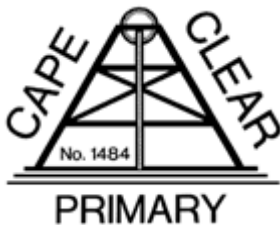


2022 Annual Report to the School Community

School Name: Cape Clear Primary School (1484)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 05 April 2023 at 08:10 AM by Lynly Doherty (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 06 April 2023 at 08:52 AM 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).

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

Cape Clear Primary School is an inclusive and engaging small rural school. Set on spacious grounds our school is located 40 kilometres south west of Ballarat and 149 kilometres from the Melbourne CBD. Enrolments in 2022 increased from 16 to 21 students (12 families) with a Student Family Occupation Education (SFOE) index of 0.4957. Our school is the 'community center' of Cape Clear, a town on the Scarsdale-Lismore Road which was named after Cape Clear, Ireland, from where local miners had emigrated.

Our school consists of two main learning areas (F-3) and (4-6) with an administration area and an indoor multi-purpose classroom space. The outside play spaces include adventure playgrounds and an inclusive sensory playground and oval. Cape Clear Primary is in the process of upgrading learning spaces.

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 – one teaching principal, one full-time teacher, two part-time teaching staff (plus one part-time MARC teacher) and 3 part-time education support staff, who worked across grounds, administration and student support. Amongst our 12 families we had 4 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, reviewed with families through the year.

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

The learning was based on our strategic FISO priorities:

- Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
- Wellbeing - Effectively mobilise available resources to support student's wellbeing and mental health, especially the most vulnerable.

Cape Clear Primary School continued to work towards our goals from our Annual Implementation Plan. Throughout the year, the school worked professionally and collaboratively at staff and Principal levels to build shared understandings in teaching literacy and numeracy, and using student data in the classroom to plan for improvement. There was also a strong focus on individual student wellbeing with a number of engagement resources tailored to student interest, strength and need. Staff continued to work on Literacy and Numeracy whole school documentation that would facilitate student centred discussions based on data and student work samples. We built staff capacity to understand and implement IEPs (including the role of the student) and further unpacked how we could empower our students through voice, agency and leadership.

There is much to celebrate with these efforts, and we extend our congratulations and thanks to all members of our community who worked in partnership with us to support learning for all our students.

Wellbeing

Cape Clear Primary School aims to create an engaging, inclusive and positive school culture to ensure optimal student learning. We strive to provide quality educational programs within a supportive learning environment. Teaching and Education Support Staff have worked extremely hard to support students to reach personal excellence and foster participation and respectful communication. Wellbeing of students, staff and families are an integral part of our school and this has been a priority for 2022.

Growth mindset continued to be a focus in both classrooms and learning areas and this has been supported through mindfulness and respectful relationships discussions. We continued to deliver small group interventions focussed on opportunities to develop specific social emotional skills and building a sense of connectedness. Tailoring individual experiences and support to student wellbeing needs developed considerably through the year. Staff professional development was centred around the Berry Street Educational Model and this supported staff to identify and meet student wellbeing needs. Of significance is 79% percent of positive responses around the management of school bullying. With staff taking a proactive approach to supporting students to process social interactions both positive and negative.

Engagement

We have a significant number of positive strategies in place to continually revise and improve our focus on Student Engagement. While attendance data continues to reflect high numbers of absenteeism, common reasons include illness and extended family holidays. At Cape Clear Primary School we aim to provide a stimulating learning environment that engages and challenges students in their learning and fosters positive wellbeing in every individual. Staff spend time getting to know each student on all levels, in and out of the classroom, in small groups or individually and in when experiencing both positive and negative situations. This has allowed staff to tailor particular experiences to maximise engagement.

These included:

- Highlights for our students included a whole school camp to Log Cabin Lodge in Creswick. Location and camp facilities and resources allowed for all our students from F-6 to be a part of this experience.
- Songroom - again the whole group and 1:1 flexibility of this program allowed all students to engage within their comfort zone
- Excursions to the Ballarat and Geelong Art galleries
- Recranked - an opt in program allowing a small group of grade 4-6 students to participate in this hands-on program which centres around collaboration and teamwork and
- our ongoing connection and programs facilitated by Ecolinc

In 2022, we worked to broaden and build network collaboration with other local schools to provide opportunities for students and staff to live and learn locally, together. We collaborated regularly with the Linton District School Sports Association for sports days and collaborated with Rokewood Primary School on science and transition days. In 2023 we will continue to build student voice into engagement strategies and this hopefully in turn will decrease student absence figures which were of concern in 2022.

