2020 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 2020 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 06 May 2021 at 06:52 PM by Megan Smith (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 10 May 2021 at 10:41 AM by Brian Bird (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *'Victorian Curriculum'*?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Clifton Hill Primary School is a thriving inner suburban school on a small site, with 763 students enrolled for 2020. 1 percent of students have English as an additional language, and 1 percent are Aboriginal or Torres Strait Islander. Teachers at Clifton Hill Primary School are a mix of highly experienced teachers and enthusiastic graduate teachers.

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. Clifton Hill Primary School's socio-economic band value is: Low; meaning that the school has a low level of disadvantage. Most parents are tertiary educated and working in professional fields. 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 school employs 52.51 equivalent full time (EFT) teaching staff including a Principal, three 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.

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 Primary School. There are specialist classes offered in Science, Art, Music, Performing Arts, Physical Education, French and Mandarin. In the context of the 2020 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 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 2020.

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 2020, due to remote learning and social distancing requirements.

Framework for Improving Student Outcomes (FISO)

Building practice excellence
In 2020. 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. All staff attended a session on "Engaging Students in the Online Environment" delivered by Teacher Learning Network. Teachers worked collaboratively to improve their use of remote learning technology, with many teachers reporting that they enjoyed the opportunity to upskill and take these skills into their future teaching. The school continued to engage a secondary Mathematics teacher to meet the learning needs of highly advanced students in the upper school. The staff enjoyed their newly refurbished staffroom which has a focus on collaboration and interaction, with a relaxed atmosphere enhanced by the addition of indoor plants.

Curriculum Planning and Assessment
The school implemented Sound Waves, the whole school spelling program. All grade teachers were provided with professional development and implemented the program in its full capacity despite home learning. The Prep and Grade One teachers implemented their synthetic phonics program, Little Learners Love Literacy. In Mathematics, there was a strong focus on the implementation of "Essential Assessment," an assessment platform that allowed for teachers to continue to collect data remotely and differentiate their learning program. Staff gathered and analysed data, building their knowledge around appropriate test selection for accurate results. Analysis of growth data will continue to help the school identify future directions for professional development.

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. At the end of 2020, the Torch reading assessment results indicated that 74% of students in Years 2 - 6 were working 1 year or more ahead of 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 2020, the Pat-Maths results indicated that 44% of students were working 1 year or more ahead and 45% 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 data for years 3 and 5 in English and Mathematics was not collected in 2020, due to Covid-19.

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. This will become a focus for 2021.

Our initiatives to improve student voice, agency and leadership continued where possible. The Junior School Council has been restructured and School Captains were introduced. 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.

Wellbeing

Throughout remote learning, student and staff wellbeing was valued and supported. Staff were encouraged to work collaboratively with their teams and use each others' expertise to develop the remote learning program. Staff were well supported by leadership and accommodations were made for staff experiencing hardship due to COVID-19. Students who were experiencing difficulties were supported by integration staff and support teachers in an individual context. Some students attended on-site due to wellbeing concerns.

To support student wellbeing during the transition back to school, teachers prioritised collaborative learning and social relationships. The teachers and students enjoyed being back in a traditional classroom; thriving with the routine, structure and daily interaction they had missed during remote learning.

In 2020, it was planned that the school would implement the "Respectful Relationships" program. Whilst this was delayed, due to COVID-19, the leadership team conducted the school-wide Respectful Relationship Audit to identify professional learning needs of the school. In 2021, staff will engage in professional learning and the curriculum will be implemented across Prep - Year 6.

Financial performance and position

Clifton Hill Primary School finished with a surplus of $342,234 due to the COVID-19 pandemic and its impact on normal school operations. Unspent excursion levy monies totalling $97,741have been held for 2021. The introduction of remote learning vastly reduced our need to employ casual relief teachers and considerably lowered our utility payments, i.e. telephone, electricity, gas. With the students off-site and the uncertainty of the pandemic we chose to minimise some purchases, i.e. library book expenditure was down over $30,000 on the previous year. Planned building/maintenance projects were also postponed due to onsite restrictions.

In 2020 we received a $163,637 grant from the State Government for the construction of an "All Abilities Play Space." This project was completed and paid for in 2020. Other sources of funding were: equity funding of $8,400 which was used to support students of social disadvantage and $2,357 through fundraising. This fundraising amount was considerably lower than usual due to COVID-19 however 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 following contracts were in place in 2020: Camp Australia (Out of Hours School Care Provider); German Saturday School and Merri Creek Anglican Church. These contracts are for the hire of school facilities outside of school hours.

