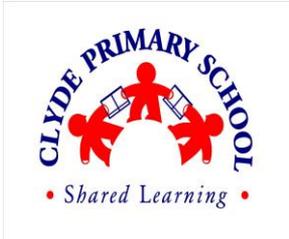


2017 Annual Report to the School Community



School Name: Clyde Primary School

School Number: 3664



- 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 Regulation 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 2017 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 30 April 2018 at 12:27 PM by Michelle Mackenlay (Assistant 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 Regulation 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 2017 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 03 May 2018 at 01:00 PM by Kerri Lightowler (School Council President)



About Our School

School Context

Clyde Primary School was established on its current site in 1910, is located in the community of Clyde, in the City of Casey. The school is 5 kilometres east of Cranbourne and 10 kilometres 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.

Students come from a wide geographic area and student intake is from many different kindergartens. Graduating Year 6 students feed a range of secondary settings including a variety of government and private secondary settings.

Clyde Primary School's student enrolment is consistently increasing each year and throughout the year. The total number of students for 2017 is in the range of 350 from Foundation to Year 6. Our enrolments are continuing to increase due to significant housing development in the area and we anticipate that this will continue in the coming years.

Clyde Primary School's current SFO (Student Family Occupation) is 0.5394 which reflects, on average, moderately low socioeconomic status. Our school is increasing in students from various ethnic backgrounds, students with a Language Background other than English (LBOTE) and students who are Aboriginal and Torres Strait Islander (ATSI).

The current Principal was appointed in June 2015. There are 2 Assistant Principals (one fulltime and one 0.8 time fraction), 26 Teachers (22 full time, 4 part time) and 9 ES staff. All teachers at Clyde PS work within a whole school PLC (Professional Learning Community) and within sub-school Professional Learning Teams (PLTs).

The 2017 class composition consists of four foundation classes, seven classes at Level 1/2, four classes at Level 3/4 and three classes at level 5/6. Specialist classes include Physical Education (PE), Art, Indonesian and Music/Performing Arts.

Clyde PS run additional programs to support students throughout their schooling. These include: School Camps, Breakfast Club, Chaplaincy Program, Foundation Transition, Whole School Transition, Student Leadership, Lunchtime Programs, Before and After School Program, Toastmasters, Life Education, Swimming Program, School Performances and Christmas Concerts.

School Values, Philosophy and Vision

Clyde Primary School is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Vision and Values:

Clyde Primary School has high expectations for all of our students and aims to provide an innovative and rich curriculum in a safe and secure learning environment.

Vision: To build a collaborative learning community that supports independence and motivates students to succeed.

Our values of **Respect**, **Responsibility** and **Resilience** provide the core for everything we do at Clyde PS. We support and encourage students to achieve their personal best both academically and socially.



Framework for Improving Student Outcomes (FISO)

The improvement initiatives of **Curriculum Planning and Assessment** and **Building Leadership Teams** were selected as the improvement priority areas for 2017.

Curriculum Planning and Assessment was selected as a new focus area based on the self-assessment of current practice which identified the need for the teaching teams to broaden their knowledge of the new Victorian Curriculum and strengthen whole-school planning and documentation. In reviewing student achievement data and reflecting on our current practice, it was determined that emphasis be placed on developing, documenting and implementing a sequential and cumulative curriculum based on the Victorian Curriculum.

Building Leadership Teams was selected as a continuing focus area to strengthen the capacity of the school leaders to lead and participate in teacher learning and development. In reviewing survey data and performance against the Building Leadership Team continuum of practice it was determined to broaden the leadership model and focus on building the capabilities of leaders to promote the implementation of the Victorian Curriculum and proven instructional strategies. Leaders would develop coaching and feedback methods to build teachers' skills and expertise, use evidence to measure impact and identify areas for improving student outcomes.

Student intellectual engagement and self-awareness was addressed as an improvement dimension to teach students a variety of metacognition strategies to help them to better engage with their own learning and increase their understanding of how to be a successful learner.

Achievement

2017 saw the implementation of the new Victorian Curriculum. Much of our professional learning has focused on the implementation of the new curriculum and deeper levels of data analysis and collection by teachers. The development of whole school documentation such as term overviews and planning templates, related to the Victorian Curriculum, were developed and implemented across the school. With an in depth knowledge of the new curriculum, teachers' planning became much more individualised to students' progress. A Professional Learning Community exists where teachers work collaboratively in Professional Learning Teams to use student-learning data to pinpoint the needs of their students and plan for future needs, by using a range of strategies for differentiation and other high impact teaching strategies.

