

2021 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 2021 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.

- This 2021 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

About Our School

School context

Clifton Hill Primary School is a thriving inner suburban school on a small site, with 731 students enrolled for 2021. 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 (0.0737); 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.

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. In the context of the 2020/2021 COVID-19 pandemic, Clifton Hill Primary School moved to an online learning platform. In line with government regulations, all students learned from home. The teaching team adapted their programs and delivered them via live Webex conferences, Google classroom, Google sites and See-Saw. Funded special needs students continued to be supported by Integration Aides, in an online environment. Students of essential workers who required care and our most vulnerable students were supported to learn on-site.

The staffing profile of Clifton Hill Primary School includes 52.5 full time equivalent (FTE) teaching staff, a principal, three assistant principals (3.6 FTE) and three leading teachers. Additional support is provided through the allocation of 6.3 Education Support (ES) staff, including classroom integration and office administration staff. Teachers at Clifton Hill Primary School are a mix of highly experienced teachers and enthusiastic graduate teachers.

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 school usually offers comprehensive camp and travel opportunities, including regional and overseas opportunities. Due to the COVID-19 pandemic, these camps did not occur in 2021.

Usually, 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 is outsourced to Camp Australia. Again, the operation of these programs was inconsistent in 2021, due to remote learning and social distancing requirements.

Framework for Improving Student Outcomes (FISO)

Building practice excellence

In 2021, Clifton Hill Primary School operated with a strong focus on excellence. The school values continued to be embedded into the daily life of students, teachers and leaders. The values were clearly displayed within classrooms and teachers incorporated consistent language of the school's values into their teaching. Throughout remote learning, teachers underpinned their online learning programs with the school values. Teachers took the opportunity to model and encourage kindness and inclusiveness in all online interaction. Through planning rich and engaging online

learning, critical and creative thinking were integral to the program. Professional development opportunities continued, with many teachers accessing online professional learning opportunities across all learning areas.

Curriculum Planning and Assessment

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 TLI students recommended for writing tutoring and teacher reflection of confidence differentiating, teaching and assessing writing. All staff will be offered PD, with a strong focus on teaching pedagogy through the 6+1 Writing traits, moving into Writer's notebook. Literacy coaches will work within classrooms through modeled and shared practice. A key strength of CHPS has been the continued implementation of a consistent literacy program. CHPS has continued to embed "Little Learners Love Literacy" (LLLL) a synthetic phonics reading program in Foundation and Year One. LLLL has provided a structured classroom reading program and home reading program based on current educational research. The LLLL program incorporates a detailed suite of assessments that are implemented at regular intervals in each school term. The collection of this personalised and targeted assessment has improved teachers' capacity to teach students at their point of need. The introduction of LLLL has been complemented by "SoundWaves" across Year One to Year Six. SoundWaves is a whole school spelling program that incorporates phonemic awareness, synthetic phonics, morphology and etymology as key. The SoundWaves program is supported by a twice yearly spelling assessment that is normed against a wide sample of Australian students. Within team planning meetings, each year level analyses the results and differentiated spelling groups are created. The program has scope for remedial and extension students.

Achievement

We have continued to achieve strong results across English and Mathematics as demonstrated in our teacher judgement scores and standardised testing. We continued to offer a differentiated curriculum to effectively teach students working at all levels. In English, teachers were able to conduct reading and writing assessments in the remote learning environment when necessary. The Pat-Reading adaptive assessment results indicated that 58% of students in Years 2 - 6 were working 1 year or more ahead of the expected level and 33% were working at the expected level.

"Essential Assessment" was the online assessment tool adopted by the school to ensure that student achievement was being measured in the remote learning environment. At the completion of 2021, the Pat-Maths results indicated that 46% of students were working 1 year or more ahead and 42% of students were at the expected level.

Teacher judgment scores indicated that 97% of students were at or above the expected level across all areas of English and Mathematics, which is slightly higher than results demonstrated by similar schools.

NAPLAN results show the percentage of Year 5 students with above benchmark growth is higher than for similar schools.

