

2019 Annual Report to The School Community



School Name: Clifton Hill Primary School (1360)



- 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 22 April 2020 at 08:18 PM by Megan Smith (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.

Attested on 21 October 2020 at 09:32 AM by Brian Bird (School Council President)

About Our School

School context

Clifton Hill Primary School is a thriving inner suburban school on a small site with 756 students enrolled for 2019. Teachers at Clifton Hill Primary School are a mix of highly experienced teachers and enthusiastic graduate teachers. The school ICSEA value indicates that 81% of families are in the top quarter socio-educational advantage and most parents are tertiary educated and working in professional fields. The school differentiates the curriculum for all students and has a strong number of high achieving students at all year levels. Clifton Hill Primary school provides strong support and resources for students with disabilities. The school receives strong support from a dynamic parent community. The School Council is an active body of parents and teachers who discuss issues and make important decisions around school improvement.

Clifton Hill Primary School focuses on excellence in educational outcomes for all students regardless of background and ability. Within the Clifton Hill PS community, we foster resilience through teaching and modelling the following values: Kindness and Empathy, Gratitude, Inclusiveness and Critical and Creative Thinking.

The school employs 52.51 equivalent full time (EFT) teaching staff including a Principal, five Assistant Principals and 3.6 EFT Leading teachers. There are 10 non-teaching staff, including integration aides who assist students with additional needs in their learning. Parents are actively involved in the school community through School Council representation, school events and fundraising.

The school buildings include parts of the original historic school and a renovated Organ Factory that houses classrooms. Other more recent additions include a multi-purpose and library facility built in 2010, a Science Centre funded through parent fundraising and direct donation in 2013, and renovations to the school playground.

The Victorian Curriculum is utilised as the framework for teaching and learning at Clifton Hill PS. There are specialist classes offered in Science, Art, Music, Performing Arts, Physical Education, French and Mandarin.

The school offers comprehensive camp and travel opportunities. Regional and interstate camps are provided for years 3 to 6 students. Year 5 and 6 students are also offered optional study tours to sister schools in Machong and Huaibei, China, for language immersion and cultural exchange. Year 6 students have the option to attend a study tour to New Caledonia for immersion in the French language. Year 6 students are also offered the opportunity to participate in the Great Victorian Bike Ride.

A range of elective programs during the lunch hour include chess, drumming, coding, aerobics, choir, book club and environmental team activities. The school also has a Junior School Council. Before and after school care is outsourced to Camp Australia.

Framework for Improving Student Outcomes (FISO)

Building practice excellence

Clifton Hill Primary School continued with a strong focus on excellence. All staff were involved in the design of a shared vision and four key values. The values are now displayed within classrooms and teachers incorporate consistent language of the school's values into their teaching. Select staff were given the opportunity to participate in online learning from Harvard University, targeting the Cultures of Thinking. Professional development and individual coaching, across all learning areas, was also provided by experienced teachers. The school continued to engage a secondary Mathematics teacher to meet the learning needs of highly advanced students in the upper school. The school staffroom was redesigned for greater functionality and collaboration between teachers.

Curriculum Planning and Assessment

The school completed an action research project in Spelling and selected a school-wide spelling program, Sound Waves, for implementation. All grade teachers were provided with professional development and implemented the

program in its full capacity in Term 4. After explicit professional development and the purchase of new resources, Foundation level teachers implemented a synthetic phonics program. In Mathematics, there was a strong focus on maintaining the momentum of previous initiatives. Staff gathered and analysed data, building their knowledge around appropriate test selection for accurate results. Analysis of growth data will continue to help the school identify future directions for professional development.

Achievement

We have continued to achieve strong results across English and Mathematics as demonstrated in our teacher judgement scores, NAPLAN results and standardised testing. We continue to offer a differentiated curriculum to effectively teach students working at all levels.

Teacher judgement scores indicated that 96% of students were at or above the expected level across all areas of English and Mathematics. NAPLAN data for years 3 and 5 in English and Mathematics indicates that the school is performing well above state level in most areas and at a similar or higher level to similar schools with alike student backgrounds and characteristics. In Year 5 Reading, students performed below the level of students in similar school. This will be a focus for development in 2020 to ensure that this does not become a trend. When examining growth, between 2017-2019, students made expected or more than expected growth in the areas of Writing and Maths. Reading growth was less than that of similar schools.

Engagement

Clifton Hill Primary School students are engaged and connected to their school. We are proud of the respectful relationships we build with students and the positive and connected climate within the school. In 2019, we continued to build our understanding of the 'Cultures of Thinking' with the aim of developing highly motivated and engaged 21st-century learners, with a particular emphasis on fostering critical and creative thinking.

We have introduced a range of initiatives to improve student voice, agency and leadership. The Junior School Council has been restructured and School Captains were introduced. The "Mercury Runners" program has been continued, and children in Grade 6 continue to enjoy the opportunity to assist in the smooth running of the daily operation of the school.

