continuing to have Student Attendance awards each term
- continuing to provide families with attendance report each term
- reviewed 'roles and responsibilities' document to determine if any alterations needs to be made.

Student absence data at the end of 2023:

- average student absence has reduced by 25%, year-to-date average 12 days per student (2023 - 16 days per student)
- significant reduction in the percentage of students with 20 or more days of absence, year to date 17% (2023 - 35%)
- 'unexplained' absences have all but been eliminated through strong communication with parents/carers. year to date 4% (2023 - 18%)

Financial performance

Cardross Primary School once again finished the year in a sound financial position. The Financial Performance and Position report shows an end of year surplus of \$107,588.

This was due to several factors, including the funds we received as part of the College Lease program in Sunraysia and student resource package (SRP) adjustments.

In 2023, Equity (social disadvantage) funding has been prioritised to support Tier 2 supports for students with a disability or those who learning, social and emotional adjustments. Additional ES staffing in classrooms was implemented to ensure that students receive appropriate levels of support in the classroom. ES staff were also used to support students in play-based interactions whilst out at recess and lunch. ES staff were also engaged in professional learning about high-impact wellbeing practices to support complex students. This funding was leveraged to support staff to engage in collegial conversation about high quality teaching and wellbeing practices, working alongside one another as co-learners and support each other's successes. This purposeful, collaborative culture has remained driven to improve professional practice and maximise impact on students.

For more detailed information regarding our school please visit our website at
www.cardrossps.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 105 students were enrolled at this school in 2023, 47 female and 58 male.

NDP percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

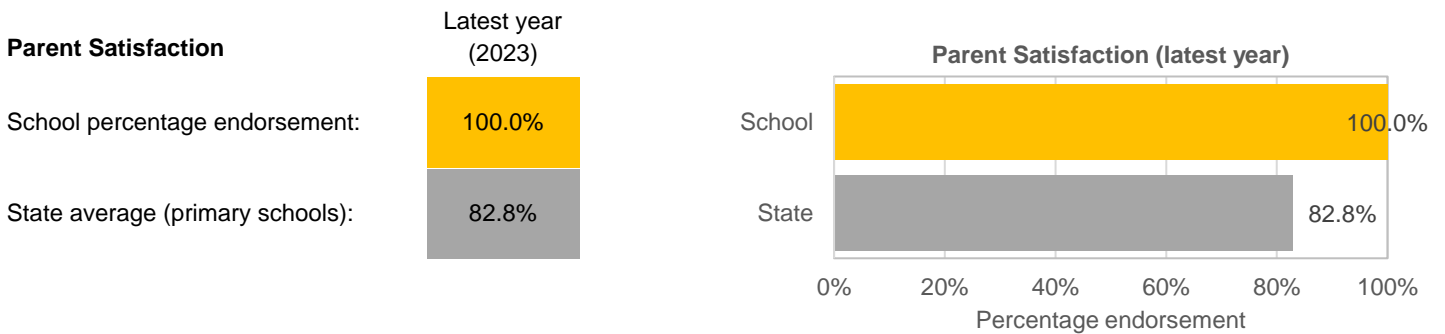
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

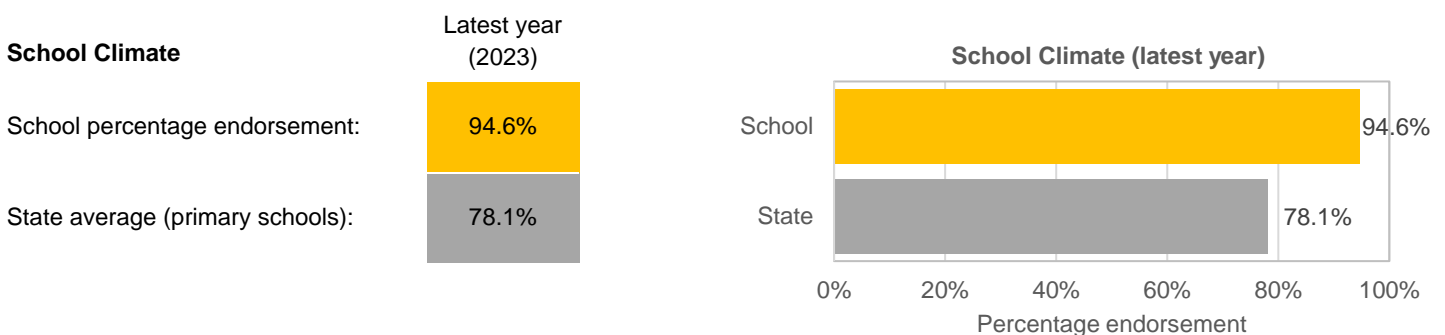


School Staff Survey

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.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

