

2025 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 04 May 2026 at 03:10 PM by Megan Parker (Principal)

- As executive officer of the school council, I attest that this 2025 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 04 May 2026 at 03:10 PM by Megan Parker (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

‘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.

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’).

Updates to the ‘Performance Summary’ in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

The school is located within the township of Clifton Springs and Drysdale, in the expanding Curlewis growth corridor. Positioned at the centre of this developing community, it overlooks Corio Bay and is situated alongside Griggs Creek. This growth area is projected to ultimately accommodate approximately 10,000 residents, with our school being the only primary school within the zone. According to the City of Greater Geelong population forecasts (2016–2036), the area is expected to experience a 204% increase in population.

Vision

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, amplify student voice, and foster a lifelong love of learning.

School Values

Our values reflect shared beliefs about how we work together. They influence our choices and provide a framework to guide our intentions, actions, and decisions—both within the school and in the broader community. The following core values underpin our ongoing success:

- **Respect** – Treat everyone with equal consideration. Be accepting of others and their differences.
- **Responsibility** – Be accountable for your actions. Contribute positively to the school and wider community.
- **Kindness** – Demonstrate friendliness, generosity, and consideration. Kindness often requires courage and strength.

School Profile

The school has a low to medium overall socio-economic profile.

At the beginning of 2025, enrolment was 474 students.

The school comprises 21 generalist classes and offers four specialist subjects: Visual Arts, Performing Arts, Science, and Physical Education. Italian is taught as the Language Other Than English (LOTE).

There are 76 staff members, including:

- 25 classroom teachers
- 7 specialist teachers
- 29 part-time education support staff
- 5 part-time wellbeing staff
- 7 administrative staff
- 3 part-time staff supporting maintenance and information technology

As a rapidly growing school, a number of new teachers are inducted each year. Key challenges include maintaining consistency in teaching practice, preserving a strong focus on relationships, supporting student connectedness to peers and school, and improving academic outcomes from Prep to Year 6.

We are committed to being a genuinely student-centred and inclusive school. Ongoing priorities include strengthening student voice, expanding leadership opportunities, and enhancing wellbeing, inclusion, and engagement programs.

Student absenteeism decreased in 2025, although extended absences were still evident, primarily due to family holidays.

Progress towards strategic goals, student outcomes and student engagement

Learning

School Improvement Goals

- Improve learning growth for all students.
- Optimise student wellbeing and empower all students to become confident, engaged learners.

Improvement Priorities

- **Excellence in Teaching and Learning**, with a focus on strengthening curriculum planning and assessment practices.
- **Positive Climate for Learning**, with a focus on empowering students and building school pride.

Key Improvement Strategies (KIS)

1. Embed the instructional model for reading to ensure consistency in teaching practice.
2. Strengthen Professional Learning Communities (PLCs) to build teacher capacity and maintain a strong focus on improving student learning growth.
3. Develop a whole-school approach to data literacy to enable targeted, 'point of need' teaching.
4. Build a distributed leadership model to strengthen leadership capacity, accountability, and shared responsibility.
5. Implement, evaluate, and embed a numeracy instructional model to ensure consistency in teaching practice.
6. Develop a whole-school approach to data literacy in numeracy.
7. Establish a whole-school framework to enhance student agency in learning.
8. Monitor and further embed the student wellbeing model.

9. Strengthen whole-school approaches to improving attendance.
10. Enhance partnerships between home and school to promote shared responsibility for student learning outcomes.

School Improvement Focus and Outcomes (2025)

The school maintains a strong focus on evidence-based, data-informed practice and has developed a positive culture of learning for both students and staff.

A key focus in 2025 was student wellbeing, particularly strengthening the implementation of the Schoolwide Positive Behaviour program through the SHINE framework supported by an overarching Multiple Tiered System of Supports.

Academically, school improvement efforts centred on Reading and Mathematics, alongside increasing student engagement and strengthening partnerships with parents as active contributors to learning.

Throughout 2025, the school implemented a guaranteed and viable Victorian Curriculum, with teacher judgments recorded against achievement standards. The school embedded the implementation of the revised Victorian Curriculum 2.0.

Teacher judgments in English and Mathematics were for the majority at level to those of similar schools and state averages.

Targeted intervention programs and an intensive professional learning program for classroom teachers and middle leaders were implemented to improve student outcomes. Additional literacy support was provided through both in-class and withdrawal programs for Year 1 & 2 and Year 3/4 students. These interventions demonstrated strong success and supported students in recovering from disruptions caused by periods of remote learning.

