

2022 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 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.

Attested on 27 April 2023 at 01:14 PM by Megan Smith (Principal)

- 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

Attested on 30 April 2023 at 08:04 AM by Bryony Nayagam (School Council President)

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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Clifton Hill Primary School (CHPS) is a thriving inner suburban school on a small site, with 701 students enrolled for 2022. This year was an important year, as our school community came back together after two years of interrupted time onsite due to the Covid-19 pandemic. The school focused on the key areas of learning and wellbeing.

1 percent of students have English as an additional language, and 1 percent are Aboriginal or Torres Strait Islander. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. Clifton Hill Primary School's socio-economic band value is: Low; meaning that the school has a low level of disadvantage.

The school receives support from a dynamic parent community, with parents actively involved in the school community through School Council representation, school events and fundraising. The School Council is an engaged body of parents and teachers who discuss issues and make important decisions around school improvement. The school achieved a score of 84.7% percent endorsement from parents, on the 2022 Parent Opinion Survey, which is 5% higher than the state primary school average.

Clifton Hill Primary School focuses on excellence in educational outcomes for all students regardless of background and ability. The school differentiates the curriculum for all students and has a number of high-achieving students at all year levels. Clifton Hill Primary School provides strong support and resources for students with disabilities. Within the Clifton Hill Primary School community, we foster resilience through teaching and modeling the following values: Kindness and Empathy, Gratitude, Inclusiveness, and Critical and Creative Thinking. The Victorian Curriculum is utilised as the framework for teaching and learning at Clifton Hill Primary School. There are specialist classes offered in Science, Art, Music, Performing Arts, Physical Education, French and Mandarin.

The staffing profile of Clifton Hill Primary School includes 48.5 full time equivalent (FTE) teaching staff, a principal, three assistant principals (2.8 FTE) and six leading teachers and learning specialists. Additional support is provided through the allocation of 6.3 Education Support (ES) staff, including classroom integration and office administration staff and 1.25 (FTE) tutors. Teachers at Clifton Hill Primary School are a mix of highly experienced teachers and enthusiastic graduate teachers. The school staff survey percent endorsement was 83.8% which is over 10% higher than the state primary school average.

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. In 2022, the school was pleased to be able to offer the Grade 3, 4, 5 & 6 camps, after they had been cancelled in 2020, 2021 due to the Covid-19 pandemic. Clifton Hill Primary School runs a range of elective programs during the lunch hour including chess, drumming, coding, aerobics, choir, book club and environmental team activities. The school also has a Junior School Council. Before and after school care was outsourced to TheirCare in 2022 however a tender process has led to a new provider, Team Kids, taking over in 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

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

At the completion of 2022:

- Pat-Reading adaptive assessment results indicated that 64% of students in Years 2 - 6 were working 1 year or more ahead of the expected level and 30% were working at the expected level.
- Pat-Maths results indicated that 54% of students were working 1 year or more ahead and 39% of students were at the expected level.

Teacher judgement scores indicated that:

- 98% of students were at or above the expected level across all areas of Mathematics, which is 2-3% points higher than results demonstrated by similar schools.
- 94% of students were at or above the expected level across all areas of English, which is higher than results demonstrated by similar schools.

NAPLAN results show that:

- CHPS had a higher percentage, in comparison to all schools and to similar schools, of students in the top two bands for Year 3 Reading, Writing and Numeracy.

In 2021, three leadership team members undertook the "Leading Literacy" course through Bastow and determined that they would share this learning with all staff in 2022, with a focus on the mode of "Writing". Writing was selected as the focus area after consulting data, including the high percentage of Tutor Learning Initiative (TLI) students recommended for writing tutoring and teacher reflection of confidence differentiating, teaching and assessing writing. All staff were be offered PD, with a strong focus on teaching pedagogy through the 6+1 Writing traits, moving into introducing Writer's notebook to all classes. Literacy coaches (2 staff with 0.4 time allocation each) to work within classrooms through modeled and shared practice. Staff and students responded well to this initiative and it will be continued into 2023. In 2023, three different leadership members will complete the "Leading Mathematics" course through the Victorian Academy of Teaching and Leadership, with the aim of learning contemporary approaches to apply to an improved, consistent instructional model for CHPS.

