School Overview

Clifton Hill Primary School is located in an established mixed residential area on the northern fringe of the city, close to parklands, shopping centres and major arterial roads. Established in 1874, the school has undergone various refurbishments. In 1975 the Organ Factory site was purchased for the school and classes were conducted here for some years. In 1979 two additional blocks were built to include an art room, multi-purpose room, music room, canteen, sports store and two preparatory year classrooms. In 2001-2002 over $300,000 was spent on total refurbishment of the Organ Factory site to meet growing demand for places. $100,000 was a direct Department of Education grant and the remainder was generated from fundraising activities. In 2006 a $380,000 Gold Street yard re-development was completed with $300,000 of this money being raised over four years by the parent community.

Clifton Hill Primary School catered for a student population of 464 in 2006, having shown a significant increase in enrolments over the past fifteen years. The school attracts 30% local students and 70% who have chosen Clifton Hill Primary for its academic reputation. There is a large number of ethnic and cultural groups represented at the school. Due to limitations on classroom and playground space, the school unfortunately needed to decline over sixty enrolments for 2007 and we anticipate this trend will continue over the next five years at least.

Although the school has a Department of Education approved ceiling of 400 students the incidence of families moving into the area to secure an enrolment, the flow-on of siblings and increasing housing availability to meet demand has meant the school has much higher overall numbers. A three-year plan to reduce numbers by up to 10% is in place although 2007 will see further increase.

During 2006 a total of 31 Full Time Equivalent (FTE) staff delivered a seven-year curriculum program focusing on high academic outcomes. Specialist instruction was provided in Physical Education, Music, Visual Art, the Performing Arts and LOTE. Classes were structured as straight grades, including one team-teaching arrangement, with a commitment to maintain good teacher-student ratios.

2006 saw the introduction of our first Annual Implementation Plan, providing details of key improvement strategies and significant projects linked to the achievement of our longer-term goals. Our success in meeting various achievement milestones is discussed in the relevant sections within this Annual Report.

Important initiatives introduced in 2006 included an examination of the whole-school spelling program, preparation of comprehensive guidelines to assist teachers when assessing students’ writing skills, the establishment of a whole-school fruit program, modification of the canteen menu, changes to the lunch-eating supervision of students, the expansion of the Junior School Council and the ‘buddy’
program, the completion of Phase One of the Gold Street yard re-development, the provision of parent programs linked to the student You Can Do It! wellbeing program and the re-evaluation of our current approach to transition and orientation for pre-school students.

All teaching staff participated in professional learning throughout the year, linked with our Annual Implementation Plan initiatives or with goals within staff members’ personal performance plans. Professional development included Victorian Essential Learning Standards (VELS) implementation and identification and support for gifted and high-achieving students deemed as under-performing. External consultants Jeni Wilson and Karen Green provided some of the guidance with this professional development. Other activities included Information and Communication Technology (ICT) and Mathematics professional development and Leadership Training programs.

Parents’ satisfaction with this school (average score on scale of 1 to 7, where 7 is best possible score)

\[
\begin{array}{c|c|c|c|c|c|c|c|c}
\text{year} & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 \\
\hline
2006 & 7 & 6 & 5 & 4 & 3 & 2 & 1 & \\
\end{array}
\]

Whilst parents’ satisfaction with the school is not comparable to previous years due to changes in the Parent Opinion Survey, the graph above shows the average score was 6 on a scale from 1 to 7, where 7 is the best possible score.

The average score for teacher satisfaction (morale) at this school was 67.7 compared to the state Primary median of 78.1. This was a significant decline compared to 2004-2005 data and is discussed further in the Future Directions section of the Annual Report. The average number of days absent per teacher was 3.67 days, well below the state mean of 6.73 days. Of the 42 teaching staff at

Clifton Hill Primary School in June 2005 (including those on leave without pay), 37 (88%) were still at the school in June 2006. This figure across all Government schools was 87%.

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au

School Council
President's Report

The relationship between parents and school is a critical one. We entrust the care and education of our children to the school, but for most of us, for most of the time, we do not know what happens in the classroom. In teachers we trust. At Clifton Hill Primary School that trust is well-placed and the school-parent relationship is a healthy one.

Clifton Hill Primary School continues to provide an excellent education in a caring environment. School councillors are fortunate in that we learn about the performance of the school. By any objective measure, Clifton Hill Primary School looks good.

But Clifton Hill Primary School, through its planning processes, has set goals for further improvement, not just across educational areas such as literacy and numeracy, but for a range of social and well being areas such as emotional health and school transition.

2006 saw a major investment by the school in the physical environment, with the redevelopment of the Gold Street yard. On behalf of the school
of Reading results, with all three year levels clearly performing above the like school group.