A number of students were identified for accelerated learning, and the school is trialling access to higher-level learning opportunities in Reading and Mathematics for these students.

Students supported through the Program for Students with Disabilities demonstrated satisfactory progress toward their individual goals, as outlined in their Individual Education Plans (IEPs).

Wellbeing

Over the past five years, the school has made significant progress in strengthening student wellbeing supports. A number of strategic changes have been implemented to foster positive attitudes in students, particularly in response to ongoing challenges.

Student wellbeing remains a key priority, underpinning our commitment to providing a safe and supportive learning environment. In 2025, the school continued to promote a positive learning culture through the implementation of SWPBS, alongside the ongoing work of a dedicated, school-based Student Wellbeing Team. Weekly lessons were delivered to explicitly support students' social and emotional development. Staff also undertook further professional learning in Community Circles, Restorative Conversations, and Relationship Building to enhance the overall positive school climate. We are now focusing our improvement in managing challenging behaviours.

Parent satisfaction, as indicated in the Parent Opinion Survey, remained strong. To further strengthen parent engagement, the school continued to offer a range of opportunities for involvement in student learning, including online Meet and Greet sessions, three-way

conferences, parent-teacher interviews and open nights where students shared their learning goals and achievements. Communication between school and home was also enhanced to better support learning beyond the classroom. We also initiated Parent Education session with a range of organisations to help build capacity in parents to feel confident in dealing with school refusal or children who are anxious in general.

School climate data from the Staff Opinion Survey indicates a very high level of positivity compared to other schools across the state. Staff remain highly engaged and motivated, demonstrating a strong commitment to delivering excellence in education.

Engagement

Students at Clifton Springs Primary School are engaged, connected, and take pride in their school community. We are proud of the wide range of programs that support students in developing resilience, persistence, engagement, and social capability.

In 2025, the school focused on building a positive climate through Key Improvement Strategies aligned to the FISO dimension of Empowering Students and Building School Pride. This work remains ongoing and intentional, and included initiatives such as the Student Leadership Program, comprehensive transition programs, and targeted student wellbeing supports. A range of opportunities for student voice continued to be embedded, with a particular focus on strengthening student agency in English and Mathematics.

Throughout 2025, the school continued to work closely with families to support strong attendance and engagement in learning. Processes included regular SMS notifications requesting explanations for absences, as well as teacher follow-up phone calls after extended absences. Student attendance was closely monitored, with attendance meetings held for students with high levels of non-attendance, leading to the development of individual attendance plans. Overall attendance rates remained relatively consistent across year levels. The primary reasons for non-attendance were illness and extended family holidays. We have seen our attendance data become higher than expected. We will continue to have attendance as a focus in order to maximise all students' opportunities to achieve their full potential.

The majority of students maintained high attendance rates. The school will continue to work in partnership with families of students with lower attendance through the support of the Student Wellbeing Team. A whole-school attendance strategy remained in place, including direct teacher contact with families when students were absent for two or more consecutive days, with additional follow-up from the wellbeing team as required. Strategies also included recognising and celebrating high attendance, alongside building parent capacity to support regular school attendance.

Following the return to on-site learning, the school prioritised the reintroduction and expansion of extracurricular opportunities, capitalising on a positive start to further enhance student engagement and connectedness.

Other highlights from the school year

A key focus identified in the previous school review was building the capacity of middle leadership. In 2025, the school employed two Leading Teachers and two Learning Specialists, supported by an expanded middle leadership structure including team leaders at each year level and a specialist leader. These leaders receive targeted professional learning and coaching to strengthen their leadership capability, with a clear focus on improving student outcomes. While several middle leaders have progressed into promotional roles, the school continues to prioritise the development of emerging leaders.

The school maintains a strong and focused professional learning program in Reading, Mathematics, SWPBS, and Behaviour Management. Learning is delivered through curriculum days, staff meetings, in-class support, and external opportunities, including the Victorian Academy of Teaching and Leadership. A culture of continuous improvement is embedded, with staff engaging in learning walks, peer observations, classroom observation, and coaching. Professional learning is deliberately streamlined to ensure a strong focus on high-impact improvement priorities.

