

2019 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 2019 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 28 April 2020 at 11:02 AM by Michelle Mackenlay (Principal)

The 2019 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 30 July 2020 at 01:51 PM by Kerri Lightowler (School Council President)

About Our School

School context

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. Clyde Primary School has high expectations for all our students and aims to provide innovative and rich curriculum in a safe and secure learning environment. We support and encourage students to achieve their personal best both academically and socially.

Our vision is 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.

Clyde Primary School, established on its current site in 1910, is located in the small 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.

Clyde Primary School is growing quickly with the school's enrolment in 2019 reaching 467, with continued substantial growth expected over the next few years. The school's SFOE is 0.467. The staffing profile is made up of 1 principal, 1 assistant principal, 1 leading teacher, 2 learning specialists, classroom teachers (26.2 EFT) and education support staff (9 EFT). Teachers and Education Support staff work collaboratively in Professional Learning Teams, planning for students collectively, based on their individual needs. Teaching is explicit and targeted to ensure the learning goals of all students are met. The focus for all staff is on continued learning to improve knowledge and skill, content rigor and relevance and student engagement, knowing that this in turns improves learning outcomes for our students.

We have an engaging and well resourced Specialist Program from Foundation to Year 6, with all students having a Physical Education, Visual Art, Music, STEM (Science, Technology, Engineering and Mathematics) and Auslan (Australian Sign Language/LOTE) lesson per week.

In 2019, we introduced a new targeted Intervention program across the school. This is showing to be a successful initiative to improve learning growth for all students below, at and above the expected levels of Literacy and Numeracy. We also introduced our School Wide Positive Behaviours Program, to further improve the social, emotional, behavioural and academic outcomes for our students.

We have an onsite Before and After School Care program, run by Camp Australia in our school gym.

The Clyde PS motto of 'Shared Learning' is clearly visible and actioned every day. 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, empathetic, global citizens who are able to problem solve and use technologies.

Framework for Improving Student Outcomes (FISO)

In 2019, the school's Annual Implementation Plan focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Building Leadership Teams.

This included:

- Developing a collective understanding of the High Impact Teaching Strategies (HITS).
- Developing teacher knowledge and capacity to select and integrate HITS into the school's Literacy and

Numeracy practices and pedagogical models.

- Building school leaders' capabilities to implement, monitor and refine improvement initiatives to improve student learning outcomes in Literacy and Numeracy.

To support the implementation of these KIS, a Leading Teacher and 2 x Learning Specialists were appointed to develop the school's pedagogical model and provide professional development for teachers. Positive gains in the School Staff Survey showed clear evidence of their impact, with additional evidence gathered through peer observation and as part of 2019 AIP monitoring. This showed positive changes in teacher practice and student learning outcomes.

We have successfully re-structured our Leadership Team structure, where a major focus has been to build leadership capacity, including distributed leadership, to achieve school improvement. This is evident in the provision of evidence-based high quality professional learning based around the High Impact Teaching Strategies.

Achievement

In 2019, the school continued work on its strategic plan goal of improving learning growth for all students in Literacy and Numeracy.

The school has met its 12-month NAPLAN targets in seven of the nine identified areas, making strong increase in student learning growth between Years 3 and 5, as well as increasing the percentage of Year 3 students in the top two bands for NAPLAN Reading from 43% to 56.3%, and in Writing from 33% to 50%.

Our Professional Learning Teams began using the Data Driven Model where the PLT Coordinator guides teachers in data discussions about analysing where our students are, successes, identifying misconceptions and then identifying specific High Impact Teaching Strategies to implement.

Additionally, the DET Teaching Partners Initiative supported teachers to build their capabilities with a focus on Literacy and the High Impact Teaching Strategies, through observation, coaching and feedback to teachers.

An intervention program was introduced for students in our middle primary school years, which included providing feedback to students on their current progress and what they could do to increase growth as well as staff discussions and analysis of NAPLAN cohort results and their impact on their lesson planning.

Professional learning for teachers focused heavily on our 2019 AIP goals of building teachers' capabilities in High Impact Teaching Strategies. All teaching staff completed Action Learning on a specific self-identified focus at their point of need. These foci became evident in teacher practice, as demonstrated in observations, PDP discussions and Learning Walks.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Plans.

Engagement

Clyde Primary School students are engaged and connected to their school and we are proud of the programs which support students in building Respect, Responsibility and their Learning.