Grade 5 students ready to begin the Wheelathon

Student Progress & Achievements

Student Learning

A key improvement strategy stated in our 2006 Annual Implementation Plan was to focus on meeting the needs of all under-achieving, particularly high ability under-achieving students. The data contained in the four graphs, based on Years 3 and 5 students’ Achievement Improvement Monitor (AIM) results, shows an increasing percentage of students who perform at or exceed expected standards. Examination of additional data contained in the 2006 School Level Report also reveals improvement in the Grades P-2 Assessment
Clifton Hill Primary School
2006 Annual Report to the School Community

Teachers also focused on understanding, interpreting and delivering the curriculum using the new VELS. Substantial professional development was undertaken, including the use of VELS progression points for assessment and moderation in Mathematics and English. A revised Writing continuum was developed by staff to assist this process. The following table provides additional data on teacher assessments against the VELS for the whole school.

Teacher Assessments against the VELS – Year levels Prep-6 combined (percentage)

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>W</th>
<th>S &amp; L</th>
<th>N</th>
<th>M,C&amp;D</th>
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<tr>
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<td>21</td>
<td>20</td>
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<tr>
<td>C</td>
<td>57</td>
<td>71</td>
<td>76</td>
<td>64</td>
<td>75</td>
</tr>
<tr>
<td>D &amp; E</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

R = reading, W = writing, S&L = speaking & listening, N = number and M,C&D = measurement, chance & data.

An achievement milestone in our 2006 Annual Implementation Plan was to increase the percentage of students achieving better than expected VELS in writing to a minimum of 20%. Whilst this goal has been attained according to whole school data there still exist some anomalies between year levels with Years 4 and 6 performing more strongly than Prep and Year 2. We anticipate more consistency between year levels as teachers develop greater familiarity with VELS progression points and additional resources in assessment and moderation are provided by the Victorian Curriculum and Assessment Authority and Department of Education. The Department of Education has recently recalibrated the A-E rating system in response to the 2006 trial year which will impact on the reporting of academic results in 2007.

Grade 4 Camp at Cape Otway National Park

The 2006 Annual Implementation Plan also focused on improved tracking and intervention to assist the progress of under-achieving students. Clearly a very small percentage of students are working below level (lower than C). Many of these students, plus some of those who are gifted or are high ability but under-achieving, have individual learning plans. During 2006 all students with an individual learning plan were identified on a central data base to assist in monitoring their progress across year levels. In 2006 all staff received professional development and support from section leaders when producing individual learning plans. Satisfactory progress towards individual goals by all students will be a continuing focus of the 2007 Annual Implementation Plan.

Classroom activity in Grade 4
Student Pathways and Transitions

A school goal, taken from the 2006-2009 Strategic Plan, was to improve our current transition program from home/kindergarten to school. The methods employed to achieve this goal for the 2006 year included surveying parents, students and staff, consulting with experts in the field of Early Childhood and Primary education, researching new initiatives and collecting anecdotal records from feeder kindergartens and other schools.

The parental survey measured the school’s progress towards achieving the following target:

The proportion of parents reporting satisfaction with the home/kindergarten transition and orientation to be 90% by 2009.

The number of parents reporting satisfaction with the home/kindergarten transition and orientation for the above mentioned period was 83.7%. This demonstrates that the school is making good progress towards achieving the milestone of 90%. In an attempt to make further progress in achieving this goal the school has implemented a variety of changes to the 2007 transition program, based on the responses from the 2006 parent survey. Some examples include; buddies being introduced earlier in Term 1, parents being addressed on the first orientation day by the Principal and improved feedback to parents.

The Transition team also surveyed students as a measure of progress towards achieving the second school target:

The proportion of Prep students expressing a general sense of happiness and wellbeing within the school environment to be 95% by 2009.

Of the 2006 prep intake, 91% expressed a general sense of happiness and wellbeing within the school environment, which was an encouraging result. 100% of students’ responses suggested that they liked school and 97% expressed feeling safe in the classroom environment. The areas within students’ health and wellbeing which recorded the lowest percentages were feeling safe in the toilets (81%) and knowing the classroom rules (81%). These areas will be closely monitored in 2007 and have been highlighted for attention through the You Can Do It! program and the general classroom learning environment.

Student Engagement and Wellbeing

Our Student Engagement and Wellbeing goals in the 2006-2009 Strategic Plan are to improve the social-emotional wellbeing of all students and to enhance student knowledge of healthy eating. The key improvement strategies and projects for the 2006 Annual Plan involved the investigation and implementation of a variety of programs and strategies designed to promote social-emotional wellbeing in students and the provision of school-wide nutrition education programs.

