

# 2024 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 \(VIT\)](#)
- 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 30 April 2025 at 05:21 PM by Megan Smith (Principal)

- As executive officer of the school council, I attest that this 2024 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 2025 at 05:21 PM by Megan Smith (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
- 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).

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').

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## Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Clifton Hill Primary School (CHPS) is a thriving inner suburban school on a small site, with 699 students enrolled for 2024. Female enrolments consisted of 357 students and male enrolments consisted of 339 students; Aboriginal and Torres Straight enrolments accounted for a total of 1% and 1% of students had English as an additional language. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which considers parents' occupations and educational characteristics. Clifton Hill Primary School's socio-economic band value is: Low; meaning that the school has a low level of disadvantage. The Annual Implementation Plan priorities were to continue to focus on student learning (with an increased focus on numeracy) and student wellbeing, as per Department of Education directives. This sat alongside our school-based goal of maximising the learning growth for all students in literacy and numeracy.

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 92.9% percent endorsement from parents on the 2024 Parent Opinion Survey for General School Satisfaction, which is 11% 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 several 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 modelling 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. Specialist classes are offered in Science, Art, Music, Physical Education, French and Mandarin. Following community consultation, the School Council made the decision to only offer French as its LOTE program to Foundation students in 2025. Mandarin will be phased out over the next 6 years.

The staffing profile of Clifton Hill Primary School includes a principal, two assistant principals, seven leading teachers and learning specialists and 33.2 full time equivalent teaching staff. Additional support is provided through the allocation of 9.26 FTE Education Support (ES) staff, including classroom integration and office administration staff and 0.6 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 by staff on School Climate was 81% which is 3% 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. 2023 saw the opening of our Senior Campus on the corner of Gold Street and South Terrace, Clifton Hill. In 2024, the school again offered the Year 3, 4, 5 and 6 camping program. Clifton Hill Primary School runs a range of elective programs during the lunch hour including chess, rock band, choir, Peer Activity Leaders program and environmental

team activities. The school also has a Junior School Council. Before and after school care was outsourced to TeamKids in 2024.

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

### Learning

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

At the completion of 2024:

- PAT-Reading adaptive assessment results indicated that 65% of students in Years 2 - 6 were working 1 year or more ahead of the expected level and 27% were working at the expected level.
- PAT-Maths adaptive assessment results indicated that 57% of students were working 1 year or more ahead and 34% of students were at the expected level. Growth data for PAT-Maths indicate that all cohorts from 2-6 achieved over the expected yearly growth target.
- Teacher judgement scores indicated that:
  - 97.1% of students were at or above the age expected level across all areas of Mathematics, which is 1.5% higher than results demonstrated by similar schools.
  - 97% of students were at or above the age expected level across all areas of English, which is 2% higher than results demonstrated by similar schools.

NAPLAN results show that:

- CHPS had a higher percentage, in comparison to the state schools and similar schools average, of students achieving Strong or Exceeding for both Year 3 and 5 Reading. We continue to perform well above the State average in Numeracy for Year 3 and 5.

The 2024 School Performance Report indicated that CHPS achieved a 'High' rating in the Learning performance group, indicating student learning measures are high across a number of learning measures (NAPLAN Exceeding+Strong, NAPLAN Relative Growth and Teacher Judgement Growth).

Throughout 2024, CHPS focused on developing an understanding of the Victorian Curriculum 2.0, with a particular emphasis on English and Mathematics, to ensure a successful implementation of the new curriculum in 2025. Learning Specialists worked with all teaching staff to improve our writing moderation practices, including the use of Writemark to regularly assess student progress and set relevant student goals. The PLC model continued to be implemented throughout the school in 2024, with an increased focus on analysing student data to increase collective responsibility across cohorts.

## 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.

The 2024 Student Attitude to School survey indicated that our students' Sense of Connectedness to school across years 4 to 6 was 79.4%, 4% above that for similar schools. For the Management of Bullying factor, students reported an 82.7% positive endorsement, compared to 73.3% in similar schools. This was an improvement of almost 5% compared to 2023.

