

2025 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 23 April 2026 at 10:23 AM by Megan Smith (Principal)

- As executive officer of the school council, I attest that this 2025 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 23 April 2026 at 10:23 AM 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Clifton Hill Primary School is a thriving inner suburban school on a small site, with 689 students enrolled for 2025. Female enrolments consisted of 354 students and male enrolments consisted of 334 students; Aboriginal and Torres Strait enrolments accounted for a total of 1% and 2% 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 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 89.1% percent endorsement from parents on the 2025 Parent Opinion Survey for General School Satisfaction, which is 11% higher than that for similar schools.

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. Mandarin will be phased out over the next 5 years.

The staffing profile of Clifton Hill Primary School includes a principal, two assistant principals, seven leading teachers and learning specialists and 34.7 full time equivalent teaching staff. Additional support is provided through the allocation of 9.4 FTE Education Support (ES) staff, including classroom support and office administration staff and 0.6 FTE tutors. Due to high retention rates, Clifton Hill Primary School has a very experienced teaching workforce, with 83% of teaching staff in the classroom teacher 2 category. The School Staff Survey percent endorsement by staff on School Climate was 82.2% which is 5% 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, a Science Centre funded through parent fundraising and direct donation, 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 2025, 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 2025.

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 2025:

- 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 27% were working at the expected level.
- PAT-Maths adaptive assessment results indicated that 66% 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 at or over the expected yearly growth target.

Teacher judgement scores indicated that:

- 96.4% of students were at or above the age expected level across all areas of English, which is 1.5% higher than results demonstrated by similar schools.
- 96.5% of students were at or above the age expected level across all areas of Mathematics, which is 1.8% higher than results demonstrated by similar schools.

NAPLAN results show that:

- Clifton Hill Primary School had a higher percentage, in comparison to the state schools average, of students achieving Strong or Exceeding for both Year 3 Reading and Numeracy.
- Year 5 Reading and Numeracy results for students achieving Strong or Exceeding were above the state and similar schools average.
- The percentage of students achieving in the high and medium relative growth categories from Year 3 to 5 for Reading (91.7%) were well above similar schools (79%) and the state (74.7%).
- The percentage of students achieving in the high and medium relative growth categories from Year 3 to 5 for Numeracy (89.4%) were well above similar schools (75.5%) and the state (74%).

The 2025 School Performance Report indicated that Clifton Hill Primary School 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 2025, Clifton Hill Primary School began embedding Victorian Teaching and Learning Model 2.0 (VTLM 2.0) into planning and classroom practice by looking at how our instructional models align with its evidence-based elements. Department of Education resources were used to support implementation, and PLC cycles have been used to build staff understanding in explicit teaching, including clarifying learning intentions and success criteria, using explicit modelling and explanations, scaffolding learning, checking for understanding, and supporting students to apply new learning in line with VTLM 2.0.

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 2025 Student Attitude to School survey indicated that our students' Sense of Connectedness to school across years 4 to 6 was 78.3%, 3.8% above that for similar schools. For the Management of Bullying factor, students reported an 81.7% positive endorsement, compared to 73.8% in similar schools.

In 2025 staff completed 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. This work was supported by the introduction of the Positive Classroom Management Strategies, element 1 and 2, which created a consistent understanding of behavioural expectations and routines and procedures across the school.

Clifton Hill Primary School again provided the opportunity for Year 6 students become 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. At the conclusion of the project, 93% of Year 4 students reported that they were more likely to engage in upstander behaviours and 87% of Year 4 students felt the program made our school a better place.

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 - attended an incursion to explore emotions to become emotional detectives, using their senses and the power of breathing.
- Employment of school based psychologist to support student social skills development.
- The School Council organised a parent information evening on information on the changing nutritional needs of children, maintaining positive body image throughout childhood and how to navigate the complexities of feeding and eating needs of children.
- Clifton Hill Primary School acknowledged key dates such as Harmony Day, Reconciliation Day, Wear It Purple Day and RUOK Day.

