

2021 Annual Report to The School Community



School Name: Clifton Springs Primary School (5280)



- 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 2021 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 31 March 2022 at 02:22 PM by Megan Parker (Principal)

- This 2021 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 27 April 2022 at 11:21 PM by Courtney Howie (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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

The vision of the school is:-

We are a safe and inclusive school where all students are curious, engaged and challenged to always do their best. Together we nurture positive relationships, student voice and a life-long love of learning.

Clifton Springs Primary School (CSPS) is situated on the Bellarine Peninsula positioned between the township of Clifton Springs / Drysdale and the expanding Curlewis growth area, putting us at the centre of this developing community. It overlooks Corio Bay and is situated beside Griggs Creek. This zone is projected to ultimately house 10,000 residents, with CSPS being the only school within this zone. The City of Greater Geelong Population Predictions for 2016-2036 proposes 204% growth in this zone (<http://www.enterprisegeelong.com.au/stats-centre>).

Our school has a Medium Overall Socio Economic Profile SFOE being .4712. The SFO has been fairly static but slightly lower than the last few years.

A total of 474 students were enrolled at this school at the beginning of 2021. 2 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students. The increase in student population from 2017-2021 was 145 students. There is also high transience in the population given recent world events.

There are 22 generalist classes and we offer 4 specialist subjects including Visual Art, Performing Arts, Science and Physical Education. LOTE offered is Italian. We have an overall of 50 staff which consists of 27 classroom teachers, 7 specialist teachers, 9 part-time education support staff, 4 part-time staff working in student wellbeing and 6 staff working in administration. There are also 3 part-time staff who support maintenance and information technology. As a rapidly growing school, each year a number of new teachers are inducted. Consistency in teacher practice, maintaining our strong focus on relationships, student connectedness to peers and school and improving academic outcomes Years Prep - 6 are the key challenges as we continue to grow.

We challenge ourselves to be a genuinely student centred inclusive school and an ongoing focus on further developing student voice, expanding student leadership, enhancing wellbeing, inclusion and engagement programs has been at the centre of this work. Student absenteeism has slightly improved but generally sits around 16.9% average days absent which includes a lot of family holidays.

We have 12 students receiving PSD Funding with another 4 students to be funded out of rounds. We do have large wellbeing needs with a high proportion of students being exposed to traumatic events in their family lives and a large number with learning difficulty and special needs.

We therefore have a major need to have a strong focus on student wellbeing. We have 9 integration aides who support the PSD students and 3 casual staff. We have one wellbeing officer, a disability and inclusion coordinator and two chaplains to support the students with high learning, social-emotional needs within the school.

Framework for Improving Student Outcomes (FISO)

Our strategic goals have been to improve:

- Improve learning growth in reading for all students
- Improve learning growth in numeracy for all students
- Optimise student engagement and connectedness to improve learning outcomes

Our improvement priorities include:

- Excellence in teaching and learning with a focus on the improvement initiative of curriculum planning and assessment.
- Positive Climate for learning with a focus on the improvement initiative of empowering students and building school pride.

Our Key Improvement Strategies (KIS) within these have been to:

1. Embed the instructional model (reading) to ensure consistency of teaching practice in reading
2. Target the PLC to build teacher capacity and ensure the strong focus on improving student learning growth.
3. Develop a whole school approach to data literacy to deliver 'point of need' teaching.
4. Develop a distributed leadership model and build capacity of the leadership team to support/deliver distributed responsibility and accountability.
5. Implement, evaluate and embed the numeracy instructional model to ensure consistency of teaching practice.
6. Develop a whole school approach to data literacy in numeracy.
7. Develop a whole school framework for student agency in their learning.
8. Monitor and further embed the student wellbeing model.
9. Strengthen the whole school approach to attendance.
10. Optimise the partnership between home and school to develop shared responsibility for improving student learning outcomes.

The school has had a strong focus on evidence based data informed practice and has developed a strong culture of learning for both student and staff. A key program in 2021 was our work in student wellbeing with a focus on further developing the implementation of the Schoolwide Positive Behaviour program within the SHINE program at the school. Our academic focus for school improvement was on Reading, Mathematics and managing the remote learning through the lockdown periods.

