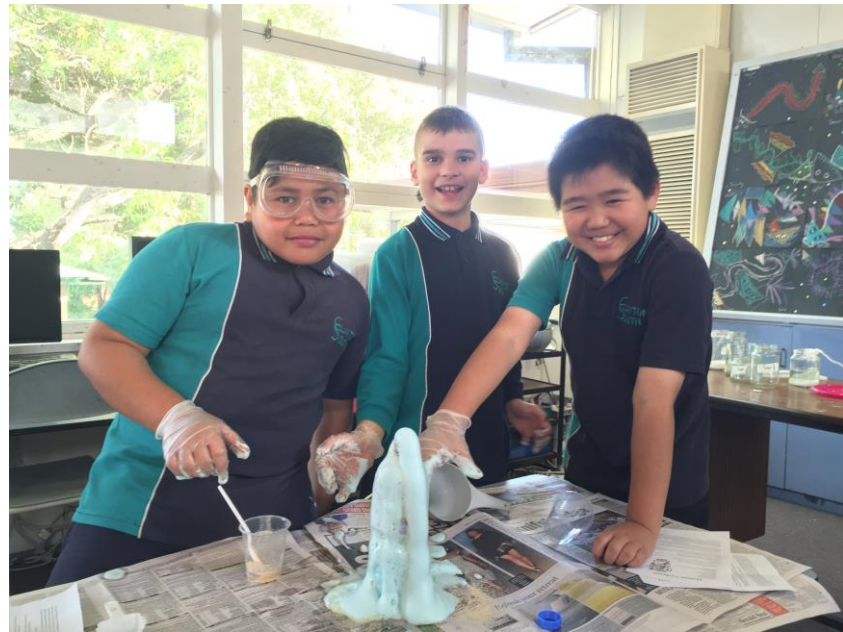


2016 Annual Report to the School Community



School Name: Clayton South Primary School

School Number: 4384



All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

Name of School Principal: Susan McSweeney

Name of School Council President: Hulya Canpolat

Date of endorsement: 27th March 2017

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. The workforce composition is one principal class staff member, nine 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. Clayton South Primary achieves high academic standards and a strong emphasis is placed on Literacy and Numeracy and Science. An intensive Physical Education program; a vigorous health / nutrition program; an outstanding Visual and Performing Arts program with Spanish taught as a specialist area are conducted. 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. A wide variety of programs are offered to extend and enrich student learning including camps, swimming, PMP, kitchen garden, chicken coop, choir, drama, sporting activities, Art club, Homework club and breakfast club.

Framework for Improving Student Outcomes (FISO)

The improvement initiatives Clayton South Primary School chose to focus on in 2016 were:

Excellence in teaching and learning through building practice excellence and focusing on curriculum planning and assessment and Professional leadership.

The actions that were used were:

- Teachers, Principal and school will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration to enhance learning.
- Using data to monitor the impact on students' learning progress.
- Developing the capabilities of the staff to build a culture that is focused on improvement. Evidenced based improved strategies were used to measure impact and monitor performance.

The staff have worked hard as a cohesive unit with a collective focus on student improvement. Individual student data was closely analysed.

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

In 2016 we completed our first year of our new four-year Strategic Plan and Annual Improvement Plan was developed around these goals. 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.

The staff during 2016 continued to focus their professional learning around the development of Literacy and Numeracy models that reflect whole school approaches to Writing, Reading and Mathematics as well as building their understanding on how to read data. Staff aimed to provide differentiation to cater for the various levels of ability and understanding in their respective classes.

Our 2016 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- 45% of students working above level**
- Speaking and Listening – 25% of students working above level**
- Writing -29% of students working above level**
- Measurement and Geometry 18% of students working above level**
- Number and Algebra 34% of students working above level**
- Statistics and Probability 17% of students working above level**
- PE 12 students 25% of students working above level**
- Art 6 students 27% 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 2016 and on a 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 learning gain in 2016.

- Reading 20% of students deemed to have high growth**
- Numeracy 40% of students deemed to have high growth**
- Writing 22% of students deemed to have high growth and 73% medium growth**
- Spelling 30% of students deemed to have high growth**
- Grammar and Punctuation 40% of students deemed to have high growth**

No students scored a low growth learning gain in numeracy.

We have a balanced emphasis on literacy and numeracy fundamentals with a rich enquiry based curriculum including Art, Music, ICT, PE, and LOTE.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- | | | | |
|--|----------------------------------|---|---|
| <input checked="" type="checkbox"/> Victorian Early Years Learning and Development Framework | <input type="checkbox"/> AusVELS | <input type="checkbox"/> Victorian Curriculum | <input type="checkbox"/> A Combination of these |
|--|----------------------------------|---|---|

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.

The average level of parent satisfaction with the school, as derived from the annual DET Parent Opinion survey rated the school above 6/7 in the area of General Satisfaction.

The DET School Staff Survey, which measures the percentage of endorsement by staff (agree or strongly agree) on school climate, including collective responsibility, collective efficacy, academic emphasis, teacher collaboration, and parent and community involvement was in the 90 percentile in all areas in 2016.

