

2017 Annual Report to the School Community



School Name: Clifton Creek Primary School

School Number: 3684

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Clifton Creek Primary School is a small rural school situated 20km North of Bairnsdale. In 2017 there was an enrolment of 15 students. Clifton Creek continues to run a private school bus with a majority of students travelling to the school from Bairnsdale.

School staff consists of a teaching principal (1.0), .6 teaching staff, and .4 Education support. We also have a garden specialist and a kitchen specialist to run our Stephanie Alexander Kitchen Garden Program. The school employs a Business manager (0.4).

Facilities include a kitchen with 3 full work stations, a large vegetable garden, playground equipment, library, outdoor pizza oven, art/music room and large outdoor performance stage. The secret garden, chooks, guinea pigs, peacocks/peahens, frog bog provide endless opportunities for the children to have a 'hands on learning/play' experience.

Specialist programs include music, Stephanie Alexander Kitchen/Garden program, Physical Education and Science. Library is provided by Deb Batt. Deb visits fortnightly in her MARC Van to provide library lessons and opportunities for children to borrow books from the van.

We continue to run many of our long standing rituals which include: Friday Fang, Tuckshop, Mother's Day Dinner, Kids and Blokes Night, Mini fete and annual school concert. We also hosted our second Science Expo evening.

In 2017 we continued our 'Littlies learning at the Creek' initiative. We hoped to provide educational experiences unique to Clifton Creek for pre-school children. This program will operate again in 2018 if community interest supports that. Our locally run playgroup was run on a Tuesday morning and was well supported by local families and families from the Bairnsdale area.

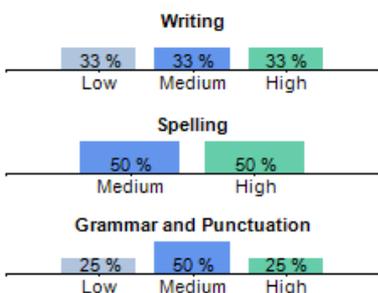
Framework for Improving Student Outcomes (FISO)

This framework is a structure which schools are following to focus on some of the important things which have high impact on student learning. Clifton Creek is a participant in the Network of schools which looks at building practice excellence in classrooms.

Within that group, schools share current practice and as a group we focus on different elements of the framework.

Achievement

In 2017 Clifton Creek continued implementing the Victorian Curriculum. Teacher judgement against AusVELS in both English and Mathematics showed students' results were comparable to 'similar' schools in terms of student disadvantage, size, cultural diversity and remoteness.



We had three NAPLAN data sets available due to student numbers. High Relative gain data was particularly pleasing during the Annual Report period.



Engagement

Our focus in 2017 was to actively promote higher levels of Student Engagement and Wellbeing with a particular focus on learning confidence and resilience.

We will continue to focus on learning confidence in 2018. The school continues to encourage family participation through special events such as: Mother's Day dinner, Kids and Blokes Night, Mini Fete and Science Expo. The parent survey showed a slight decline in general satisfaction.

Our transition program in term 4 and Littlies Learning at the Creek ensure a smooth transition into primary school life at Clifton Creek.

Wellbeing

Our aim was to promote higher levels of Student Engagement and Wellbeing with a particular focus student morale.

The continued implementation of the **Name It** policy empowered students to challenge behaviours that did not reflect our school values. Students were encouraged to sort out any minor issues using the Name It actions.

Our Kitchen/Garden program, Mates, drumming and Friday Wishes encourage collaboration and positive relationships across the school.

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



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	
<p>Enrolment Profile</p> <p>A total of 15 students were enrolled at this school in 2017, 5 female and 10 male.</p> <p>0 percent were EAL (English as an Additional Language) students and < 20 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:

Achievement	Student Outcomes	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>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

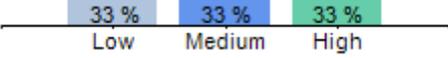
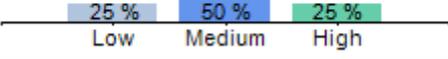
Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	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>No Data Available</p> <p> Higher</p> <p>No Data Available</p> <p> Higher</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>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Similar</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: ◆

Achievement	Student Outcomes	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>	<p style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing</p>  <p style="text-align: center;">Spelling</p>  <p style="text-align: center;">Grammar and Punctuation</p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