Wellbeing

Clifton Hill Primary School acknowledges that schools play a significant role in supporting and developing learner wellbeing. Wellbeing is crucial to academic achievement, and wellbeing programs can support and accelerate students' learning. We foster strong teacher-student relationships and teachers and leaders in the school consider and acknowledge the unique personal characteristics of learners. During times of transition, such as moving back into onsite learning, after two years of interrupted onsite time - wellbeing has been an important focus for our school.

Notable programs and initiatives include:

- Smiling minds - prevention & evidence based mindfulness practice was introduced to the leadership team, teachers and ES staff through professional development. Teachers explored including Smiling Meditations in their weekly programs.
- EI pulse was introduced at Years 4 - 6. EI pulse is a student wellbeing tool used to track and support student wellbeing in real time. Students check in weekly, enabling them to ask for help when they need it.
- Respectful Relationships - Teachers worked collaboratively to implement the Respectful Relationships curriculum.
- School captains, PALs, and buddies were fully reinstated after interrupted years due to the Covid-19 pandemic. These initiatives develop student leadership, school connectedness and foster relationships.
- Students in Years Prep - Six attended an incursion facilitated by Bully Zero called "Understanding Bullying".

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.

Our initiatives to improve student voice, agency and leadership were reinstated after two interrupted years due to the Covid-19 pandemic. The Year 6 School leaders consist of 4 School captains and 20 supporting leaders with various leadership responsibilities ranging from Art, Sport to Environmental leaders. School captains set up a 'house' system in the school using native Australian animals (Koala, echidna, possum, and kangaroo). In 2022, a Junior School Council was established with leaders across Years 1 - 6.

The "Mercury Runners" program was continued, and children in Grade 6 continued to enjoy the opportunity to assist in the smooth running of the daily operation of the school. The Grade 6 children celebrated their completion of Primary School at a full graduation ceremony and this was an important milestone.

The school camp program was reinstated from Year 2 - Year 6 and this worked to strengthen students' participation and engagement in school. Year 2 students participated in a school sleepover and Years 3 - 6, enjoyed two night camp experiences at various locations across Victoria. These camps offered our students the opportunity to connect with their peers and teachers, building a strong sense of belonging and camaraderie.

Years 4 - 6 students performed in a school production titled "Ngulu-Nganjin" (meaning "everyone's voice" in Woiwurrung, the language of the Wurundjeri people). This performance aimed to build strong relationships between our school and families - also branching out to the community through developing a working relationship with local indigenous people. a fun filled road story/musical at Clocktower theatre in Moonee Ponds. Embodying everyone's voices, our school community worked collaboratively to develop the script, music, dance choreography, costumes, props and backdrops for this production where our characters encountered different First Nations' languages and cultures. The finale, included a special performance by a CHPS parent, rapper and Butchulla man Birdz who was recently nominated for the National Indigenous Music Awards Album of the Year. This "Ngulu - Nganjin" performance was a highlight of the year for students, staff, parents and the broader community.

Other highlights from the school year

- In 2022, CHPS undertook a school review inform the direction of the school's 4 year School Strategic Plan (SSP). Leadership coordinated the pre-review self-evaluation (PRSE) and staff reviewed data and other evidence to form a collective view of current practice and areas for improvement. This was followed by a formal 3 day review, conducted by a panel utilising the expertise and convened by an independent school reviewer.
- CHPS held a successful Art Show, showcasing classwork from Prep - Year 6. Student, parent and community feedback was overwhelmingly positive.
- CHPS held a School Cross Country at the end of term 1. Students from grade 4-6 went on to district, division, regional and three students went on to state level. One student went on to Nationals in Adelaide.
- CHPS received Sporting School Funding in Term 1,2 and 3. CHPS Basketball ran in term 1, soccer in term 2 and Athletics in term 3. Coaches came into the school for lessons.
- CHPS held a school Swimming Carnival in term 1. Students from grade 4-6 went on to District, Division, Regional and State. Fifteen students made it to regional swimming with a few more going on to the State Level. 2 Multi Class students made it to State level. 1 Multiclass Swimmer from the school went on to Nationals in Brisbane.
- Years 4 - 6 students performed in a school production titled "Ngulu-Nganjin"
- A parent initiated Snow Sports club had it's inaugural year with some pleasing results.
- The school fair returned and was a successful community building event, with substantial funds raised for the school.

