2020 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.*

Attested on 27 April 2021 at 10:44 AM by Michelle Mackenlay (Principal)

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

Attested on 07 May 2021 at 11:08 AM by Jeewat Kaur Singh (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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

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

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

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

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

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

What is the *'Victorian Curriculum'*?

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

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

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

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

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

About Our School

School context

Clyde Primary School, established on its current site in 1910, is located in the community of Clyde in the City of Casey, one of Melbourne's fastest growing areas. 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.

The school consists of 3 buildings including a BER learning center for 4 Foundation classes and a library, the original school structure which houses administration, the staffroom, 4 classes and the multipurpose room, which is used for PE and by Camp Australia for Out of School Hours Care program. We have 9 portable blocks, which house 16 classes and dedicated Art, STEM and Music spaces.

The staffing profile consists of 1 Principal, 1 x Assistant Principal, 1 Leading teacher, 2 Learning Specialists, 32 Teachers (26 full time, 6 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).

Our leadership structure consists of our Principal, Assistant Principal and our School Improvement Leaders. We have Curriculum Leaders in the areas of English, Mathematics, Wellbeing and Digital Technologies. We also have PLT Leaders who lead our PLT teams in the different areas of the school.

Clyde Primary School's student enrolment is consistently increasing each year and throughout the year. The total number of students for 2020 was in the range of 530 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 schools including a variety of government and private secondary settings.

Curriculum planning commences in our PLT meetings. In PLT meetings staff use data analysis created from the curriculum and other research base to ensure that they are planning for each student's individual needs. They use PLTs to plan for extension, intervention and to identify effective teaching strategies. Staff attend a Professional Learning Session on Monday afternoons.

Clyde PS run additional programs to support students throughout their schooling. These include: Mind Up Curriculum and Circle Time, School Camps, Chaplaincy Program, Foundation Transition, Whole School Transition, Student Agency, Lunchtime Programs, Before and After School Program, Toastmasters, Life Education, Swimming Program, School Performances, Instrumental Music Program and Christmas Concerts.

Framework for Improving Student Outcomes (FISO)

In 2020, the school focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams.

This included:

- a tiered intervention model
- a remote teaching and learning program
- professional learning on assessment

To support implementation of these KIS, our Learning Specialists and leading teachers have held a major focus on providing rich learning opportunities to other staff by delivering high quality professional learning based around assessment. Even during remote and flexible learning, students received individual intervention programs. Teachers were also able to learn with colleagues about assessment practices and this led to the design of the whole school

assessment practices.

Achievement

In 2020, the school continued work on its strategic plan goal of improving learning growth for all students in Literacy and Numeracy. However due to the impact of Covid-19 and the need for remote and online learning the work undertaken needed to be adapted in order to ensure learning growth for all students.

During periods of remote teaching and learning students were able to access the curriculum utilising some digital platforms already in use by the school and the introduction of new platforms. Students were able to be given access to the curriculum through online lessons provided by class teachers, assigned levelled tasks, interactive focus groups, individual sessions via WebEx or phone and by paper copies of assigned work.

During remote learning staff were able to continue to work in Professional Learning Teams and continued their professional development with a particular focus on Assessment 'of' and 'for' learning. This was undertaken utilising a 'teach the teacher' method and increased teacher knowledge and capacity to use data to identify point of need for all students.
In addition to this, Professional Learning Sessions were adapted to ensure that teaching staff were able to develop their capacity to teach students remotely.

Student Reading growth continued to be a priority with the further development of a school reading tracker and reading protocols enabling teachers to assess student growth and pinpoint individual need using a range of resources. This included the introduction of Probe which enabled teaching staff to analyse student comprehension with greater accuracy.
By the end of the year Curriculum Teams had audited the current assessment schedule and this led to the development of a new schedule to be utilised in 2021. During remote and onsite learning teachers also used the Gradual Release of Responsibility Model to support student understanding and access to the curriculum.

Additionally, the introduction of a Tiered Intervention Model at the beginning of the year led to staff developing standardised assessment and cut off points to identify students working below expected levels. This data was analysed in PLTs and then led to Intervention being provided at cohort level to individual and groups of students. Intervention was also provided to students during Remote Learning and enabled some students who found learning remotely challenging to make significant progress.

