

# 2022 Annual Report to the School Community

School Name: Clifton Creek Primary School (3684)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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.

- 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

# About Our School

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## School context

Clifton Creek Primary School is a small rural school situated approximately 16 km north of Bairnsdale. The school was rebuilt in 2021 after being destroyed in the 2019 bushfires. Staff and students now enjoy learning in 2 beautiful buildings: the main building comprising 2 classrooms, a library, administration area, sick bay, student toilets and staff facilities and a second building comprising a multi-purpose community space, kitchen and ambulant and accessible toilet. During 2022 landscaping, bike track, multi-sports court and bus shelter were completed. The school also has a much-loved outdoor stage that survived the fires and a shipping container for storage that was donated by Port of Melbourne.

In 2022 CCPS had an enrolment of 40 students, with approximately 80% of these students travelling from Bairnsdale and surrounds. 26 students utilised the school bus service. During 2022 our staff grew to include 1 Teaching-Principal, 4 teachers (one 0.9 ETF, one 0.8 ETF, one 0.6 ETF and one 0.2 ETF), 8 Education Support Staff (equivalent 6 full-time including our garden and kitchen specialists), a Business Manager, a bus driver and a cleaner. We also engaged a Chaplain through a provider and CRASHENDO Bairnsdale provided a tutor for the instrumental program.

The rapid, last minute increase in enrolment, in addition to the needs of the new cohort, demanded a need to create a third class. This commenced in Term 2 and allowed for the needs of all students to be met effectively. There was a Junior Class (P-1), Middle Class (2-3) and a Senior Class (4-6). Each class had at least one student who received PSD funding and this was used to provide an aide in each class. Class sizes were kept to less than 14 students.

Specialist classes in 2022 included Auslan, P.E, The Arts and STEM and the Stephanie Alexander Kitchen-Garden Program. The school also utilises MARC Van visits to provide literature lessons (STEM activities based on a book) as well as a book borrowing service. CRASHENDO Bairnsdale continued to fund an instrumental program throughout 2022.

Clifton Creek Primary School endeavours to provide a safe place for learning and discovery, where individual needs are catered to and we focus on personal growth mindset. The schools' underpinning value of "One in All in" encourages inclusiveness and a sense of belonging for all members of the CCPS community. Our small school enrolment allows for individual educational and emotional needs to be met. Surveys in 2022 have indicated a need for a change in how we word our values and this will be finalised in 2023 through further community engagement and consultation.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022 Clifton Creek Primary School continued implementing the Victorian Curriculum. Our students demonstrated excellent progress, with the majority of students performing at level or above as marked against the Victorian Curriculum Achievement Standards. Teacher judgement against Victorian Curriculum in both English and Mathematics showed students' results were comparable to 'similar' schools in terms of student disadvantage, size, cultural diversity and remoteness.

More than 50% of the enrolment at the beginning of 2022 were new students, with the majority performing below expected levels in most areas of the curriculum. Small class sizes, IEPs, goal setting, differentiated teaching and high level instruction provided students with tools for an effective teaching-learning program with most students making 12 months growth or more. By the end of 2023 the majority of students had reached the expected standards for their year level according to teacher judgements.

The events of the previous 2-3 years, including the continuing impact of the bushfires, continuing Covid issues had impacted student achievement. The main priority in 2022 continued around student wellbeing and the effectiveness of this is reflected in Student Attitude to School Surveys. Teaching staff reflected on and developed strategies, planning and assessment to accommodate the rapid changes in enrolment, student dynamic and student needs. A strong focus on growth mindset, goal setting

and valuing mistakes as a learning opportunity has helped students to gain confidence in their own learning, and embrace and celebrate small steps.

## Wellbeing

Due to the continuing effects of the bushfires and the loss of our school, our priority was the wellbeing of students and staff. Our aim was to continue high levels of Student Engagement and Wellbeing. We continued the engagement of a chaplain through the National School Chaplaincy Program and circle time where issues are discussed openly and equally. We provided a stimulating learning environment that fosters a growth mindset for all students. Many of our students face significant challenges with underlying anxiety being the greatest factor affecting their learning. Fear of failure and making mistakes was of high concern and directly affected confidence and growth mindset. Through a whole school approach of focusing on how far each student has come and creating a supportive learning environment where each student feels safe to 'have a go' and students are explicitly shown how to support each other in the learning process, anxiety in the classroom around learning has reduced. Our school ensures high levels of communication with parents/carers through meetings, phone calls, texts and newsletters to ensure transparency, connectedness and open communication. Through the remote learning period we had daily online assembly to discuss the learning requirements for the day, met with students one-on-one through the day and then met again as a whole school at the end of the school day to share work. Our Kitchen/Garden program, drumming and circle times encourage collaboration and positive relationships across the school.

