

2019 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 2019 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 15 March 2020 at 10:58 AM by Meagan Parker (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

About Our School

School context

The vision of the school is:-

A school where we pursue excellence

Learning is engaging, differentiated and individualized

We develop 21st Century learners that are innovative, prepared for their future and lifelong learners

We develop citizens who feel empowered and are responsible, respectful and empathic

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>). A new housing development is currently being built adjacent to the school.

Our school has a Medium Overall Socio Economic Profile SFOE being .4235. The SFO has been fairly static over last few years even though the school has experienced a doubling in size.

A total of 436 students were enrolled at this school in 2019, 204 female and 232 male. 2 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students. This is an increase of 50 students compared to enrolments at the same time in 2018. The increase in student population from 2017-2019 was 107 students. There is also high transience in the population.

There were 21 generalist classes and we offer 4 specialist subjects including Visual Art, Performing Arts, Science and Physical Education. We had an overall staff of 46 staff which consisted of 21 classroom teachers, 5 specialist teachers, 10 part-time education support staff, 4 part-time staff working in student wellbeing and 6 staff working in administration. We have 9 permanent generalist classrooms. We have 5 double portables that have housed the student growth. The facilities include a hall, art room, music room and STEM room. Although there is a Library space, it housed 2 classes whilst we waited for the arrival of another double portable.

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 17.3 average days absent which includes a lot of family holidays.

We have cohorts of EAL (1 %) and Aboriginal or Torres Strait Islander (5%). We have 10 students receiving PSD Funding with another 4 students to be funded out of rounds making a total of 14 for this year. 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 an Inclusion Leader who coordinates the 9 integration aides who support the PSD students. We have two welfare workers and two chaplains as well as 4 volunteers 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:

- The learning outcomes of every student in literacy and numeracy.
- Student engagement and empowerment in their learning.
- The wellbeing of all students.
- The effective use of school resources.

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. Build teacher capacity and consistency of practice through a collaborative approach.
2. Teach to each student's point of learning.
3. Further develop and embed instructional models.
4. Deepen student engagement in learning practices through student voice and ownership.
5. Explore, develop and embed models which enable students to engage more in their learning both individually and cooperatively / collaboratively to improve their learning.
6. Embed the school values and develop School Wide Positive Behaviour Practices.

The school has had a strong focus on evidence based data informed practice and has developed a strong culture of learning both student and staff. A key program in 2019 was our work in student wellbeing was a Schoolwide Positive Behaviour School, Lead School in the Respectful Relationships Program. Our academic focus for school improvement was on Mathematics and we worked with the Mathematics Association of Victoria.

Achievement

Throughout the 2019 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 slightly lower in comparison to similar schools while in Mathematics was slightly lower than similar schools.

School Comparisons in NAPLAN Year 3 indicate that the school is in the similar range to 60% of Victorian government primary schools with the school median being below the state median in Reading and Numeracy.

School Comparisons in NAPLAN Year 5 indicate that the school is in the similar range to 60% of Victorian government primary schools with the school median being below the state median in Reading and Numeracy.

NAPLAN Learning Gain Year 3 – Year 5 In Reading indicates the percentage of students achieving low growth 31% Medium Growth 60% and High Growth 10% . This shows a increase in the low growth and a slight decrease in the medium and high growth compared to the previous year. NAPLAN Learning Gain Year 3 – Year 5 in Numeracy indicates the percentage of students achieving low growth 42%, medium growth 51 and High Growth 7%. This shows a big increase in the medium growth and a big decrease in the low growth and a decrease in the high growth compared to the previous year. This is reflective of the work the school has been doing to improve the teaching and learning of Mathematics. As a school we will continue to work on improving growth and learning gain through a clear focus on data informed evidence based practice and further development of our collaborative approach to planning and curriculum delivery.

Throughout 2019 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 2019 AIP goal being one years growth in one year in Reading 100% students achieved 12 months growth, in Writing 94% achieved 12 months growth and in Number 99% achieved 12 months growth.

A range of additional literacy support in the classrooms and withdrawal groups were trialled in Year 1/2 and 3/4 classes in 2019 with some success. In 2020, additional classes and students will access the program to further enhance student literacy outcomes. 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.

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. Our Integration Aides won a Education Department state award for the Best Education Support Team.

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 2019 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 introduced in particular in Mathematics. Students were also authentically engaged as stakeholders in the school review process via forums and surveys and providing teachers with feedback throughout the year. We had the opportunity in 2019 to partner with CAMHS and Batforce to run additional student and parent training to support children with increasing their capacity to self-regulate. We targeted Foundation to Year 2 with the CASEA program and Year 6 with the Batforce program.