Engagement

At the commencement of COVID, the Wellbeing team devised a monitoring tool for all staff to use to gauge engagement levels of all students throughout remote learning. This flow chart was devised for staff to follow and entailed supports that they could use for different situations. Student engagement differed for all students and families throughout COVID. Staff focused on connecting with families on a regular basis via a phone call or Webex to improve engagement. In term 3, regular Webex sessions occurred with all students, either as a whole class or in small groups. This increased engagement with students and strengthened the connection with families as they were able to connect with their teacher during this time. Other strategies to support families varied but consisted of regular contact from the wellbeing team to discuss strategies to support both parents and students, sometimes discussing external support services for families. Information was provided to parents regarding how a day could be structured with small brain breaks and larger breaks between each session. Paper packs were delivered to families and school's iPad's were leant to families to ensure they could access online platforms. Staff realised that additional time was required for some of our EAL (English as Additonal Language) families to ensure they were able to access the curriculum and working with/contacting these families on a regular basis was the key to their engagement. Many of our students on the Program for Students with a Disability (PSD) students engaged on a regular basis with their Educational Support worker multiple times per week and they worked either one-on-one or in small groups via Webex to ensure they engaged in their learning.
To support student engagement during transitioning back to onsite learning staff ensured that student wellbeing was of importance. A focus on core curriculum was essential but staff found that students required frequent breaks and

needed to re-connect again with others in the classroom. Re-building a classroom community was important with a focus on connecting students to the school. Staff also re-introduced SWPBS to students and students continued to receive positive affirmations for the engagement in learning. Flexibility was also the key when students came back to school and being able to understand what students required eg: more frequent breaks, support from Chaplain or wellbeing team.

Wellbeing

From the commencement of remote learning, staff identified students who were deemed 'at risk' and placed them onto the DET 'At Risk' template. The wellbeing team made regular contact with these families throughout remote learning to identify whether these families required additional supports or a varied curriculum for their children. All communication with families were placed onto a spreadsheet so staff could track the support being provided and identify further supports if required. Some of our identified families participated in our onsite program also. Throughout remote learning, staff identified other students and families requiring support and they were also placed into our spreadsheet and support commenced for them.

Staff identified the needs of some of our families and supported them in many different ways. These included providing food packs to families, delivering paper packs to support families who were struggling with online learning, providing families with dongles and iPads for families that did not have access to this technology, modifying tasks or the structure of the day to suit particular families

Our Chaplain continued to interact with families and students remotely. She contacted families regularly by phone and also participated in Webex sessions with students to continue to support their individual needs.

Wellbeing staff participated in many professional learning sessions and were able to disseminate this information to both staff and families via the website, newsletters, onsite platforms or through individual contact with families. External support through Student Support Service Officers (SSSO) and our wellbeing networks were helpful in identifying other supports that could be used for families within our community. Our school community participated in 'Are you Okay Day' for the first time throughout remote learning to ensure families understood the significance of the day and where to seek support eg: Kids Helpline.

School Wide Positive Behaviour programs and Respectful Relationships continued to be a focus for the wellbeing team throughout remote learning. Staff were able to give out our SWPBS tokens online and to students who were participating in onsite learning and staff continued to use the language of SWPBS via Webex sessions.

Financial performance and position

Clyde Primary School maintained a sound financial position throughout 2020 and ended the year with a surplus of $117,712 after our contribution of $34,998 towards the Tutor Learning Program. This surplus was heavily influenced by the 2019 surplus of $86,463 being carried forward. Our enrolments have continued to increase, however slightly because of the new school opening in the area.
2020 was certainly a different year with covid-19 impacting on the operations of our school, Long Service Leave was cancelled due to travel restrictions and utility costs were down because of reduced numbers at school. Sporting grants were still received but were less and for equipment rather than activities. The Out of Hours School Care program and canteen continued to run at a minimal profit. 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, this program is also topped up by the school. The equity funding the school received was allocated to an intervention program, resources and upgrading of literacy and numeracy resources in line with the school's Annual Implementation plan.

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

Performance Summary

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

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 507 students were enrolled at this school in 2020, 249 female and 258 male.

