

2016 Annual Report to the School Community

School Name: Clyde Primary School

School Number: 3664



Name of School Principal:	Fiona Pratt
Name of School Council President:	Kerri Lightowler
Date of Endorsement:	[Enter date here]

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

CLYDE PRIMARY SCHOOL

Clyde Primary School was established 1910, and is located in growing community of Clyde in the City of Casey. The school is 5 kms east of Cranbourne and 10 kms south of Berwick. The physical environment of the school has much to offer with mature trees, a large oval and adjacent farmland giving the school a rural feel. Clyde PS is growing quickly with expected numbers of approximately 360 at the beginning of 2017 with substantial growth still anticipated.

The Clyde PS motto of 'Shared Learning' is clearly visible and in action every day by staff and students. Our vision is to build a collaborative learning community that supports independence and motivates students to succeed.

We value: **Respect** **Responsibility** **Resilience**

The goal of our caring and nurturing staff is to develop an intrinsic motivation in students to want to learn, ensure they keep their curiosity and become respectful, knowledgeable, open minded and empathetic.

We have 22 teachers at 1.0 EFT and 2 part time staff: 17 classes have one home teacher, 1 class has a shared teacher program (Year 5/6), and 2 specialist programs have a part time staff member. We have a .8 Welfare teacher who is sharing a class. 3 staff are providing leadership support as Instructional Leaders- 1 x Teaching and Learning, 1 x Coaching/ modelling and wellbeing, 1 x data management/ resources.

Teachers and Education Support staff work collaboratively in Professional Learning Teams taking a collective responsibility for all students. Our school is structured into Foundation, Junior, Middle and Senior School. We have a whole school approach to our teaching and learning programs based on current research. Teaching is explicit and targeted to ensure that the learning goals of all students are met. Our teachers are constantly learning and sharing best teaching practice leading to better outcomes for our students.

The school is made up of; a BER building where our 4 Foundation classes are located; 2 new Mod 5 portable buildings and a Mod 10 building to house our 7 classes in Junior school; a Mod 5 building and class space in the main building where our Middle school is located along with our library; and a further 2 Mod 5 portable buildings where our 3 Senior school classes are located.

Specialist areas include Visual Arts, P.E, LOTE (Languages Other than English) and a newly introduced Performing Arts program. ICT is incorporated into student's learning with an excellent computer/iPad to student ratio. In Years 5 and 6 our students have the opportunity to participate in the BYOD Laptop Program.

At Clyde PS we value connections with parents and developing partnerships with the wider community. We seek and encourage this as an essential element in enabling our students to optimise their learning. To make an appointment to visit and find out more about our school, please contact the office on 59985293 for a personal tour.



Framework for Improving Student Outcomes (FISO)

In 2016, the school chose to focus on two improvement initiatives:

1. Excellence in teaching and learning – Building Practice Excellence

The development of Professional Learning Teams (PLTs) where structured, teaching focused discussions take place and staff work in constant collaboration is the major focus at Clyde Primary School. A PLT Leader collaborates with the 4 teams using data to differentiate student learning. The establishment of a data wall to identify and plan for students who are from 6 months below or above expected standards will be a focus for PLTs. Discussions in these teams will determine possible intervention or extension required for students. The school's whole school assessment schedule will be audited and redeveloped to coincide with this process.

Julie Shepherd has been employed as our Literacy consultant to support staff in the introduction of CAFÉ Reading as a whole school instructional model, this will encompass the development of anchor charts, explicit teaching of reading strategies and a consistent language throughout all levels. We will build on the VCOP Writing program. The focus for Mathematics is to develop best practice for a consistent approach in all classes.

2. Professional Leadership- Building Leadership Teams

We aim to strengthen succession planning and develop the capabilities of our leadership team to build a culture that is focused on improvement. The establishment of a new Leadership Team in 2016 with clear roles and responsibilities has laid the foundation for further mentoring and coaching. A distributive leadership model is in place with accountability measured through a clear set of protocols and procedures.

Being a reasonably small school we are partnering with Nar Nar Goon PS to join our resources for the opportunity of building leadership capacity throughout both schools. Additionally, we are participating in the PLC Pilot Project, which will support our leaders to build the internal capacity of staff in collaborative practices.

Achievement

Our 2016 performance data indicates that student learning improvements are similar or higher to state averages. Our school has employed a leading educational consultant, Julie Shepherd, to work alongside teachers and students to establish a high quality reading program for all students from Foundation to Year 6. The program is based on The CAFÉ reading program and enables students and teachers to identify specific strategies and individual goals that will improve student reading outcomes. The program is consistently taught from Foundation to Year 6, so learning is scaffolded as students' progress through their schooling years. Further focus for 2017 will be developing our whole school instructional models for other curriculum areas, such as Mathematics and Writing.

Over the past 3 years our NAPLAN results in Numeracy for our Year 5 cohorts show an upwards trend, with whole school results above the State and National mean. Likewise, our NAPLAN data shows us that our Year 3 Reading results for the past 3 years also shows an upward trend.