Student Leadership

Student leadership continues to be a strength of the school, with structured opportunities for students to contribute meaningfully to school life:

- **School Captains (4):** Provide leadership across the school, attend Principal coaching sessions, lead assemblies, and represent the school at events such as ANZAC Day.
- **SHINE Captains (20):** Act as peer mediators and support younger students in the yard. They are trained in peer mediation and lead SHINE initiatives across the school.
- **Student Representative Council (28):** Provide student voice, support school improvement initiatives, contribute to wellbeing and engagement strategies, and lead fundraising activities for school enhancements.
- **House Captains (16):** Lead house events including sporting carnivals and school-wide challenges, and support community initiatives such as the Breakfast Club in partnership with community organisations.

The school continues to maintain strong partnerships with local organisations including Lions Club International (Drysedale/Portarlinton), Rotary International (Drysedale), Bendigo Bank, Clifton Springs Men's Shed, SpringDale House, and local sporting clubs. These partnerships support student participation in community events such as ANZAC Day and Remembrance Day, as well as broader school initiatives.

Clifton Springs Primary School benefits from strong community engagement, with families actively involved in information nights, three-way conferences, Learning Expo, Science Expo, athletics events, Book Week, celebration days, and community fundraising events. The School Council remains highly engaged and supportive.

Recent facility upgrades have positively enhanced student learning environments. New buildings have enabled the organisation of students into learning communities, with design features such as colour, acoustics, and open learning spaces contributing to calm and effective classrooms. Upgraded furniture, equipment, and landscaping have strengthened student and community pride.

Refurbished portable classrooms ensure equitable learning environments for all year levels, and ongoing improvements to outdoor spaces continue to benefit students and the wider community.

Financial performance

The Financial Performance and Position report shows an end of year surplus of \$283,083. We are allowing for the annual increment in salaries which will outweigh the Student Resource Package provided annually. The surplus occurred through successful improved financial management processes.

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 school. The money raised is used to enhance the grounds such as a new Ninja playground that year. The School Council oversaw the Camp Australia Out of Hours School Care.

**For more detailed information regarding our school please visit our website at
<https://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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 476 students were enrolled at this school in 2025, 231 female and 245 male. 3% had English as an additional language and 3% 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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	75.0%	
	Similar schools	78.0%	
	State	82.0%	

School Staff Survey

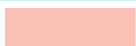
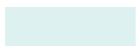
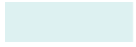
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	77.8%	
	Similar schools	75.5%	
	State	77.4%	

LEARNING

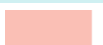
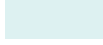
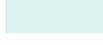
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

2025			
English Prep - 6 % of students at or above age expected standards	School	84.6%	
	Similar schools	84.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	85.4%	
	Similar schools	84.0%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	56.7%		61.9%
	Similar schools	68.8%		67.9%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	74.1%		69.5%
	Similar schools	71.7%		72.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	63.8%		62.1%
	Similar schools	65.3%		65.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	52.6%		53.0%
	Similar schools	65.1%		64.5%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	75.7%	
	Similar schools	71.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	51.4%	
	Similar schools	65.7%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	69.4%		71.1%
	Similar schools	74.8%		74.8%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	65.5%		68.3%
	Similar schools	75.4%		74.3%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	23.5	23.8
	Similar schools	21.3	21.5
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	91.9%	
Year 1	School	87.2%	
Year 2	School	89.9%	
Year 3	School	89.0%	
Year 4	School	88.7%	
Year 5	School	85.7%	
Year 6	School	85.9%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$5,907,556
Government Provided DET Grants	\$933,829
Government Grants Commonwealth	\$0
Government Grants State	\$6,200
Revenue Other	\$35,030
Locally Raised Funds	\$277,504
Capital Grants	\$0
Total Operating Revenue	\$7,160,119

Equity	Actual
Equity (Social Disadvantage)	\$215,833
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$215,833

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$5,647,917
Adjustments	(\$2,566)
Books & Publications	\$1,283
Camps/Excursions/Activities	\$163,380
Communication Costs	\$3,861
Consumables	\$123,947
Miscellaneous Expenses ²	\$25,668
Agency Staff	\$64,996
Professional Development	\$51,685
Equipment/Maintenance/Hire	\$141,892
Property Services	\$257,525
Salaries & Allowances ³	\$252,056
Support Services	\$80,422

Expenditure	Actual
Trading & Fundraising	\$12,864
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,105
Total Operating Expenditure	\$6,877,035
Net Operating Surplus/-Deficit	\$283,083
Asset Acquisitions	\$99,120

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$446,415
Official Account	\$31,070
Other Accounts	\$5,956
Total Funds Available	\$483,441

Financial Commitments	Actual
Operating Reserve	\$205,281
Other Recurrent Expenditure	\$39,315
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$309,473
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,700
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$567,768

All funds received from the Department of Education, 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.