

# 2017 Annual Report to the School Community

School Name: Clayton South Primary School

School Number: 4384





## About Our School

### School Context

Clayton South Primary has been providing an excellent education for our community since 1929. Situated on 3 acres our school provides a wonderful atmosphere and space for our students to develop their academic and creative talents. Our school is well resourced and there are computers in each classroom in the form of PC, netbooks, notebooks, tablets and iPads. A challenging comprehensive curriculum is provided which is based on the Victorian Curriculum.

Clayton South Primary achieves high academic standards and a strong emphasis is placed on Literacy and Numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language (Spanish), and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives. The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

The workforce composition is one Principal class staff member, ten full time or equivalent teaching staff members and seven education support staff.

Clayton South Primary School proudly develops strong learning relationships with students, teachers and parents in our welcoming, multicultural community. We have an open, approachable atmosphere where everyone feels valued and welcome. We take pride in our students for their resilience and their responsible and independent attitudes to learning.

The school is an active participant in district sport competitions as well as providing opportunities for students to participate in swimming, PMP, kitchen garden, chicken coop, choir, drama, sporting activities, Art club, Homework club and breakfast club.

A pre-school to Prep year transition program 'Step into Prep' is conducted for children eligible to attend school the following year and we have close relationships with our local kindergartens and Secondary Colleges which enhance transition activities.

### Framework for Improving Student Outcomes (FISO)

The improvement initiatives Clayton South Primary School chose to focus on in 2017 were:

#### **Excellence in teaching and learning through building practice excellence and evaluating impact on learning**

The actions that were used were:

- Master the use of evidence-based strategies through professional learning, meeting time and feedback. This included modelling and sharing of the most effective practice
- Working in teams across year levels and subject areas to develop comprehensive whole school teaching and learning programs based on the Victorian Curriculum.
- Expanding personalised learning to assist students with setting relevant and challenging learning goals.
- School Leadership Team to met regularly and drive student improvement agenda.

The staff have worked hard as a cohesive unit with a collective focus on student improvement. There is a high level of professional development and the promotion of professional autonomy in the context of participation in



the school improvement and teaching and learning teams and consultancy support for key initiatives.

The staff have a good understanding of the purpose and aims of the school. Students have a clear understanding of what they know, what they do not know and what they need to learn next. – All students have individual goals that are visible in the classroom. Teachers use evidence based professional learning programs that support high performance and increase data literacy and understanding of how to measure impact of teaching programs and effective professional learning programs.

## Achievement

Our aim is a student advancement plan with every staff member taking responsibility for every student, understanding the data sets around each student, acknowledging and supporting each and every student with high expectations for our students and ourselves.

Our 2017 student achievements are a reflection of the commitment to learning by our school community and hard work of our staff.

Teacher Assessments from the Victorian Curriculum Percentage of students in Years Prep to 6 with a grade of at level or above in English and Mathematics was **above like schools**.

Examples of some excellent results for Semester 2 were:

**Reading and Viewing- 47% of students working above level**

**Speaking and Listening – 29% of students working above level**

**Writing -26% of students working above level**

**Measurement and Geometry 26% of students working above level**

**Number and Algebra 34% of students working above level**

**Statistics and Probability 22% of students working above level**

**PE 12 students 25% of students working above level**

**Art 6 students 24% of students working above level**

NAPLAN Year 3 -The percentage of students in the top 3 bands of testing in Reading and Numeracy on a scale from Bands 1 – 6 was **lower than like schools. The four-year average was similar to like schools.**

NAPLAN Year 5- The percentage of students in the top 3 bands of testing in Reading and Numeracy on a scale from Bands 3 - 8. **Similar to like schools for 2017 and on a four-year average.** The percentage of students in the top 3 bands of testing Numeracy was **higher than like schools in both 2017 and for the four year average.**

NAPLAN Learning Gain Year 3 - Year 5 is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorized as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'. Clayton South Primary School students achieved commendable leaning gain in 2016.

**Reading 42% of students deemed to have high growth**

**Numeracy 50% of students deemed to have high growth**

**Writing 58% of students deemed to have high growth and 73% medium growth**

**Spelling 17% of students deemed to have high growth**

**Grammar and Punctuation 8% of students deemed to have high growth**

*No students scored a low growth learning gain in numeracy for the second year in a row.*



## Engagement

Formal feedback from parents, staff and students support the fact Clayton South is a great school, where school staff view the success of all students as their shared responsibility.

- 86% of parents were satisfied with the school overall
- 91% of staff were positive about school climate
- 98% of students felt connected to school

At the beginning of each year staff set up programs that enable students and teachers to get to know each other and build positive relationships. Every level revisits expectations to ensure there is a common understanding of the schools rules and what responsibilities the students and families have to help build a culture of caring for each other. All behavioural instances are followed up, where practical, and we have a zero tolerance towards bullying and harassment.

The CSPS Student Engagement and Wellbeing Policy is reviewed and updated each year and this document outlines expected behaviours for students, staff and parents of our school. This document includes information on cyber safety.

Clayton South Primary provided a range of extracurricular activities, which were available for children to choose. There was our gardening, sustainability, choir, craft, lunchtime library and various sporting options. The Junior School Council and student Leadership opportunities give the 5/6 students the prospect to develop their leadership skills while working with the school and wider community. Programs such as School Captains, Vice Captains, Environmental Rangers, I Sea I Care Ambassadors enable the students to develop their voice and foster confidence and problem solving abilities.