Achievement

Throughout the 2021 school year the school implemented a guaranteed and viable Victorian Curriculum with teacher judgments being recorded against these standards.

Teacher Judgments against Vic Curriculum in English were higher than similar schools and at state level while in Mathematics was slightly higher than similar schools and state average.

Naplan did occur in 2021

Throughout 2021 we had a targeted intervention program and an intense professional learning program for classroom teachers and middle leaders to improve the student outcomes in the school.

Additionally, the school has seen an increase in student learning growth against the Victorian Curriculum, with the 2021 AIP goal being Teacher Judgement: Percentage of P-6 students to be at or above age expected level for English we achieved 87.4% which was above the level obtained across the state and other schools; Maths we achieved 84.3% at or above expected level which was above the level achieved by similar schools and around that of schools across the state.

A range of additional literacy support in the classrooms and withdrawal groups were conducted for children in Year 1/2 and 3/4 classes in 2021 with solid success which helped reduce the impact of the disrupted learning through the remote learning periods. A number of students were identified as suitable for acceleration of their learning and we will trial access to higher level learning in Reading and Maths subjects with targeted students in 2022.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

Clifton Springs PS students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity.

This year the school focused on Building a Positive Climate through KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2021 included programs such as Student Leadership Program, Transition Programs along with student wellbeing supports. A range of opportunities for student voice continued to be offered and development of student agency was continued in particular in Mathematics. Students were also authentically engaged as stakeholders in the return to school process following the

lockdowns.

In 2021, Clifton Springs PS continued to work with families to ensure students were at school and learning. The school continued sending SMS messages to parents, requesting them to notify the school of any absences, and teachers made phone calls after extended periods of absences. We tracked student attendance and conducted attendance meetings for students who had high non attendance and developed an attendance plan. Student engagement is measured through student attendance and while our School Comparison is at a similar level our school mean of 17.0 is below the state average and similar schools. The % of days present ranged from 93% for years Prep – 1 to 90% for year 6. The percentage was fairly consistent across all year levels. The year 6 attendance improved on the previous year by 1%. The main reason for non attendance is illness, absence from participation of online learning and long family holidays. There were a couple of students in the school that had extremely high non attendance due to school refusal, and/or parent choice which affected the overall outcome. There will still need to be a continued focus in this area to maximise student opportunities to achieve their potential.

The majority of students have high levels of attendance and the school will continue to work closely with those student's families who have lower levels of attendance via our student wellbeing team. We did continue an attendance strategy across the school to improve attendance with students which involved teachers contacting parents directly when students were away for 2 or more days in a row with further support from the wellbeing team.

Following return to onsite learning at the end of the year we did ensure we ran extra curriculum activities so that students experienced swimming, camps, sporting events so that they felt they didn't miss out on these activities they love to do due to the lengthy lockdown period.

Wellbeing

We have made significant progress in student wellbeing support over the past three years. A number of changes have occurred to improve this attitude in students and particularly to support our students through another difficult year.

Student wellbeing continues to be a focus and we continue to provide a safe and supportive learning environment. In 2021, the school continued to promote a positive learning environment for all students through SWPBS and continued to employ a school-based student wellbeing team as well as conduct lessons each week to foster socio-emotional development. Staff were further trained in Community Circles, Restorative Conversations and Relationship Building in order to improve the School Positive Climate.

Parent satisfaction, according to the Parent Opinion Survey, indicated good results, performing above the average of all Victorian Schools. To build parent involvement we continued to run opportunities to be involved with student learning through online Meet and Greets with teachers sharing their approach to teaching and learning in the classroom, 3-way conversations, open nights where students report back on their goal achievements. There was increased communication between school and home to support the home learning. However parents were increasingly anxious about their child/ren falling behind with remote learning and were feeling very disconnected from school given the need for parents to socially distance to manage the spread of Covid-19.

The staff satisfaction, according to the School Staff Survey, was above state averages for all sections of the staff survey. The staff indicated on the supplementary staff survey they felt extremely well supported including their mental health and wellbeing and equipped to manage the remote learning periods.