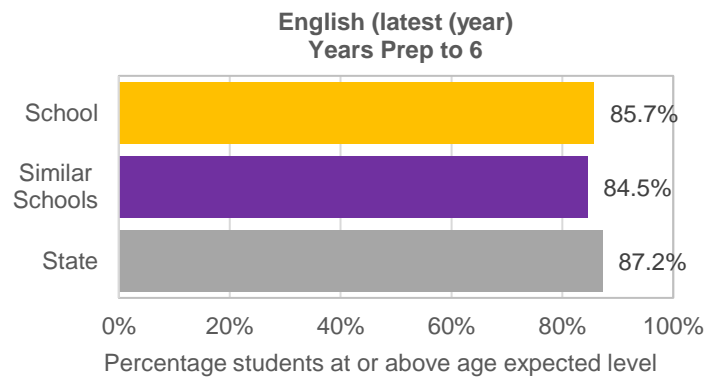
85.7%

Similar Schools average:

84.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

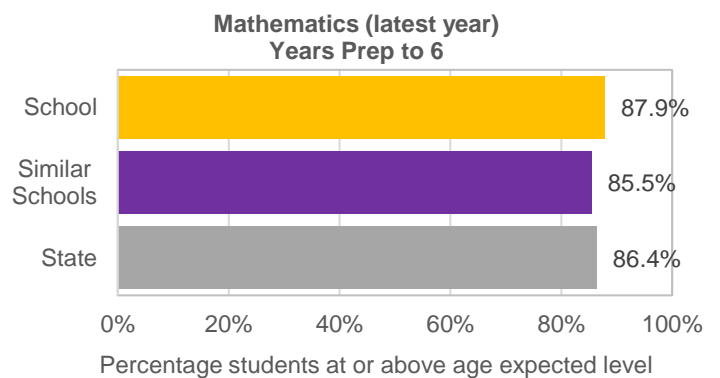
87.9%

Similar Schools average:

85.5%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

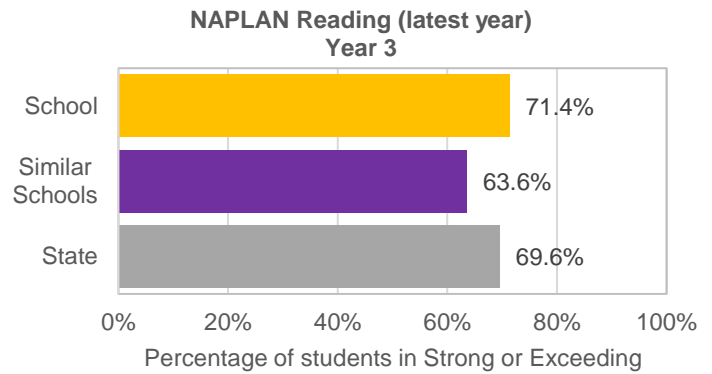
71.4%

Similar Schools average:

63.6%

State average:

69.6%



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

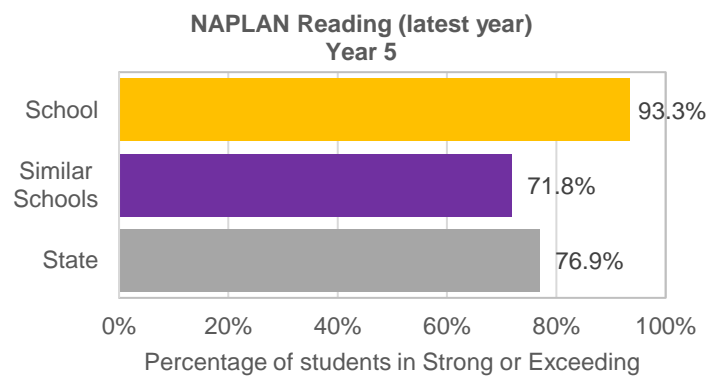
93.3%

Similar Schools average:

71.8%

State average:

76.9%



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

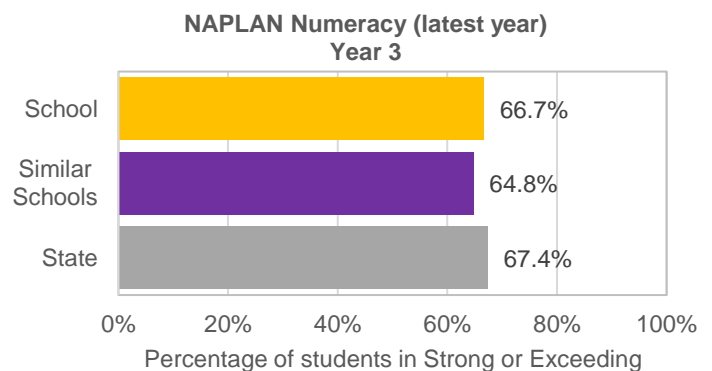
66.7%

Similar Schools average:

