

2023 Annual Report to the School Community

School Name: Cape Clear Primary School (1484)



- 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 15 April 2024 at 05:47 PM by Lynly Doherty (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 26 April 2024 at 06:48 PM by Patty Sandwith (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

Cape Clear Primary School is an inclusive and engaging small rural school set on spacious well-maintained grounds. Our school is located 40 kilometres south-west of Ballarat and is 149 kilometres from the Melbourne CBD. Our enrolment size in 2023 was 21 students (12 families) with a Student Family Occupation Education (SFOE) index of 0.4957. Our school is the 'community center' of Cape Clear and we share our name with an island 'Cape Clear' in Ireland, from where local miners had emigrated.

Our school consists of two main learning areas (Grade F-3) and (Grade 4-6). In 2023 we moved into our newly upgraded administration building and multi-purpose classroom space. Our building upgrade now allows us to have a distinctive Art classroom and Breakfast Club area as well as an interactive and engaging After School Care space. The outside play areas include an adventure playground and an inclusive sensory playground and oval. We also have school vegetable gardens and our own chickens which provide roles and responsibility for our learners as well as food for cooking classes.

Our school's curriculum framework encompasses the eight key learning areas including Literacy and Numeracy, Science, Language (Auslan), Health and Physical Education and Art, all aligned to the Victorian Curriculum. Our school employed five staff of varying time fractions in 2023 – one teaching principal, one full-time teacher, two part-time teaching staff (plus one part-time MARC teacher) and 2 education support staff, who worked across grounds/maintenance, administration and student support. In 2023 we were able to successfully secure the services of a school Chaplain 3 days a week which enabled us to further support the wellbeing of learners. Amongst our 12 families we had 3 students (PSD supported), no students with English as an Additional Language and no Aboriginal and Torres Strait Islander students. All students are supported by an Individual Education Plan which is developed and regularly reviewed with families throughout the year. We maintained our collaborative partnership with DE Regional Office staff including speech pathologists, psychologists, school nurses and Visiting Teacher support services when required. When required these services were involved in the development and reflection of student academic and wellbeing goals.

Our school values of respect, responsibility, commitment and confidence help form strong relationships and develop an understanding of student academic and wellbeing needs. At Cape Clear Primary School, we believe that students learn best when they feel safe, valued and happy. Our teaching and learning is underpinned by our values. These values set the expectation for both students and staff and set the cornerstone on which we build our vision to maintain our 'great country school'.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we had our school review which allowed us to reflect on the progress made in the previous 4 years and set new goals and targets moving forward.

Student learning growth was evident as a result of building staff capacity to identify and meet students' individual learning needs in Literacy and Numeracy. Staff worked collaboratively to develop curriculum knowledge and understanding as well as whole school documentation that allowed for clear and consistent planning around learning experiences in both classrooms. Through participation in the Professional Learning Community initiative, teaching staff were able to engage in learning inquiry cycles which allowed for deeper analysis of student data to identify learning point of need. Consistency in data collection and regular and ongoing moderation, built staff capacity in these areas.

Through the management of the SRP we were able to maintain small class sizes which allowed for flexibility and collaboration when required, but also clear and consistent teaching and learning expectations and routines across both learning spaces.

Our student achievement data (based on teacher judgments in 2023 from Foundation to Year 6) continues to show consistent positive trends with:

- the percentage of students working at or above age expected standards in English increasing to 78.9% and
- the percentage of students working at or above age expected standards in Mathematics reaching 93.0%.

Due to there being a low number of participants in NAPLAN 2023, no data was published for privacy reasons.

Wellbeing

Staff, students and family members have worked collaboratively to monitor and build student wellbeing at Cape Clear Primary School.