Finance performance and position

Clifton Springs PS maintained a very sound financial position throughout 2021. The 2020-2024 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$457,077. We are allowing for the annual increment in salaries which will outweigh the Student Resource Package provided annually. The surplus occurred through successful grant applications, and improved financial management processes in 2019-2021. All

equity funding was spent with 90% being directed at improving academic outcomes for students and building capacity of middle leadership and teachers, whilst 10% was directed at student leadership, voice and agency. The School Based programs refers to funds raised through the Parents and Friends Association, the School Council run Out of Hours School Care and successful grants.

For more detailed information regarding our school please visit our website at
<http://www.cliftonspringsps.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.

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 473 students were enrolled at this school in 2021, 224 female and 249 male.

2 percent of students had English as an additional language and 5 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).

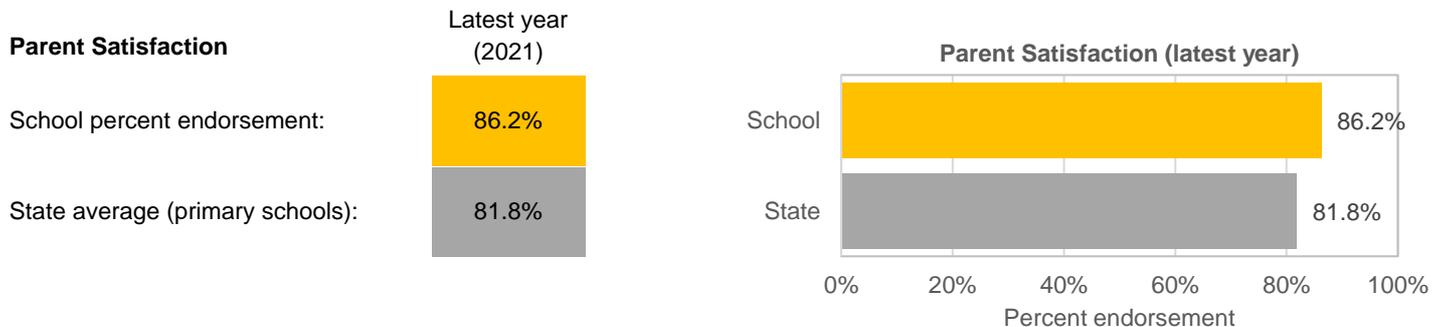
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