The Attitudes to School Survey indicates a rise in attitude to student voice and agency from 50% in 2017 to 68% in 2019. A team of teachers were established to raise awareness of what student voice and agency are and its importance in improving student outcomes. This work began by auditing our practice using the FISO continua of practice and beginning to develop a plan for increasing teacher knowledge of student voice and agency and link the

opportunities for this to occur within curriculum planning. Our Professional Learning Teams allow opportunity for engaging conversations and research around effective curriculum delivery and best practice in quality teaching and learning. Our Lunchtimes Activities programs are extensive thanks to the staff, and at any lunch time there are many opportunities offered to provide greater engagement, eg: lego club, mindfulness, Library, ipads, gardening etc. These also relieve the pressure on the playground whilst also providing rich engagement and connection. Student Leadership opportunities are thriving and students are always keen to represent their school and/or area of interest. Whilst traditional school leadership positions are available for our Year 6 students, our Student Agency Team is comprised of student-elected representatives from Foundation level to Year 6. Similar/lower rates of student absence were recorded in 2019, compared to State and our Network schools. Our Wellbeing Leader continues to monitor attendance and actively enacts improvement strategies in this area. Student Absence Plans have been developed for students who are taking extended family holidays, so that teachers and parents can communicate and plan for student learning during the absence. Between 2018 and 2019 the unexplained absences per student rate only changed slightly from 2.9 days per student to 2.86.

Wellbeing

At Clyde Primary School, we have a strong focus on wellbeing across the school. If students are not feeling safe, learning can often be difficult. Our Wellbeing Team work closely with school staff to ensure we are delivering a consistent approach across the school. In 2019, the school began implementation of the School Wide Positive Behaviour Support (SWPBS) framework. The framework will allow us to identify and successfully implement evidence-based whole-school practices to enhance the learning for our students. Our Wellbeing Team have created an action plan for leading this implementation with collaboration by the whole staff as well as input from parents, students and the community. Our school has created a clearly defined set of expected behaviours that students should enact and is establishing procedures for teaching and practising expected behaviours.

We have continued to receive funding from The National School Chaplaincy Program (NSCP) to engage a chaplain for approximately 2 days per week to support the emotional wellbeing of our students and provide pastoral care and strategies that support the emotional wellbeing of the school community.

Parent satisfaction, according to the Parent Opinion Survey, indicated an upwards trend from 2018 at 79% endorsement to 82% in 2019. To build parental involvement we ran a Parent Helpers Training Course available to all families as well as publishing regular features in our school newsletter to enhance parental understanding of how to assist their children at home.

Financial performance and position

Clyde Primary maintained a sound financial position throughout 2019 and ended the year with the Annual Reconciliation indicating a surplus of \$86,463. The surplus occurred through various grants, fundraising activities and donations. The school received additional funding for maintenance programs and grants from Sporting Schools to run specific sporting programs, such as swimming across all year levels. We also received a grant to furnish the new relocatable that we received at the end of 2019. The Chaplaincy grant of (\$20,000) continued, allowing the employment of a chaplain 1 day per week, to work with students on an as need basis. The Out of Hours School Care program continues to run at a profit. Bunnings donated their time and products to complete a new landscaped area at the front of our school and we have also run two BBQ fundraisers at the new Clyde North Store raising a total of \$3,762, which contributed towards Ipads for teaching staff for the implementation of Seesaw. The 2019 Colour Run raised \$7,438 which will be put towards new play equipment. The school also receives a small amount of Equity Funding which has contributed towards Leadership coaching throughout the school.

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 467 students were enrolled at this school in 2019, 228 female and 239 male.

20 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.



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).

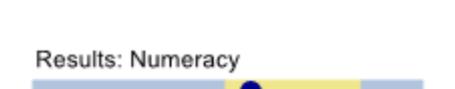
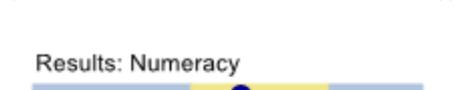
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Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar 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>Below </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>Above </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>35%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>55%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>47%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>41%</td> <td>35%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>59%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	35%	26%	Numeracy	30%	55%	15%	Writing	24%	47%	29%	Spelling	41%	35%	24%	Grammar and Punctuation	24%	59%	18%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	92 %	92 %	92 %	92 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	92 %	92 %	92 %	92 %	91 %										

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Below ●</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>Below ●</p>

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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,780,742	High Yield Investment Account	\$56,805
Government Provided DET Grants	\$486,090	Official Account	\$11,946
Government Grants Commonwealth	\$337	Total Funds Available	\$68,752
Government Grants State	\$4,800		
Revenue Other	\$7,373		
Locally Raised Funds	\$217,734		
Total Operating Revenue	\$4,497,077		
Equity¹			
Equity (Social Disadvantage)	\$171,907		
Equity Total	\$171,907		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,694,283	Operating Reserve	\$68,752
Books & Publications	\$305	Other Recurrent Expenditure	\$4,542
Communication Costs	\$5,100	Funds Received in Advance	\$10,570
Consumables	\$117,007	Total Financial Commitments	\$83,864
Miscellaneous Expense ³	\$349,832		
Professional Development	\$9,542		
Property and Equipment Services	\$147,611		
Salaries & Allowances ⁴	\$25,251		
Trading & Fundraising	\$24,564		
Utilities	\$31,755		
Total Operating Expenditure	\$4,405,251		
Net Operating Surplus/-Deficit	\$91,827		
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 26 February 2020 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').