64.8%

State average:

67.4%



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

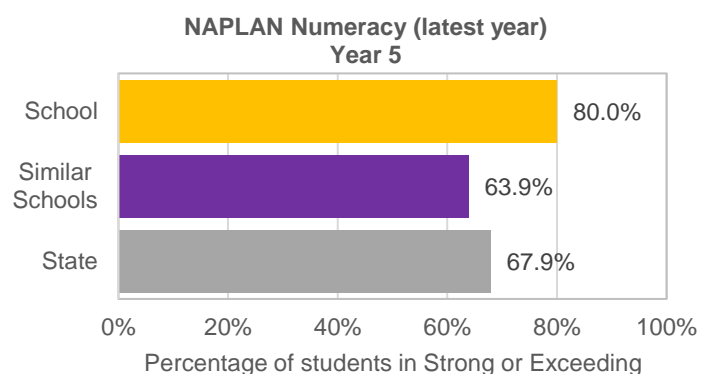
80.0%

Similar Schools average:

63.9%

State average:

67.9%



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

90.9%

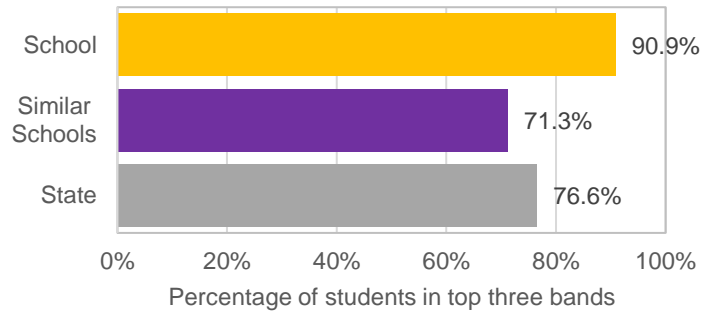
Similar Schools average:

71.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

94.1%

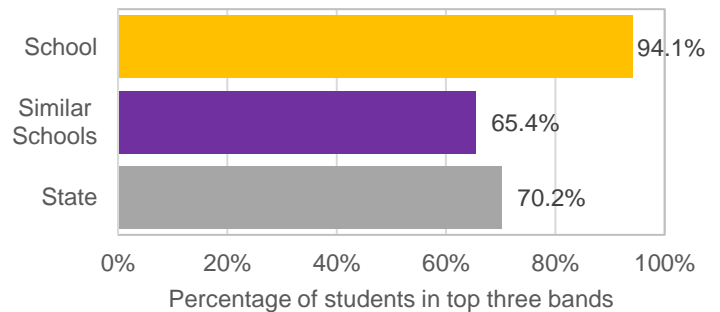
Similar Schools average:

65.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

100.0%

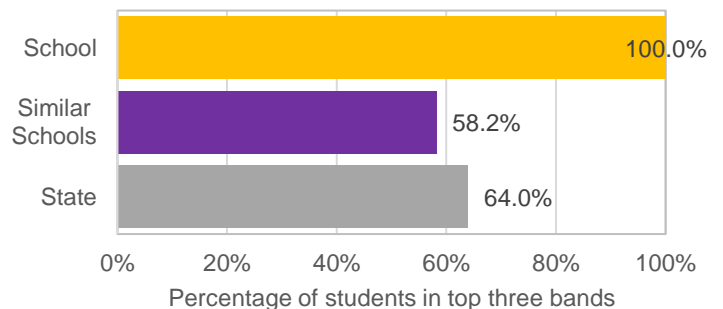
Similar Schools average:

58.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

62.5%

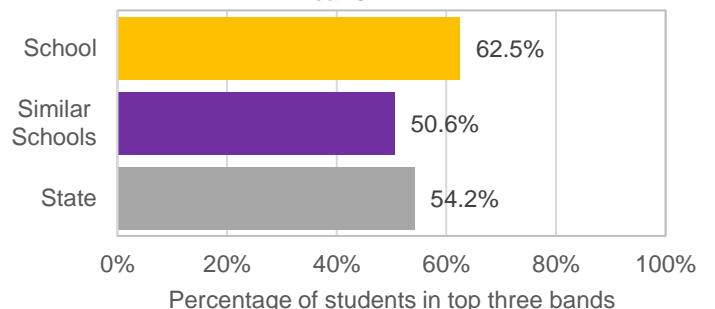
Similar Schools average:

50.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



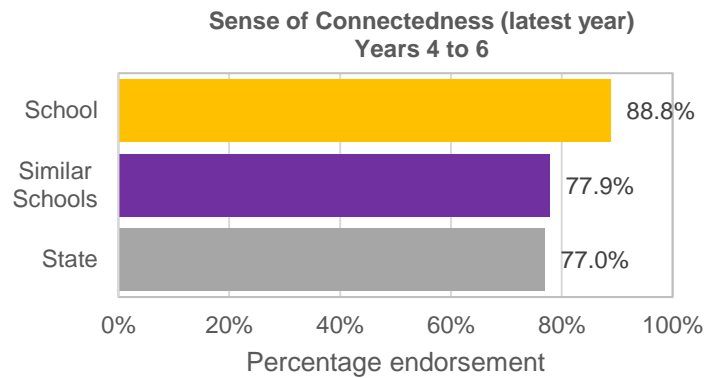
WELLBEING

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).

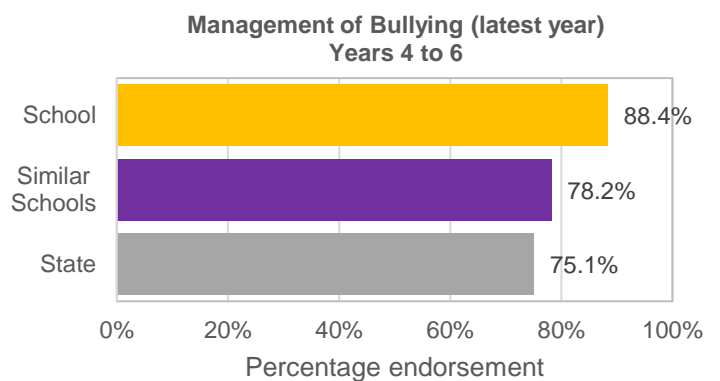
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	88.8%	91.3%
Similar Schools average:	77.9%	79.7%
State average:	77.0%	78.5%



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).

Management of Bullying Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	88.4%	86.3%
Similar Schools average:	78.2%	80.8%
State average:	75.1%	76.9%



ENGAGEMENT

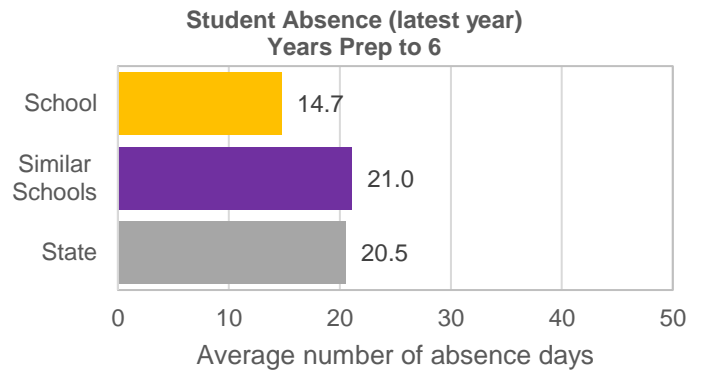
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	14.7	13.2
Similar Schools average:	21.0	18.9
State average:	20.5	18.1



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 (2023):	92%	92%	92%	91%	93%	95%	93%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,247,242
Government Provided DET Grants	\$260,873
Government Grants Commonwealth	\$1,700
Government Grants State	\$0
Revenue Other	\$17,305
Locally Raised Funds	\$103,979
Capital Grants	\$0
Total Operating Revenue	\$1,631,099

Equity ¹	Actual
Equity (Social Disadvantage)	\$47,016
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$47,016

Expenditure	Actual
Student Resource Package ²	\$1,134,071
Adjustments	\$0
Books & Publications	\$4,324
Camps/Excursions/Activities	\$46,386
Communication Costs	\$3,173
Consumables	\$28,680
Miscellaneous Expense ³	\$11,596
Professional Development	\$30,089
Equipment/Maintenance/Hire	\$55,224
Property Services	\$55,936
Salaries & Allowances ⁴	\$68,301
Support Services	\$33,037
Trading & Fundraising	\$22,641
Motor Vehicle Expenses	\$1,641
Travel & Subsistence	\$1,161
Utilities	\$15,477
Total Operating Expenditure	\$1,511,738
Net Operating Surplus/-Deficit	\$119,361
Asset Acquisitions	\$20,327

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$74,234
Official Account	\$20,713
Other Accounts	\$0
Total Funds Available	\$94,947

Financial Commitments	Actual
Operating Reserve	\$58,187
Other Recurrent Expenditure	\$0
Provision Accounts	\$3,431
Funds Received in Advance	\$0
School Based Programs	\$91,516
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$153,134

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.