24 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
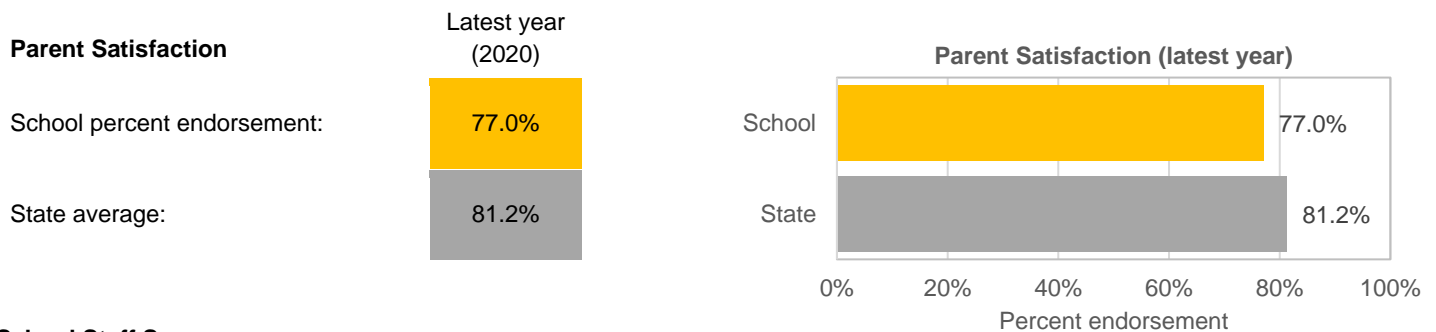
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
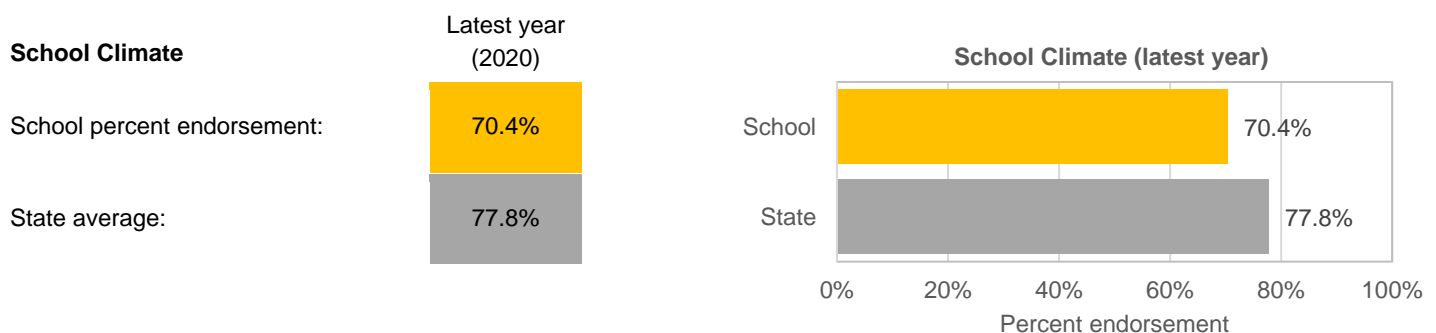
Parent Satisfaction	Latest year (2020)
School percent endorsement:	77.0%
State average:	81.2%

Parent Satisfaction (latest year)

School	77.0%
State	81.2%

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	Latest year (2020)
School percent endorsement:	70.4%
State average:	77.8%

School Climate (latest year)

School	70.4%
State	77.8%

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English
Years Prep to 6

Latest year (2020)

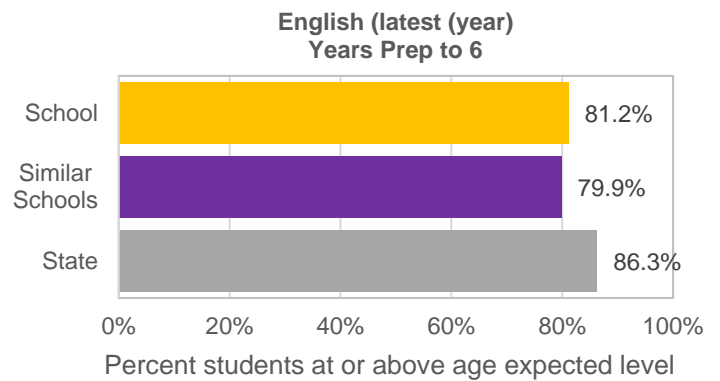School percent of students at or above age expected standards: 81.2%

Similar Schools average: 79.9%

State average: 86.3%

**English (latest (year)
Years Prep to 6**

School 81.2%

Similar Schools 79.9%

State 86.3%

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

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards: 71.5%

Similar Schools average: 78.8%

State average: 85.2%

**Mathematics (latest year)
Years Prep to 6**

School 71.5%

Similar Schools 78.8%

State 85.2%

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

Percent students at or above age expected level
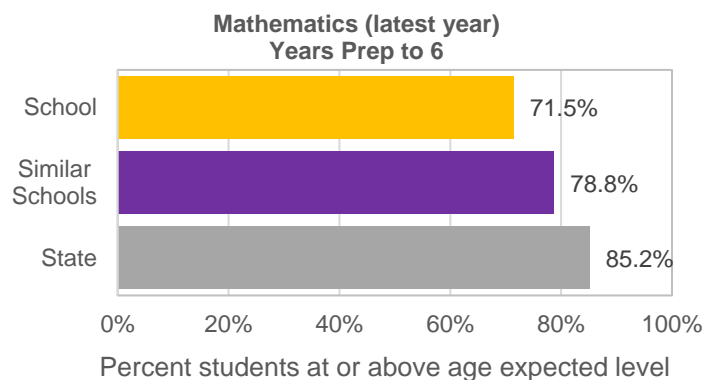
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).
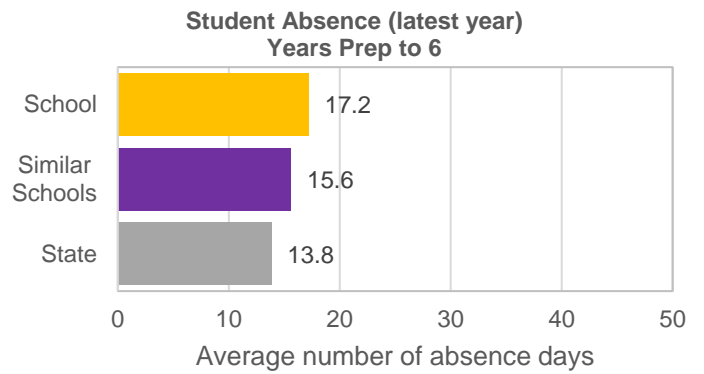
NAPLAN tests were not conducted in 2020.

