2018 Annual Report to The School Community

School Name: Clyde Primary School (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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 April 2019 at 08:23 PM by Michelle Mackenlay (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2019 at 10:43 AM by Kerri Lightowler (School Council President)

About Our School

School context

Clyde Primary School is located in the City of Casey in the south-eastern suburbs of Melbourne, approximately 56 kilometers from the Melbourne Central Business District. The school was founded in 1910. The school is 5 kilometers east of Cranbourne and 10 kilometers 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.

The school consists of three buildings including a Learning Centre for Foundation students, the original school structure which houses school administration, a staff room, two classes, a library and the multipurpose room. The school also has seven portable blocks, which house 12 classes and spaces for Art, Languages Other Than English (LOTE) and Music. Enrolments at the time of the review were approximately 396 students. Enrolments have increased from 255 students in 2015. The staffing profile of Clyde Primary School includes a Principal and an Assistant Principal, 27 teachers (23 full time, four part time), nine Education Support (ES) staff including three administrative staff and six integration aides.

The school's leadership structure consists of the Principal and Assistant Principals, four School Improvement Leaders (with responsibilities for student engagement, wellbeing and achievement), four Curriculum Leaders (in the areas of English, Mathematics, Wellbeing and Engagement/Digital Technologies), and five Professional Learning Team (PLT) Coordinators.

The class structure at Clyde Primary School is based on same cohort groups for each PLT. The current composition consists of four foundation classes, six classes at Level 1/2, four classes at Level 3/4 and four classes at level 5/6. Specialist classes that are provided include Physical Education (PE), Art, LOTE (Indonesian) and Music/Performing Arts.

Clyde Primary School's student enrolment is consistently increasing each year and throughout the year. The total number of students for 2018 is in the range of 397.2 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. 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.

The school provides learning programs which are based on the Victorian Curriculum frameworks.

The school provides an accredited Out of School Hours Care program. Students can access an Instrumental Music Program and additional programs offered by the school include lunchtime programs, 'Toastmasters' public speaking program and a range of performance opportunities.

Framework for Improving Student Outcomes (FISO)

1. Curriculum Planning & Assessment
The school has developed consistent planning documentation and has improved curriculum content knowledge through the Professional Learning Team (PLT) process. Teachers use Professional Planning Days each term to discuss and audit the previous term as well as developing their termly and weekly planning documents by integrating areas of the curriculum for the following term. Teachers' curriculum content knowledge has been built by using the Victorian Curriculum to inform learning discussions in PLTs and as a basis for all planning documentation. Staff have noted that the consistent planning documentation has set high expectations for all students and a shared responsibility for all staff. The data analysis has also been implemented as a formative assessment tool for all areas of the curriculum. The data analysis is created by teams for each unit of work and is based on the achievement standards and other developmental sequences outlined in First Steps and Booker et al for instance. It is used in PLTs and classrooms to outline a continuum of learning and to track student progress in a formative manner. Feedback from staff indicates that preparation of the data analysis requires teachers to have a deep understanding of the curriculum, at, above and below the achievement standard of their year level and ensures student learning is at point of need.

2. Building Leadership Teams
With a growing school, we have a focus on developing the leadership capacity of our staff to be able to lead and

drive school improvement initiatives. A focus has been on coaching and professional learning opportunities for our Leadership Team, from Principal Class Team to year level coordinators. A number of our aspiring leaders have participated in a Network Leadership program, called Inspire.

The School Review in Term 2 this year has established a clear Strategic Plan for the school to move forward with for the next four years.

Achievement

Some progress was made to achieve our Strategic Plan Goal: To improve student learning outcomes in Reading, Writing, Spelling and Numeracy from Foundation to Year 6.
The school has implemented Professional Learning Teams (PLTs) of teachers and allocated 100 minutes of meeting time for each team with an appointed PLT leader to facilitate all PLT meetings, building consistency across the school. PLTs meet to analyse student data, to understand each individual student's next level of learning, to track student progress and to share effective teaching strategies and best practice that has impacted on student learning. Another crucial component of our PLTs is professional learning for all team members. Each teacher has identified individual and specific areas for targeted professional learning that are explicitly linked to the school's AIP targets and will support teacher development. Professional Practice Days have also been implemented with each team meeting for a day at the end of each term to complete some key learning as well as developing curriculum planning documents for the following term. Based on staff feedback, the PLT process has created a culture of shared learning, and promoted rich discussions with student learning at the core. Although results in NAPLAN testing have not met all our our school targets, over the past 4 years we have had similar averages to that of all Victorian schools in Reading and Numeracy.
Our Leadership Team continued to be a visual presence in classrooms, conducting Learning Walks and attending curriculum and Professional Learning Team meetings to understand how effectively our programs are delivered. Professional development is aligned with targeted improvement initiatives identified in the Annual Implementation Plan, with a particular focus on Literacy. During 2018 our English and Mathematics Teams investigated and developed our whole school instructional models and outlined non-negotiable teaching practices. Staff have been working collaboratively to implement this consistent teaching model across the school. Intervention programs were introduced for students who were not achieving expected levels. The plan for 2019 is to continue a strong focus on Reading, Writing and Mathematics within the school.

Engagement

It is pleasing to see that our student attendance data this year and for the past 2 years has shown similar results in comparison to other schools. Our staff rigorously monitor student absences as well as encouraging and acknowledging regular attendance and punctuality. We provide an Absence Learning Plan for each student going on holiday during the school term.
The school is committed to providing an engaging student centered learning environment through the use of digital technologies. An increase in student access to technologies, supported by a strong focus on high quality learning across the school has resulted in a more consistent approach by teams as they plan engaging and challenging activities to improve student learning outcomes. Our Year 5/6 students have continued to participate in their Bring Your Own Device (BYOD) program, and across the school students are able to access iPads, laptops and coding devices. This year saw the introduction of Clyde TV, an internal, student centered recorded film that is shown regularly across the school. Clyde TV highlights student work and is developed by a number of students across the school.
Our students have a range of opportunities to demonstrate leadership, such as School Leaders, Student Agency and House Captains, and broadening and strengthening this program will continue as a focus of the school in future years.

