

2018 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 2018 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 26 March 2019 at 04:49 PM by Megan Smith
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 24 April 2019 at 12:30 PM by Brian Bird (School
Council President)

About Our School

School context

Clifton Hill Primary School (Clifton Hill PS) is a co-educational State school that first opened in 1874 in the inner Melbourne suburb of Clifton Hill. In 2018, 758 students were enrolled. We focus on excellence in educational outcomes for all students regardless of background and ability. Within the Clifton Hill PS community, we foster resilience through teaching and modelling the following values: Kindness and Empathy, Gratitude, Inclusiveness and Critical and Creative Thinking.

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

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

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

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

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

Framework for Improving Student Outcomes (FISO)

Building practice excellence

In 2018 the school continued to use SPA Student Tracker across Years F – 6 to track student learning in the areas of Reading and Mathematics. Leadership coordinated analysis of student data, including creating a growth analysis across Literacy and Numeracy in Years 3 – 5, from 2016-2018, in order to continue to monitor progress. Scatter plot graph analysis in Reading and Mathematics assisted the school to identify groups of students who are not making 12 months' progress and create a plan for their learning. Analysis of growth data will continue to help the school identify future directions for professional development in the school. We continued to develop our ability to develop critical and creative thinking capabilities through the principles of the Cultures of Thinking.

Curriculum Planning and Assessment

Teachers continued to explore FISO's High Impact Teaching strategies as part of their planning. Professional development and individual coaching was also provided by experienced teachers on staff. The school again employed a secondary Mathematics teacher to meet the learning needs of highly advanced students in the upper school. Action research was conducted to diagnose strengths and areas for improvement in the teaching of spelling. Professional development was provided to Foundation teachers in the area of synthetic phonics in preparation for introduction in 2019.

Achievement

NAPLAN data for years 3 and 5 in English and Mathematics indicates that the school is performing well above state level and at a similar or higher level to similar schools with alike student backgrounds and characteristics. Teacher judgements against the Victorian Curriculum continue to align with this trend.

We have continued to achieve strong results across English and Mathematics as demonstrated in our teacher judgement scores, NAPLAN results and standardised testing. NAPLAN results indicate that, on average, Year 5 students achieved more than 2 years' growth between 2016 and 2018 in Reading and Writing. Our Spelling and Mathematics results indicate lower than expected growth between 2016 and 2018. These will be target areas in our 2019 AIP.

Attitudes to School survey was conducted for years 4-6 in 2018, replacing the ACER Wellbeing Survey that we have been using for the past decade. Results show that students' sense of connectedness and attitudes to bullying fall within the similar range when compared to like schools.

Engagement

In 2018, we continued to build our understanding of the 'Cultures of Thinking' with the aim of developing highly motivated and engaged 21st-century learners, with a particular emphasis on fostering critical and creative thinking. The Cultures of Thinking staff team planned and implemented a whole-school curriculum day that focused on making thinking visible in our school. Small focus groups were established to encourage teachers to undertake professional readings and discussion. A further 7 staff members completed an online course, 'Visible Thinking', through Harvard Graduate School of Education.

In 2018 we expanded our Coaching program by training an additional 3 coaches, allowing us to facilitate greater individualised support to teachers with 1-4 years' experience and any additional identified teachers. A total of 9 staff members were coached in 2018.

Wellbeing

The staff at Clifton Hill Primary School promote high levels of student wellbeing via proactive, explicit teaching of social and emotional skills, as well as addressing issues and concerns as they arise. The main focus for the Health and Wellbeing team in 2018 was to develop a whole school scope and sequence for the introduction of the Personal and Social Capabilities curriculum. Following the review of the school's values in 2017, the Health and Wellbeing team also developed a planning document for teachers to use when embedding the school values in the curriculum throughout 2019.

The school administered the DET's Attitudes to School survey to children in Grades 4 – 6 in 2018 and this will continue to be implemented each year, in order to monitor the wellbeing of students in the school and determine future priorities.