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	17.2	15.7
Similar Schools average:	15.6	16.6
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	17.2
Similar Schools	15.6
State	13.8

Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	89%	92%	92%	89%	92%	93%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

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

| **Sense of Connectedness Years 4 to 6**	Latest year (2020)	4-year average
School percent endorsement:	NDA	67.5%
Similar Schools average:	77.8%	78.5%
State average:	79.2%	81.0%
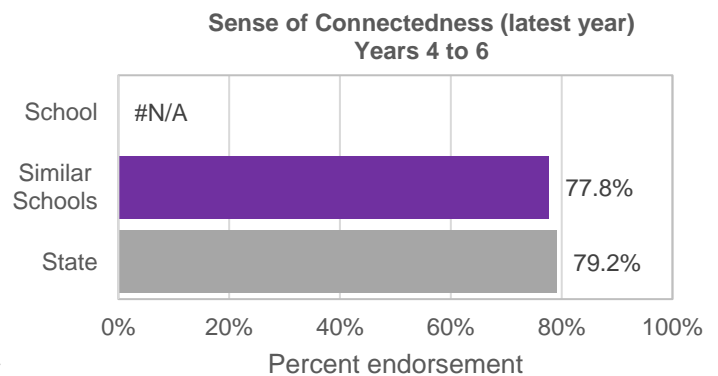
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	#N/A
Similar Schools	77.8%
State	79.2%

0%   20%   40%   60%   80%   100%
Percent endorsement

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	71.3%
Similar Schools average:	76.0%	77.6%
State average:	78.0%	80.4%
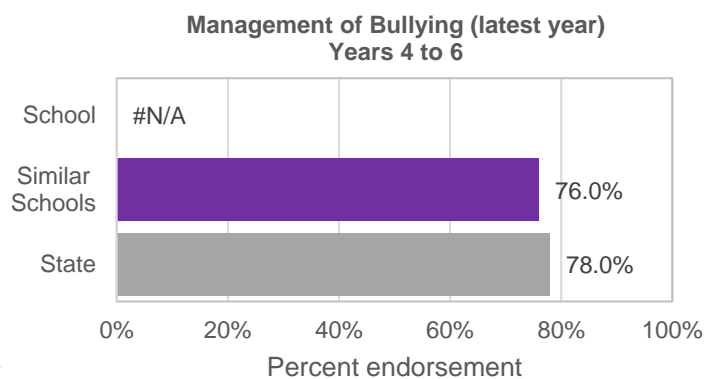
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School	#N/A
Similar Schools	76.0%
State	78.0%

0%   20%   40%   60%   80%   100%
Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$4,402,350
Government Provided DET Grants	$561,645
Government Grants Commonwealth	NDA
Government Grants State	$4,850
Revenue Other	$8,408
Locally Raised Funds	$138,821
Capital Grants	NDA
Total Operating Revenue	**$5,116,073**

Equity [1]	Actual
Equity (Social Disadvantage)	$243,002
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$243,002**

Expenditure	Actual
Student Resource Package [2]	$4,302,719
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	$12,342
Communication Costs	$4,648
Consumables	$119,304
Miscellaneous Expense [3]	$14,893
Professional Development	$4,368
Equipment/Maintenance/Hire	$104,702
Property Services	$39,523
Salaries & Allowances [4]	NDA
Support Services	$105,742
Trading & Fundraising	$7,816
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$28,518
Total Operating Expenditure	**$4,744,577**
Net Operating Surplus/-Deficit	**$371,497**
Asset Acquisitions	**$15,000**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$306,330
Official Account	$26,374
Other Accounts	NDA
Total Funds Available	**$332,704**

Financial Commitments	Actual
Operating Reserve	$68,689
Other Recurrent Expenditure	$10,731
Provision Accounts	NDA
Funds Received in Advance	$31,296
School Based Programs	$31,311
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$44,074
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	$120,000
Maintenance - Buildings/Grounds > 12 months	$26,603
Total Financial Commitments	**$332,704**

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.