In 2024 staff engaged in professional learning regarding the implementation of the Berry Street Model. This model assisted staff in developing an understanding of how to increase the engagement of students with complex, unmet learning needs and successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement with strategies that incorporate trauma-informed teaching, positive education, and wellbeing practices.

A selection of Year 6 students became student leaders in the Stand Up Project. The Stand-Up Project is a whole-school approach that aims to reduce discrimination, harassment, and bullying within the school community. It empowers teachers, students, and parents to work together to create a more inclusive and welcoming community. The Year 6 students were trained to run sessions for parents, teachers and Year 4 students.

Other programs and initiatives within the school to support student wellbeing are:

- Smiling minds - prevention & evidence-based mindfulness practice included in teachers' weekly planning.
- EI pulse is a student wellbeing tool used to track and support student wellbeing in real time for students in Year 3-6. 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 operate to develop student leadership, school connectedness and foster relationships.
- Students in Foundation - Year Four attended an incursion facilitated by Brainstorm Productions to inspire and empower students to be respectful, responsible, assertive and resilient, both online and offline
- Support from school based psychologist to support student social skills development.
- The School Council organised a parent information evening on Online Safety by the eSafety Commission

## Engagement

Clifton Hill Primary School actively focuses on addressing engagement through building respectful relationships with students and developing student voice and agency. We work with parents and carers to ensure student absence does not impact on student learning, with our average number of student absence days being recorded at 19.1 per student, slightly higher than the similar school average of 18.4. Our average number of absence days is lower than the state average.

In the Student Attitudes to School Survey, Year 4-6 students reported an 80% positive endorsement for Stimulated Learning which was an increase of 9% from 2023. Similar schools reported a 76% positive endorsement for this measure. Student voice and agency remained steady at 64% compared to similar schools result of 63%.

Initiatives to promote student engagement are:

- Participation in The Dream and Lead conference for our Year 6 leaders. This is a one-day, highly engaging event designed to support primary school students in discovering their leadership potential, whilst providing them with strong foundations to succeed.
- Opportunities for students in Year 3-6 to participate in our camping program. These camps offer students the opportunity to connect with their peers and teachers, building a strong sense of belonging.
- Junior School Council for students in Year 2-6. This provides students with the opportunity to make school based decisions that lead to school improvement.
- Participation in relevant curriculum incursions and excursions which are hands on and support student learning.
- Supporting student led initiatives such as implementing student led clubs.
- Providing opportunities for students to demonstrate their strengths and interests in all curriculum areas such as Maths Olympiad, Art Show, ICAS, State School's Victoria sporting events, choirs and rockbands.

## Other highlights from the school year

CHPS opened in April 1874. In 2024, CHPS proudly celebrated 150 years of education and the school hosted a number of events to celebrate this milestone: a '150' themed whole school photo, a 150th afternoon tea, tours and photo exhibition and a 150th celebration evening. These events provided an opportunity for past and present members of the CHPS community to come together and share stories of the school.

Other highlights included:

- Students from Years\ 4-6 participating in Regional and State events for swimming, cross-country and athletics.
- CHPS received sporting school funding throughout the year.

- The school continued to focus on community building and fundraising events such as the Colour Fun Day, Parent Comedy and Trivia Night and the annual Big Play Out School Fair.
- Participation in the Alliance Française Berthe Mouchette Poetry Competition.
- Participating in National Tree Day.

## Financial performance

The school finished with a net operating deficit of \$128,783 for 2024. This deficit can be attributed to:

- High staff retention rates; in 2024, 60% of teaching staff were at the highest classification level of CT2-6 or above.
- A significant reduction in locally raised funds (parent payment of voluntary contributions and fundraising). 2024 saw a reduction of \$192,255 in locally raised funds when compared to 2023.
- Increased utility and property service costs with the addition of the new Senior Campus.