In 2019, Clifton Springs PS continued to work with families to ensure students were at school and learning. The school introduced 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 17.3 is below the state median which is below the previous year. The % of days present ranged from 93% for years Prep – 1 down to 87% for year 6. The main reason for non attendance is illness and long family holidays. There were a couple of students at Year 6 that had extremely high non attendance due to 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 introduce 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.

Wellbeing

We have made significant progress in student wellbeing support over the past two years, however this was not reflected in our 2019 Attitudes to School survey results. In 2019, in comparison to like schools when measuring Sense of Connectedness and Management of Bullying, Clifton Springs PS had results falling below the 60% of all Victorian Schools, which wasn't consistent with the large improvement in 2018. The school did further investigations to understand why this was and largely there was a difference in satisfaction between boys and girls. A number of changes have occurred to improve this attitude in students.

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2019, 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 pleasing results, performing well within the median 60% of all Victorian Schools. To build parent involvement we ran increased opportunities to be involved with student learning which had high attendance such as Meet and Greet 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 and a STEM Family Night.

The staff satisfaction, according to the School Staff Survey, fell well within the 60% of all Victorian school and was with the state median.

Financial performance and position

Clifton Springs PS maintained a very sound financial position throughout 2019. The 2015-2019 School Strategic Plan, along with the 2019 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 \$200,391. We are allowing for the annual increment in salaries which will out way the Student Resource Package provided annually. The surplus occurred through successful grant applications, and improved financial management processes in 2019. All equity funding was spent with 90% being directed at improving academic outcomes for students 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 the successful grant applications.




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

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 436 students were enrolled at this school in 2019, 204 female and 232 male.

2 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.













School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Below </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison: ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below ●</p> <p>Below ●</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below ●</p> <p>Below ●</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>60%</td> <td>10%</td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>51%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>46%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>62%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	60%	10%	Numeracy	42%	51%	7%	Writing	26%	46%	28%	Spelling	37%	50%	13%	Grammar and Punctuation	27%	62%	12%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	92 %	92 %	92 %	91 %	87 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	92 %	92 %	92 %	91 %	87 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,315,211	High Yield Investment Account	\$372,798
Government Provided DET Grants	\$440,015	Official Account	\$38,201
Government Grants Commonwealth	\$290,171	Other Accounts	\$408
Government Grants State	\$2,700	Total Funds Available	\$411,407
Revenue Other	\$22,004		
Locally Raised Funds	\$388,831		
Total Operating Revenue	\$4,458,932		
Equity¹			
Equity (Social Disadvantage)	\$132,123		
Equity Total	\$132,123		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,221,893	Operating Reserve	\$165,807
Books & Publications	\$1,000	Other Recurrent Expenditure	\$20,356
Communication Costs	\$8,707	Funds Received in Advance	\$42,089
Consumables	\$105,728	School Based Programs	\$85,033
Miscellaneous Expense ³	\$229,401	Beneficiary/Memorial Accounts	\$5,000
Professional Development	\$40,139	Funds for Committees/Shared Arrangements	\$16,507
Property and Equipment Services	\$228,383	Asset/Equipment Replacement < 12 months	\$4,000
Salaries & Allowances ⁴	\$334,695	Capital - Buildings/Grounds < 12 months	\$8,545
Trading & Fundraising	\$54,314	Maintenance - Buildings/Grounds < 12 months	\$27,473
Travel & Subsistence	\$137	Capital - Buildings/Grounds > 12 months	\$35,596
Utilities	\$34,147	Total Financial Commitments	\$410,407
Total Operating Expenditure	\$4,258,541		
Net Operating Surplus/-Deficit	\$200,391		
Asset Acquisitions	\$9,954		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

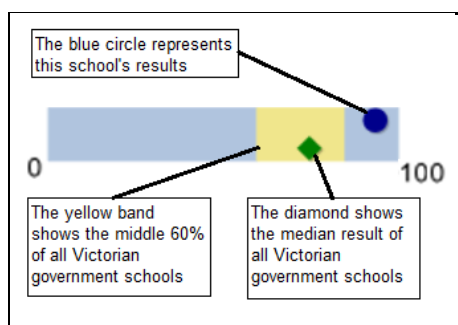
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

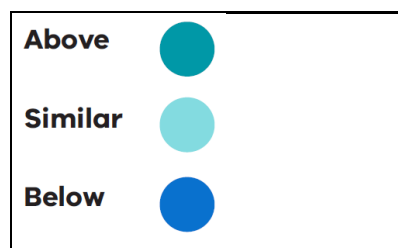


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').