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

Performance Summary

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

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

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 763 students were enrolled at this school in 2020, 397 female and 366 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) which takes into account parents' occupations and education.
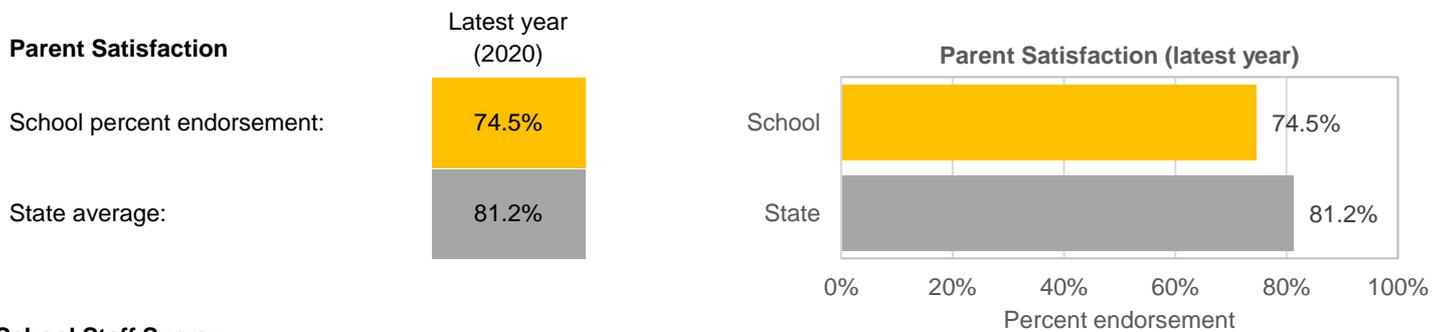
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
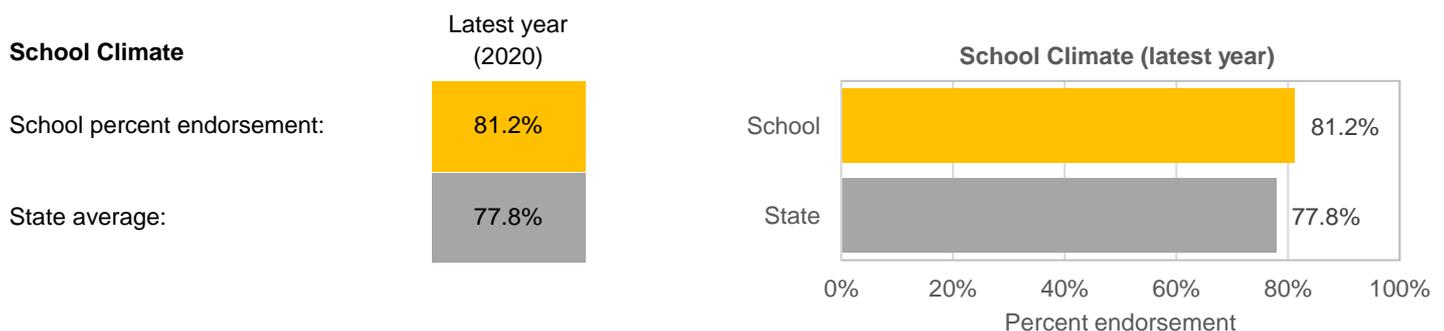
Parent Satisfaction	Latest year (2020)
School percent endorsement:	74.5%
State average:	81.2%

Parent Satisfaction (latest year)

	Percent endorsement
School	74.5%
State	81.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	81.2%
State average:	77.8%

School Climate (latest year)

	Percent endorsement
School	81.2%
State	77.8%

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	97.0%
Similar Schools average:	95.5%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	97.0%
Similar Schools	95.5%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
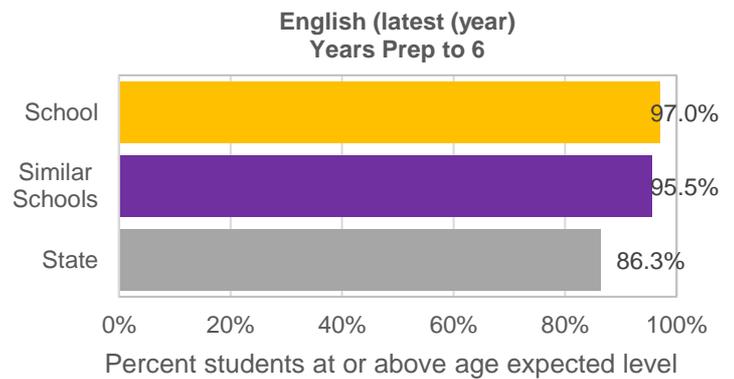
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	97.4%
Similar Schools average:	95.7%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	97.4%
Similar Schools	95.7%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
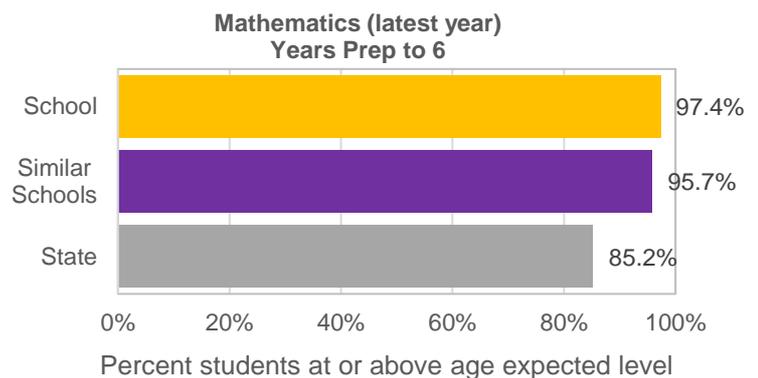
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