The School Council's commitment to fundraising led to the school raising in excess of \$50,000 across the year and the Big Play Out raising over \$100,000. These funds support the school to maintain buildings, offer a stand-alone Science program and supported the offering of two LOTE programs. We acknowledge the role the school community plays in financially supporting our school through fundraising and voluntary contributions to ensure we can provide quality teaching and learning opportunities for all students.

The school has contract agreements with TeamKids (Out of Hours School Care Provider), German Saturday School, UJEB, Creative Music and the Merri Creek Anglican Church.

**For more detailed information regarding our school please visit our website at  
[www.cliftonhillps.vic.edu.au](http://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 699 students were enrolled at this school in 2024, 357 female and 339 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).

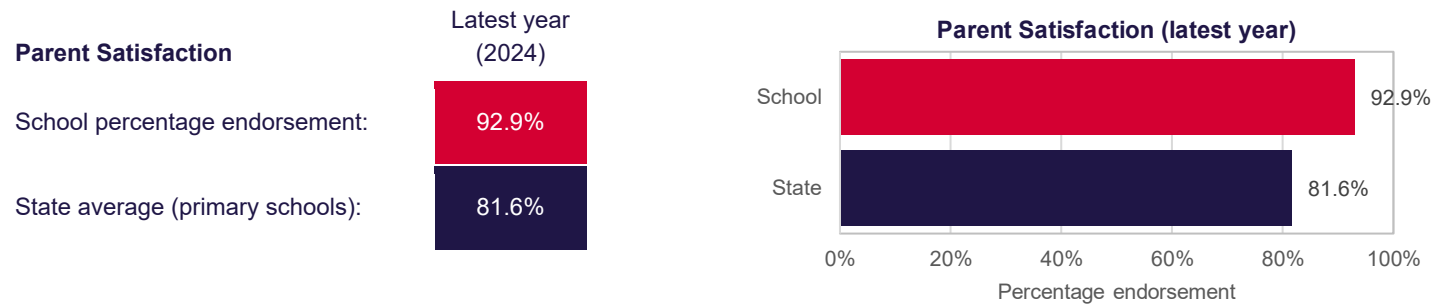
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

### Parent Satisfaction Summary

The 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.

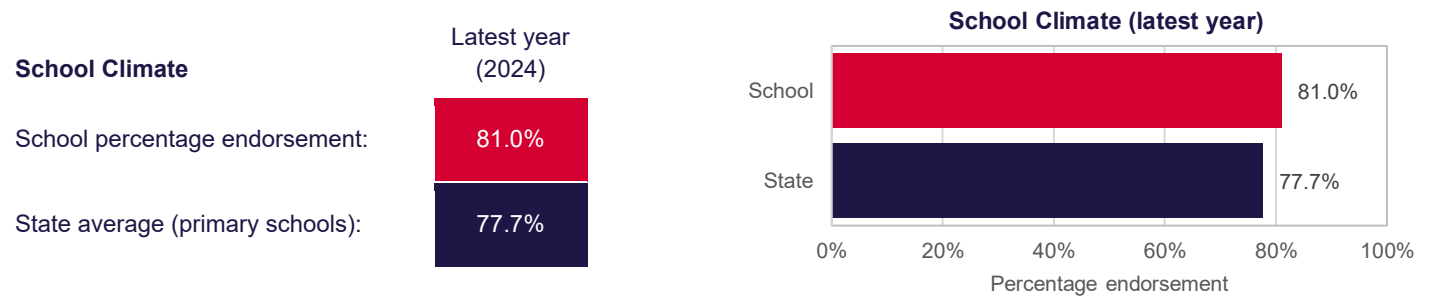


### School Staff Survey

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.



