

2025 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 23 March 2026 at 12:41 PM by Tegan Bell (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 23 March 2026 at 12:42 PM by Tegan Bell (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

Cardross Primary School is a Foundation – Grade Six primary school located in Cardross, 550 kilometers north-west of Melbourne. Our school 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 values 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 2025 at census, the school's enrolment was 96 students, divided into 5 classes; Foundation; Grade One/Two, Grade Two/Three, Grade Four/Five & Grade Five/Six. The staffing profile was made up of 1 principal, 7 teachers (7.0 FTE), 1 Tutor Learning Initiative ES (0.33 FTE), 6 education support staff, as well as a Business Manager (4.7 FTE). In 2025 we had 7% of our students funded through the completion of disability inclusion profiles. The school is also part of the MARC mobile library program (0.2 FTE). The school worked closely with our Koorie Education Support Officer to support our Aboriginal students (4% of students). In 2025, the Parent Opinion Survey showed 'General School Satisfaction' with positive endorsement of 85% (state average of 80%).

Progress towards strategic goals, student outcomes and student engagement

Learning

Our Annual Implementation learning goal was to maximise the achievement and learning growth of all students. In order to progress towards achievement of this goal, we at Cardross Primary School:

- Worked with EduPoint consultant each term on differentiation within the classroom
- Documented the PLC cycle to ensure consistency across the school

- Ensured all staff (including specialist teachers) participated in PLC meetings
- Employed additional ES staff to support tier 2 and tier 3 students in the classroom
- Continued the implementation the tutor learning initiative in grades 4-6 by using data to identify students who needed further support, as well as extension in Reading, Writing and Maths
- Small group support for phonics in the Foundation classroom
- All staff were trained in our phonics program SSP to ensure consistency across the school
- Using adaptive assessments to ensure data is relevant and planning can target student needs
- Coaching occurred to assist teachers in developing maths lessons showing differentiation

2025 Assessment results showed:

- 82% of students achieved either 'Exceeding' or 'Strong' in Grade 3 Writing.
- 64% of students achieved either 'Exceeding' or 'Strong' in Grade 3 Reading.
- 64% of students achieved either 'Exceeding' or 'Strong' in Grade 3 Maths.
- PAT results from Grade 4/5/6 had an average score of 122.4 (up from 118.9 in 2024)

Throughout the year our teachers assessed students using pre and post tests to see what they needed to teach and the impact their teaching made. A wide range of assessment and diagnostic tools were used in Reading, Writing and Maths.

Wellbeing

Our Annual Implementation learning goal was to maximise students' personal and social capability, and their agency as learners. In order to progress towards achievement of this goal, we at Cardross Primary School:

- Teaching staff used the DET's check in tool to identify students at risk
- Visible wellbeing professional development continued to include the module on emotional management
- Social skills group was documented and started to support students in developing their interpersonal and social capabilities
- Teaching staff and education support staff participated in de-escalation training

We have a full time wellbeing leader who assisted with individual learning plans, student support groups and student check-ins. Staff training in visible wellbeing continued to be implemented with staff setting goals throughout the emotional management module, with guided meditation rolled out across the school.

Our Attitude to School survey data showed a growth of 3% from 2024 for a positive endorsement for a sense of confidence and a 4% increase for student voice and agency.

Engagement

At Cardross Primary School, we utilised Compass to track student attendance, with families receiving a text message if their child had not been marked present. We held key contact meetings fortnightly to identify students with chronic absenteeism, as well as those requiring additional support in the classroom.

The school had an increased average number of student absence days when compared to 2024. The 2025 average was 28.6, with the state average being 21.5. The main contributing factors were identified as extended family holidays and student illness. Families followed the protocol of keeping students at home when unwell.

Students in grades 3-6 were offered the opportunity to take on a leadership role which included School Captains, House Captains and Junior Leaders. Our School Captains attended a GRIP event in Mildura, which is a student leadership conference.

We improved our school newsletter, ensuring student success was highlighted through text and photos.

Our school's breakfast club increased to five days a week, giving students a positive start to their day. To run breakfast club, the school employed a staff member three days a week and had parent volunteers the other two days.