Financial performance

The \$154,407 deficit for the year ending 2022 is significantly attributed to the high costs of replacement staffing due to illness and COVID related absences following the pandemic. Salaries and allowances for 2022 were \$87,715 higher than the previous year. There was a reduction in the payment of parent charges of approximately \$100,000 in comparison to 2021, which is likely due to the inability for schools to provide individualised statements to families. A major expense for 2022 was the upgrade to student toilet facilities, costing in excess of \$100,000.

2022 saw the reintroduction of fundraising activities, including the Colour Run, Trivia Night and the School Fair. These events led to a significant increase in the school's ability to locally raise funds. We acknowledge the role the school community plays in financially supporting our school through such events as this ensures we have state-of-the-art materials and equipment and quality teaching and learning opportunities for all students.

This financial year we were able to re-commence camps and excursions for our students. Expenditure for this area was up almost 50% when compared to the previous year. Students greatly benefited from these experiences.

The school has contract agreements with Theircare (Out of Hours School Care Provider); German Saturday School, UJEB and the Merri Creek Anglican Church with revenue returning to pre-COVID levels for hire of school facilities.

For more detailed information regarding our school please visit our website at

<https://www.cliftonhillps.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 703 students were enrolled at this school in 2022, 365 female and 338 male.

1 percent of students had English as an additional language and 1 percent 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).

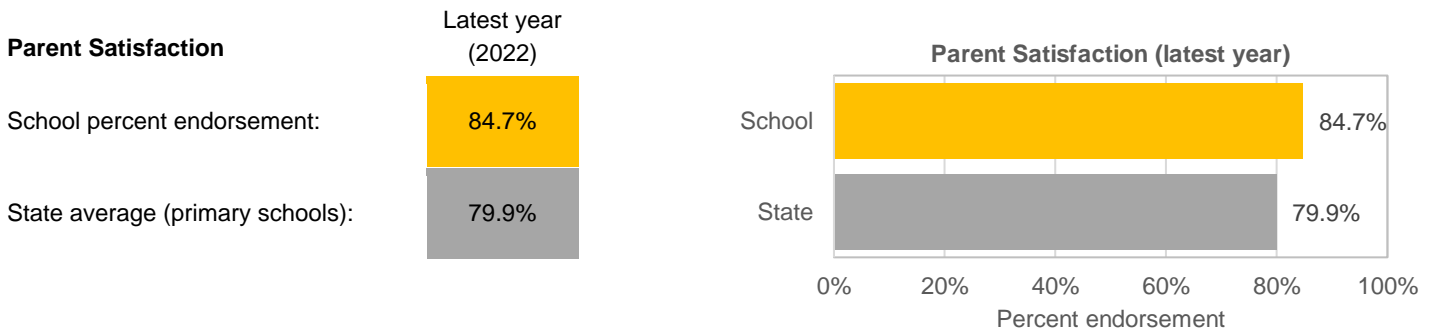
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