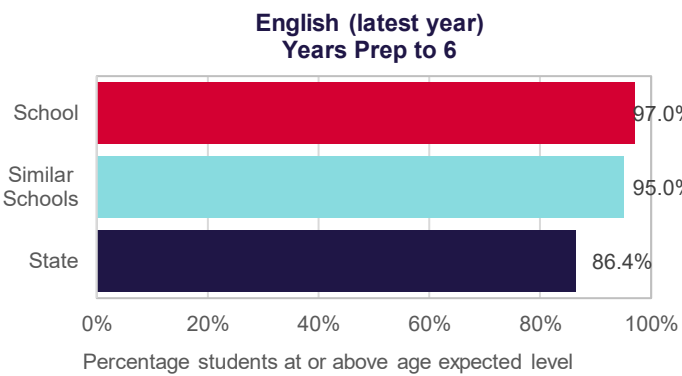
LEARNING

**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.

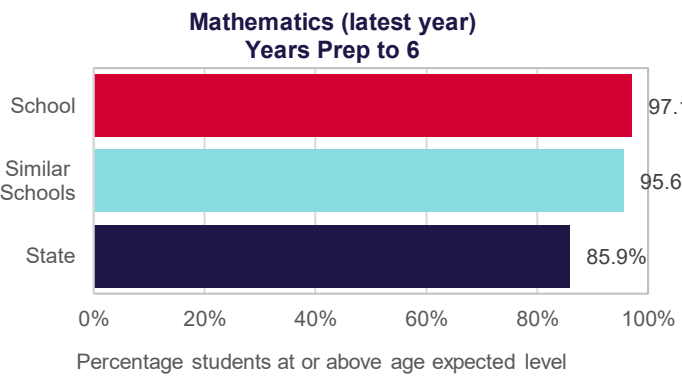
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	97.0%
Similar Schools average:	95.0%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	97.1%
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.

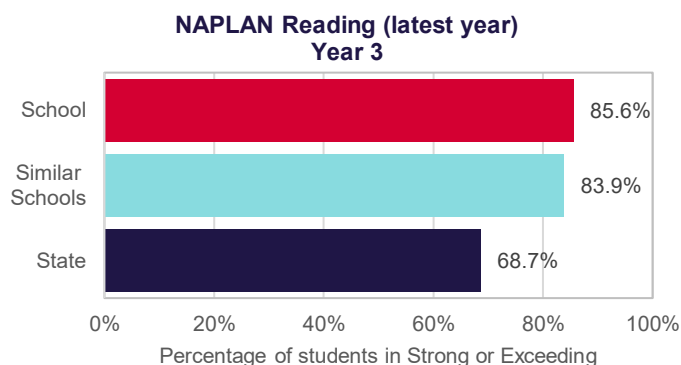
### NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

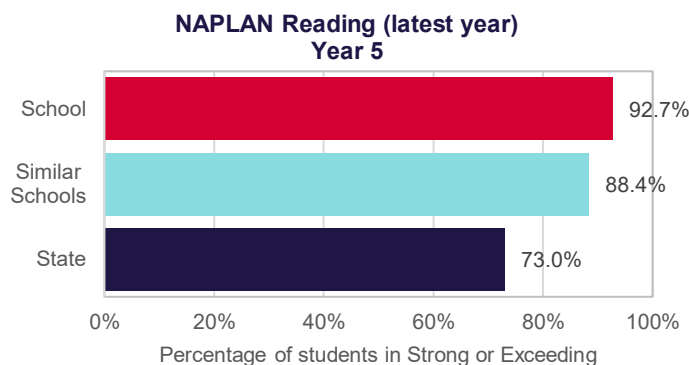
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.6%	87.6%
Similar Schools average:	83.9%	84.3%
State average:	68.7%	69.2%