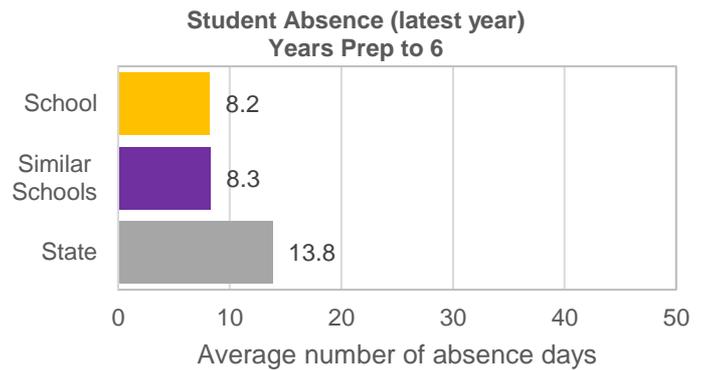NAPLAN tests were not conducted in 2020.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	8.2	13.4
Similar Schools average:	8.3	12.4
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	8.2
Similar Schools	8.3
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	95%	96%	96%	95%	96%	97%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	78.7%	79.2%
Similar Schools average:	78.9%	79.6%
State average:	79.2%	81.0%
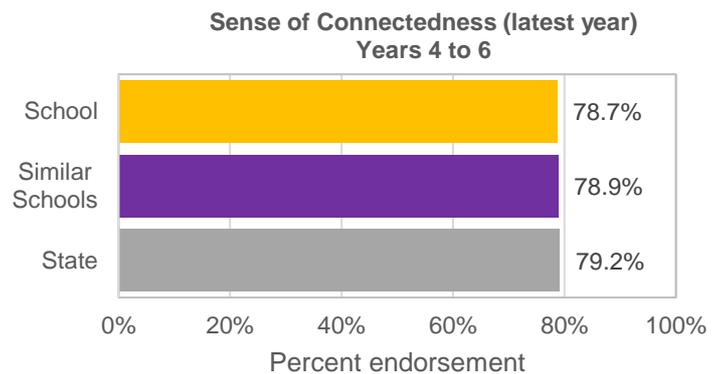
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	78.7%
Similar Schools	78.9%
State	79.2%

Percent endorsement

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	80.8%	81.4%
Similar Schools average:	76.9%	79.4%
State average:	78.0%	80.4%
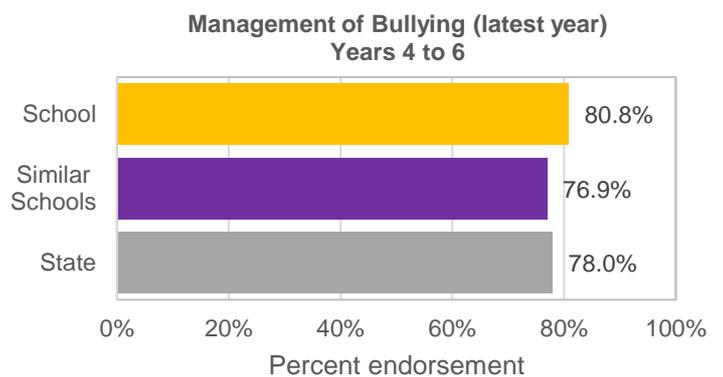
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School	80.8%
Similar Schools	76.9%
State	78.0%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$5,577,179
Government Provided DET Grants	$447,518
Government Grants Commonwealth	$3,477
Government Grants State	$163,636
Revenue Other	$17,249
Locally Raised Funds	$681,979
Capital Grants	NDA
Total Operating Revenue	**$6,891,038**

Equity [1]	Actual
Equity (Social Disadvantage)	$8,400
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$8,400**

Expenditure	Actual
Student Resource Package [2]	$5,725,875
Adjustments	NDA
Books & Publications	$12,191
Camps/Excursions/Activities	$38,100
Communication Costs	$5,862
Consumables	$118,547
Miscellaneous Expense [3]	$24,519
Professional Development	$17,373
Equipment/Maintenance/Hire	$201,594
Property Services	$79,008
Salaries & Allowances [4]	$229,365
Support Services	$40,594
Trading & Fundraising	$18,722
Motor Vehicle Expenses	NDA
Travel & Subsistence	$1,513
Utilities	$35,542
Total Operating Expenditure	**$6,548,805**
Net Operating Surplus/-Deficit	**$342,234**
Asset Acquisitions	**$324,758**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$512,078
Official Account	$150,609
Other Accounts	$94,109
Total Funds Available	**$756,796**

Financial Commitments	Actual
Operating Reserve	$128,263
Other Recurrent Expenditure	NDA
Provision Accounts	$18,953
Funds Received in Advance	$217,433
School Based Programs	$52,908
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	$152,322
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	$32,618
Maintenance - Buildings/Grounds < 12 months	$88,870
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	$65,429
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$756,796**

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.