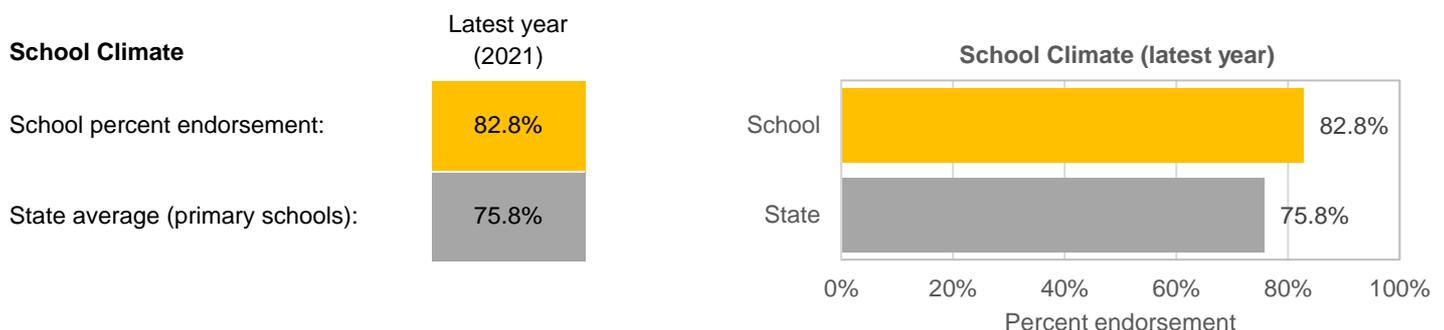


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

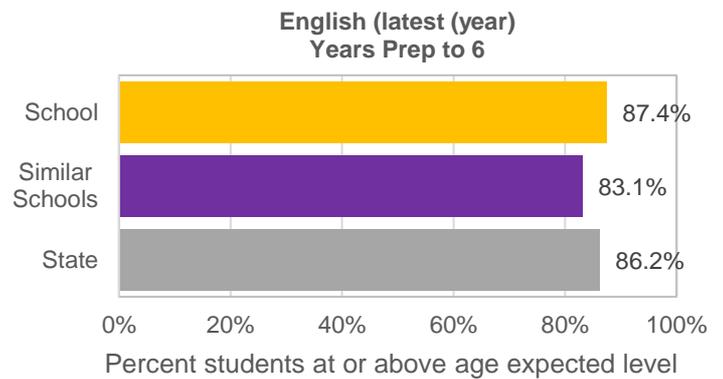
87.4%

Similar Schools average:

83.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

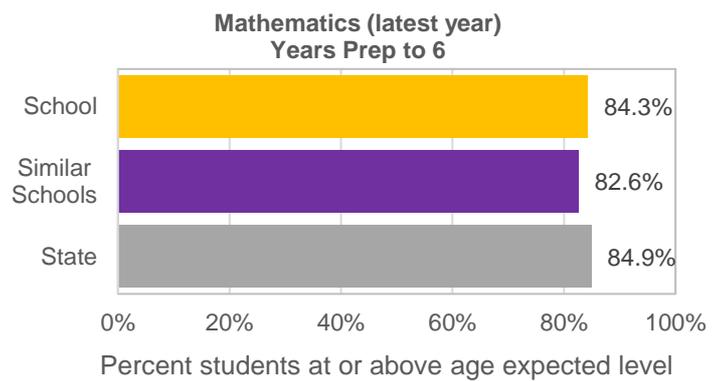
84.3%

Similar Schools average:

82.6%

State average:

84.9%



ACHIEVEMENT (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.

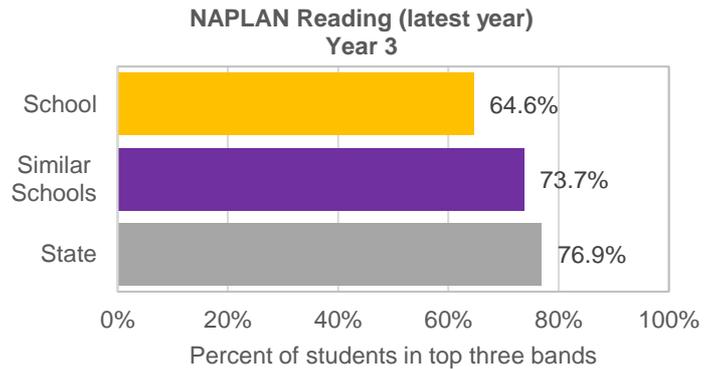
NAPLAN

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 2018, 2019 and 2021 data.

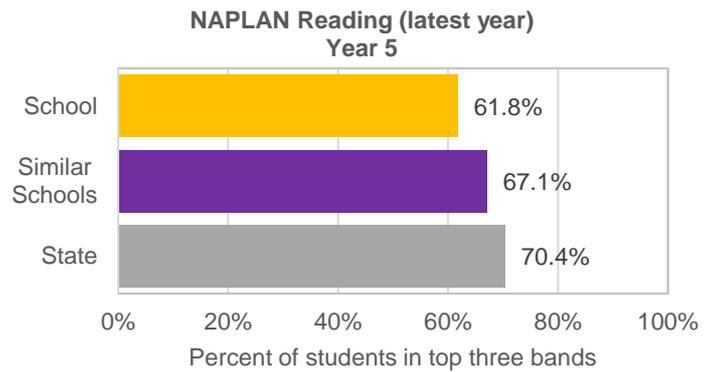
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.6%	66.3%
Similar Schools average:	73.7%	73.1%
State average:	76.9%	76.5%