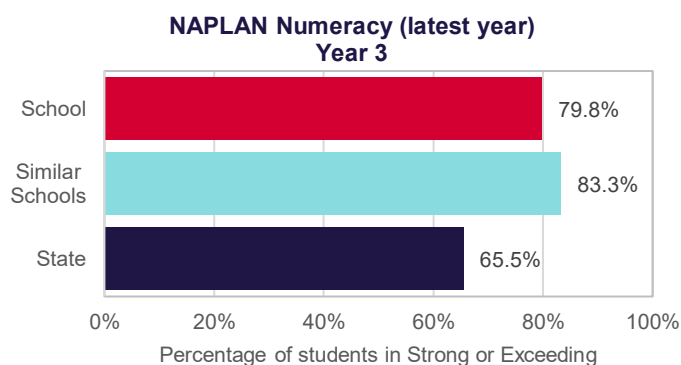
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.7%	94.8%
Similar Schools average:	88.4%	89.8%
State average:	73.0%	75.0%



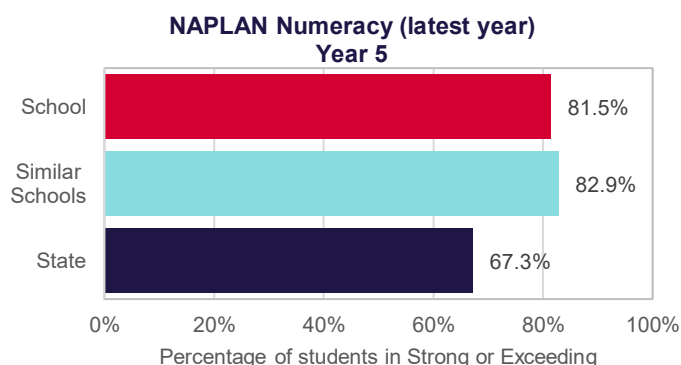
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.8%	86.4%
Similar Schools average:	83.3%	83.4%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.5%	87.1%
Similar Schools average:	82.9%	83.3%
State average:	67.3%	67.6%



## 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 2022

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

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

91.9%

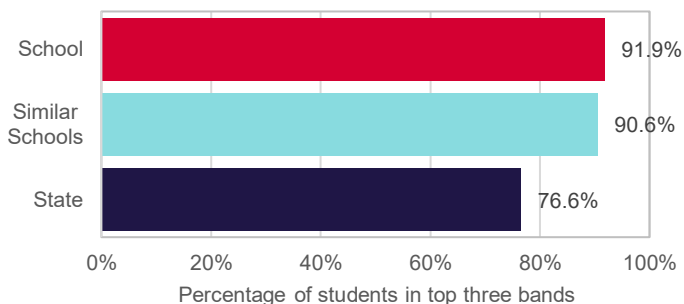
Similar Schools average:

90.6%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

86.8%

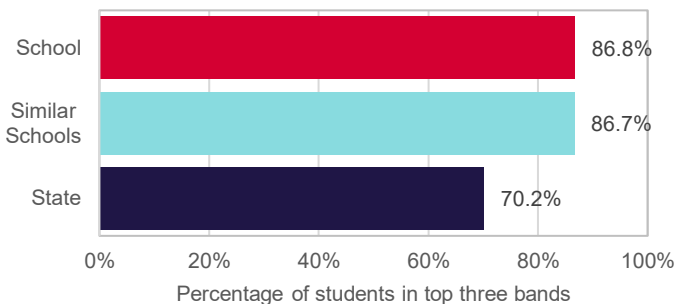
Similar Schools average:

86.7%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

84.7%

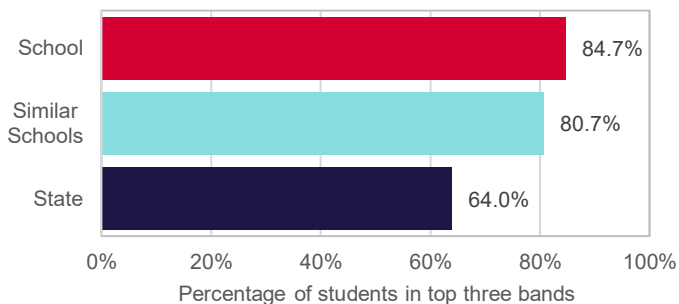
Similar Schools average:

80.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

69.7%

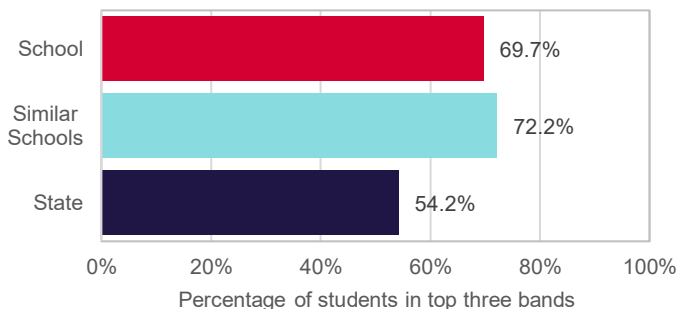
Similar Schools average:

72.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5

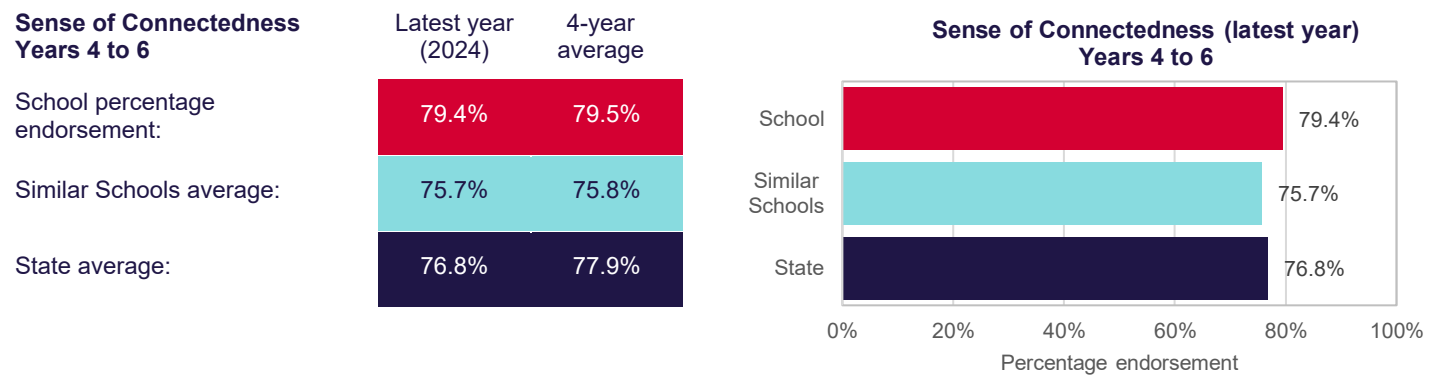


WELLBEING

**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.

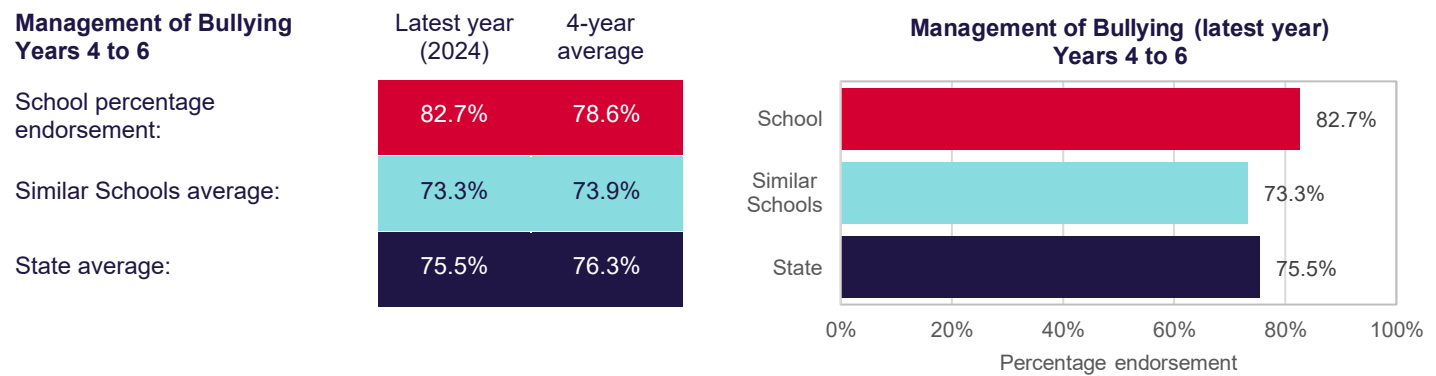
Student Attitudes to School – Sense of Connectedness