A whole school intervention program was introduced in 2017, allowing for teachers to take small groups of similar ability students out of the classroom, to provide intensive extension or support teaching to students at their point of need. Areas of need were identified at team meetings and student progress from these sessions was closely monitored by the Professional Learning Teams. A number of students were placed on Individual Learning Plans and these were reviewed an updated regularly with teachers, students and parents.

Our adapted CAFÉ Reading approach continues from Foundation to Year 6, whilst our teachers have all been involved in Curriculum Investigation Teams, in which they researched aspects which make an evidenced-based Writing and Mathematics Instructional Model. Teams of teachers have been attending professional learning programs and participating in reviewing and trialing new strategies in preparation of presenting the new whole school instructional models in early 2018.

Our NAPLAN results show that we are similar to like schools in Reading and Numeracy in Year 3 and slightly lower than like schools in Year 5 Reading and Numeracy. In addition, our four-year averages were higher or similar to like schools.

To further enhance student learning, significant focus was placed on teacher development. An evidence-based Peer Observation Program was developed to enhance teacher practice. Teachers took part by observing a colleague's lesson, reflecting on their observations and providing feedback about their colleague's practice. Exemplar lessons were modelled by educational consultants, including Julie Shepherd and Michael Ymer, to ensure staff growth, student engagement and consistency in teaching.



Engagement

Clyde Primary School recognizes the importance of student engagement and the impact it has on attendance and student learning. Our student absence rate has remained slightly lower than most Victorian schools. Our rates include some students who took extended family holidays and some students with illnesses. The school continues to promote the importance of every child being at school everyday, through newsletters and classroom discussions, as well as setting up Attendance Pans for students who show high levels of absenteeism.

We employ a number of strategies to maintain student engagement such as digital technology, including a Bring Your Own Device program for all students in Years 5 & 6, ipads and laptop computers are also heavily used across all areas of the school.

2017 saw the launch of our Clyde TV program, where students showcase their learning in a student-run television program which is shown across the school. The show is hosted by our Year 5/6 students and presents a number of segments created from all areas of the school, parents are invited along for each screening, and this has proven to be a wonderful highlight for our students. We have recently introduced a number of Lunchtime Activities for students to engage in, including a library session, choir and mindfulness program. This will be further expanded in 2018, due to its success.

Our Professional Learning Teams allow opportunity for engaging professional conversations and research around effective curriculum delivery. A significant focus of teachers planning has been using student feedback to gauge their teaching and program delivery.

We have a large Student Leadership Team, including student-elected representatives from each class, who are provided with various opportunities to represent their peers and practice their leadership skills.

The school continues to offer a number of celebrations and events to engage both students, families and our community. We hold an annual Mother's Day Picnic and Father's Day Breakfast, a camping program for our Year 3/4 & 5/6 students, a whole school Swimming Carnival, excursions, Literacy and Numeracy Week events, an Easter Parade, Assemblies, Christmas Carols Night, are just to name a few. We run regular Parent Helper's Training sessions for families who are able to participate in activities in classrooms and this has proven to be more and more popular.

Wellbeing

A number of supports are in place at our school to ensure the wellbeing of our students. We have continued to receive funding for our Chaplaincy Program, in which a number of students participate in individual and group sessions on social skills, resilience and mindfulness. A number of our families have chosen to take advantage of our private psychologist who works with students on our school site.

Our Student Engagement and Inclusion Policy has been updated in 2017 to reflect changes to our shared commitments and our recognition of being a Child Safe School.

Our Student Wellbeing Leader is employed to focus on running the Program for Students with Disabilities, facilitating Student Support Group meetings and making and assisting families with referrals to outside agencies. We continue to run the supervised group activities for students at lunchtimes who need an alternative outside program. We have established an Outside and Classroom Shared Expectations process and record and monitor incidents using the Sentral computer-tracking program.

Our extensive Transition program ensures our new Foundation students are ready and prepared for school, with a number of sessions occurring prior to the new school year beginning. Our Parent Opinion Survey results show that our parents believe this program is highly effective. Our Student Wellbeing Leader supports the transition processes by regularly meeting with kindergartens, secondary colleges and other primary schools to support students and families newly entering or exiting our school.