Through a blended approach of utilising resources within the RRRR program and staff professional development around the Berry Street Educational Model, staff were able to build routines and consist of approaches to wellbeing both in the classroom and across the whole school community. This saw a shift in the value of mutual respect, students understanding their individuality, their rights and responsibilities within the school community and built on our school culture of empathy and respect. The inclusion of a new school chaplain in 2023 allowed us to provide multiple layers of wellbeing support, ensuring each student had a 'champion', a person who they could connect with and go to should they need it. During 2023, each term staff completed the check-in screener which was used to efficiently identify students who may be at risk of social, emotional, and academic behaviours which interfere with their learning and put in place supports to address concerns.

The Student Attitude to School data showed growth with:

- Sense of Connectedness data moving from 62.5% (in 2022) to 75% positive endorsement in 2023, and
- Management of Bullying factor shifting with student's positive endorsement of 82.6%, increasing from 79.2% in 2022.

Cape Clear Primary School continued to provide several programs and resources that met the wellbeing needs of our students and families. The Outside School Hours Care Program, Breakfast Club two mornings a week, therapy dog program and on-site Chaplain three days a week provided a comprehensive and holistic approach to wellbeing in 2023. We also made sure that student voices were at the centre of our wellbeing approaches. This saw the implementation of weekly Art, ICT and Lego clubs.

Open and transparent conversations with our students and families fostered strong and stable relationships. This is pivotal to the ongoing positive wellbeing of our students and school community moving forward.

Engagement

Student attendance continues to be an ongoing concern and focus for Cape Clear Primary School.

The average number of student absence days was 30.2 in 2023. While this is a positive step in the right direction in comparison to our 2022 data (43.8), there is still a great deal of work to be done in this area. In 2023 staff worked closely with families to support daily attendance however student illness and parent choice to facilitate student appointments during school times had a significant impact on attendance data.

Staff worked closely with students and families, in particular our JSC to have a voice in and maximising student engagement. Celebration days, special lunches, and many excursions including to the beach, fishing, exploring local businesses, Geelong and Ballarat Art Galleries, two camps including the Grade 6 Beloka Kelpie Camp along with numerous incursions targeting students interests and strengths were pivotal in meeting engagement targets.

Parent satisfaction, according to the Parent Opinion Survey, indicated very pleasing results, with 100% positive endorsement. Staff satisfaction, according to the School Staff Survey, was at 86%, slightly above the state average of 78.1%. These results were very pleasing to see and reflect a collaborative and consistent approach in all aspects at Cape Clear Primary School.

Other highlights from the school year

2023 was a busy year for the Cape Clear Primary School students and community. We are very proud of our achievements.

A few experiences and activities that are of significance to the learning and wellbeing outcomes of the Cape Clear Primary School students and wider community include:

- Whole school (F-6) camp to Cottage By The Sea
- Father's Day special breakfast
- The completion of our Major building works, creating new engaging and flexible learning spaces.

The positive school culture and climate culminated in a wonderful end of year celebration. We had many families and extended school community members attend our annual Christmas celebration which saw us acknowledge the hard work of all our students and staff as well as congratulate our five graduating grade six students.

Financial performance

Cape Clear Primary School maintained a sound financial position throughout 2023. The 2023 Annual Implementation plan continued to provide the framework for the allocation of funds to support school programs and priorities. The Financial Performance and Position Report shows an end-of-year surplus. This surplus occurred through increased funding through a range of programs. Equity funding was used to maintain small class sizes, deliver interventions and ensure the continued employment of trusted educational support staff to assist with personalised education for all students. With tireless efforts and generosity from school stakeholders, staff and school council worked actively to fundraise throughout the year and were able to subsidise the cost of some resources and events.

For more detailed information regarding our school please visit our website at
<http://capeclearps.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 21 students were enrolled at this school in 2023, 6 female and 14 male.

0 percent of students had English as an additional language and 0 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).

