

2024 Annual Report to the School Community

School Name: Clayton South Primary School (4384)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 13 March 2025 at 09:11 AM by Craig Pauwels (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 21 March 2025 at 08:14 AM by Craig Pauwels (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

'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.

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 disabilities 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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Clayton South Primary School's vision is to provide a happy, caring and stimulating environment. We work in a diverse community and do so with a sense of commitment. Children are encouraged as individuals to achieve their best, so they can make positive contributions to the community.

Clayton South Primary School's values are:

- Community—feel valued, safe and supported in an environment that celebrates diversity.
- Acceptance—recognise and value the different cultures that exist in our community.
- Respect—friendly interactions between teachers, students and the community.
- Excellence—value learning and achieve to their full potential. Self-confidence—motivated students with a positive attitude.

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, chromebooks, tablets and iPads. A

challenging comprehensive curriculum is provided which is based on the Victorian Curriculum.

Clayton South Primary School has high academic standards, and a strong emphasis is placed on Literacy and Numeracy. Specialist teachers provide instruction in Physical Education, Language (Spanish), Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Education camps and excursion initiatives. The school has developed a structured approach to curriculum planning based on the principles of the Science of Learning 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 is analysed regularly by teachers in their curriculum planning, which 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, 7 full time or equivalent teaching staff members, 9 education support staff and 2 allied health 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, kitchen garden, sporting activities, Art 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 enhances the student transition process.

Progress towards strategic goals, student outcomes and student engagement

Learning

Clayton South Primary School continued to place a strong emphasis on improving individual student achievement. Over the past years, intensive professional learning has occurred for staff in the Science of Learning and delivery of our Literacy and Numeracy programs. During 2024, we continued to refine this work with our staff. This included further professional development and reviewing and refining our current processes. Work continued in the design and implementation of a whole school Maths focus, beginning with consistent Daily Reviews occurring in all classes. Clayton South Primary School has demonstrated consistent results with Teacher Judgements. Teachers have continued to use individual student data to monitor student achievement in comparison to their grade targets to inform their progress, groupings and teaching for students. To achieve these goals for our students, teachers at CSPS are committed to meet on a weekly basis as a Professional Learning Community (PLC) to assess and analyse student performance data, and to plan for precise and personalised teaching in the classroom. Work with our Assistant Principal and Learning Specialist allowed strengthened and targeted work with our teachers in further up-skilling them in their program deliveries. This work focused on a whole staff approach to establishing the essential learnings and scope and sequences at all levels in reading, writing and maths, consistent planning documents and modelling with clear targets for moving forward.

A second meeting night was dedicated to professional learning for staff and time to complete additional tasks. Here our 2024 focusses included: Noval Studies, Ochre Daily Reviews, Zones of Regulation, Writing Moderation, Report Writing, Parent Teacher Interviews, Little Learners Love Literacy, and the development of high quality and consistent Individual Education Plans (IEP's). Intensive intervention is made possible, with the tutoring position (TLI) and an EAL specialist both working with identified and 5 targeted children each term work in a 1-1 accelerated learning environment. We also employ Educational Support staff to work across all of our classes to further assist individuals and small groups to achieve their maximum level learning outcomes.

Wellbeing

The greatest wellbeing outcome for CSPS was the appointment of an Assistant Principal, with a wellbeing focus for the year. They met regularly with our Student Support Services (SSS) Key Contact, coordinated our allied health services, individual student and family needs and the Disability Inclusion Program. We successfully received funding for an additional four students, with further applications submitted awaiting meeting dates. In 2024, we continued the appointment of a Speech Therapist and Psychologist, both for one day per week. They provided strategies, support and professional development for teachers and teacher aides to best support the social, emotional and educational needs of our students. They also conducted individual assessments where required and ran small group intervention sessions for identified students. Termly Student Support Group (SSG) meetings were held for all funded students, Aboriginal and Torres Strait Islander

students and all students with Individual Education Plans (IEPs). These were coordinated by our Assistant Principal and held in conjunction with classroom teachers, teacher aides, allied health specialists, individual external providers and the principal where required. Teachers continued to work on developing positive relationships with their students in order to ensure their positive wellbeing. Staff meetings had time dedicated to discussing the wellbeing and strategies employed for individual students. Educational Support Staff were employed to work with funded and targeted students with specific needs. This was done one on one, in small groups and supporting them within the whole class environment.