Social Emotional Wellbeing

We have continued to gather student wellbeing data using the Social-Emotional Wellbeing Survey (SEWB) produced by the Australian Council for Educational Research in preference to the Student Attitudes to School Survey. In 2006 we used this survey to gather data on all students in the school from Prep – 6 (previously we surveyed students in grades 3-6 only). The SEWB Survey was completed by all students in Years 2-6 and on a 50% random sample of students by teachers in each class from Prep-6. The survey measured both students’ perceptions of themselves and teachers’ perceptions of the students.
Results from 2006 SEWB Survey

Overall, students reported high to very high SEWB. As shown (Fig. 1), 97% of students in Years 2-4 and (Fig. 2) 95% of students in Years 5-6 self report a high level of SEWB. These figures are closely matched by teacher perception data at these levels. 94% of students in Years 2-4 and 96% of students in Years 5-6 were assessed as having high to very high SEWB by teachers. At Prep and Year 1 only teacher perception data is collected. At these levels, (Fig. 3) 100% of Preps and (Fig. 4) 94% Year 1 students have been reported to have high levels of SEWB.

Several initiatives can be linked to these positive results. At the core of student wellbeing at Clifton Hill Primary School was the You Can Do It! program which provided a whole school preventative approach to student wellbeing. Each grade across the school provided one 45 minute lesson each week to explicitly teach positive social and affective outcomes. In addition, the language of You Can Do It! was woven throughout the curriculum and provided a consistent platform for teachers and students to discuss issues related to wellbeing. Parents were offered the opportunity to be involved in a series of interactive parenting sessions connected to the You Can Do It! program, enabling further reinforcement of key issues such as emotional resiliency at home.

Other programs offered in 2006 which aimed to improve student connectedness and general well being included:

- Completion of Phase One of the Gold Street yard re-development fostering a sense of school pride
- Introduction of a whole school buddy system to strengthen links between year levels
- Multi-age days such as Italian Carnevale and whole-school sports to further build upon school pride and a sense of community
- Provision via membership of the Green Team for like-minded students to pursue initiatives to reduce the school's environmental impact
- Extra-curricular activities such as Chess Club, Technology Club, Choir and Tournament of Minds enabled different groups of students to connect with each other and the community in authentic ways
- Development of the Junior School Council with all members receiving extensive training to enable them to take more ownership of initiatives.
Nutrition Education
The establishment of school-wide nutrition education programs for students, staff and parents formed another significant project undertaken in 2006. With funding provided by the Federal Government through the Active School Communities grant we were able to run a Healthy Eating Awareness Week which involved an external agency running a week of activities and educational sessions for students, staff and parents. We implemented a fruit break program with 84% of students participating by the end of the year. In addition, the school canteen changed its menu to align itself with the New South Wales Healthy School Canteen Strategy leading to a higher proportion of healthy foods introduced onto the menu.

The average number of absent days per student was 12.3 for 2006. The state benchmark for 2005 was 13, with 2006 data not available. Ten absent days equates to one absent day per month. All individual year levels were above this figure. A number of families choose to enjoy extended holidays during term times, influencing these figures at certain year levels. Prompt contact is made and support offered for any family where student absence is a concern.

Future Directions
The 2006-2009 School Strategic Plan outlines the future directions for Clifton Hill Primary School. The Annual Implementation Plan 2007 sets one year targets and provides the details of key improvement strategies and achievement milestones related to those targets. Targets are reviewed and strategies adjusted each year, based on the level of progress made in the previous year.

Student Learning
The goal is to cater more effectively for under-achieving students. This includes one year targets aimed at increasing the percentage of students achieving better than expected VELS in all the dimensions of English and in number.

To enhance teaching and learning across the school staff will further refine individual learning plans. The delivery and monitoring of these plans will form part of the discussion when staff members meet with the Principal for performance reviews. Jeni Wilson, an external consultant with considerable expertise in curriculum delivery, has been engaged to deliver on-going professional development focused on understanding the VELS, addressing thinking skills, students' personal and interpersonal learning and assessment.

The English and Mathematics teams will provide further support for staff with both assessment and moderation. The receipt of $114 000 grant monies will lead to greater incorporation of technology in classrooms and improvements in curriculum
delivery through the installation of more interactive whiteboards and the purchase of additional Mac computers. Such technology fosters student engagement and greater links with the school community by making student learning in literacy and numeracy available at home via the school website.

During 2007 we intend maintaining the excellent whole school results obtained in the 2006 SEWB survey. We also plan to address particular elements of SEWB that require improvement by introducing a range of initiatives. These include further refining of the You Can Do It! program to address specific needs within individual classes, such as getting along with others and persistence. School funds have been used to employ an additional permanent Educational Psychologist (0.5) to assist teachers with You Can Do It! implementation. The psychologist will also develop a library of useful health and wellbeing resources, provide professional development for staff, support students to develop life and social skills and offer parent workshops.