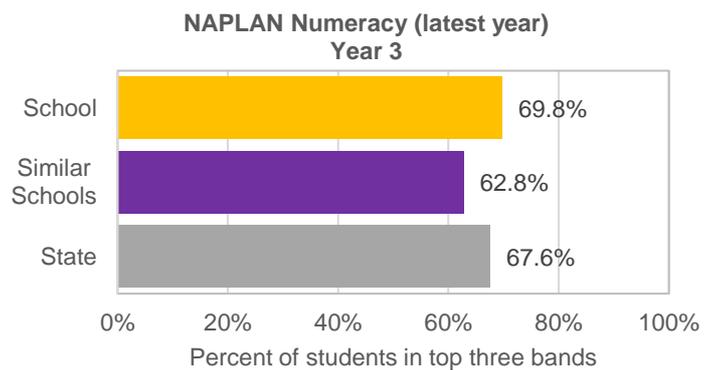
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.8%	57.3%
Similar Schools average:	67.1%	65.2%
State average:	70.4%	67.7%



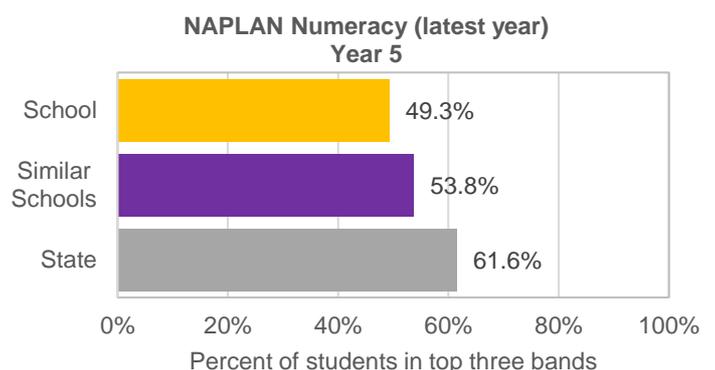
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.8%	64.7%
Similar Schools average:	62.8%	64.6%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	49.3%	44.3%
Similar Schools average:	53.8%	53.6%
State average:	61.6%	60.0%



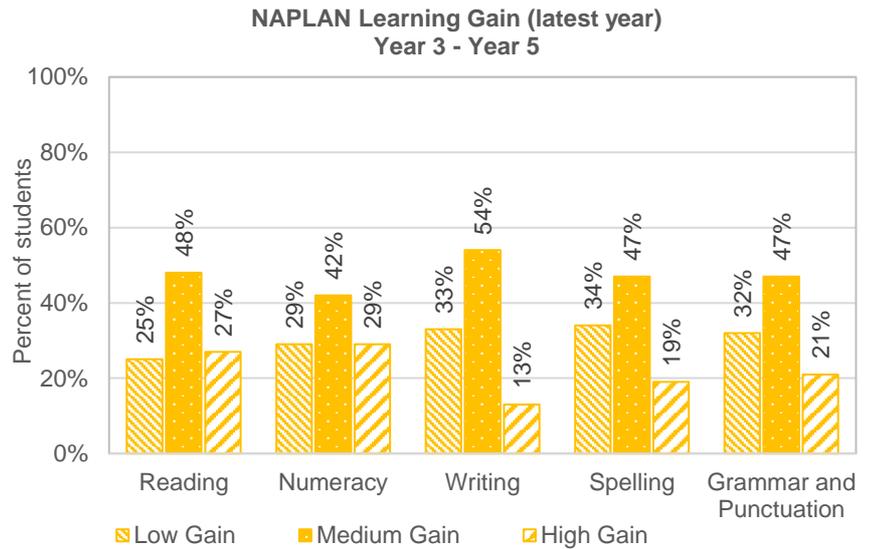
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	48%	27%	20%
Numeracy:	29%	42%	29%	20%
Writing:	33%	54%	13%	18%
Spelling:	34%	47%	19%	18%
Grammar and Punctuation:	32%	47%	21%	20%