A Student Representative Council (SRC) made up of students in grades 1-6 was established to speak on behalf of the student body on all matters relating to curriculum and wellbeing.

Throughout the year, the SRC has organised and planned multiple events to support student wellbeing. These ranged from fundraising events (weekly icy-poles in Terms 1 and 4, a hot chip lunch day and different dress up day events), along with a games club, occurring during lunch times.

The Prep Transition Program commenced early in Term Four to ensure new Prep families are connected with the school early and firmly. All new Prep families were connected with the school through Sentral. Step into Prep was run in Term 3, this program platformed into our Term 4 transition sessions. Whole School Transition: We have Transition Programs for all students entering and moving through the school, with a focus on minimising the anxiety related to the transition process by providing relevant information, positive experiences and familiarity with our environment.

Engagement

Our students are encouraged to identify their passions and develop the opportunity for others to work with them. An area of

development in classes is creating stronger ownership and understanding of students own learning, thus resulting in improved

engagement and investment from the students. This has been occurring through Learning Intentions and Success Criteria for

students to understand what they are learning and why, individual goal setting and a continued focus on clear and precise feedback.

Student survey responses demonstrate that our results are above the state average in this area.

The school's goal is for each student to experience engagement through positive transitions and learning pathways into our school,

through the school and onto secondary education. To support this we have a comprehensive, yet flexible, program underpinning the

various transitions students make, including Kinder to Prep and Year 6 to Year 7.

With an increasing number of students transitioning to our school part-way through their primary school years, an ongoing focus is to

develop a consistent process for quickly and effectively engaging these students and their families.

Monitoring and responding to attendance is ongoing work at CSPS. The school uses Sentral with automatic notifications being sent

out to families for unexplained absences. Regular reminders about the importance of attendance are sent to families through the

school newsletter. For students with attendance concerns, termly SSG (student support group) meetings are held, with attendance

plans created, working with the families on strategies for improvement. Further outside agencies and Department of Education

support is also sought where appropriate.

Clayton South Primary School is a school that caters well for student welfare and well-being. Our small student / teacher ratios, whole school approach and the committed staff facilitate this work. 95% of our students state they feel a sense of connectedness to school and that we are managing bullying effectively, according to the Attitude to School Survey completed by the Years 4-6 students. We are aiming to engage more students in their learning and have included a goal on our 2023 AIP to improve student voice and agency and home-school connections. An updated focus in our current strategic plan is to improve the levels of student voice and agency across the school.

Other highlights from the school year

In 2024, we were excited to be able to offer a range of extra curricular activities:

- Years 3-6 Camp to Waratah Beach Camp
- International Day
- School Excursions
- School Sporting Events (Interschool Sports / Athletics / Cross Country / Swimming Program)
- Colour Run Fundraiser
- Special Lunch Days
- Fundraising Activities (raffles / cookie dough / icy poles)
- Mothers Day and Fathers Day Gift Creation
- Cooking with Miss Anna
- School Gardening
- End of Year School Concert

These events were absolute highlights for our students and families.

Our families thoroughly enjoy the opportunity of being involved in school activities and any events involving school families are always very well supported.

Financial performance

Clayton South Primary School continues to be in a sound financial position. This is due to the time and commitment put into effective budgeting, the fundraising from our school community including our Parents Club and School Council. Our cash budget balance allows for funds for committed projects (School Council approved) and a small operating reserve. Budgets and financial reports were monitored by School Council and the Business Manager, being reviewed and adjusted on a regular basis.