The 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).



Student Attitudes to School – Management of 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).

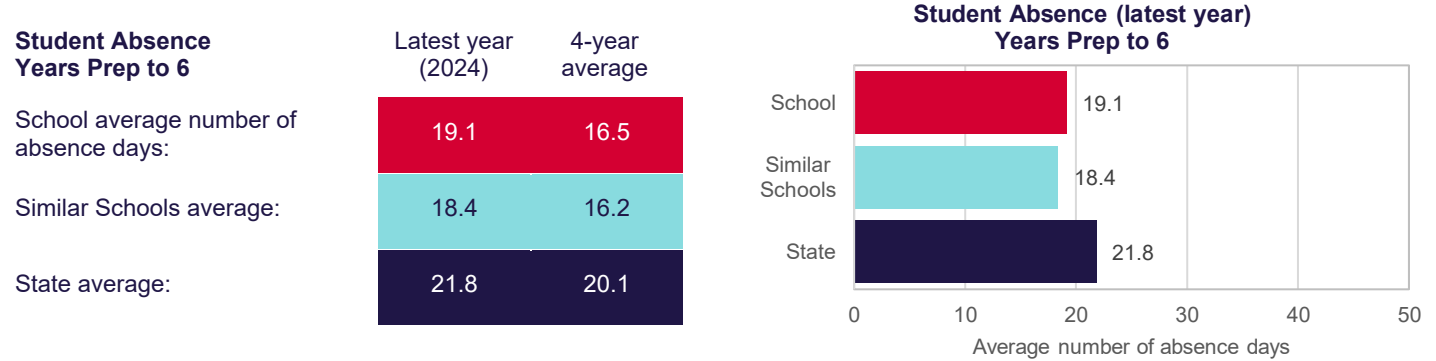


ENGAGEMENT

**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

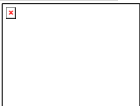
Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



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 (2024):	92%	91%	91%	91%	91%	90%	88%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$6,359,774
Government Provided DET Grants	\$395,430
Government Grants Commonwealth	\$14,381
Government Grants State	\$0
Revenue Other	\$64,419
Locally Raised Funds	\$1,370,833
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,204,838</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$14,432
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$14,432</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,452,663
Adjustments	\$0
Books & Publications	\$20,742
Camps/Excursions/Activities	\$283,556
Communication Costs	\$3,864
Consumables	\$193,014
Miscellaneous Expense <sup>3</sup>	\$16,220
Professional Development	\$48,214
Equipment/Maintenance/Hire	\$112,006
Property Services	\$315,768
Salaries & Allowances <sup>4</sup>	\$418,332
Support Services	\$178,525
Trading & Fundraising	\$227,076
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$63,642
<b>Total Operating Expenditure</b>	<b>\$8,333,621</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$128,783)</b>
<b>Asset Acquisitions</b>	<b>\$27,788</b>

- (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 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$728,480
Official Account	\$175,952
Other Accounts	\$93,225
<b>Total Funds Available</b>	<b>\$997,657</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$313,493
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,589
Funds Received in Advance	\$368,613
School Based Programs	\$84,017
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$277,201
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$149,867
Maintenance - Buildings/Grounds < 12 months	\$45,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$10,085
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,250,865</b>

*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.*