- In reading, 33% (similar schools 29%) of Year 5 students achieved above benchmark growth.
- In writing, 42% (similar schools 26%) of Year 5 students achieved above benchmark growth equating to 29 students.
- In numeracy, 23 % (similar schools 23%) of Year 5 students achieved above benchmark growth.

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 2020, we had to rapidly adapt our teaching practices to ensure the engagement of our students in the remote learning environment. In the construction of our online learning programs, we discussed the importance of maintaining student engagement, teacher-student and peer relationships. Classroom teachers were accessible to students through regular Webex sessions, which had learning and social foci. Integration Aides and Support staff were involved in regular 1-1 Webex meetings with students who were identified as at risk of disengagement or academic disadvantage.

Teachers attempted to embed thinking routines within their remote learning programs, however, it is acknowledged that the school's plans to implement visible thinking practices across the school were disrupted due to COVID-19.

Our initiatives to improve student voice, agency and leadership continued where possible. The Junior School Council has been restructured and School Leaders were introduced. 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. This leadership initiative will extend across the school Year 1 - 6 in 2022. 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, when on site. The Grade 6 children were able to celebrate their completion of Primary School and this was an important milestone.

Whilst the annual school fair could not take place, the school continued to build community engagement through fortnightly newsletters that showcased online learning activities. Parents received daily Compass updates from their classroom teachers to ensure that home-school communication was clear. Parents were able to email and have phone communication with teachers during home learning. Parents were also engaged to provide feedback via a parent forum to inform the PRSE document for the school review.

Wellbeing

In 2021, all staff, inclusive of support and office staff, participated in the initial Respectful Relationships (RR) training and then consolidated learning through regular professional development. All parents were invited to a Parent Forum to inform, educate and demonstrate value of the partnership between school and home. The RR program is aligned with the school's values and provides a framework to promote and model respect, positive attitudes and behaviours. A whole school approach, RR teaches our children how to build healthy relationships, resilience and confidence. Teaching staff have continued to develop their understanding of gender and a further training session was delivered by Safe Schools. Teachers have reported a high level of engagement with the RR lessons and the program has been a very valuable addition to the school's curriculum.

In 2021, the CHPS Principal class team, participated in a program funded by WorkSafe Victoria & delivered by Smiling Mind. The program works with primary school principals and assistant principals to take a system-level approach to collaboratively improve school culture and climate and enhance workplace protective factors associated with principal wellbeing and mental health. This project aims to not only support principal wellbeing, but further embed mindfulness via a whole-school approach, led from the top. Two subsequent members of the leadership team participated in Smiling Minds training - with a goal set to train more staff members in 2022 and see Smiling Mind implemented in classrooms.

Finance performance and position

The \$146,104 deficit for the year ending 2021 is significantly attributed to the impact the Covid-19 pandemic had on our school revenue and expenditure during this year.

Unspent excursion levy monies of \$97,741 carried over from 2020 resulted in a large reduction in funds received in 2021.

Fundraising activities were severely curtailed. Plans for a Trivia Night, grade level dinners for parents, outdoor movie and picnic night and a Colour Fun Run for our students were all unable to proceed. Also, after much deliberation the decision was reluctantly made that due to the ongoing uncertainty and restrictions around public gatherings and the possibility of total lockdowns it was impossible to commit to the organising our annual school Fair.

Expected revenue from the hire of school facilities was halved due to user groups unable to provide their programs due

to Covid restrictions and lockdowns.

To maximise the safety of students and staff \$60,000 was spent on providing Air Purifiers to all classrooms and other areas of the school, ie. MPR, staffroom, offices. \$26,000 of this expenditure was offset by parent contributions.

While the pandemic had an impact in certain areas of our normal school operations, the financial support of our school community through voluntary financial contributions is acknowledged and this continues to ensure we have state-of-the-art materials and equipment and quality teaching and learning opportunities.

The school has contract agreements with Theircare (Out of Hours School Care Provider); German Saturday School. UJEB and Merri Creek Anglican Church.

**For more detailed information regarding our school please visit our website at
www.cliftonhillps.vic.edu.au**