Wellbeing

Our Foundation Transition program begins in August for our students and includes 9 sessions at a variety of learning times. We endeavor to place staff in these sessions who will be teaching in the area the following year. Information sessions for new parents are held twice during the year, once in Term 2 and again in November. Our Transition program for Foundation ends with a BBQ for parents and students. Feedback provided by parents is extremely positive citing reduced anxiety from their children and excitement to start school. Students across our school are involved in 3 structured Transitions sessions culminating in them spending a final whole day with their new classmates and teacher. Opportunities for parents to meet the new teacher are also provided. Welcome letters are sent to our students across the school by their new teacher over the Christmas holidays.

As a growing school, we have students starting with us throughout the year. Provision is made to welcome these students into our school through prior meetings/ tours of the school, meeting the teacher prior to starting, contacting the previous school and completing assessment and evaluation to ascertain levels of learning.

A decision in 2018 to participate in the Department of Education's Positive School Wide Behaviours Program will see us focusing on this in 2019, to support current programs within the school.

Financial performance and position

Clyde Primary ended the year with the Annual Reconciliation indicating a surplus of $46,471, the 2017 deficit of $14,922 has been repaid. The school received grants from Sporting Schools ($7700) to run specific sporting programs, such as hockey, tennis and gymnastics (T1 2019). The Sporting Schools Grants are a Commonwealth initiative used to support the teaching and learning of physical education, by providing students with workshops, activities and sporting equipment. The Chaplaincy grant continued, allowing the employment of a social worker 1 day per week, to work with students on an as need basis. Our Out of Hours School Care program continues to run at a profit and our annual Colour Run was once again a success, raising $9,096 that will contribute towards new play equipment. The school made significant purchases of Musical equipment (keyboards, ukuleles, guitars etc) and Technology Equipment (IPad sets, Dash robots, WeDo Kits and laptops).

For more detailed information regarding our school please visit our website at
https://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

Enrolment Profile

A total of 396 students were enrolled at this school in 2018, 183 female and 213 male.

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

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

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

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

School Staff Survey

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

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

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬▬▬● 100 Results: Mathematics 0 ▬▬▬▬▬▬▬● 100	🟢 Similar 🟢 Similar

Performance Summary

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

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 39 % (Low) 42 % (Medium) 18 % (High) **Numeracy** 62 % (Low) 33 % (Medium) 5 % (High) **Writing** 44 % (Low) 46 % (Medium) 10 % (High) **Spelling** 38 % (Low) 38 % (Medium) 23 % (High) **Grammar and Punctuation** 41 % (Low) 44 % (Medium) 15 % (High)	NAPLAN Learning Gain does not require a School Comparison.

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2018 attendance rate by year level:	Results: 2018 0 ———————— 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ———————— 50 Few absences <------> Many absences	● Similar ● Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	92 %	92 %	93 %	92 %	93 %	93 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 Results: 2017 - 2018 (2-year average)	Lower Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 Results: 2017 - 2018 (2-year average)	Similar Lower

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	

Revenue	Actual	Funds Available	Actual
Student Resource Package	$3,106,879	High Yield Investment Account	$52,419
Government Provided DET Grants	$400,898	Official Account	$9,437
Government Grants Commonwealth	$13,628	**Total Funds Available**	**$61,856**
Revenue Other	$2,851		
Locally Raised Funds	$163,556		
Total Operating Revenue	**$3,687,813**		

Equity[1]	
Equity (Social Disadvantage)	$139,883
Equity Total	**$139,883**

Expenditure		Financial Commitments	
Student Resource Package[2]	$3,034,032	Operating Reserve	$61,856
Books & Publications	$953	Other Recurrent Expenditure	$8,499
Communication Costs	$5,628	Funds Received in Advance	$6,043
Consumables	$98,904	Capital - Buildings/Grounds < 12 months	$5,450
Miscellaneous Expense[3]	$277,726	Maintenance - Buildings/Grounds < 12 months	$21,350
Professional Development	$16,171	Asset/Equipment Replacement > 12 months	$8,440
Property and Equipment Services	$135,423	**Total Financial Commitments**	**$111,638**
Salaries & Allowances[4]	$12,981		
Trading & Fundraising	$20,110		
Utilities	$39,712		

Total Operating Expenditure	**$3,641,641**
Net Operating Surplus/-Deficit	**$46,171**
Asset Acquisitions	**$16,800**

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

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

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

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

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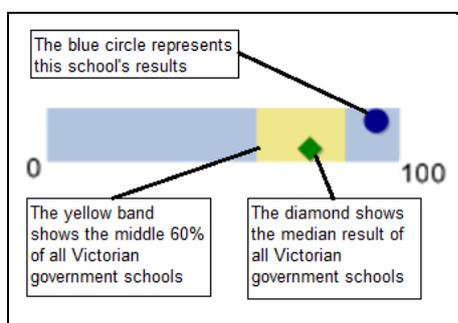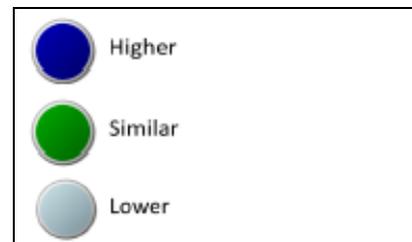

What does *School Comparison* refer to?

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

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

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

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

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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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