In 2016, the school began its journey to becoming a Professional Learning Community. Our Leadership Team was established and participated in the BASTOW PLC pilot project. The school structures were changed to allow classroom teachers to meet together in teams during allocated blocks twice a week. These professional learning team meetings ensured teachers were collaborating and improving their practice together, rather than planning and teaching in isolation. Future focus for our professional learning teams is the effective use of student data to inform teaching. Our Leadership Team will drive this in 2017.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

In terms of Student Engagement, Clyde Primary School students continue to maintain a similar standard to 'like' schools when comparing the average number of absences per year. This result has been consistent for the past few years; however, our aim is to continue to improve attendance data to match state wide figures. Attendance data for 2016 averaged 13.6 days per student. Clyde Primary School's wellbeing team continue to focus on improving attendance data through the implementation of a range of strategies and incentives. Clyde Primary School continues to use the Sentral Program to track attendance and to alert the school of any attendance issues. Attendance plans will be implemented for students with high absence rates. Clyde Primary School is working on strategies to improve Student Engagement by implementing student feedback and peer observation programs into the school. These programs will assist teachers to identify areas of improvement and allow them to set specific goals to target areas of improvement.

Wellbeing

In terms of Wellbeing, the Attitude to School Survey conducted by Year 5 & 6 students continue to show results that are above the state median in the majority of areas surveyed. When compared to 'like' schools the results were higher in 2016 in the majority of areas, a trend consistent over the past few years. Student's attitudes to Perceptions of Safety scored at 4.45, stimulated learning scored at 4.40 and connectedness to peers scored at 4.46. All these scores were higher than 'like' schools and above the state median for Victorian Government Primary Schools. A whole school transition program has been established allowing students to meet their and class for the following year, setting goals and expectations, as well as getting to know each other, reducing anxiety and ensuring a smooth start to the following year. This year Clyde Primary School implement targeted social skills lessons for groups of students who require additional support in varying areas. Student Voice will again be a priority to build student leadership and allow students to have input into a range of school programs.

For more detailed information regarding our school please visit our website at
www.clydeps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 315 students were enrolled at this school in 2016, 141 female and 174 male. There were 7% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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>● Higher</p> <p>● Higher</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>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>21%</td> <td>54%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>52%</td> <td>36%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>57%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>54%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>38%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	54%	25%	Numeracy	52%	36%	12%	Writing	26%	57%	17%	Spelling	25%	54%	21%	Grammar and Punctuation	38%	38%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>92 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>88 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	93 %	94 %	88 %	91 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	93 %	94 %	88 %	91 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

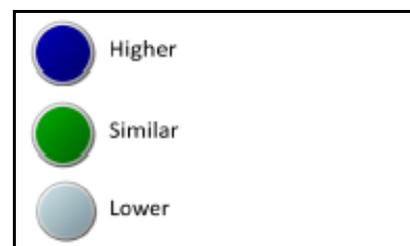
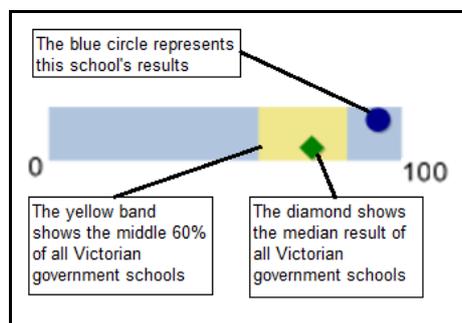
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

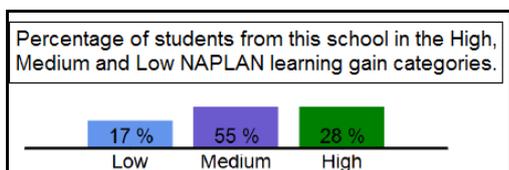
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,402,262
Government Provided DET Grants	\$458,959
Government Grants Commonwealth	\$7,847
Revenue Other	\$4,278
Locally Raised Funds	\$149,281
Total Operating Revenue	\$3,022,627

Expenditure	
Student Resource Package	\$2,199,333
Communication Costs	\$12,903
Consumables	\$68,079
Miscellaneous Expense	\$135,101
Professional Development	\$20,631
Property and Equipment Services	\$187,337
Salaries & Allowances	\$153,104
Trading & Fundraising	\$23,120
Utilities	\$27,854
Total Operating Expenditure	\$2,827,461

Net Operating Surplus/-Deficit **\$195,166**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$90,135
Official Account	\$16,232
Total Funds Available	\$106,367

Financial Commitments	
Operating Reserve	\$90,014
Asset/Equipment Replacement < 12 months	\$16,352
Total Financial Commitments	\$106,367

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

Clyde Primary School ended the year with a surplus of \$195,166. This would be attributed to an increase in student enrolments due to development in the local area therefore, leading to a significant increase of staff throughout the year. Additional Department funding of a Professional Learning Communities grant enabling funding for extra staff members to release Curriculum Leaders from classrooms to work with teams to improve teaching and learning. The continuation of a Chaplaincy grant enabling a psychologist to be employed 2 days per week to work with students at their point of need. Our Before and After School Care Program is now also running at a profit due to increase in student enrolments into the program.

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.