Clayton South Primary School began the 2024 school year with a surplus credit budget of approximately \$30,000 and finished the year with a small deficit of \$14,000. The school made a

cash to credit transfer of \$100,000 to cover additional staffing. This allowed the school to be fully staffed throughout the year, with sufficient staff to maintain 6 classes with specialist teachers, sufficient support (including aides and a tutor - TLI) and administration staff, lead staff (principal, assistant principal and learning specialist) and allied health support (speech pathologist and psychologist). Equity funding was utilised to support having 6 classes of a smaller than average size and the additional allied health staff.

Student enrolments continued to fluctuate throughout the year due to families moving in and out of the area. Work occurred with many of the neighbouring kindergartens to continue to build positive relationships with them and to further promote our school.

The school continued to work hard on accessing Disability Inclusion funding for students with additional needs, with seven applications approved in 2024 and two further applications submitted (currently awaiting meetings).

From the election promise of \$12.45million for the re-development of the school, the State Budget announced the release funds to continue progressing with the project. Master plans were finalised, working in conjunction with the architects and VSBA. The project is to go to tender early 2025.

**For more detailed information regarding our school please visit our website at
<https://www.claytonsouthps.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 2.0 (FISO 2.0).

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 99 students were enrolled at this school in 2024, 45 female and 54 male.

40 percent of students had English as an additional language and NDP 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).

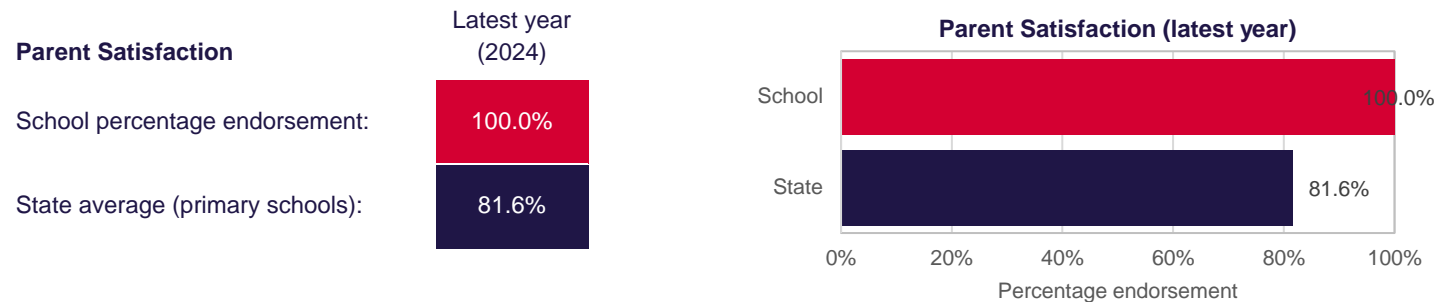
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

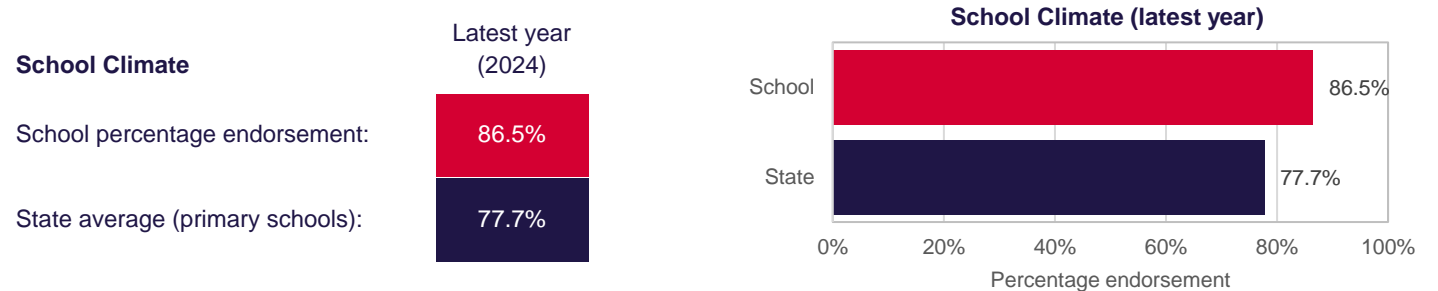


School Staff Survey

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.