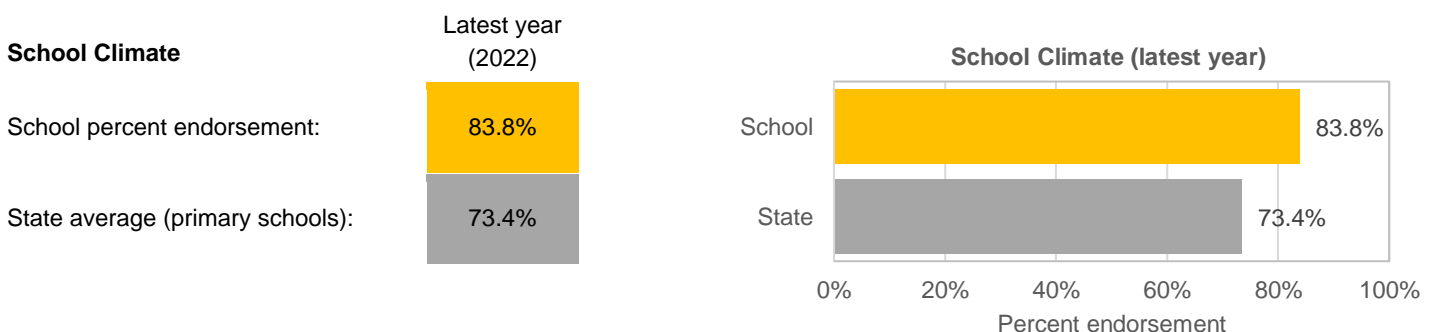


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

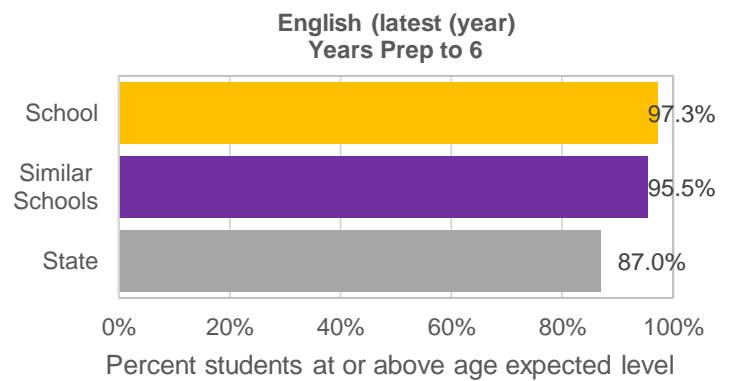
97.3%

Similar Schools average:

95.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

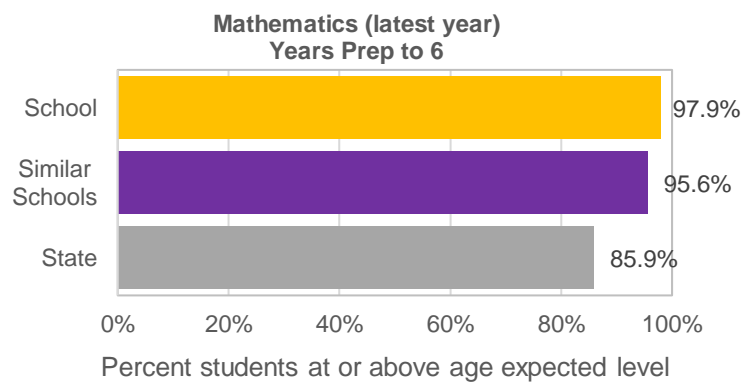
97.9%

Similar Schools average:

95.6%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

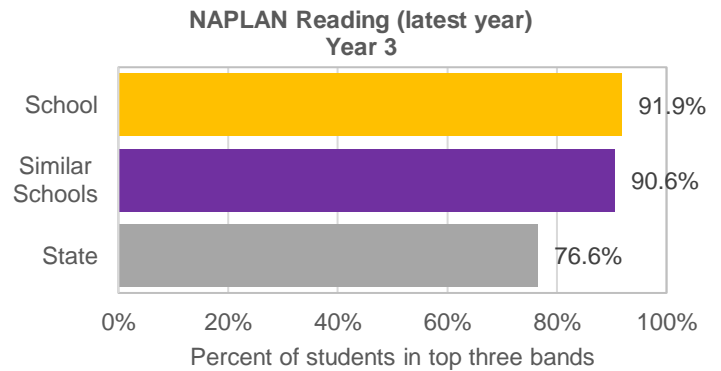
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