Other highlights from the school year

We had a number of highlights from the 2025 school year including:

- Celebrating the school's centenary by hosting a games day for the students and an open night for past community members
- We held our biannual school play in 2025 "Pirates vs Mermaids" saw students in Grades 4-6 playing main characters and assisting back stage, and all grades P-6 presenting a song and dance
- We utilised a Sport In School grant to subsidise the cost of a P-6 swimming program
- Our students presented art works in the Cardross Show, and also manned a stall to fundraise money for the school
- We had an accessibility grant with works carried out throughout the school to ensure our school is accessible for all. This included new pathways and ramps, a new accessible toilet and electric doors.

Financial performance

Cardross Primary School finished the year with a \$80542 credit surplus. This surplus was due to locally raised funds, College Lease program in Sunraysia. the school utilised targeting funding to reimburse the school for expenditure related to grounds, bushfire readiness and mental health in schools.

Our equity funding was used to support Tier 2 students who required additional adjustments. Additional Education Support Staff were employed to work in classrooms to provide an appropriate level of support to those identified, as well as engage play-based interactions in the yard at recess and lunch.

Cardross Primary received an accessible works grant to ensure our school is inclusive.

In 2025 we received a \$10000 outside hours care grant which was used in the upkeep of our school bus and the hiring of a driver.

Our active parent's club ran a number of fundraising activities which helped subsidise the cost of school camps and excursions.

**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 96 students were enrolled at this school in 2025, 42 female and 54 male. NDP 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	83.3%	
	Similar schools	88.8%	
	State	82.0%	

School Staff Survey

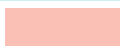
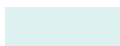
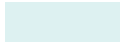
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	75.8%	
	Similar schools	80.8%	
	State	77.4%	

LEARNING

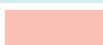
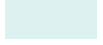
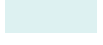
Teacher Judgement of student achievement against the Victorian Curriculum

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	75.8%	
	Similar schools	84.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	69.4%	
	Similar schools	82.5%	
	State	84.2%	

NAPLAN

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

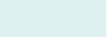
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	66.7%		70.3%
	Similar schools	63.3%		63.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	50.0%		75.0%
	Similar schools	69.5%		69.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	66.7%		73.0%
	Similar schools	61.3%		61.6%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	21.4%		61.4%
	Similar schools	60.8%		61.5%
	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	27.3%	
	Similar schools	71.8%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	9.1%	
	Similar schools	69.3%	
	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	74.1%		84.2%
	Similar schools	78.4%		78.3%
	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	69.1%		81.0%
	Similar schools	79.1%		79.3%
	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	28.6	20.8
	Similar schools	22.1	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	87.8%	
Year 1	School	83.6%	
Year 2	School	90.4%	
Year 3	School	87.4%	
Year 4	School	88.0%	
Year 5	School	79.9%	
Year 6	School	84.5%	

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	\$1,450,549
Government Provided DET Grants	\$285,345
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$12,386
Locally Raised Funds	\$107,562
Capital Grants	\$0
Total Operating Revenue	\$1,855,842

Equity	Actual
Equity (Social Disadvantage)	\$54,853
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$54,853

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

Expenditure	Actual
Student Resource Package ¹	\$1,383,344
Adjustments	\$0
Books & Publications	\$605
Camps/Excursions/Activities	\$47,259
Communication Costs	\$1,365
Consumables	\$28,030
Miscellaneous Expenses ²	\$14,795
Agency Staff	\$0
Professional Development	\$2,665
Equipment/Maintenance/Hire	\$30,512
Property Services	\$94,895
Salaries & Allowances ³	\$78,380
Support Services	\$30,185

Expenditure	Actual
Trading & Fundraising	\$37,737
Motor Vehicle Expenses	\$3,603
Travel & Subsistence	\$2,955
Utilities	\$18,971
Total Operating Expenditure	\$1,775,300
Net Operating Surplus/-Deficit	\$80,542
Asset Acquisitions	\$0

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	\$68,165
Official Account	\$7,483
Other Accounts	\$0
Total Funds Available	\$75,648

Financial Commitments	Actual
Operating Reserve	\$65,326
Other Recurrent Expenditure	\$0
Provision Accounts	\$4,162
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$69,488

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.