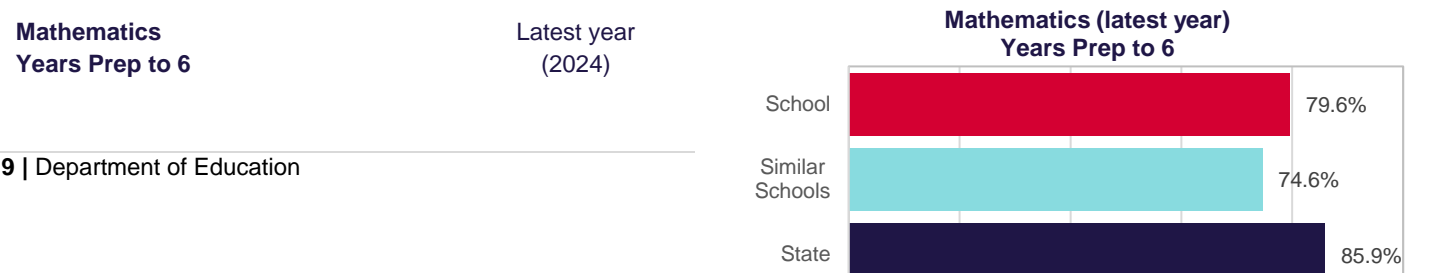
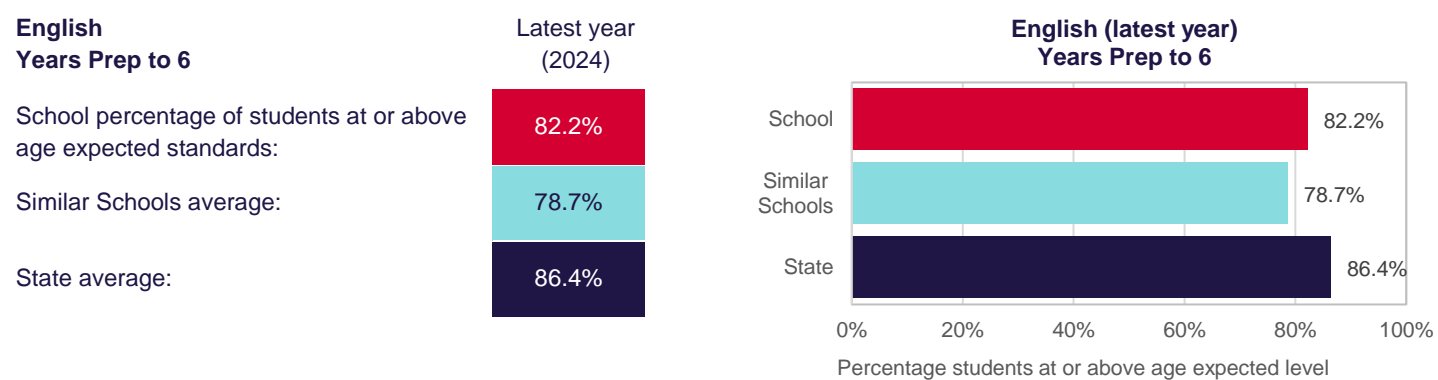


LEARNING

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 against the Victorian Curriculum

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



School percentage of students at or above
age expected standards:

79.6%

Similar Schools average:

74.6%

State average:

85.9%



LEARNING (continued)

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.