Financial performance

In 2022 we received grants from the Sporting Schools Program which allowed us to access gymnastics, badminton, ten pin bowling and curling. The school also was successful in securing an Outside School Hours Care Establishment Grant, to set up and guarantee a service based at the school from 2022. With tireless efforts and generosity from school stakeholders, staff and school council actively fundraised throughout the year and were able to subsidise the cost of some events, resources such as new classroom decodables and excursions. Equity funding was used to support students in small class sizes and the employment of educational support staff to assist with personalised education for all students. The school worked hard in maintaining a financial surplus, with the funds committed to resourcing learning needs for 2022.

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 16 students were enrolled at this school in 2022, 6 female and 10 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).

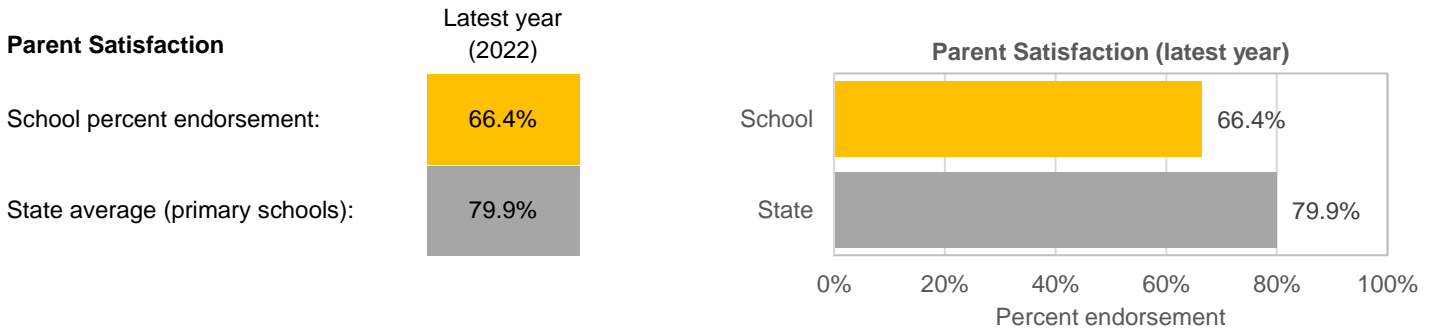
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

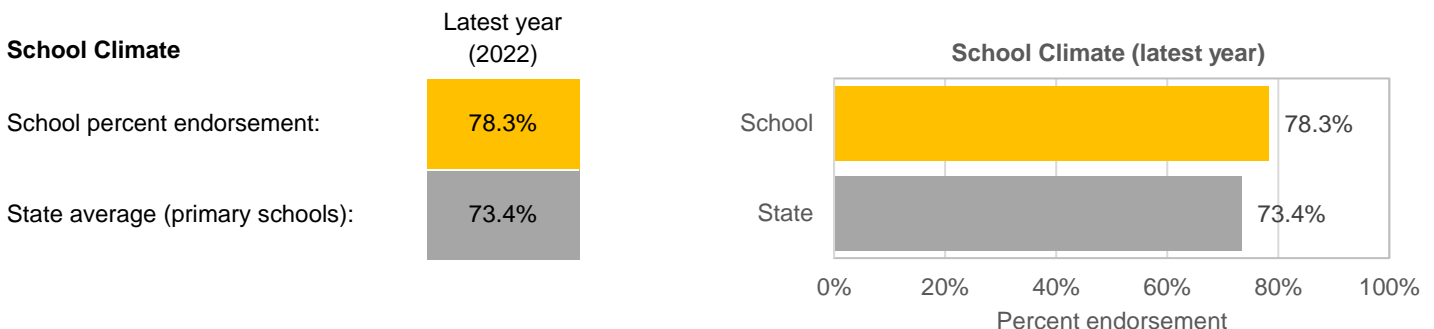


School Staff Survey

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

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:

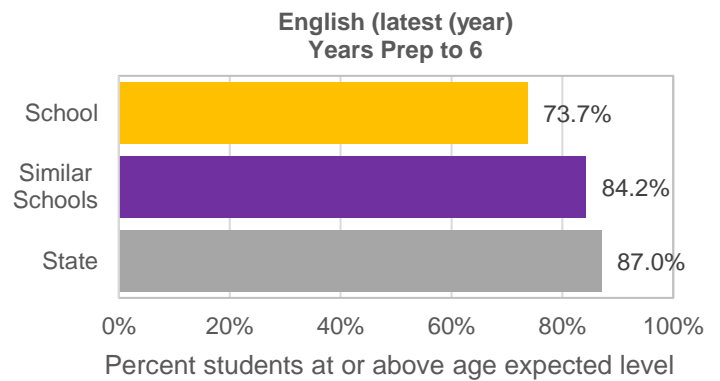
73.7%

Similar Schools average:

84.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

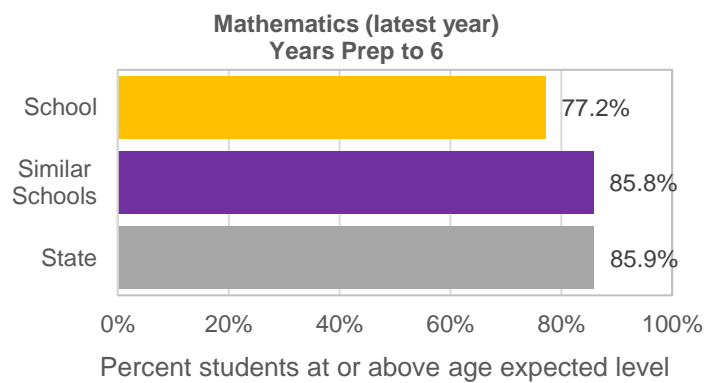
77.2%

Similar Schools average:

85.8%

State average:

85.9%



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.

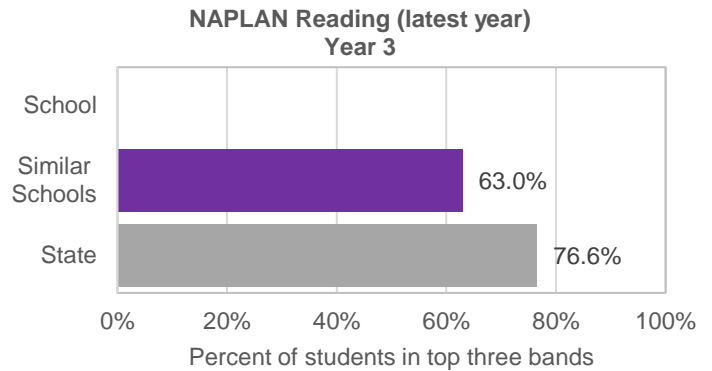
NAPLAN

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.

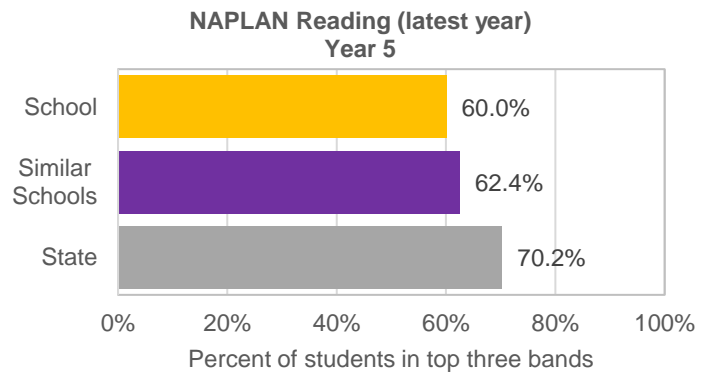
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	75.0%
Similar Schools average:	63.0%	66.5%
State average:	76.6%	76.6%



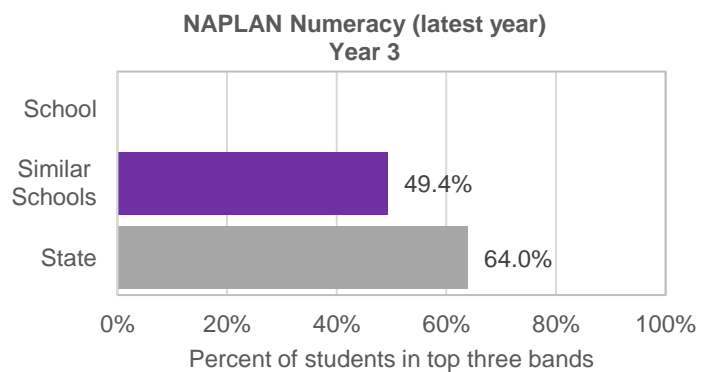
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	50.0%
Similar Schools average:	62.4%	62.4%
State average:	70.2%	69.5%



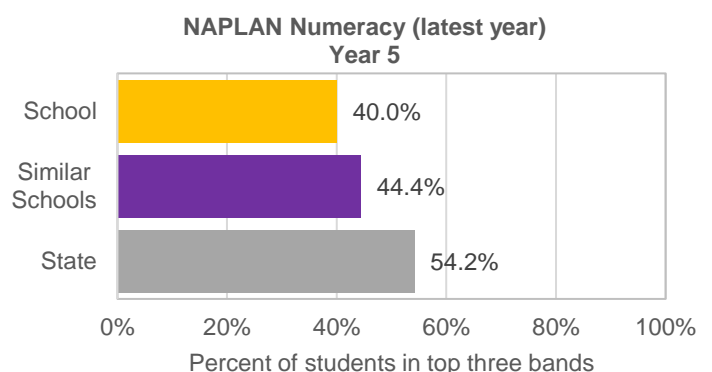
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	75.0%
Similar Schools average:	49.4%	62.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	37.5%
Similar Schools average:	44.4%	46.9%
State average:	54.2%	58.8%