The school continues to build community engagement through an annual school fair, regular community celebrations, fortnightly newsletters and daily Compass updates

Much of the school's non-attendance results from parent choice typically related to overseas holidays. The student non-attendance outside of this category has been addressed primarily through Assistant Principals liaising directly with families experiencing difficulty in the area.

Wellbeing

The staff at Clifton Hill Primary School recognise that wellbeing underpins student behaviour and achievement. They promote positive interactions through incidental and planned experiences.

In 2019, Clifton Hill Primary school became a Respectful Relationships partner school. Respectful Relationships is Department of Education and Training initiative that assists schools to underpin all of their operations with respect and equality. A number of leadership and grade teaching staff attended professional development to learn how to implement a whole school approach. This will be implemented in 2020.

The school administered the Department of Education and Training's Attitudes to School survey to children in Grades 4 – 6 in 2019. Within the category of "Sense of Connectedness" Clifton Hill Primary School achieved a score of 79.9%, which is placed in the 'similar' range to 'like' schools. Within the category of 'Management of Bullying' Clifton Hill Primary School achieved a score of 82%, which is placed in the 'above' range to 'like' schools.

Clifton Hill Primary continued to access the standard Department of Education's School Support program along with employing a school-based education psychologist (0.2) and provided in-school programs which foster student Social and Emotional Wellbeing. These programs included Peer Activity Leaders, Chess, Book Club, Choir, Music Bands, Running Club, Aerobics, Junior School Council and cross-age Buddies.

Compass continued to be used consistently throughout the school to record and track student wellbeing information.

Financial performance and position

Clifton Hill Primary School finished with a surplus of \$85 525. This surplus was due to the school carrying over fair raised funds for the capital works program to upgrade our prep courtyard. This surplus will be expended early in 2020. The school also received the initial payment for a government grant to build an all abilities play space in 2020. The financial support of our school community is acknowledged and continues to ensure we have state of the art materials and equipment and quality teaching and learning opportunities. The Annual Fair raised in excess of \$100 000 in 2018 which was used to upgrade the Multipurpose Room in 2019.

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

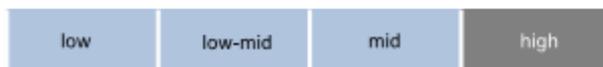
Enrolment Profile

A total of 756 students were enrolled at this school in 2019, 402 female and 354 male.

1 percent were EAL (English as an Additional Language) students and ND 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.



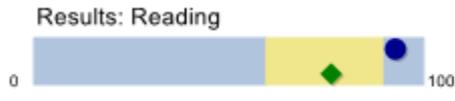
Performance Summary

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>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>Above </p> <p>Above </p>

Performance Summary

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

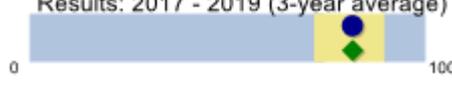
Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain 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>23%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>52%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>8%</td> <td>46%</td> <td>46%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>48%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>9%</td> <td>53%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	52%	24%	Numeracy	21%	52%	27%	Writing	8%	46%	46%	Spelling	14%	48%	38%	Grammar and Punctuation	9%	53%	37%	<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

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

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"> <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>92 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	94 %	92 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	94 %	92 %	92 %	92 %										

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 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>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Similar </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>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Above </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	\$5,426,602	High Yield Investment Account	\$484,506
Government Provided DET Grants	\$329,850	Official Account	\$122,544
Government Grants Commonwealth	\$18,618	Other Accounts	\$35,861
Government Grants State	\$18,182	Total Funds Available	\$642,911
Revenue Other	\$46,785		
Locally Raised Funds	\$1,392,651		
Total Operating Revenue	\$7,232,687		
Equity¹			
Equity (Social Disadvantage)	\$8,459		
Equity Total	\$8,459		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,452,950	Operating Reserve	\$269,583
Books & Publications	\$43,994	Provision Accounts	\$19,790
Communication Costs	\$4,555	Funds Received in Advance	\$288,568
Consumables	\$113,186	School Based Programs	\$11,761
Miscellaneous Expense ³	\$671,733	Repayable to the Department	\$27,541
Professional Development	\$40,225	Capital - Buildings/Grounds < 12 months	\$191,153
Property and Equipment Services	\$293,579	Total Financial Commitments	\$808,395
Salaries & Allowances ⁴	\$327,949		
Trading & Fundraising	\$128,692		
Travel & Subsistence	\$33,715		
Utilities	\$36,586		
Total Operating Expenditure	\$7,147,162		
Net Operating Surplus/-Deficit	\$85,525		
Asset Acquisitions	\$77,466		

- (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 20 March 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)

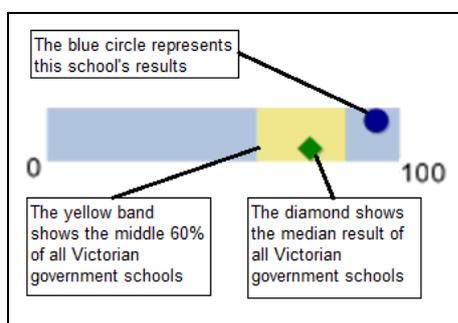
Engagement

- 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').