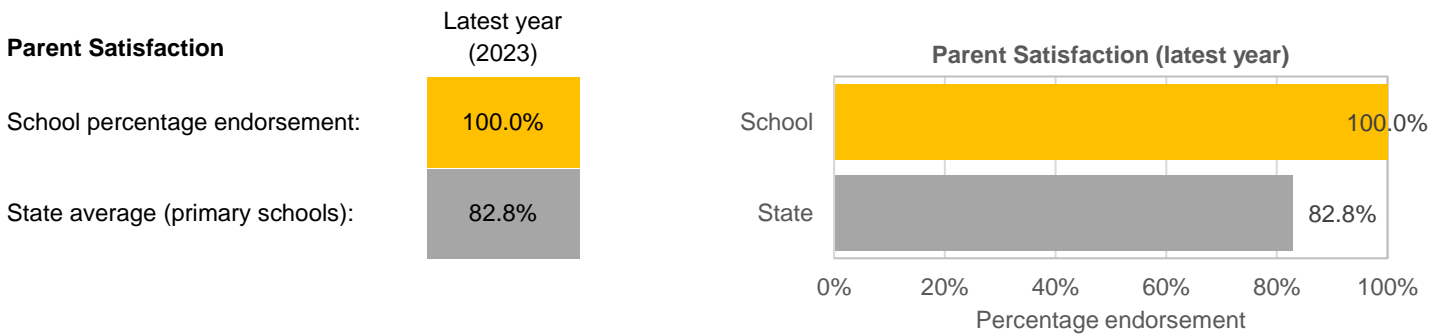
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

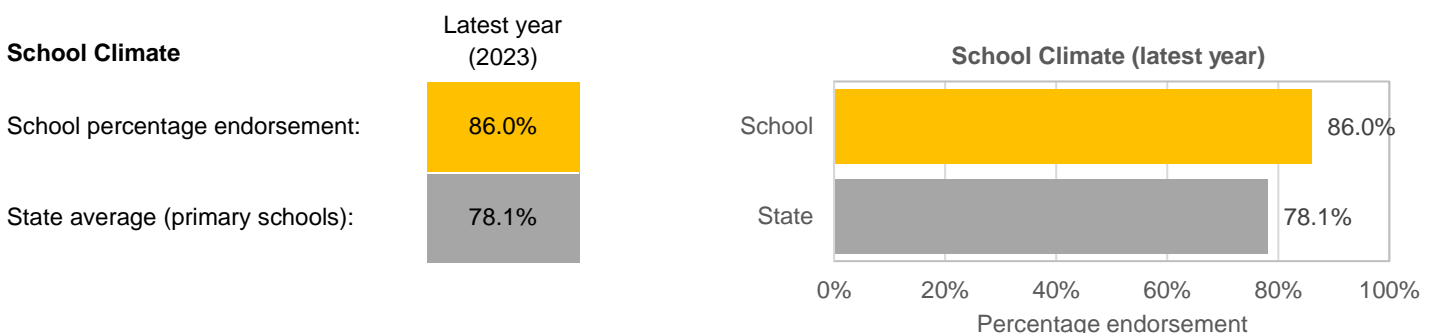


School Staff Survey

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:

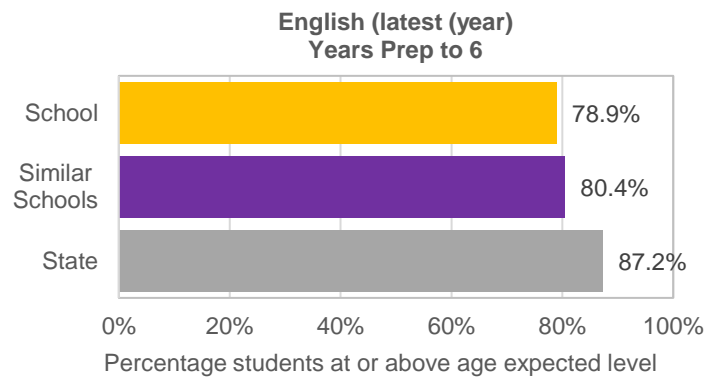
78.9%

Similar Schools average:

80.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

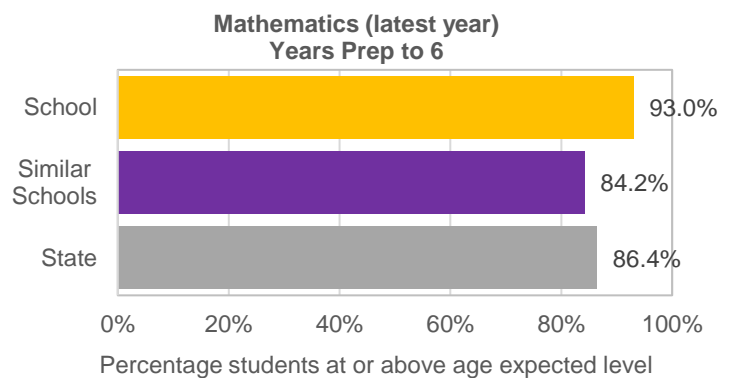
93.0%

Similar Schools average:

84.2%

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:

NDP

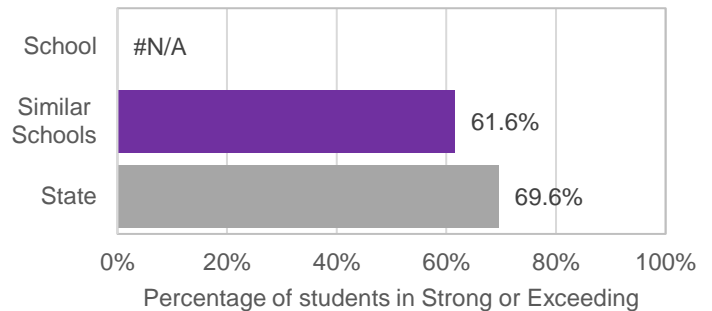
Similar Schools average:

61.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDP

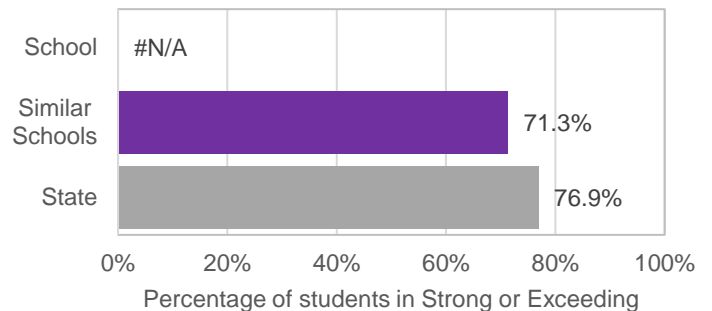
Similar Schools average:

71.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDP

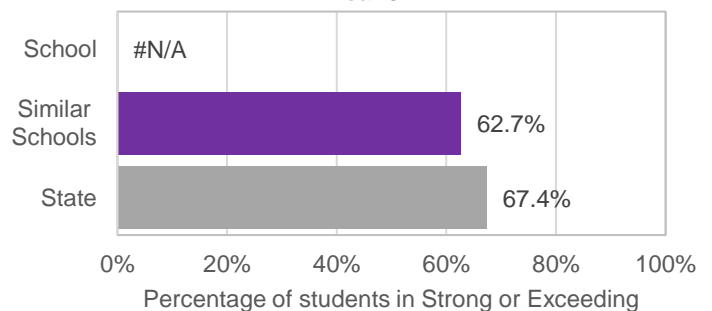
Similar Schools average:

62.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDP

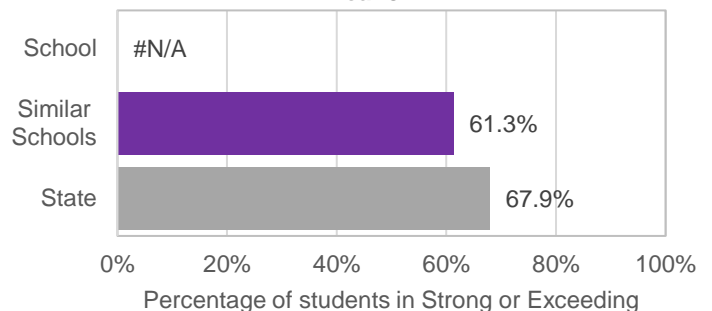
Similar Schools average:

61.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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:

NDA

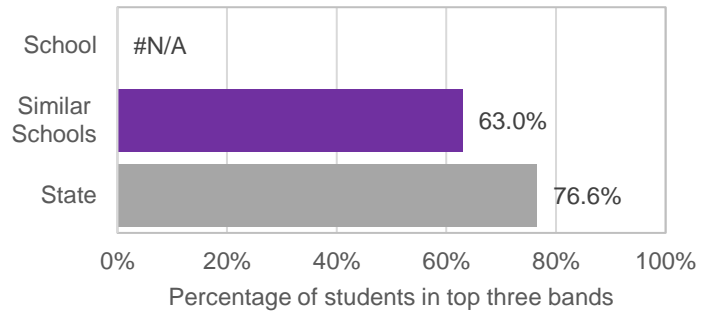
Similar Schools average:

63.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

60.0%

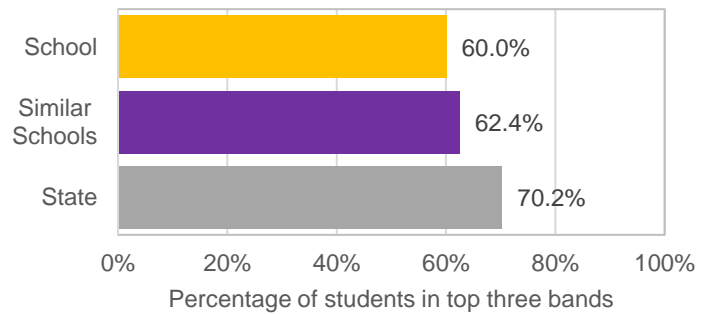
Similar Schools average:

62.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDA

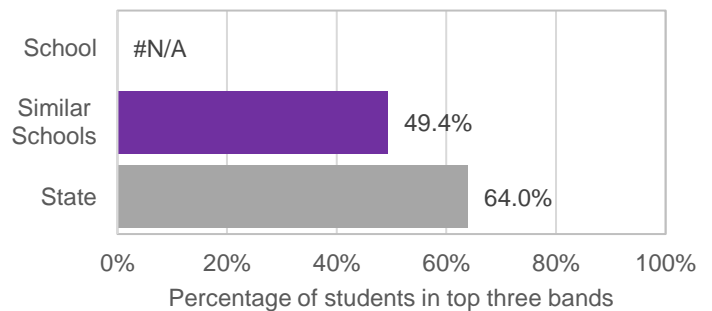
Similar Schools average:

49.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

40.0%

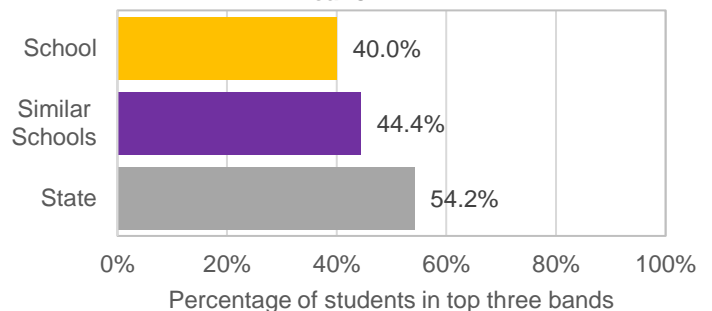
Similar Schools average:

44.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

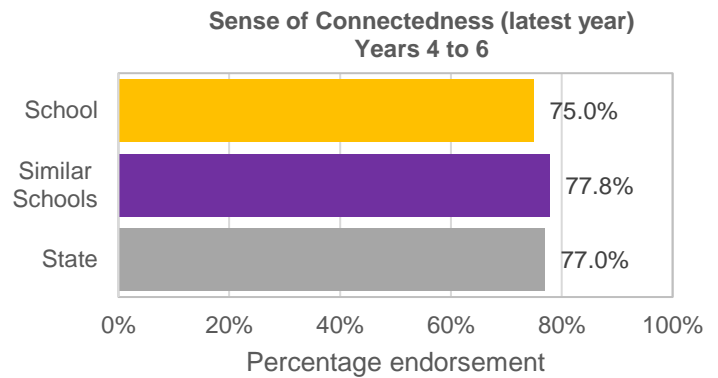
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	75.0%	71.5%
Similar Schools average:	77.8%	81.8%
State average:	77.0%	78.5%

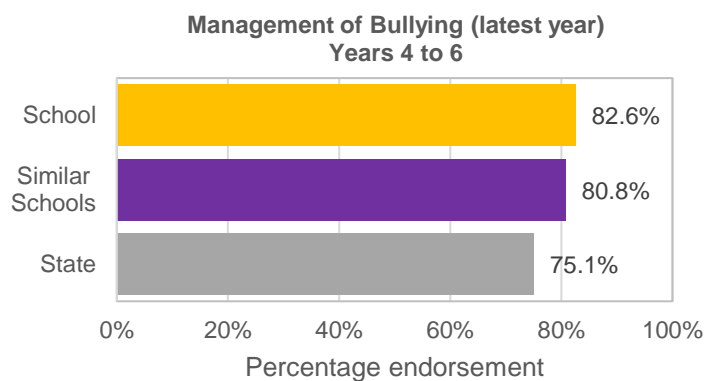


Student Attitudes to School – Management of Bullying

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:	82.6%	77.9%
Similar Schools average:	80.8%	83.6%
State average:	75.1%	76.9%



ENGAGEMENT

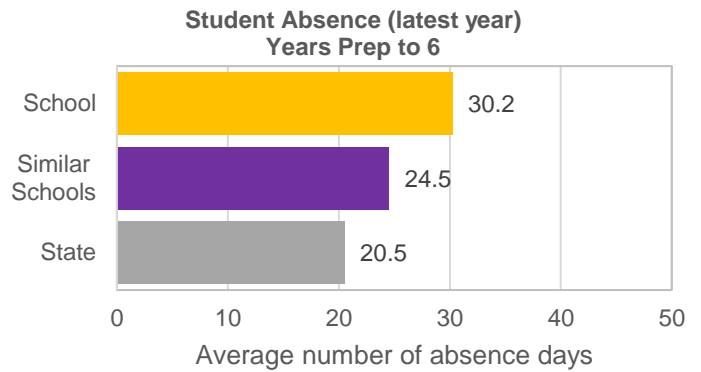
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	30.2	33.1
Similar Schools average:	24.5	19.5
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):	89%	NDP	76%	85%	NDP	NDP	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$672,334
Government Provided DET Grants	\$215,726
Government Grants Commonwealth	\$3,186
Government Grants State	\$0
Revenue Other	\$8,621
Locally Raised Funds	\$5,552
Capital Grants	\$0
Total Operating Revenue	\$905,419

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,183
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,183

Expenditure	Actual
Student Resource Package ²	\$491,363
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$8,125
Communication Costs	\$4,095
Consumables	\$5,067
Miscellaneous Expense ³	\$4,794
Professional Development	\$3,313
Equipment/Maintenance/Hire	\$28,028
Property Services	\$12,605
Salaries & Allowances ⁴	\$4,674
Support Services	\$31,976
Trading & Fundraising	\$70,249
Motor Vehicle Expenses	\$4,174
Travel & Subsistence	\$0
Utilities	\$5,075
Total Operating Expenditure	\$673,540
Net Operating Surplus/-Deficit	\$231,879
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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	\$126,446
Official Account	\$101,532
Other Accounts	\$0
Total Funds Available	\$227,977

Financial Commitments	Actual
Operating Reserve	\$29,908
Other Recurrent Expenditure	\$1,296
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$125,351
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,665
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$17,341
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$177,561

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.