Engagement	Student Outcomes	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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <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>91 %</td> <td>91 %</td> <td>84 %</td> <td>88 %</td> <td>93 %</td> <td>90 %</td> <td>98 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	84 %	88 %	93 %	90 %	98 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	84 %	88 %	93 %	90 %	98 %										



Performance Summary

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Wellbeing	Student Outcomes	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>Results: 2017</p>	Similar
<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>Results: 2017</p>	Similar

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)

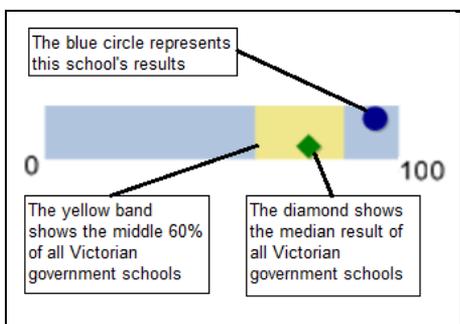
Engagement

- 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).

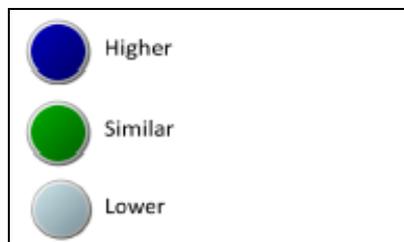


What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').



Financial Performance and Position

Financial performance and position commentary

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$240,079	High Yield Investment Account	\$11,468
Government Provided DET Grants	\$57,173	Official Account	\$7,581
Government Grants Commonwealth	\$8,240	Total Funds Available	\$19,048
Revenue Other	\$2,274		
Locally Raised Funds	\$16,199		
Total Operating Revenue	\$323,966		
Equity¹			
Equity (Social Disadvantage)	\$30,856		
Equity Total	\$30,856		
Expenditure		Financial Commitments	
Student Resource Package ²	\$237,073	Operating Reserve	\$13,420
Books & Publications	\$160	Maintenance - Buildings/Grounds incl SMS<12 months	\$829
Communication Costs	\$1,454	School Based Programs	\$3,000
Consumables	\$7,771	Other recurrent expenditure	\$1,800
Miscellaneous Expense ³	\$12,147	Total Financial Commitments	\$19,048
Professional Development	\$624		
Property and Equipment Services	\$19,282		
Salaries & Allowances ⁴	\$31,847		
Trading & Fundraising	\$2,504		
Travel & Subsistence	\$7,611		
Utilities	\$2,495		
Total Operating Expenditure	\$322,968		
Net Operating Surplus/-Deficit	\$998		
Asset Acquisitions	\$0		

(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 05 March 2018 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.



Financial Performance Commentary 31/12/2017

From the Operating Statement we can see the total Actual Operating Revenue in 2017 was \$83,886 (112% of Annual Budget received) in our Cash Budget. The total Actual Operating Expenditure was \$85,895 (91% of Annual Budget expended). When combined with the Government funded student resource package which is used for staffing, the final position as at the 31/12/2017 was a net annual surplus of \$998.

This small surplus occurred because cash expenditure for the year was lower than budget over a couple of areas such as salaries for Littlies Learning at the Creek and professional development.

Extraordinary cash expenditure included purchase of STEM class sets of We Do Lego, 2 iPads and a charging cabinet in the second stage of our 4 year ICT plan. Other extraordinary cash expenditure was replacement of both water pumps for our water supply with associated plumbing works, replacement of all lighting in main buildings with LEDS and extra fees involved in the 25 year safety check for our school bus.

Equity funding in 2017 of \$30,856 received from the DE&T was used in teaching staff salaries. The school was successful in its applications for the Sporting Schools grants in 2017 which was used to provide golf, volleyball, cricket and badminton activities for the children over the year. It was also the recipient of a small local Shire grant for community recycling improvements at the school. Bank Interest for the year totalled \$443 and donations totalled \$1107. Fundraising activities in 2017 included Mini Fete, Alpine Rally, Sausage Sizzle and firewood raffle with a total of \$2283 going towards our technic lego resources in 2017. A notional allocation for Student Wellbeing funds of \$500 was provided by the regional DE&T to assist in extra professional therapies required by students.

The school bus failed to cover operational costs in 2017, with a short fall of just under \$1000 due to extra costs associated with the 25 year check. This service has relied heavily on the goodwill of the voluntary drivers since the start of 2015, and into the future we anticipate more users will ensure sustainability of the service with the capability of school council to employ the driver/s.