To maintain healthy eating choices for students the Kids and Fruit program will continue in 2007 and the canteen menu will be updated to include colour coding of food choices, consistent with the changeover from N.S.W. to Victorian standards. Our one year target is to increase the percentage of essential daily foods available from the canteen to 65% and decrease the percentage of occasional foods available to 35%.

In Term 1 2007 Dr Kay Margetts, an expert on transition, addressed a parent information evening. This followed extensive consultation between the Transition Team and Dr Margetts during 2006. Liaison with other schools, surveys of parents and staff and the introduction of improved orientation practices will be coordinated by a small team of teachers under the direction of the Assistant Principal and P-2 Coordinator. In 2006, survey results showed an excellent level of happiness and wellbeing amongst Prep students. We aim to continue to improve these standards whilst also decreasing the percentage of Prep students (19%) who showed less confidence with knowledge of classroom rules or feeling safe while using the school toilets. Prep teachers will specifically address these areas as part of classroom learning.

The goals are to improve the social emotional wellbeing of all students and to enhance student knowledge of healthy eating.

Student Pathways and Transitions

The goal is to improve our current transition program from home/Kindergarten to school. This year we aim to maintain the high level of parental satisfaction reported in 2006 and introduce further initiatives directed towards reaching our target of 90% parental satisfaction by 2009.

In Term 1 2007 Dr Kay Margetts, an expert on transition, addressed a parent information evening. This followed extensive consultation between the Transition Team and Dr Margetts during 2006. Liaison with other schools, surveys of parents and staff and the introduction of improved orientation practices will be coordinated by a small team of teachers under the direction of the Assistant Principal and P-2 Coordinator. In 2006, survey results showed an excellent level of happiness and wellbeing amongst Prep students. We aim to continue to improve these standards whilst also decreasing the percentage of Prep students (19%) who showed less confidence with knowledge of classroom rules or feeling safe while using the school toilets. Prep teachers will specifically address these areas as part of classroom learning.

Student Engagement and Wellbeing

The goals are to improve the social emotional wellbeing of all students and to enhance student knowledge of healthy eating.
Curriculum ideas and teaching strategies. The communication between Annual Plan teams, Leading Teacher meetings and Section teams has been clarified and is both organised and transparent. The Health and Wellbeing team has developed a clear protocol for the consistent management of student misconduct and much time and effort was devoted to the suitable placement of students for 2007 classes. Results of the 2007 Staff Survey will be closely analysed to ascertain any further improvements required for the future.

Financial Performance

Fundraising and tax-deductible library and building funds exceeded expectations and enabled not only our $380,000 grounds development project to be completed on time and within budget but the installation of a new Gold St fence and gate.

Cash flow concerns in term one, potentially created by the major grounds up-grade, did not materialise with advance payment of levies by parents providing significant buffer throughout the first half-year.

The Student Resource Package (credit) component reflected the anticipated minor surplus of $2,282. A larger-than-usual credit to cash drawdown over the year assisted with both cash flow and the purchase of additional curriculum materials.

The Finance Subcommittee operated effectively throughout the year and provided all school councillors with appropriate information and guidance.

A 95% full contribution rate was achieved with each of the Materials & Excursion Levies. School Council determined to maintain the 2007 Levies at the same level as for 2005-2006. Eighty-two per cent of parent debt carried over from 2005 was retrieved.
Canteen and Out Of School Hours programs met all costs with a minor profit being applied to improved facilities at both venues.

Our Audit Report was again outstanding reflecting the excellent work of Bursar Di Henderson and the Finance Subcommittee.

The School Council continued to provide funds to ensure that children with families in necessitous circumstances were not excluded from the full range of activities and materials offered by the school including camps and excursions.

School Council notes the continued inadequate funding provided by governments to schools for welfare, aide and administrative support as well as funding for building maintenance, technology and general materials.

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<td>Official Account</td>
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<td>Other Bank Accounts( listed individually)</td>
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<td>Building Fund</td>
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<td>Total Funds Available</td>
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<table>
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<tr>
<th>Financial Commitments</th>
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<tr>
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<td>Professional Development</td>
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<td>Other ( please list)</td>
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<td>Total Financial Commitments</td>
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# School Contact Information

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<thead>
<tr>
<th>Address:</th>
<th>185 Gold Street CLIFTON HILL 3068</th>
</tr>
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<tbody>
<tr>
<td>Principal:</td>
<td>Geoffrey Warren</td>
</tr>
<tr>
<td>School Council President:</td>
<td>Stephanie Gotlib</td>
</tr>
<tr>
<td>Telephone:</td>
<td>03 9489 8333</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:clifton.hill.ps@edumail.vic.gov.au">clifton.hill.ps@edumail.vic.gov.au</a></td>
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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Barb Birkett on 9489 8333.