The DET Student Attitude to School Survey results in 2016 was again high, extending further the wonderful results from 2015. All aspects of the Teaching and Learning Section in the survey were above both the State and Regional mean. These areas include Student Relationships, Wellbeing and Teaching and Learning. This is a credit to the teachers who work to focus on developing a learning environment for all students that promotes independence, self confidence and a sense of belonging. In the areas of Connectedness to School and Student Perceptions of Safety the students have rated the school very positively and CSPS is performing in the 90th percentile. The school was ranked higher than like schools for 2016 and on a four-year average.

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 our Code of Conduct booklets on a termly basis 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 2016 and on a four-year average. This is a great improvement on previous years and staff have worked hard in this area to lower the rate. 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 rate have learning goals around this area.

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 2016, 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.

The staff have continued their professional learning commitment in 2016. An emphasis was placed on Professional learning for all staff including things such as the needs of English as Additional Language students, students with anxiety, autism and learning challenges. At Clayton South Primary School, we have worked hard to establish a strong set of values, which is the basis for planning, classroom activities, and student well-being programs. We implement a resilience program and support student's social and emotional growth. Clayton South's values use the acronym CARES-

Community – feel valued, safe and supported in an environment that celebrates diversity.

Accepting – recognise and value the different cultures that exist in our community.

Respectful – friendly interactions between teachers, students and the community.

Excellence – value learning and achieve to their full potential

Self-confidence – motivated with a positive attitude.

Practical guidance and resources are used to support staff and students to respond to and prevent bullying and promote cyber-safety and wellbeing.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 102 students were enrolled at this school in 2016, 52 female and 50 male. There were 69% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	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> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>70%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>-</td> <td>60%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>33%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>40%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	70%	20%	Numeracy	-	60%	40%	Writing	44%	33%	22%	Spelling	30%	40%	30%	Grammar and Punctuation	10%	50%	40%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Writing	44%	33%	22%																							
Spelling	30%	40%	30%																							
Grammar and Punctuation	10%	50%	40%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" data-bbox="512 824 995 913"> <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>91 %</td> <td>91 %</td> <td>90 %</td> <td>95 %</td> <td>92 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	90 %	95 %	92 %	90 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	90 %	95 %	92 %	90 %	92 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

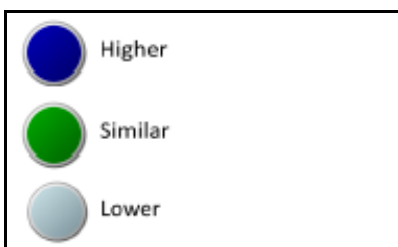
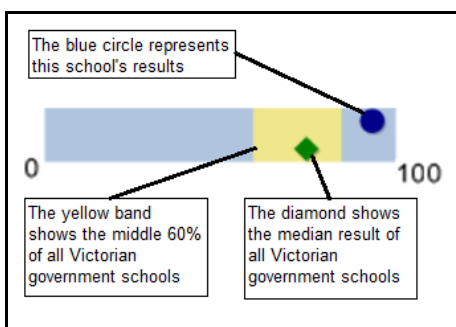
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

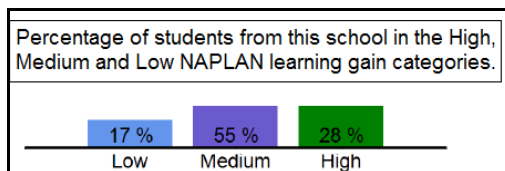
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 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, 2016

Revenue	Actual
Student Resource Package	\$1,105,299
Government Provided DET Grants	\$223,432
Government Grants Commonwealth	\$1,877
Revenue Other	\$4,617
Locally Raised Funds	\$56,408
Total Operating Revenue	\$1,391,633

Expenditure	
Student Resource Package	\$1,042,913
Books & Publications	\$1,331
Communication Costs	\$2,136
Consumables	\$23,204
Miscellaneous Expense	\$74,223
Professional Development	\$6,535
Property and Equipment Services	\$122,820
Salaries & Allowances	\$40,267
Trading & Fundraising	\$4,158
Utilities	\$14,762

Total Operating Expenditure **\$1,332,348**

Net Operating Surplus/-Deficit **\$59,285**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$89,555
Official Account	\$5,059
Other Accounts	\$63,640
Total Funds Available	\$158,254

Financial Commitments	
Operating Reserve	\$42,588
Asset/Equipment Replacement < 12 months	\$10,333
Maintenance - Buildings/Grounds incl SMS<12 months	\$47,879
Revenue Received in Advance	\$1,454
School Based Programs	\$56,000
Total Financial Commitments	\$158,254

Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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 2016. 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 playground equipment for the students, supporting our transition program and supplementing key learning areas and projects such as Science and ICT. Eighty new note book computers were leased for the students to use.

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.

Significant money was spent on supplementing the English and Mathematics budget as well as recarpeting most of the school with new furniture purchased and painting completed. Significant works were undertaken on the school grounds including new fencing, painting, unblocking of school drains and tree trimming.

Student enrolments appear to have stabilised and we were able to budget appropriately for our six student classes. The school staffing budget continued to be in credit which will be rolled over into 2017 budget. This smaller buffer is required to be held here as staff are on leave and our enrolment continues to have some mobility.