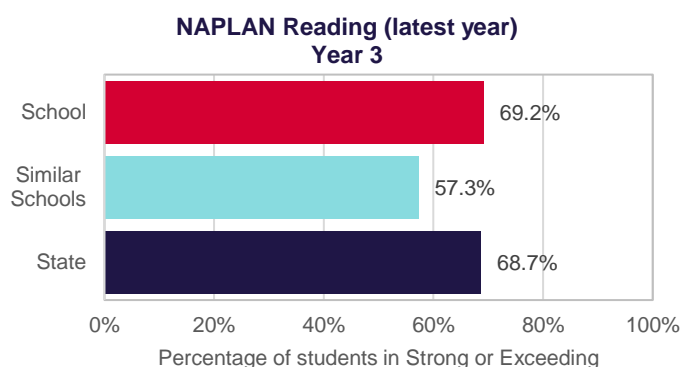
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

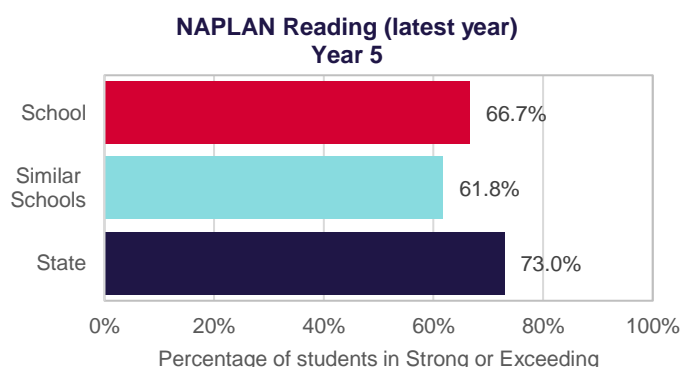
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.2%	60.7%
Similar Schools average:	57.3%	56.6%
State average:	68.7%	69.2%



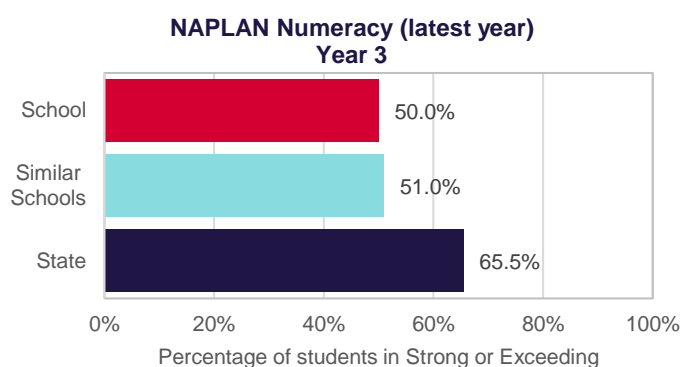
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	71.4%
Similar Schools average:	61.8%	64.3%
State average:	73.0%	75.0%



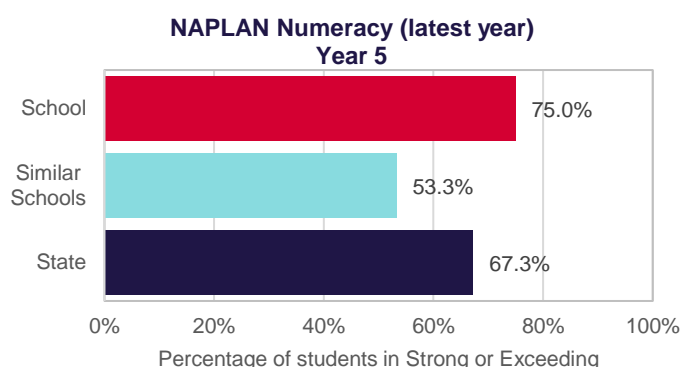
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	55.6%
Similar Schools average:	51.0%	50.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	60.7%
Similar Schools average:	53.3%	53.0%
State average:	67.3%	67.6%



LEARNING (continued)

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.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