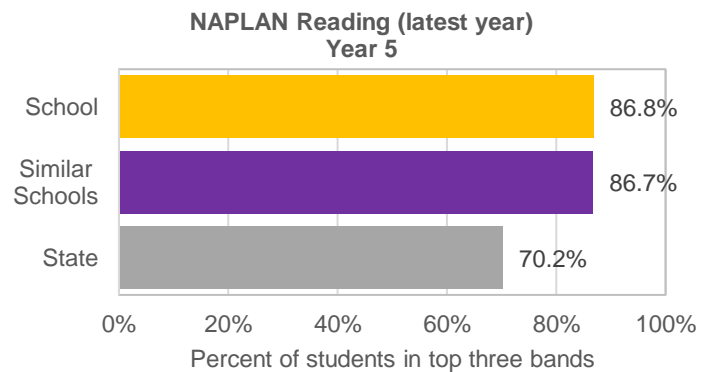
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.9%	92.2%
Similar Schools average:	90.6%	90.7%
State average:	76.6%	76.6%



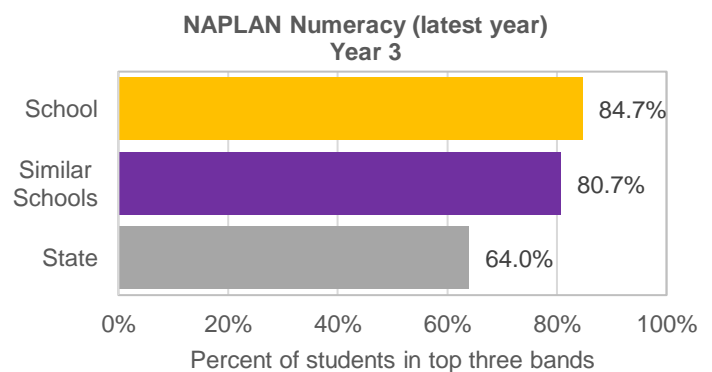
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.8%	87.8%
Similar Schools average:	86.7%	85.9%
State average:	70.2%	69.5%



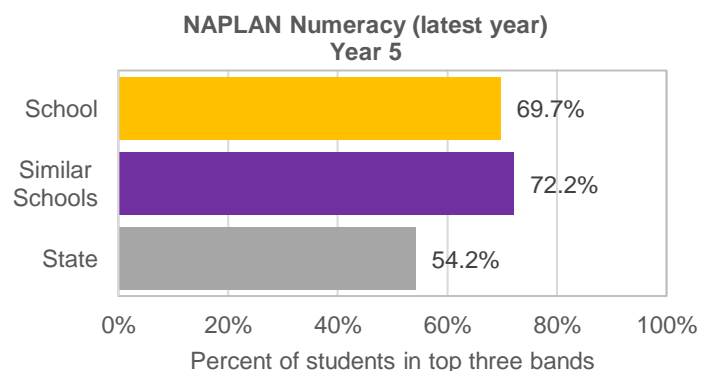
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.7%	89.1%
Similar Schools average:	80.7%	84.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.7%	80.5%
Similar Schools average:	72.2%	77.3%
State average:	54.2%	58.8%



WELLBEING

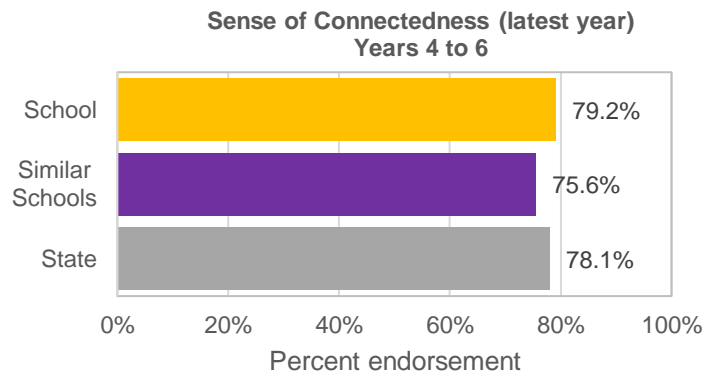
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.2%	79.0%
Similar Schools average:	75.6%	77.7%
State average:	78.1%	79.5%