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 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 | |
|--|--|
| <p>Enrolment Profile</p> <p>A total of 354 students were enrolled at this school in 2017, 165 female and 189 male.</p> <p>6 percent were EAL (English as an Additional Language) students and 1 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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>● 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>○ Lower</p> <p>● Similar</p> <p>○ Lower</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>48%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>43%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>57%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>39%</td> <td>50%</td> <td>11%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 33% | 48% | 19% | Numeracy | 39% | 43% | 18% | Writing | 29% | 57% | 14% | Spelling | 18% | 57% | 25% | Grammar and Punctuation | 39% | 50% | 11% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 33% | 48% | 19% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 39% | 43% | 18% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 29% | 57% | 14% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 18% | 57% | 25% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 39% | 50% | 11% | | | | | | | | | | | | | | | | | | | | | | | |



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 2017 attendance rate by year level:</p> <table border="1" data-bbox="555 913 1036 1010"> <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>93 %</td> <td>92 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>88 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 93 % | 92 % | 95 % | 94 % | 93 % | 94 % | 88 % | <p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 93 % | 92 % | 95 % | 94 % | 93 % | 94 % | 88 % | | | | | | | | | | |



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: 2017</p> | <p> Lower</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: 2017</p> | <p> Lower</p> |

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)

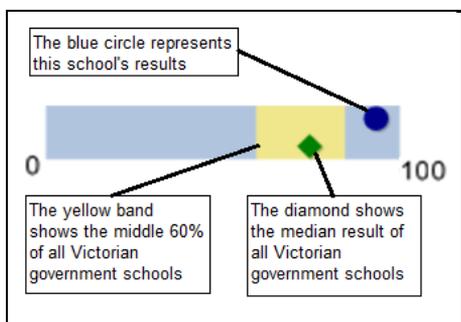
Engagement

- 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).

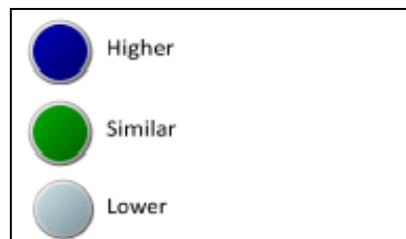


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

Clyde Primary School ended the school year with a deficit of \$36,213 attributed to less student enrolments than initially anticipated and fluctuation of 2017 enrolments, however, the deficit was reduced to \$14,922 as of 31st December 2017. We received a maintenance grant of \$52,000 for various minor works throughout the school eg. painting, replacement of windows and external boards etc. We received two grants at \$8,000 each for furniture and equipment for the two new relocatable portables. The continuation of a Chaplaincy grant enabling a psychologist to be employed 2 day per week to work with students at their point of need. Our major fundraiser for the year was the Colour Fun Run which raised \$9,900. Our Before and After School Care Program continues to run at a profit.

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2017 | | Financial Position as at 31 December, 2017 | |
|--|--------------------|--|-----------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$2,932,256 | High Yield Investment Account | \$54,286 |
| Government Provided DET Grants | \$389,054 | Official Account | \$37,151 |
| Government Grants Commonwealth | \$10,973 | Total Funds Available | \$91,437 |
| Revenue Other | \$3,797 | | |
| Locally Raised Funds | \$162,713 | | |
| Total Operating Revenue | \$3,498,793 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$102,214 | | |
| Equity Total | \$102,214 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$2,947,178 | Operating Reserve | \$82,287 |
| Books & Publications | \$455 | Asset/Equipment Replacement < 12 months | \$9,150 |
| Communication Costs | \$6,696 | Total Financial Commitments | \$91,437 |
| Consumables | \$79,490 | | |
| Miscellaneous Expense ³ | \$152,833 | | |
| Professional Development | \$23,644 | | |
| Property and Equipment Services | \$217,424 | | |
| Salaries & Allowances ⁴ | \$46,321 | | |
| Trading & Fundraising | \$24,311 | | |
| Utilities | \$36,655 | | |
| Total Operating Expenditure | \$3,535,006 | | |
| Net Operating Surplus/-Deficit | (\$36,213) | | |
| 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 05 March 2018 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.