41.7%

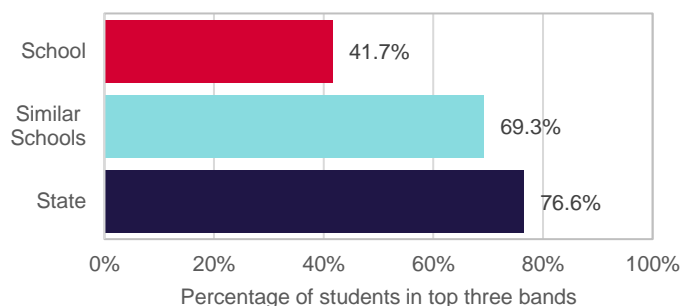
Similar Schools average:

69.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

46.7%

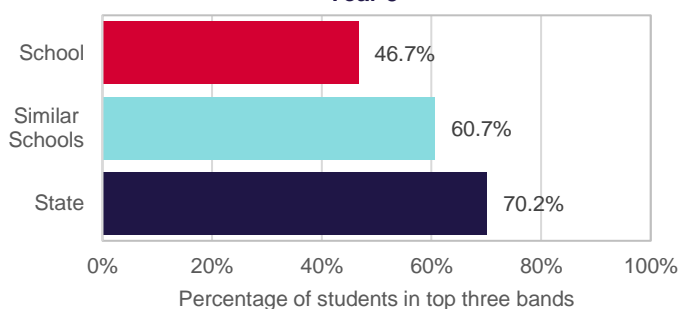
Similar Schools average:

60.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

41.7%

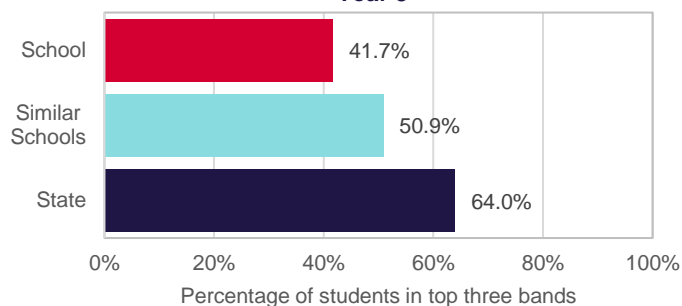
Similar Schools average:

50.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

33.3%

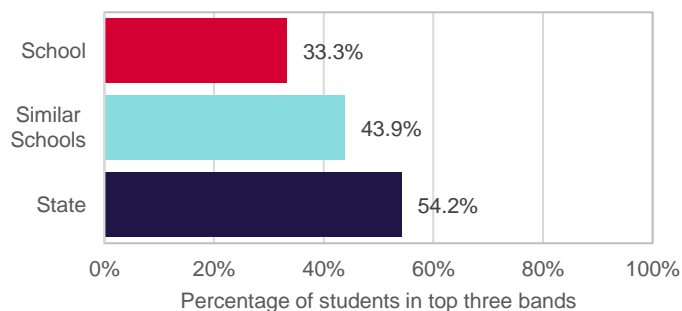
Similar Schools average:

43.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

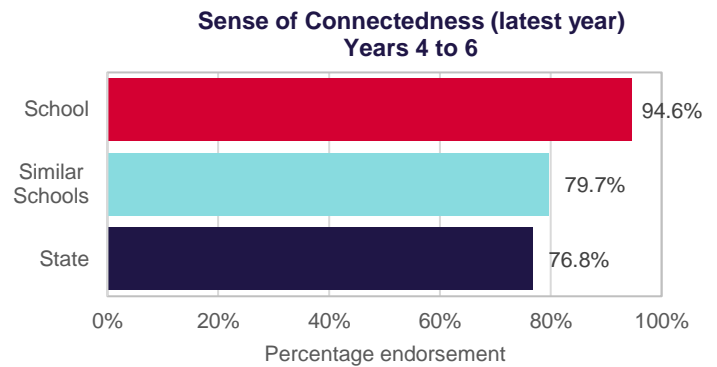
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	94.6%	88.0%
Similar Schools average:	79.7%	80.3%
State average:	76.8%	77.9%