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

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

Financial performance and position

The school finished with a small surplus of \$4 880. The school received just under \$10 000 in equity funding which is used to support students of social disadvantage. The financial support of our school community is acknowledged and continues to ensure we have state of the art materials and equipment and quality teaching

and learning opportunities. The Annual Fair raised in excess of \$100 000 which has been allocated to Multipurpose Room upgrades in 2019.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

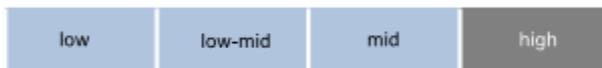
Enrolment Profile

A total of 760 students were enrolled at this school in 2018, 397 female and 363 male.

1 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p> Similar</p> <p> Similar</p> |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Achievement | Student Outcomes | School Comparison |
|--|---|---|
| <p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p> |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Achievement | Student Outcomes | School Comparison | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-------------------------|-----|-----|-----|---|
| <p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>39%</td> <td>44%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>53%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>41%</td> <td>45%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>47%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>60%</td> <td>22%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 17% | 39% | 44% | Numeracy | 25% | 53% | 22% | Writing | 14% | 41% | 45% | Spelling | 31% | 47% | 22% | Grammar and Punctuation | 18% | 60% | 22% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 17% | 39% | 44% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 25% | 53% | 22% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 14% | 41% | 45% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 31% | 47% | 22% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 18% | 60% | 22% | | | | | | | | | | | | | | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | | | |
|---|------------------|-------------------|------|------|------|------|-----|------|------|------|------|------|------|------|---|---|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1018 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 94 % | 93 % | 93 % | 92 % | 93 % | 93 % | 91 % | <p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 94 % | 93 % | 93 % | 92 % | 93 % | 93 % | 91 % | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---|
| <p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p>  | <p> Similar</p> <p> Similar</p> |
| <p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p>  | <p> Similar</p> <p> Similar</p> |

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2018 | | Financial Position as at 31 December, 2018 | |
|--|--------------------|--|------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$5,280,251 | High Yield Investment Account | \$161,415 |
| Government Provided DET Grants | \$327,303 | Official Account | \$306,789 |
| Government Grants Commonwealth | \$14,820 | Other Accounts | \$162,966 |
| Revenue Other | \$56,552 | Total Funds Available | \$631,171 |
| Locally Raised Funds | \$1,392,977 | | |
| Total Operating Revenue | \$7,071,903 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$9,743 | | |
| Equity Total | \$9,743 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$5,384,071 | Operating Reserve | \$58,592 |
| Books & Publications | \$35,472 | Other Recurrent Expenditure | \$2,096 |
| Communication Costs | \$9,041 | Provision Accounts | \$16,966 |
| Consumables | \$135,380 | Funds Received in Advance | \$202,298 |
| Miscellaneous Expense ³ | \$581,255 | School Based Programs | \$209,666 |
| Professional Development | \$44,134 | Repayable to the Department | \$104,897 |
| Property and Equipment Services | \$340,807 | Capital - Buildings/Grounds < 12 months | \$36,657 |
| Salaries & Allowances ⁴ | \$341,294 | Total Financial Commitments | \$631,171 |
| Trading & Fundraising | \$133,685 | | |
| Travel & Subsistence | \$30,868 | | |
| Utilities | \$31,016 | | |
| Total Operating Expenditure | \$7,067,023 | | |
| Net Operating Surplus/-Deficit | \$4,880 | | |
| Asset Acquisitions | \$0 | | |

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

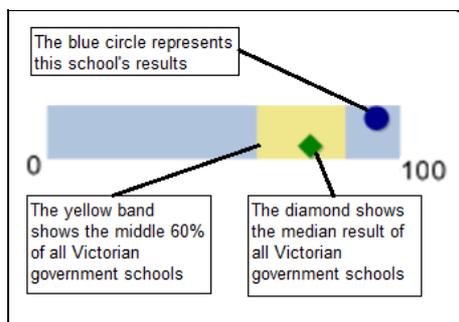
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

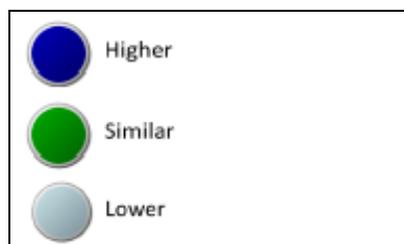


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:
<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').