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 19.0 per student, slightly higher than the similar school average of 17.8. 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 75% positive endorsement for Stimulated Learning. Similar schools reported a 74% positive endorsement for this measure. Student voice and agency increased by 3% to 67% 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, for example, fundraising for the repainting of downball court lines.
- 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

Other highlights included:

- Our Year 4-6 production, Ngulu-Nganjin: Everyone's Voice in Woiwurrung.
- Students from Years 4-6 participating in Regional and State events for swimming, cross-country and athletics.
- Clifton Hill Primary School 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 and Clean Up Australia Day.
- Establishment of the Volunteer Service Club where students identify ways to give back to the community.

Financial performance

The school finished with a net operating surplus of \$95,133 for 2025. This surplus can be attributed to:

- An increase in locally raised funds in 2025. There was an increase of almost \$200,000 in 2025 compared to 2024.
- The scheduling of major works to the main building in January 2025, therefore holding off expensed until the 2026 school year.

The School Council's commitment to fundraising led to the school raising in excess of \$60,000 across the year and the Big Play Out raising almost \$120,000. 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 had 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**

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 689 students were enrolled at this school in 2025, 354 female and 334 male. 2% had English as an additional language and 1% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	89.1%	
	Similar schools	78.1%	
	State	82.0%	

School Staff Survey

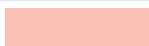
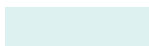
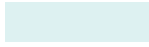
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.2%	
	Similar schools	78.4%	
	State	77.4%	

LEARNING

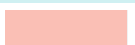
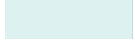
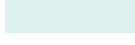
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	96.4%	
	Similar schools	94.9%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	96.5%	
	Similar schools	94.7%	
	State	84.2%	

NAPLAN

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

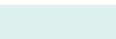
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	79.6%		84.7%
	Similar schools	84.9%		84.5%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	94.4%		94.7%
	Similar schools	90.1%		89.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	77.7%		83.2%
	Similar schools	83.0%		83.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	94.4%		89.3%
	Similar schools	84.7%		83.8%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	91.7%	
	Similar schools	79.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	89.4%	
	Similar schools	75.5%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	78.3%		79.5%
	Similar schools	74.5%		75.4%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	81.0%		79.4%
	Similar schools	73.8%		73.8%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	19.0	19.3
	Similar schools	17.8	18.2
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	92.1%	
Year 1	School	89.3%	
Year 2	School	89.8%	
Year 3	School	90.3%	
Year 4	School	91.4%	
Year 5	School	90.6%	
Year 6	School	89.1%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$6,664,685
Government Provided DET Grants	\$476,578
Government Grants Commonwealth	\$9,050
Government Grants State	\$0
Revenue Other	\$51,685
Locally Raised Funds	\$1,569,963
Capital Grants	\$0
Total Operating Revenue	\$8,771,961

Equity	Actual
Equity (Social Disadvantage)	\$21,435
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$21,435

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$6,901,309
Adjustments	\$0
Books & Publications	\$55,589
Camps/Excursions/Activities	\$341,358
Communication Costs	\$3,819
Consumables	\$165,836
Miscellaneous Expenses ²	\$32,955
Agency Staff	\$152,064
Professional Development	\$25,279
Equipment/Maintenance/Hire	\$117,726
Property Services	\$240,118
Salaries & Allowances ³	\$322,822
Support Services	\$63,612

Expenditure	Actual
Trading & Fundraising	\$195,252
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$59,090
Total Operating Expenditure	\$8,676,828
Net Operating Surplus/-Deficit	\$95,133
Asset Acquisitions	\$47,000

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$818,039
Official Account	\$8,664
Other Accounts	\$224,099
Total Funds Available	\$1,050,802

Financial Commitments	Actual
Operating Reserve	\$295,920
Other Recurrent Expenditure	\$912
Provision Accounts	\$3,182
Funds Received in Advance	\$129,171
School Based Programs	\$157,130
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$277,642
Asset/Equipment Replacement < 12 months	\$4,586
Capital - Buildings/Grounds < 12 months	\$332,890
Maintenance - Buildings/Grounds < 12 months	\$49,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$80,615
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,331,048

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.