ENGAGEMENT

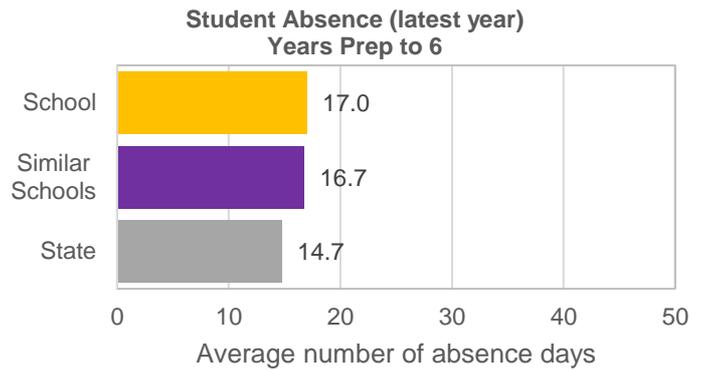
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	17.0	16.9
Similar Schools average:	16.7	15.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	94%	91%	90%	91%	92%	90%

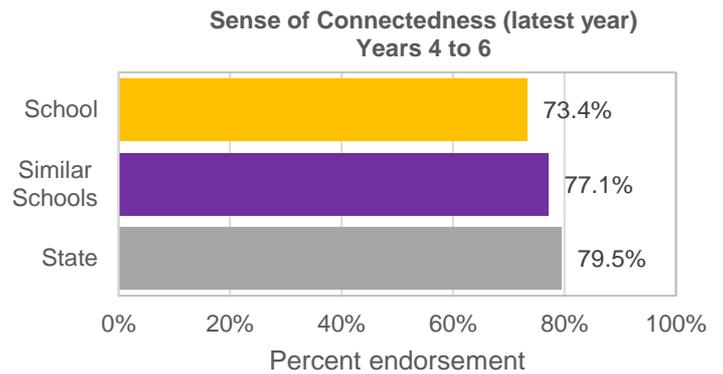
WELLBEING

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 (2021)	4-year average
School percent endorsement:	73.4%	75.8%
Similar Schools average:	77.1%	78.8%
State average:	79.5%	80.4%

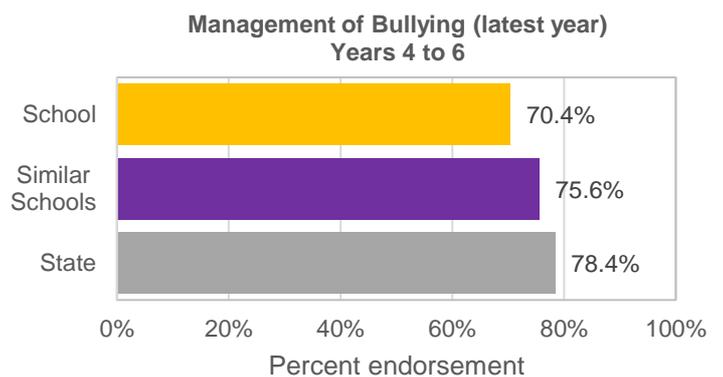


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	70.4%	72.8%
Similar Schools average:	75.6%	78.5%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,325,948
Government Provided DET Grants	\$559,513
Government Grants Commonwealth	\$215,507
Government Grants State	\$3,400
Revenue Other	\$8,516
Locally Raised Funds	\$258,432
Capital Grants	\$0
Total Operating Revenue	\$5,371,317

Equity ¹	Actual
Equity (Social Disadvantage)	\$187,861
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$187,861

Expenditure	Actual
Student Resource Package ²	\$3,951,894
Adjustments	\$0
Books & Publications	\$938
Camps/Excursions/Activities	\$111,792
Communication Costs	\$5,893
Consumables	\$108,711
Miscellaneous Expense ³	\$15,738
Professional Development	\$60,497
Equipment/Maintenance/Hire	\$50,610
Property Services	\$134,364
Salaries & Allowances ⁴	\$285,565
Support Services	\$125,315
Trading & Fundraising	\$33,047
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$789
Utilities	\$29,086
Total Operating Expenditure	\$4,914,240
Net Operating Surplus/-Deficit	\$457,077
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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$656,782
Official Account	\$34,206
Other Accounts	\$1,903
Total Funds Available	\$692,890

Financial Commitments	Actual
Operating Reserve	\$158,469
Other Recurrent Expenditure	\$32,056
Provision Accounts	\$0
Funds Received in Advance	\$64,834
School Based Programs	\$316,706
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,991
Repayable to the Department	\$66,026
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$693,081

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.