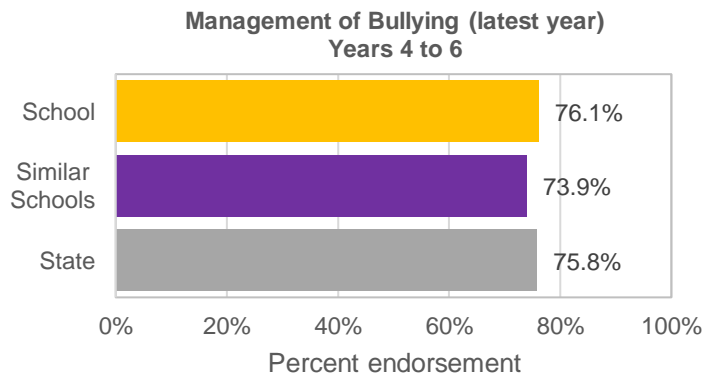


Student Attitudes to School – Management of Bullying

The percent 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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.1%	79.0%
Similar Schools average:	73.9%	76.7%
State average:	75.8%	78.3%



ENGAGEMENT

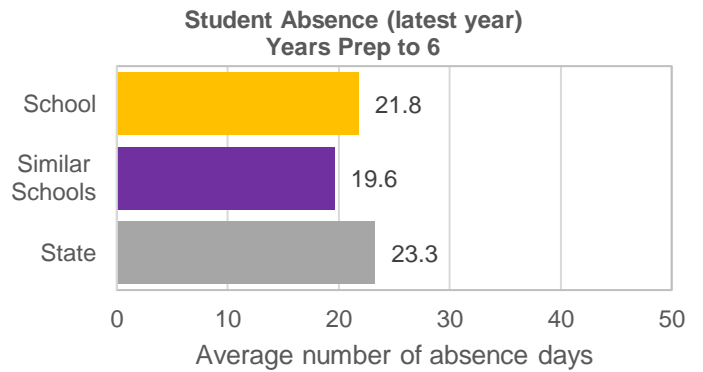
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.8	13.2
Similar Schools average:	19.6	12.8
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	89%	89%	89%	89%	89%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,787,302
Government Provided DET Grants	\$353,502
Government Grants Commonwealth	\$13,664
Government Grants State	\$0
Revenue Other	\$27,384
Locally Raised Funds	\$1,128,593
Capital Grants	\$20,000
Total Operating Revenue	\$7,330,445

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,933
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,933

Expenditure	Actual
Student Resource Package ²	\$5,967,265
Adjustments	\$0
Books & Publications	\$18,413
Camps/Excursions/Activities	\$298,308
Communication Costs	\$3,646
Consumables	\$128,112
Miscellaneous Expense ³	\$30,365
Professional Development	\$27,360
Equipment/Maintenance/Hire	\$140,790
Property Services	\$253,184
Salaries & Allowances ⁴	\$323,763
Support Services	\$84,404
Trading & Fundraising	\$151,676
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,566
Total Operating Expenditure	\$7,464,851
Net Operating Surplus/-Deficit	(\$154,407)
Asset Acquisitions	\$40,568

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$280,790
Official Account	\$220,218
Other Accounts	\$123,438
Total Funds Available	\$624,446

Financial Commitments	Actual
Operating Reserve	\$213,418
Other Recurrent Expenditure	\$0
Provision Accounts	\$23,101
Funds Received in Advance	\$193,692
School Based Programs	\$86,265
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$184,576
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$43,053
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$794,105

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.