WELLBEING

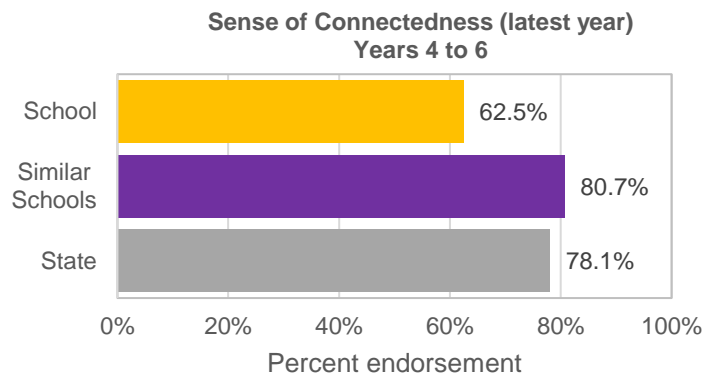
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	62.5%	72.3%
Similar Schools average:	80.7%	81.8%
State average:	78.1%	79.5%

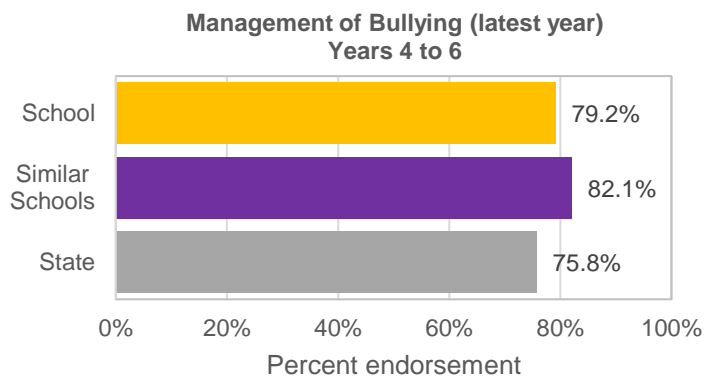


Student Attitudes to School – Management of Bullying

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:	79.2%	76.9%
Similar Schools average:	82.1%	83.6%
State average:	75.8%	78.3%



ENGAGEMENT

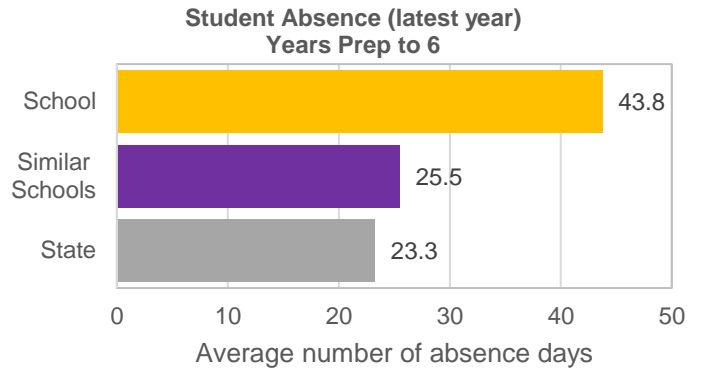
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	43.8	34.0
Similar Schools average:	25.5	17.6
State average:	23.3	17.0



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):	NDP	89%	79%	NDP	NDP	86%	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$648,956
Government Provided DET Grants	\$278,455
Government Grants Commonwealth	\$4,612
Government Grants State	\$0
Revenue Other	\$4,301
Locally Raised Funds	\$4,485
Capital Grants	\$0
Total Operating Revenue	\$940,809

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,603
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,603

Expenditure	Actual
Student Resource Package ²	\$448,517
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$7,012
Communication Costs	\$1,507
Consumables	\$4,684
Miscellaneous Expense ³	\$3,172
Professional Development	\$3,807
Equipment/Maintenance/Hire	\$6,193
Property Services	\$13,981
Salaries & Allowances ⁴	\$11,540
Support Services	\$7,389
Trading & Fundraising	\$75,961
Motor Vehicle Expenses	\$2,829
Travel & Subsistence	\$0
Utilities	\$5,249
Total Operating Expenditure	\$591,842
Net Operating Surplus/-Deficit	\$348,966
Asset Acquisitions	\$57,513

- (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	\$134,121
Official Account	\$40,100
Other Accounts	\$0
Total Funds Available	\$174,221

Financial Commitments	Actual
Operating Reserve	\$22,670
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$95,783
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,823
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$2,100
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,071
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$153,447

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.