Regional Arts Victoria provided a Creative Worker through The Student Voice in Recovery Project. This was a great success at Clifton Creek Primary School and students looked forward to the sessions every week, where they learnt how to use their creative sides to promote a sense of wellbeing through mindfulness and love of self.

Student Attitudes to School Survey with 95% for Sense of Connectedness and 95% for Management of Bullying is evidence that the practices that are put in place at Clifton Creek Primary School are effective.

## Engagement

Student engagement has not been an issue at Clifton Creek Primary School, with a positive approach to school life as reflected in Student Attitudes to School Survey with 95% for Sense of Connectedness and 95% for Management of Bullying. The new buildings provided the whole school community with a greater sense of permanency and belonging. We engaged a chaplain in 2020 through the National School Chaplaincy Program and continued this through 2021 and 2022. The chaplain has established an understanding of the complex needs of some of our students as well as the needs associated with bushfires, Covid, new school and rapid enrolment growth.

Student attendance continued to be impacted by Covid isolations and Covid anxiety around infection, vaccinations and masks. The school continued to work with parents to reduce anxieties around Covid procedures. There were many other illnesses throughout the year also impacting attendance.

We endeavour to provide a wide range of learning styles and classes throughout the week so that all students have the opportunity for success. Crashendo, music, art classes, Stephanie Alexander Kitchen-Garden Program, MARC Van and sessions with the Creative Artist, Jasmine provided students with a hands-on opportunity for learning. These sessions helped keep students engaged and enthusiastic about school life. In addition to this, small class sizes allow students to feel heard and readily assisted when needed.

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Our chaplain continued through 2022, working with children that are considered at risk of disengagement. Our transition program in term 4 ensures a smooth transition into primary school life at Clifton Creek Primary School which was evident in the seamless start to the school year.

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## Other highlights from the school year

There were many highlights during the 2022 school year. Whilst we had moved into the new buildings at the end of 2021, we had our first full year in 2022 and we were able to enjoy settling in and enjoy having a permanent home once more. The multi-sports court and bike track were completed and students were able to spread their wings during recesses and lunchtimes.

Events through the year included:

- Excursions to Forge theatre for several different productions and shows
- The ceremony for the "welcoming" of the tree statue was a great event with a smoking ceremony and dancing.
- Year 5/6 students joined Nicholson Primary school students on a DOXA camp in the city of Melbourne. These camps provide students with a wonderful opportunity to forge friendships with peers in other schools, making the transition to secondary school a much easier process.
- Melbourne city camp for Years 2-6 where they went ice skating and participated in a city scavenger hunt. They visited the aquarium, zoo Old Melbourne Gaol and the museum.
- Swimming program every Friday for Terms 3 and 4
- Mothers' Day Dinner and Kids 'n Blokes Night
- Fun for Fours day at Nagle College
- Community celebration including a lantern walk using the lanterns that students made through a community bushfire recovery program
- Cross County day at Nicholson with several students successfully
- Melbourne Arts Centre Excursion with Nungurner Primary School
- End of Year Celebratory Excursions including cinema and Buchan Caves
- End of Year Concert (largest audience in more than 8 years)

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## Financial performance

Actual Operating Revenue for 2022 was \$271,701 (147.24% of Annual Budget received) in the Cash Budget. The Actual Operating Expenditure was \$242,412 (143.14% of Annual Budget expended) When combined with the government funded student resource package which is used for staffing, the final position as at the 31/12/2021 was a net annual Credit SURPLUS of \$27,296 and net annual Cash (money in the bank, both bank accounts total) was SURPLUS \$162,863.07

Equity funding in 2022 of \$40,175 received from DET was used to support staff salaries for Education Support Staff in classrooms.

Bank interest for the year totaled \$2,564 and donations totalled \$86,451.

There were no fundraising activities in 2022.

The National School Chaplaincy Program provided \$20,280 (Cash Budget). We engaged a chaplain through OnPsych Services. This provided our students with access to a chaplain for 2 days/week to improve student wellbeing.

Tutor Learning Initiative \$25,000 in addition to was used to engage a tutor to work with targeted students who required assistance in literacy and numeracy due to impact of remote learning. The tutor worked with students individually and in small groups.

The school bus failed to cover operational costs in 2021, but it was decided again in 2022 that the benefit of the bus service is high for CCPS and the bus will continue to run. A new school bus as purchased for \$116,000 using donated funds and school funds surplus. The service provided to our school families will undertake review in coming months as we strive towards a sustainable economic solution in view of the age of the bus and the number of users.

Mental Health Fund - \$15,300 was used in arts therapy program.

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