CSPS's attendance rate was similar in comparison to other schools in 2017 and on a four-year average. The importance of attendance is regularly stressed to students, parents and the wider community. Student absences are monitored, followed up and included in student written reports with an attendance report sent home to families each semester. Students who have a lower than 80% attendance

## Wellbeing

Clayton South Primary is a school that caters well for student welfare and wellbeing. Our small student/teacher ratios, whole school approach and the committed staff facilitate this work. Throughout 2017, we continued to have strong ties to our local community and support services and have made use of these resources.

Our DET Student Support Services Psychologist and Speech Pathologist regularly visit CSPS to provide support for students and families as well as assistance for teaching staff and integration assistants. This includes the formal assessments of students and helping to develop individual programs to support students with special needs. Outside agencies are utilized such as Assessments Australia, On Psych and Scope to help us closely understand the needs of our students and how best to cater for them. Noble Park English Language Centre provides assessment and outreach support for newly arrived English as Additional Language students. Our Program for Students with Disabilities is a credit to the school and our capable, caring Education Support Officers provide significant support to students and their families.

Practical guidance and resources are used to support staff and students to respond to and prevent bullying and promote cyber-safety and wellbeing. We are an accredited Cyber Smart School.

Staff work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.

As a community, we respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.

For more detailed information regarding our school please visit our website at  
<http://claytonsouthps.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><b>Enrolment Profile</b></p> <p>A total of 113 students were enrolled at this school in 2017, 57 female and 56 male.</p> <p>67 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</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><b>NAPLAN Year 3</b></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><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>NAPLAN Year 5</b></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><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>25%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>-</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>25%</td> <td>58%</td> </tr> <tr> <td>Spelling</td> <td>8%</td> <td>75%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>67%</td> <td>8%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	25%	42%	Numeracy	-	50%	50%	Writing	17%	25%	58%	Spelling	8%	75%	17%	Grammar and Punctuation	25%	67%	8%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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="553 913 1036 1003"> <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>92 %</td> <td>88 %</td> <td>90 %</td> <td>89 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	88 %	90 %	89 %	94 %	93 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	88 %	90 %	89 %	94 %	93 %	92 %										



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Students Attitudes to School - Management of Bullying</b></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>	

# 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)

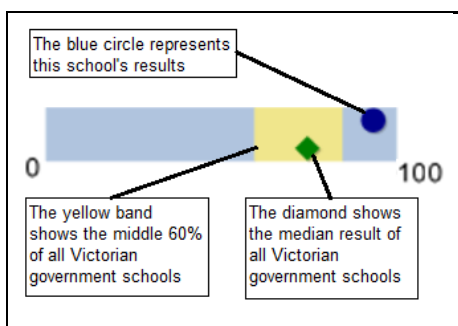
### Engagement

- 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).

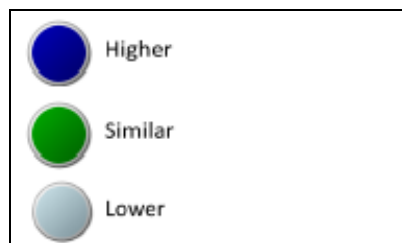


## What does *School Comparison* refer to?

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

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,230,835	High Yield Investment Account	\$61,947
Government Provided DET Grants	\$265,263	Official Account	\$11,964
Government Grants Commonwealth	\$19,969	Other Accounts	\$65,214
Revenue Other	\$15,100	<b>Total Funds Available</b>	<b>\$139,125</b>
Locally Raised Funds	\$53,806		
<b>Total Operating Revenue</b>	<b>\$1,584,972</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$59,761		
<b>Equity Total</b>	<b>\$59,761</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,160,754	Operating Reserve	\$48,767
Books & Publications	\$2,601	Asset/Equipment Replacement < 12 months	\$4,437
Communication Costs	\$1,771	Maintenance - Buildings/Grounds incl SMS<12 months	\$23,842
Consumables	\$23,606	Revenue Receipted in Advance	\$1,679
Miscellaneous Expense <sup>3</sup>	\$59,765	School Based Programs	\$41,087
Professional Development	\$6,466	<b>Total Financial Commitments</b>	<b>\$119,811</b>
Property and Equipment Services	\$202,558		
Salaries & Allowances <sup>4</sup>	\$57,893		
Trading & Fundraising	\$3,847		
Utilities	\$11,991		
<b>Total Operating Expenditure</b>	<b>\$1,531,251</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$53,721</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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.*



Clayton South Primary School maintained a sound financial position in 2017. The school's expenditure was closely aligned to the school's goal and priorities. Significant money was spent to replenish books and resources in English and Mathematics and the PE program was supported by the School Sporting Grant. Fundraising monies were spent on, supporting our transition program and supplementing key learning areas and projects such as Science and ICT. Two new interactive whiteboards and projectors were purchased and our ICT infrastructure was updated.

A planned maintenance grant was spent on replacing two window banks in the senior classrooms, drinking taps and troughs being updated and 14 student toilets replaced.

Budgets and financial reports were monitored by School Council, the school's Finance Committee and the Business Manager, reviewing and adjusting on a regular basis.

Revenue received through the SRP term grants was supplemented by 87% of families paying an essential items charge.

The school had five international fee paying students which enriched the improvement student programs and the upkeep of the school buildings and surrounds.

Student enrolments have stabilized and we were able to budget appropriately for our seven student classes.

The school staffing budget continued to be in credit which will be rolled over into 2018 budget. This smaller buffer

is required to be held here as staff are on leave and our enrolment continues to have some mobility.