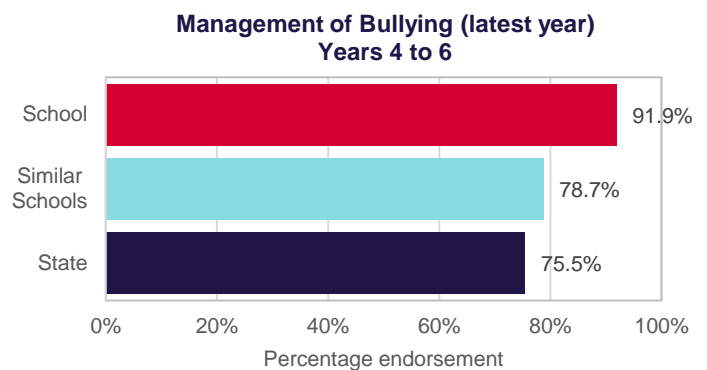


Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	91.9%	84.3%
Similar Schools average:	78.7%	78.5%
State average:	75.5%	76.3%

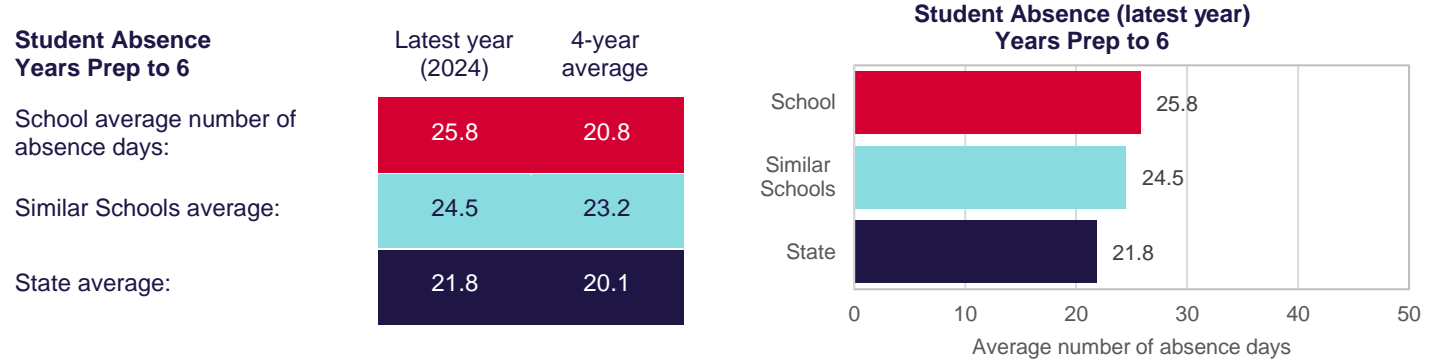


ENGAGEMENT

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.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	85%	91%	85%	89%	86%	81%	92%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,546,326
Government Provided DET Grants	\$202,987
Government Grants Commonwealth	\$19,444
Government Grants State	\$0
Revenue Other	\$54,041
Locally Raised Funds	\$46,009
Capital Grants	\$0
Total Operating Revenue	\$1,868,808

Equity ¹	Actual
Equity (Social Disadvantage)	\$122,247
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$122,247

Expenditure	Actual
Student Resource Package ²	\$1,694,720
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$27,803
Communication Costs	\$1,098
Consumables	\$41,753
Miscellaneous Expense ³	\$139,389
Professional Development	\$4,743
Equipment/Maintenance/Hire	\$17,909
Property Services	\$54,236
Salaries & Allowances ⁴	\$23,260
Support Services	\$56,385
Trading & Fundraising	\$3,287
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,430
Total Operating Expenditure	\$2,084,014
Net Operating Surplus/-Deficit	(\$215,205)
Asset Acquisitions	\$0

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$108,295
Official Account	\$49,172
Other Accounts	\$0
Total Funds Available	\$157,467

Financial Commitments	Actual
Operating Reserve	\$65,152
Other Recurrent Expenditure	\$1,779
Provision Accounts	\$0
Funds Received in Advance	\$10,000
School Based Programs	\$79,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$155,930

All funds received from the Department of Education, 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.